



Guidelines for High Quality Syllabi

Source: Campus Compact (2008), [Syllabi Criteria](#), April 2008

For additional resources on this and other service-learning topics visit Learn and Serve America's National Service-Learning Clearinghouse at www.servicelearning.org.

Learn and Serve America's National Service-Learning Clearinghouse wants to thank you for your interest in submitting to the Service-Learning Ideas and Curricular Examples (SLICE) database. Please follow the guidelines below to ensure that your syllabus is as complete and relevant as possible.

Submission Guidelines

This is a set of guidelines to help you when submitting syllabi to SLICE. The best submissions will follow these basic criteria. They should:

- be syllabi you have successfully implemented in the classroom;
- include the subject areas addressed;
- be practical with regard to time requirements and cost;
- have clearly defined goals and objectives, and provide all of the instructional strategies and activities to be used in order to meet those goals and objectives;
- be clearly written and jargon free; and
- provide references to the original work if syllabus is not original.

Each submission needs to include:

1. Title of the project
2. Course description
3. Grading policy
4. Subject area
5. Semester schedule
6. Description of service-learning coursework
7. Brief course introduction: a brief summary of the class service-learning project, its implementation, and goal.
8. Contact information: name, position, institution, address, email, phone number, fax

You may also want to include: time needed for completion, materials needed, approximate cost, descriptive keywords, etc.

Quality Standards

Campus Compact's criteria for quality higher-education service-learning syllabi are grounded in four "conceptual criteria":

1. *Engagement* – Does the service component meet a public good? How do you know this? Has the community been consulted? How? How have campus-community boundaries been negotiated and how will they be crossed?
2. *Reflection* – Is there a mechanism that encourages students to link their service experience to course content and to reflect upon why the service is important?



3. *Reciprocity* – Is reciprocity evident in the service component? How? “Reciprocity suggests that every individual, organization, and entity involved in the service-learning functions as both a teacher and a learner. Participants are perceived as colleagues, not as servers and clients.” (Jacoby, 1996 p.36)
4. *Public Dissemination* – Is service work presented to the public or made an opportunity for the community to enter into a public dialogue? For example: Do oral histories that students collect return to the community in some public form? Is the data students collect on the saturation of toxins in the local river made public? How? To whose advantage?

A high-quality syllabus would manifest clear engagement with all four of these criteria. Syllabi considered by our panel of service-learning advisors to demonstrate especially good adherence to these standards will be featured in the database as exemplary submissions.

Syllabi submitted will also be eligible to be considered for inclusion in the syllabus database of NSLC's higher education program advisor, [Campus Compact](#). If you would prefer not to have your syllabus shared with Campus Compact, please indicate that with your submission.

