

Focus questions for service-learning and community-based research syllabus/curriculum discussion:

1. How does the course proposed in this syllabus/curriculum address the mission of the university and the academic department in which it is being offered?
2. Is the type of service learning or community-based research exemplified in this course/curriculum specified? Why or why not?
3. What type of knowledge and/or skills will participating students obtain and/or generate? What would be a concrete example?
4. Why is service learning or community-based research a/the preferred pedagogy for obtaining and/or generating such knowledge/skills?
5. How will the acquisition of such knowledge/skills be measured, and why?
6. Which community partner(s) will be involved and why? Does their relationship with the university consist exclusively of the service learning partnership associated with this course/curriculum? If not, who are the other university stakeholders and what is their relationship to the partner(s)?
7. What service goals have been mutually negotiated with the community? What do community partners have to gain and to offer?
8. What logistics are specified in the course/curriculum, including the nature of relationships between students and community partners at the proposed service site(s)?
9. What support will be needed by the faculty and students to ensure a high-quality service-learning or community-based research experience?
10. What will be the relationship of the community partner(s) with the university, the department, department faculty, and students once the course/curriculum has been completed? What options for ongoing collaboration exist?
11. How can the "GLISTEN Central" staff be of ongoing assistance in the process of implementing this syllabus/curriculum?