**SERVICE LEARNING COURSE DESIGNATION FORM (7/18)**

Please attach / submit additional documents as needed to fully complete each section of the form.

#  I. SERVICE LEARNING COURSE

**Dept/Program**

**Course Number**

**Course Title** (Course title should end with the following designation: **/SvcLrn)**

**Number of credits**

Type of Request:

New

One-time Only

Renew

Change

Remove

Rationale:

II. ENDORSEMENT/APPROVALS

* Instructor: Signature \_ Date \_ Phone / Email:

Program Chair: Signature \_ Date \_

Dean: Signature Date

\*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. UM SERVICE LEARNING DEFINITION

Service Learning is a specific type of community-engaged pedagogy recognized as a high impact practice in higher education. At UM, Service Learning is a method of teaching and learning in which students, faculty and community partners work together to enhance student learning by applying academic knowledge in a community-based setting. Student work addresses the needs of the community, as identified through collaboration with community or tribal partners, while meeting instructional objectives through faculty-structured service work and critical reflection meant to prepare students to be civically responsible members of the community. At its best, service learning enhances and deepens students’ understanding of an academic discipline by facilitating the integration of theory and practice, while providing them with experience that develops life skills and engages them in critical reflection about individual, institutional, and social ethics.

IV. SERVICE LEARNING COURSE CRITERIA

The University of Montana has established the following criteria for service learning designated courses. In order to receive the service learning course designation, the proposed course must clearly exemplify all of the following criteria:

* + Students in the course will provide a needed service to individuals, organizations, schools, or other not-for-profit or tax- exempt entities in the community.
	+ The service experience is directly related to the subject matter of the course.
	+ Knowledge from the discipline informs the service experiences with which the students are to be involved.
	+ Activities in the classroom will provide opportunities for students to actively reflect upon what they have learned through the service experience and how these experiences relate to the subject matter of the course. [Reflection](http://www.dhc.umt.edu/oce/academic-service-learning/resources.php) should be imbedded as course assignments, and in-class time should be scheduled throughout the semester to do reflection – both should be clear on the syllabus. Reflection should incorporate discussion/assignments that help students understand the importance of meeting community needs through service and civic engagement in a democratic society.
	+ The course offers a method to assess the learning derived from the service. Credit will be given for the learning and its relation to the course, not for the service alone.
	+ Student service should address community-identified needs and represent reciprocal partnerships between the campus (class) and community partner organization(s). Community partner(s) should have the opportunity to provide advice and feedback in class on the value and impact of the service performed by the students.
	+ Training (by the service agency) and preparation (by the course instructor) ensure that students are well-prepared and perform service activities in a professional manner in which vulnerable populations are not harmed.
	+ Service options ensure that no student is required to participate in a service placement that creates a religious, political, or moral conflict for the student.
	+ In a 3-credit service learning course, students are required to perform a minimum of 15 hours of community service per semester (i.e. 5 hours of service per academic credit.) Service hours may include hours spent in training, preparation, and direct contact with clients.
	+ If the proposed course is an internship course, the syllabus should clearly indicate not only the learning objectives that are to be achieved through the service, but also the connection between this course and curriculum from other courses in the discipline. There should be a clear connection of the interrelatedness between the service learning internship and previous coursework the student has taken to prepare them for their service work.

V. CONFIRMATION OF SERVICE LEARNING COURSE CRITERIA

Explain how this course meets each of the following criteria.

1. **Need for service:** Describe the community-identified need and the nature of the service experience students will be involved in.
2. **Relation to course content:** Describe how the service experience is related to the subject matter of the course. How do students apply their classroom learning in the service experience?
3. **Reflection:** What opportunities are provided in the classroom for students to reflect upon what they have learned through their service experience? How is service placed within the broader context of civic engagement and service to others? Reflection assignments and activities must be clearly noted as such in the syllabus and occur throughout the semester, not just at the end.
4. **Assessment:** What method(s) are used to assess the learning derived from the service experience? How often do they occur in the semester?
5. **Reciprocity:** How do community partner(s) provide advice and feedback on the nature and value and impact of the service performed by the students?
6. **Training:** What training and preparation will be provided to students, and by whom, to assure students are prepared to perform their service activities in a professional manner in which vulnerable populations are not harmed?
7. **Service options:** What service options exist to ensure that no student is required to participate in a service placement that creates a significant religious, political, or moral conflict?
8. **Number of service hours required:** How many hours of service per semester are students required to perform? Provide detailed description of the service activities to be performed.

VI. COMMUNITY PARTNER INFORMATION

 If available, provide information on the organization(s) that will provide service placements for students in this course.

Name of Agency/Organization

Contact Person Phone/ Email

Name of Agency/Organization

Contact Person Phone/ Email

Name of Agency/Organization

Contact Person Phone/ Email

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#  Students will identify their own organization and receive faculty approval

VII. ASSESSING SERVICE LEARNING AT UM

Service learning and community engagement are important aspects of UM’s mission. The Civic Engagement Office at UM collects data about service learning to track student and faculty engagement and assess its impacts. To streamline data collection, analysis, and reporting, professors of service learning designated courses are *highly* encouraged to commit to having their students complete the university’s [pre/post-test service learning questionnaire.](http://www.dhc.umt.edu/oce/academic-service-learning/faculty.php)

Faculty are also highly encouraged to fill out the online Service Learning Faculty Survey at the end of the semester they teach service learning courses.

 I will commit to having my students complete UM’s online service learning pre/post-test

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 I will commit to filling out UM’s online faculty service learning survey.

VIII. SYLLABUS

**PLEASE SUBMIT SYLLABUS IN A SEPARATE FILE.**

The syllabus should clearly indicate that this is a service learning course and it **should include the UM Service Learning Definition as text within the syllabus (please see definition above)**. The syllabus should also demonstrate how the above criteria are satisfied. For assistance see preparing a service learning course syllabus or contact Andrea.Vernon@umt.edu
or Colleen.Kane@umt.edu in the Civic Engagement Office.

VII. ELECTRONIC SUBMISSION

# Submit approved original, and electronic file to the Faculty Senate Office, UH 221. A PDF of the original signed form is acceptable.