



Requirements for a Service-Learning Designation

Designating a Belmont course as a service-learning class involves incorporating community service activities into the course curriculum to enhance students' learning experiences while addressing community needs. Here are the criteria that are used to designate a college class as a service-learning class:

1. Academic Content Integration:

- The service-learning component should align with the course's academic objectives and content.
- The community service activities should provide practical opportunities for students to apply theoretical knowledge and skills gained in the classroom.

2. Community Engagement:

- The class should engage with the local community or address broader societal issues.
- Community partners should be involved in designing the service projects, ensuring they meet genuine community needs.

3. Reflection and Learning Assessment:

- Regular opportunities for reflection should be incorporated into the class structure to encourage students to critically analyze their service experiences and connect them to course content.
- Students should be evaluated based on their ability to apply learning from both the classroom and service experiences.

4. Faculty Involvement and Training:

- Faculty members should be adequately trained in service-learning pedagogy and community engagement practices.
- Faculty should actively facilitate the integration of service experiences with course material and support students' reflection and learning.

5. Meaningful Service Projects:

- Service projects should be designed to have a tangible impact on the community and be meaningful to both the students and the community members involved.
- Projects should promote a sense of responsibility, empathy, and civic engagement among students.

6. Reciprocity and Collaboration:

- The service-learning class should foster a sense of reciprocity, where both students and community partners benefit from the collaboration.
- Collaboration with community partners should be ongoing and build strong relationships for sustained impact.

7. Ethical Considerations:

- Ethical guidelines for service-learning should be established, ensuring that students' work is respectful, sensitive, and culturally appropriate.
- Students should be educated about potential ethical challenges and considerations when working with diverse populations.

8. Clear Learning Objectives:

- Clearly defined learning objectives for the service-learning component should be stated at the beginning of the course.
- These objectives should align with the overall learning outcomes of the course.

9. Logistical Support:

- Adequate logistical support, such as transportation arrangements, supplies, and communication channels, should be provided to facilitate the service experiences.

10. Assessment and Evaluation:

- The impact of the service-learning component should be assessed, both in terms of student learning and community outcomes.
- Assessment methods should be designed to measure the effectiveness of the service-learning component and its contribution to the students' overall learning.

By incorporating these criteria, a Belmont course can be designated as a service-learning class, providing students with a holistic educational experience that integrates academic learning with meaningful community service.