

Alignment Chart

One of the distinguishing features of service-learning relative to traditional courses is that there is an expectation that there will be BOTH academic and civic outcomes. Adding community service to a course makes it possible to enhance academic learning and contribute to civic learning.

Civic learning (aka, social responsibility, civic competency, social justice, etc.) includes all the knowledge, skills, and values that prepare a person for active community involvement. We want students to graduate from a service-learning course with knowledge, skills, and/or values that prepare them to contribute to the public good.

To achieve academic and civic outcomes in a service-learning course (and this is true for all courses), it is helpful to align the learning objectives, learning strategies, and student learning assessment methods.

One way to do this is to complete the following tables: one for academic learning objectives and one for civic learning objectives. It is possible for a learning objective to satisfy both academic and civic goals.

Academic Learning Objectives (SNL Competencies)	Learning Strategies/Methods	Means for Assessing Student Learning
Students will learn the various motivations people have for migrating to the United States	Readings → Research → Oral Histories(via community service)	Guided reflection journals merging community experiences and course readings Research papers 2 migrant oral histories (coalesced into a published volume for agency and migrant use – community benefit)

Civic Learning Objectives (SNL Competencies)	Learning Strategies/Methods	Means for Assessing Student Learning
Students will learn how immigrant-serving organizations help their clientele with the transition to the U.S. →	20 hours community service at an immigrant-serving agency →	Brief paper addressing how the student’s host organization helps their clientele with their U.S. transition