

Prepared by the Division of Learning Resources and Student Success

Date of Departmental Approval: February 3, 2012

Date Approved by Curriculum and Programs: March 7, 2012

Effective: Fall 2012

1. **Course Number:** SLR101
Course Title: Service Learning Option
2. **Description:** This course is a fourth-credit option which may be added as an additional “lab” to an existing course. Students conduct a minimum of 50 hours of community service. Students interested in this course must first enroll in and have the permission of the instructor of an anchor three or four credit course. This additional course requires a contract between the student and faculty member. All SLR contracts need to be submitted to the Service Learning faculty coordinator for approval.
3. **Student Learning Outcomes:** Upon Successful completion of this course, students are able to do the following:
 - Apply partner course principles and theories to their service experience.
 - Explain their observations of their service experience in writing.
 - Apply related course material to “real world” contexts through additional service learning assignments.
 - Integrate academic learning with experiential learning.
 - Demonstrate an understanding of ethical concepts and principles through observation and experiential activities in their service environment.
4. **Credits:** 1 credit. May be repeated for credit; 3 credits maximum.
5. **Prerequisite:** None. **Co-requisite:** Enrollment in a college-level credit course and permission of both instructor and Service Learning coordinator. Students may be enrolled in this course only once in a given semester.
6. **Satisfies a General Education Core:** No
7. **Semesters Offered:** Fall, Spring, Summer
8. **Suggested General Guidelines for Evaluation:** Methods for evaluating assignments with service learning include: reflective journaling, facilitated meetings, portfolios, topical papers and/or oral presentations. Each individual student’s case will be detailed in a contract with the faculty member.

Examples of Possible Assignments for Effective Service Learning:

Reflective Journaling— Students record observations and viewpoints of service activities. Entries may be daily, weekly or periodically. They may be open-ended or specific topics may be assigned. Journals are effective at connecting course content with learning objectives.

Facilitated Meetings— A facilitated group meeting offers an opportunity for reflection where students can debrief their service learning experiences through focused commentary. Comments may center around journal entries, questions from reflections or observation. This fosters further connections to the course content and learning objectives.

Portfolio— A portfolio offers a comprehensive way to summarize a semester of service. Portfolios may include samples of written work, photographs, videos, reports, summaries and other documentation of the learning outcomes. The portfolio powerfully illustrates the sum total of what the student contributed to the organization and the community. It can demonstrate the cumulative effect of the service learning activity over the course of the semester.

Paper— A topical paper integrates the experience with one or more topics from the course. The paper provides opportunity for reflection and integration. The paper should be researched and referenced with citations for maximum impact.

Oral Presentation— A presentation to classmates about an ongoing or concluded service project provides many benefits. It gives students who did not participate in this service experience to benefit from the experience of others. The task of preparing a presentation for their peers can challenge students to produce an improved product. The presentation integrates the service experience within the framework of the expected course outcomes. It can facilitate a powerful class discussion. The speech should be researched and referenced with citations.

9. **General Topical Outline:** See attached.

SLR101. Service Learning Option - Outline

Weeks One and Two: Complete Service Learning Agreement

A service agreement needs to be approved before the service activity can begin:

- 1) Contact a qualified faculty sponsor to obtain consent and discuss class requirements
- 2) Student must select a community site where he/she will complete service. The College service learning coordinator or student work study liaison may also be consulted.
- 3) Complete student service learning contract, outlining methods for evaluation.
- 4) Submit contract to Service Learning coordinator by the end of the second week of classes.

Week Three: Register for Class

Once students are notified of their approval, they have until the end of the third week of classes to register for the course.

Weeks Four to Thirteen: Participate in service hours; Check-in with Faculty sponsor and Service Learning coordinator

- 1) All students engaged in service must check in with their faculty sponsor as well as service learning coordinator either in writing or in person to demonstrate the progress that is being made on the service hours.
- 2) Methods for evaluation will be revisited and a midterm assessment of "satisfactory/unsatisfactory progress" will be granted by the faculty sponsor.

Week Fourteen: Provide documentation of activities

All Service Learning Option students should be prepared to provide documentation of their service activities to the service learning coordinator during the last week of class.