SERVICE-LEARNING
Application Form

Service learning is a teaching and learning approach that integrates service projects with academic studies to enrich learning, teach civic responsibility, and strengthen the communities in which we live and work. A summary of program types is included at the end of this form to aid in the creation of service learning opportunities. The document was found on the William & Mary University's Sharpe Community Scholars website and is an excerpt from *Fundamentals of Service Learning Course Construction* by Kerrissa Heffernan.

- If you are creating a **new course** that will have a service learning section or need to make changes to an existing course description, please submit:
    1. This application form
    2. A course syllabus
    3. A copy of the UCCC "Add/Drop/Change" form you submitted to the UCCC
- If you are **only creating a service learning section** of an **existing** course and not making any changes to the course description in the catalog, please submit:
    1. This application form
    2. A course syllabus

COURSE INFORMATION

Subject:		Course number:		
Course Title:			**CIP Code:**	
Semester & Year to be Offered*				

* You must reapply for a service learning section each semester it will be offered. Service Learning sections will not automatically roll over from year to year.

ACTION REQUESTED (choose one)

	NEW COURSE Please include a copy of your completed UCCC Add/Drop/Change form
	CHANGE COURSE Please include a copy of your completed UCCC Add/Drop/Change form
	DESIGNATE SECTION OF EXISTING COURSE AS SERVICE LEARNING

Course Title:						
Subject:		**Course #:**		**Semester:**		**Year:**
Instructor:						
Community Partner Organization(s):						
Contact Name:		**Phone:**		**Email:**		

Please provide an explanation of how your proposed service project is integrated into the course content. Be sure to include details on 1) structured reflection, 2) course assessment and evaluation criteria, and 3) the nature of the work students will be doing during their required 25 hours of service over the duration of the course. Feel free to include an attachment if there is not enough room in the space provided.

_____

Faculty Signature

_____

Chair Signature

_____

Dean Signature

_____

Office of Service Learning Signature

SERVICE-LEARNING Checklist

For personal tracking purposes only, not for submission

BEFORE COURSE

☐ Submit UCCC Add/Drop/Change form to the UCCC (only for new courses and changes in course catalog)

☐ Submit Service Learning Application w/ course syllabus and copy of UCCC Add/Drop/Change form (if needed) to Office of Service Learning

☐ Submit Schedule Change form (only if SL section added after Registrar's deadline for schedules) with appropriate signatures to Registrar

☐ Complete site visit and submit Site Assessment to Office of Service Learning

AFTER COURSE

☐ Submit Student Work Hours Verification forms to Office of Service Learning

☐ Submit Faculty Assessment to Office of Service Learning

Additional compensation will not be paid until the faculty assessment for the relevant course is received.

If you have questions about any steps of the process or deadlines, please check our website or contact Ryan Bell at 504-280-4725, rabell@uno.edu

Six Models for Service-Learning

The following is excerpted from Heffernan, Kerrissa. *Fundamentals of Service-Learning Course Construction*. RI: Campus Compact, 2001, pp. 2-7, 9.

Whether creating a new course or reconstructing an existing course using service-learning, faculty should explore the appropriate model of service-learning. While one could argue that there are many models of service-learning, we feel that service-learning courses can basically be described in six categories:

1. **"Pure" Service-Learning**: These are courses that send students out into the community to serve. These courses have as their intellectual core the idea of service to communities by students, volunteers or engaged citizens. They are not typically lodged in any one discipline.
2. **Discipline-Based Service-Learning:** In this model, students are expected to have a presence in the community throughout the semester and reflect on their experiences on a regular basis throughout the semester using course content as a basis for their analysis and understanding.
3. **Problem-Based Service-Learning (PBSL):** According to this model, students (or teams of students) relate to the community much as "consultants" working for a "client." Students work with community members to understand a particular community problem or need. This model presumes that the students will have some knowledge they can draw upon to make recommendations to the community or develop a solution to the problem: architecture students might design a park; business students might develop a website; or botany students might identify non-native plants and suggest eradication methods.
4. **Capstone Courses:** These courses are generally designed for majors and minors in a given discipline and are offered almost exclusively to students in their final year. Capstone courses ask students to draw upon the knowledge they have obtained throughout their coursework and combine it with relevant service work in the community. The goal of capstone courses is usually either to explore a new topic or to synthesize students' understanding of their discipline. These courses offer an excellent way to help students make the transition from the world of theory to the world of practice by helping them establish professional contacts and gather personal experience. 5. Service Internships Like traditional internships, these experiences are more intense than typical service-learning courses, with students working as many as 10 to 20 hours a week in a community setting. As in traditional internships, students are generally charged with producing a body of work that is of value to the community or site. However, unlike traditional internships, service internships have regular and on-going reflective opportunities that help students analyze their new experiences using discipline-based theories. These reflective opportunities can be done with small groups of peers, with one-on-one meetings with faculty advisors, or even electronically with a faculty member providing feedback. Service internships are further distinguished from traditional internships by their focus on reciprocity: the idea that the community and the student benefit equally from the experience.
5. **Undergraduate Community-Based Action Research**: A relatively new approach that is gaining popularity, community-based action research is similar to an independent study option for the rare student who is highly experienced in community work. Community-based action research can also be effective with small classes or groups of students. In this model, students work closely with faculty members to learn research methodology while serving as advocates for communities.

Exemplary Service-Learning Syllabi:
- Include service as an expressed goal Clearly describe how the service experience will be measured and what will be measured
- Describe the nature of the service placement and/or project
- Specify the roles and responsibilities of students in the placement and/or service project, (e.g., transportation, time requirements, community contacts, etc.) Define the need(s) the service placement meets
- Specify how students will be expected to demonstrate what they have learned in the placement/project (journal, papers, presentations)
- Present course assignments that link the service placement and the course content Include a description of the reflective process
- Include a description of the expectations for the public dissemination of students' work