

APPLICATION FOR SERVICE-LEARNING COURSE DESIGNATION

Service-Learning (S)

Department:

Course Number and Title:

Credit Hours:

Course Description:

Prerequisites:

Credit Restrictions (if any):

Frequency of Course Offering:

Course Capacity per Semester: (per course & total if multiple sections)

Contact Name, Phone, Email (provide in space below):

Service-Learning (S) Standards

Service-learning is a course-based experiential learning strategy that engages students in meaningful and relevant service with a community partner while employing ongoing reflection to draw connections between the service and course content. When implemented according to best-practice standards (below), service-learning can enhance academic learning, promote civic responsiveness, and strengthen communities.

The “S” designation is intended to identify courses in which service-learning is implemented in accordance with the following four standards:

1. Student learning outcomes should reflect the presence of service in the course, and the service should enhance the academic learning.
2. One or more of the student learning outcomes should address civic learning.
 - Civic learning involves the personalizing of the learning experience in light of the student’s role as a citizen, scholar, or professional. The civic knowledge, skills, values, or propensities to be advanced through the service-learning should be determined by the instructor, and should be reflected in the student learning outcomes and content of the course. Civic learning can range in its level of intensity from a general focus on responsible citizenship (e.g., democratic preparedness or professional ethics) to an emphasis on change-making (e.g., political or social action).

3. The course includes a service project that reflects mutual benefit between community and university partners such that it is meaningful to the community partner and relevant to the course.

- A service-learning community partner can be 1) any nonprofit or public sector organization, agency, or institution, or 2) a private sector business or establishment that is underserved in the traditional market economy. In cases such as university-operated legal or veterinary clinics, the community partner can also be the client.
- The instructor and the community partner should work together to define an appropriate service project or experience in line with these goals. This entails the instructor sharing the anticipated student learning outcomes with the community partner, and the community partner sharing information about the organization's mission and needs. Ultimately, this discussion will result in a Memorandum of Collaboration, which ensures that expectations of all parties involved are clear

4. The course includes students' structured reflection upon the service project in light of course learning. Reflection should be continuous throughout the course and connected to the service-learning experience. Reflection is the purposeful consideration of the service project or experience by students. Through ongoing reflection, the service should continually inform the learning and the learning should continually inform the service so that each adds value to the other.

Application Attachments

1. Syllabus: Make sure that your syllabus includes a course description with a clear indication that the course is a Service-Learning course and course objectives that include academic and civic learning outcomes that the service will enhance. Feel free to highlight these elements for easy reference.

2. [Memorandum of Collaboration \(MoC\) \(found below\)](#): If you have already identified a service-learning partner, work with your partner to define expectations for everyone involved: faculty, community partner, and students. If students will be charged with identifying community partners and service projects, if you will have multiple community partners, or if you have not yet identified a community partner, submit a sample MoC outlining the expectations that you anticipate will be consistent across community partners.

Additional Application Questions

1. Please describe how reflection will be structured within the course to prompt students to consider the service project in light of course learning. Reflection should be continuous throughout the course and connected to student learning outcomes related to the service-learning project.

2. Please include any additional information about your service-learning course that you feel would help the committee evaluate your course according to the rubric.

Self-Scoring

The S Subcommittee encourages faculty applying for the S designation to conduct a self-scoring exercise using the rubric. A self-scored document does not need to be included with the application but should provide applicants the opportunity to evaluate their own proposals prior to submission.

Service Learning Support

We encourage faculty who have questions or would like support designing their course or completing their application to reach out to [TLI at tli@utk.edu](mailto:tli@utk.edu) for support!

Submission Instructions

Colleges seeking approval for courses to receive S-designation must follow the curricular submission guidelines for new courses. After the course is approved at the department and college levels, the chair or designee of the college's curriculum committee should submit the designation application, syllabus, and any supporting materials with a statement of purpose and documentation of approval of the new "S" course at the department and college levels. (Note that the addition of the "S" designation to a course number constitutes the proposal of a new course, even if developed from an existing course, and must follow the standard approval process for new courses.) Proposals and accompanying syllabi are submitted through each college's standard curricular approval process.

The designated college representative then submits any proposals that have received college-level approval to [Molly Sullivan](mailto:msulli27@utk.edu), Assistant Registrar for Curriculum and Catalog Management, at msulli27@utk.edu. Catalog proposal information must be sent as a Microsoft Word file; application material may be sent as Microsoft Word or PDF.

Submission Deadline

Proposals must be submitted by the college representative to Molly Sullivan by October 15 each year for consideration of inclusion in the following year's catalogue (i.e., proposal submitted by October 15, 2022 and approved will be included in the 2022-2023 catalog).

Service-Learning Course Designation Reviewer Rubric

The Service-Learning (S) course designation is intended to allow departments to demonstrate alignment of proposed service-learning courses with University of Tennessee, Knoxville standards for effectiveness. S-designation applications will be reviewed by the Service-Learning Subcommittee, and successful applications routed to the Undergraduate Council Curriculum Committee. The following rubric will be used by the S-designation subcommittee to score applicant responses to S-designation application questions. A score of 7 or higher is required to receive the designation, with no entries in the (0) column.

	0	1	2
CONNECTION BETWEEN ACADEMIC CONTENT AND SERVICE PROJECT	There are outcomes listed but none of the outcomes reflect the presence of service in the class.	One or more of the learning outcomes reflects the presence of service in the class, but it is not evident that the service will enhance the academic learning.	One or more outcomes reflects the presence of service in the class, and it is clear how the service will enhance the academic learning from the course.
CIVIC LEARNING OUTCOME(S)	The outcomes listed do not reflect personalizing of learning in light of the student's role as a citizen, scholar, or professional.	One or more of the outcomes listed somewhat reflect the personalizing of learning in light of the student's role as a citizen, scholar, or professional.	One or more outcomes listed clearly and specifically reflect the personalizing of the learning in light of the student's role as a citizen, scholar, or professional.
MUTUAL BENEFIT (MEMORANDUM OF COLLABORATION)	The application does not include an MoC, or the MoC is missing critical information.	The application includes an MoC with information about the service project design, but some of the expectations are unclear.	The application includes an MoC with information about the service project design and outlines clear expectations for faculty, students, and community partners.
CONTINUOUS REFLECTION	The application mentions reflection, but the reflection does not appear to be continuous throughout the course.	The application mentions reflection but could be clearer as to how the reflection is structured continuously throughout the course.	The application states clearly how reflection is structured continuously throughout the course.
REFLECTION ON SERVICE LEARNING	The application mentions reflection, but the reflection does not appear to be continuous & structured. Nor does it appear to be connected to the academic or civic learning outcomes.	The application mentions continuous, structured reflection, but could be clearer as to how the reflection is connected to the academic or civic learning outcomes	The application states clearly how the continuous, structured reflection is connected to the academic or civic learning outcomes.

Faculty-Community Partner Memorandum of Collaboration

Review these questions with your community partner as you collaborate to design a service project for your course.

Information about the Faculty Member

Name

Department

Email Address

Phone Number

(Optional) Office Location

(Optional) Add additional information about yourself that you would like for the community partner to know.

Information about the Course

Course Number and Title

Semester and Year Offered

Department

Provide a brief description of the course. It may be helpful to attach a copy of the syllabus for the community partner to see.

Information about the Community Partner

(To be provided by the community partner)

Name and Title of Partner Contact (Site Supervisor)

Name of Organization

Site Supervisor Phone Number

Site Supervisor Email Address

Physical Address of Site

Hours of Operation

Please provide a brief description of the community organization who will host the students. If possible, attach a brochure or flyer for the organization.

Information about the Service Project

Responses to the questions below may be provided by the faculty member, the community partner, or both parties together. The purpose of these questions is to serve as discussion prompts to clarify the nature and scope of the service project based on 1) the needs identified by the partner organization and 2) the learning outcomes the faculty member intends for the students involved in the service project.

Why have you chosen to integrate service-learning into this course? What intended learning outcomes do you have for the students involved in the service project?

Do the faculty member or community partner have a minimum total hour requirement for the service? If so, how many hours? How should the student log hours? Should the community partner request a minimum duration of continuity for the service (for instance, six weeks)? If so, what duration? *Note: If the students are unable to complete the duration of service requested by the community partner, the faculty member should seek out a different partner organization.*

What methods will the students and the community partner use to communicate throughout the life of the project (phone, email, text, etc.)? How will a student “call in” if unable to make it to the service site at some point? How will the community partner let the student know if there is a change of plans, the service site is closed, or something else needs to be communicated?

How often will the faculty member and community partner communicate about the status of the service, progress made, and any changes needed?

What pre-service training or requirements, if any, does the community partner have for the students?

What are the potential risks to service-learners of engaging in the service-learning activities? What are the potential risks to service-learners of having contact with the agency clients? What are potential risks to service-learners of traveling to and from their homes, the campus, and the agency? What are the potential risks to agency staff and clients of having student service-learners on-site?

What expectations do the faculty and community partner have of students working at the community organization? How are the students to dress when serving at the site? How are they to interact with clients, if applicable? Are there certain skills or competencies students should master before beginning the service? Are there any additional expectations the student should be aware of?

How will the students close out the project? What are the deliverables, if any, to be completed? If applicable, what qualities would make each deliverable most helpful to the community partner? To the students?
