



**AZUSA PACIFIC**  
UNIVERSITY

Center for Academic  
Service-Learning

# Service-Learning Course Designation Worksheet

Faculty interested in developing a service-learning component in an academic course, should complete the following and submit to the Director of the Center for Academic Service-Learning eight weeks before student registration begins. Completion of the worksheet may be done in collaboration with Center staff.

**APU Academic Service-Learning Definition:** Academic Service-Learning is a teaching and learning method that promotes student learning through active participation in meaningful and planned service experiences in the community that are directly related to the course content, with a focus on (a) connecting theory to practice, (b) critical reflective thinking, (c) personal and civic responsibility, (d) faith integration, and (e) relationship to students' planned vocation. The three distinctives that characterize academic service-learning at APU are that it is:

1. Academic: *intentional and clear connection to the course learning outcomes and purposeful critical reflection throughout.*
2. Reciprocal: *active partnerships between faculty, community partners, and students as mutual beneficiaries and co-educators.*
3. Making a Difference: *outcomes of the project are evidenced through impact on community as well as student learning, civic understanding, future goals, and faith development and application.*

## **COURSE INFORMATION**

1. **Course Name & Number:**

2. **Faculty Instructor:**

3. **Identify Student Learning Outcomes:** *list learning outcomes from course syllabus, highlighting which will be addressed through the service-learning project.*

## **ESTABLISHING SERVICE-LEARNING EXPERIENCES & PARTNERSHIP**

1. **Describe proposed service activities that have relevance to the academic material:**

2. **List potential community partners or types of preferred partnerships:**

3. **Identify the community need that will be addressed:**

**4. Indicate ways the community partner will serve as a co-educator for APU students:**

**5. Number of university service credits students will receive for successful completion** \*APU's service credit guidelines available [here](#)

5 credits    10 credits    15 credits    30 credits

**PREPARING STUDENTS FOR SERVICE-LEARNING**

**1. Service-Learning Orientation preferred date/time** (10 minute presentation & Student Agreement Form completion, provided by CASL staff):

**2. Preparation assignments/activities for students** (i.e. prediction exercise, interviewing, community partner presentation in class, research article, site orientation, [APU Diversity Mosaic Experience](#)):

**SERVICE-LEARNING PROJECT DETAILS**

**1. List course assignments/benchmarks & deadlines related to the service-learning experience** (readings, texts, guest speakers, writing assignments, etc.):

**2. Alternative assignment for students unable to complete project** (if offered):

**3. Indicate faith integration activities, if any, that will be used in relation to the project** (readings, class discussions, writing assignments, etc.):

**4. Identify which of the following attributes that employers are seeking the students will have the opportunity to practice through this project:**

<input type="checkbox"/> Demonstrate cross-cultural understanding and communication skills	<input type="checkbox"/> Seek and accept feedback
<input type="checkbox"/> Demonstrate critical and creative thinking skills	<input type="checkbox"/> Show interest and enthusiasm
<input type="checkbox"/> Plan, organize and prioritize work	<input type="checkbox"/> Demonstrate good listening
<input type="checkbox"/> Formulate and set goals	<input type="checkbox"/> Develop good working relationship with others
<input type="checkbox"/> Demonstrate initiative, maturity, positivity and dependability	<input type="checkbox"/> Demonstrate insights and adaptability in interpersonal dynamics
<input type="checkbox"/> Demonstrate awareness of personal strengths and challenges	<input type="checkbox"/> Participate in problem solving
	<input type="checkbox"/> Demonstrate tolerance and self-regulation
	<input type="checkbox"/> Demonstrate ability to work in teams

## **REFLECTION & ASSESSMENT**

**1. Indicate critical reflection activities & deadlines** (*class discussions, written assignments, presentations, case studies, etc.*):

**2. Assessment plan/rubric:**

**3. Service-Learning Evaluation preferred date/time** (*10 minute visit from CASL staff, report emailed to instructor & summary to community partner by CASL staff*):

## **SUPPORT FROM THE CENTER FOR ACADEMIC SERVICE-LEARNING**

Based on plans for the service-learning experience, I would like to request support from the Center in the following:

- Securing a community partner(s)
- Scheduling a planning meeting for the instructor & community partner
- Scheduling visit days/times for my students
- Representation at site orientation and/or project dates
- Preparing project-related materials
- Timelog tracking sheets for my students
- Chapel Absence Requests for students
- Sign up sheet for students
- Create name tags for students
- Other:
- Other:

● **advocate** ● **collaborate** ● **support** ●

Questions? contact Michelle LaPorte: [mlaporte@apu.edu](mailto:mlaporte@apu.edu) or 2824