

UNIV 109/309/509 Service-Learning Course Template

Standard Course Description:

The student will use content knowledge from his or her program of study to identify a community need, and to plan and carry out a project that will address the identified need.

Standard Course Rationale:

As students engage in academic service-learning activities, they apply concepts and skills from their academic disciplines in response to relevant needs within their communities. Through their service-learning activities, students gain work experience, prepare for employment and develop positive citizenship characteristics that contribute to a civil society and sustainable community.

Credits: UNIV 109 and 309: Two (2) credits; UNIV 509: Three (3) credits. May be repeated. Sections may be layered.

Grading: S/U (70% or more to pass)

Typical Course Topics for discussion or presentation:

- Academic service-learning definition
- Relating academic knowledge to community needs
- Goal setting
- Developing and implementing action plans
- Contributing to a profession
- Service-learning and career preparation
- Using technology to address community needs
- Self-assessment and reflection

Typical Learner Outcomes:

- The student will demonstrate an understanding of service-learning as a means of applying academic knowledge to a community need.
- The student will research community needs related to their academic content area.
- The student will develop an individual academic service-learning goal based upon research of community needs.
- The student will identify, integrate, and apply specific skills, knowledge and technology in conducting his/her independent learning project.
- The student will identify and use professional leadership characteristics in conducting his/her independent learning project.
- The student will identify, integrate and apply specific skills, knowledge and technology in conducting his/her independent learning project.
- The student will identify and use professional leadership characteristics in conducting his/her independent learning project.
- The student will recognize relationships between academic service-learning and contributions to a profession.
- The student will identify relationships between academic service-learning and career preparation.
- The student will analyze his/her progress in implementing an academic service-learning project.

Typical Assessment Strategies:

- Primary evidence of student understanding, application, research, leadership, career connections, identification, and analysis will be the Project Proposal and Journal.
- Additional knowledge and application will be demonstrated in class discussion (online or in person) and/or quizzes.

Student Responsibilities

- Develop project proposal and action plan with course instructor
- Submit project proposal to course instructor for critique and approval
- Conduct project, carryout action plan
- Keep faculty informed of progress
- Report and analyze project progress in journal entries
- Contact course instructor regarding security clearances, permissions to conduct surveys, interviews, etc. and if problems develop or for individualized assistance
- Complete and submit mid-quarter and end-of-quarter reports according to the prescribed format

Course Instructor Responsibilities

- Identify and explain academic service learning and course requirements
- Provide course models or examples
- Review proposals and give students feedback for revisions or for implementation plans
- Serve as primary contact with any business, etc. regarding security clearances, permissions, etc.
- Provide consulting support to students as needed
- Review student reports
- Assign S/U grade

In cases where a Project Supervisor (e.g., major advisor or agency representative) is appropriate, this person will:

- Assist student in developing project proposal and action plan. Project should be of value to student, supervisor, and faculty.
- Provide signatures indicating your consensus with the proposal
- Review project assessment instrument with student and modify if needed
- Provide student mentoring throughout the project
- Contact course instructor if problems develop or for individualized assistance
- Use assessment instrument to assess student's performance for the quarter

Class and Project Time:

According to university policy, each credit requires a workload of three hours per week, including class time and study/preparation/fieldwork/homework time. Thus, students should expect to spend a combined time in class and in the field of about 30 hours per credit, or about 60 hours for two credits (UNIV 109/309) and 90 hours for three credits (UNIV 509). The majority of time, however, should be spent in the field implementing the project.

Standard Journal Format

Purpose: The Journal documents the planning, implementation, and assessment of the student's project

Journal must include:

- Clear connections to all learner objectives within the prescribed format.
- Documentation of student's weekly progress through weekly reflective journal entries.
- Evidence of reflection that connects the project experience with a deeper understanding of the relationship between profession and community.

Project Proposal normally includes: Project Proposal Title, Stated Goal, Project Outcomes, Plan of Action (Title and Numbers 1-3 in the Journal below), plus additional information on agency, project supervisor, etc.

An **Abstract** may also be desirable, including Purpose/Goal, Scope, Methods, Conclusions/Results, and/or Recommendations for future work on the project.

Service-Learning Journal (Template)

(NAME)

(Quarter)

1. **PROJECT GOAL** (X points): What do you want to achieve with your service-learning project? Who will benefit from the completed project?
2. **PROJECT OUTCOMES** (X points): What outcomes do you expect to see when you have completed your service-learning project?
3. **PLAN OF ACTION** (X points): What steps are you going to use to achieve your goal and to carry out your service-learning project?
4. **OUTSIDE FACTORS** (X points): List any outside factors that you think might impact the achievement of your goal. Did any outside factors impact your project?
5. **MEASUREMENT** (X points): How are you going to measure your success in achieving the outcomes you have established?
6. **WEEKLY JOURNAL ENTRIES** (X points per week, XX points total): Each week write a brief reflective summary of the project actions you completed during the week. **Answer these three questions each week:**
 - A. What did you do on your action plan?
 - B. Did it go well? If not, why not? Explain.
 - C. What can you do differently?
7. **RESOURCES USED** (X points): List ALL resources you used to achieve your goal, e.g., library, technical magazines, textbooks, community services, etc.
8. **TECHNICAL SKILLS** (X points): List the skills you used to assist you in achieving your goal, e.g. work well with people, good listener, well organized, good writing skills, etc.
9. **REFLECTION & SUMMARY** (X points): Analyze your progress in conducting your service-learning project. Identify your challenges and your accomplishments. What would you do differently if you were to repeat the project?
10. **PERSONAL GROWTH** (X points): How has the service-learning project assisted you in your personal growth, i.e., things you would change or keep the same, attitude changes, etc.?
11. **CAREER PREPARATION** (X points): How has your service-learning experience helped you prepare for a career?
12. **CIVIC ENGAGEMENT** (X points): How has this service project prepared you for your role as a citizen?
13. **PROJECT RESULTS/IMPACT** (X points): Summarize the results or impact of your project.