Applying for Service Learning (SL) Course Designation

The Civic Engagement and Service Learning Committee invites increased participation by College faculty and staff in developing opportunities for students to serve and engage with their community through coursework and extracurricular activities.

One excellent way to provide these opportunities for students is to develop a service learning (SL) course in your discipline, or to develop a SL component to an existing course you already teach. If you would like to propose and develop a SL course, please fill out this application for your course to be evaluated for SL designation.

The following **guidelines and requirements** are provided to help you develop your SL course. If you have any questions, please contact English Brooks (Civic Engagement Coordinator, 283-7406), and **thank you for your interest!**

Requirements for a Service Learning Course

1. The course includes a service learning or civic engagement activity that comprises a **significant component of the course**.

2. Students in the class provide an **instructor-approved** service to the community —local, regional, global, etc. (this could include community organizations or individuals)—that **addresses a real, demonstrated community need**.

3. The course integrates **action and reflection**. That is, it combines a substantial service learning activity with **critical examination of theory or application of disciplinary concepts and skills relevant to that activity**. Students will be required to write a reflective paper (or comparable exercise) in which they relate the activity to the disciplinary content being discussed in the course. It is also expected that some class time will be devoted to discussion of what students learn through the activity and how it relates to course content and objectives.

4. As student time commitments will depend on the nature of the service or engagement component of the course, there is **no set minimum number of required service hours**.

Defining Service (What types of activities "count"?)

Two principles guide what counts as service: the community engagement of students should **1) assist the chosen community in meeting its needs** and **2) encourage students to step outside their own social networks** (defined as people with whom a student already regularly interacts: friends, family, etc.). Students may perform service for community groups, nonprofits, civic organizations, government agencies, and non-partisan political organizations.

Additionally, service for the Snow College community and for individuals can count as long as principles 1 and 2 apply. While it is valuable, service within religious groups and political parties does not fulfill principle 2 and does not meet the requirements for SL course designation or Service Scholar hours (unless the service performed benefits people outside the denomination or political party).

Examples

Approved projects: helping at a Head Start daycare during parent-teacher conferences, educating students about alcohol abuse or sustainability, cleaning up trash along a community road, or participating in a nonpartisan political movement

Non-approved projects: babysitting for a family member, talking with a roommate about her problems, shoveling snow at your church before Sunday meetings, or campaigning for a political candidate

Please complete the following page, either handwritten or typed separately and submit it to Mitch Jenkins from your Division Dean for committee review.
And, again, *thank you* for proposing a SL course!

Snow College Service Learning (SL) Course Application

Instructor: _____ **Department:** _____
Course Title: _____ **Course Number:** _____

Course Description:
How will students' service experience relate to the course's subject matter or key objectives?

What existing need will the service address and, if known, who are the stakeholders or partner(s) involved?

Will service learning be optional or required? Please explain.

Evaluation Criteria:
How will you assess the SL project, or how will volunteer work be evaluated?

Will there be a certain number of hours required for a student to receive SL credit?

How will credit be awarded for the course's service component?
(percentage of grade, optional test or project replacement, etc.)

How will reflection happen?
(ex: journals, papers, log books, in-class discussion or presentations, etc.)

What is the objective for the student to learn from the experience?

Instructor signature: _____ **Date:** _____

Updated 8/2013