



Service learning is a teaching and learning approach that integrates community-based 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.

**Please indicate if your course is new or existing:**

I have created a brand new course that I would like designated as service learning.

FOR NEW COURSES: This form does not supersede any other processes or forms required for new courses. This form should not be submitted until the course has been approved by the UCCC.

I would like to designate an existing course as service learning.

FOR EXISTING COURSES: If your application is approved, you need to remind the appropriate administrator in your academic unit to create a service learning section number (225-229) for your course when they create the relevant semester's course schedule. You must reapply for designation every semester you want to offer a service learning section of your course.

**COURSE INFORMATION**

<b>Course Title:</b>					
<b>Subject:</b>		<b>Course #:</b>		<b>Term:</b>	
<b>Instructor:</b>					
<b>Community Partner Organization(s):</b>					
<b>Contact Name:</b>		<b>Phone:</b>		<b>Email:</b>	

**REQUIRED ATTACHMENTS**

Please attach 1) a course syllabus and 2) a brief description of the service learning project. Be sure to include mention of structured reflection assignments and the nature of the work students will do during their required 25 hours of service over the duration of the course.

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chair Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dean Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
ELCE Signature

\_\_\_\_\_  
Date

You will be notified of the dis/approval of your application no less than one week prior to the first day of registration for the relevant semester.

If you receive approval, please remember to add the service learning section to your course schedule. Service learning section code is EC.

## Funding for Service Learning

The Office of Experiential Learning and Community Engagement (ELCE) offers financial incentive for the creation of new service learning opportunities and partnerships as well as financial support for projects with exceptional reach and impact.

### Incentive Funding

First-time-offered course with service learning designation: \$1000 additional compensation paid at the end of the term after all required documentation has been submitted

Previously offered course with first-time service learning designation: \$750 additional compensation paid at the end of the term after all required documentation has been submitted

Previously offered course with previous service learning designations but most recent iteration involves a new community partner: \$250 additional compensation paid at the end of the term after all required documentation has been submitted

### Financial Support

A faculty member whose course does not qualify for any of the incentive funding but has received service learning designation can apply for support funding up to \$500 to cover any expenses incurred during development and execution of the project.

### How to get paid

Faculty who qualify for **incentive funding** will be notified when their applications for designation are approved. There is no additional application process for incentive funding, but there are requirements that must be fulfilled to receive payment.

**Financial support** can be requested through the application found on the Faculty Resources page of the Service Learning website <http://www.uno.edu/service-learning/faculty-resources>

## 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