Service-Learning Course Designation

Thank you for considering Service-Learning course designation for your class. This designation has several benefits, including:

- Students can better register for classes knowing which courses or sections will include a Service-Learning component and count toward the ELR.
- Courses can be capped at 25 to better accommodate Service-Learning pedagogy in the classroom.
- Service-Learning courses and students can be better identified for the purposes of institutional research and assessment.

The following definition of Academic Service-Learning at Elon might be helpful to you as you design your Service-Learning courses.

Service-Learning is fundamentally an academic endeavor in which service is an integrated component of a course. It is a credit-bearing, experiential education approach that involves an established community partnership guided by the expertise of professors and community-based practitioners, working together with students to address community needs. The partnerships between Elon and the community engage students in service primarily with non-profit organizations, schools, and government agencies. Academic Service-Learning is a unique form of engaged learning that includes:

- direct contact between students and the community, requiring student preparation for community experiences
- engagement in projects and activities that are devoted to the public good
- service activity that is reciprocally beneficial to the community and students and is relevant to course objectives
- structured reflection that enhances student understanding of connections between course content and service
- recognition of how disciplinary knowledge contributes to our understanding of the world

Elon University affirms the importance of engaged pedagogies as a foundation of our curriculum that advances our goal of developing global citizens and informed leaders. Toward this end, Academic Service-Learning courses contribute to a variety of personal, cognitive, and social outcomes including enhanced self-awareness, improved critical thinking, and an increased understanding of social responsibility, diversity, and societal structures.

For questions about this application or the course designation process, please contact a member of the Academic Service-Learning Faculty Advisory Committee listed below.

Angela Lewellyn-Jones        Jenny Trimble        Toddie Peters
Pam Kiser, Chair             Susan Manring        Jeff Stein
Janet MacFall                 George Padgett       Carolyn Stuart
Service-Learning Course Designation Proposal

Instructor ___________________________ Department _______________________________ Ext. ________________

Campus Box ___________ E-mail ______________ Semester course will be offered ____________

Course Number and Title __________________________________________________________ semester year

Is the service component a required part of the class? Yes No

If any of the following items are included in your syllabus, please direct the committee to the appropriate sections for purposes of review. If not, please briefly explain each item below as it relates to your class.

Description of the service-learning project.

The type of service project the class involves. In order to receive Service-Learning course designation and Experiential Learning Requirement credit, the project must engage students in at least 40 hours of experiential learning. The total number of hours may include both the time students spend directly in service as well as in completing related assignments. Service-Learning projects may be either community-based, class-based, or a combination of the two. Please describe your project in the appropriate section(s) below.

My proposed project is Community-Based___ Class-Based____ Combination of Community and Class-Based___

__Community-based service – Students will perform service in the community through on-site work and will complete assignments that facilitate reflection and course integration.

How many hours of service work will your students perform at the site?______
(15-30 hours is recommended.)

How many hours do you expect your students to spend completing reflection and course integration assignments related to their service work?___

__Class-based service – Students will work in-class and through course assignments to provide a needed service or product for a community organization (e.g., web page development, video production, research study, etc).

Please explain how this Service-Learning project addresses an identified community need.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Although students will not be providing services on-site, some direct contact between students and the community should still occur either through student visits with agency staff, agency staff visiting class, class site visits, or other appropriate methods of connection. Please explain below the ways in which your students will have some direct contact with the partnering organization(s) or their representative(s). __________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Will students in this class spend at least 40 hours on the Service-learning project? Yes No

Additional Comments about the project type (optional, add attachment if desired):
Explanation of how the Service-Learning project relates to the course objectives.

Methods you plan to use to encourage student reflection on their service experiences and the integration of service with course content and goals. Check all that apply.

- group discussion(s)
- relevant reading(s)
- class presentation(s)
- research paper(s)
- reflective paper(s)
- artistic work(s)
- other, please describe

Explanation of how student learning in the Service-Learning project will be assessed.

Would you like the assistance of the Kernodle Center for Service-learning in developing service opportunities for your students? Yes No

Please describe any other forms of support that would be helpful to you in developing or teaching this course.

___________________________  _______________________
Faculty signature                        Date

___________________________  _______________________
Dept. Chair signature                 Date

Please attach your course syllabus or course proposal to this form and send to:
Academic Service-Learning Faculty Advisory Committee
Campus Box 2610

Thank you for your interest in Academic Service-Learning.