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

I. SERVICE LEARNING COURSE

Dept/Program: Communicative Sciences & Disorders  Course Number: CSD 560/SL

Course Title (Course title should end with the following designation: /SvcLrn)  Number of credits: 3

Language and Learning Disorders in School-Aged Children/Service Learning

Type of Request:  New  One-time Only  Renew  Change  Remove

Rationale:

I am seeking renewal of the service learning designation for this course that was originally received.

II. ENDORSEMENT/APPROVALS

Instructor: Ginger Collins  Signature:  Date: 9-16-15

Phone / Email: 243-2626  ginger.collins@umontana.edu

Program Chair: Amy Glaspey  Signature:  Date: 9-16-15

Dean:  Signature:  Date: 9-16-15

*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 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 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 should be 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.

Many school-aged children who struggle with basic literacy skills would benefit from an in- or after-school program designed to promote literacy skills. Graduate students in the Department of Communicative Sciences & Disorders are uniquely qualified to identify the aspects of literacy that pose challenges for these students and engage in prevention and intervention activities to facilitate literacy development.

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?

CSD 560/SL is a course designed to prepare graduate students to diagnose language and learning disorders in children and adolescents and plan interventions accordingly. These students will apply this knowledge by assessing current reading/writing skills of children and teaching them strategies to improve decoding, spelling, and reading comprehension.

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 should be clearly noted as such in the syllabus and should occur throughout the semester, not just at the end.

Prior to participation in the service learning activity, all students will submit a "pre-flection" paper in which they will describe some of the language difficulties that they anticipate the children may exhibit, describe some possible reasons that these individuals may be struggling with the language of the classroom/daily environment, describe potential barriers to learning that may be contributing to these individuals' literacy deficits, and identify the potential obstacles that they may encounter when trying to intervene. There will also be on-going weekly class discussions regarding the service learning project(s). Lastly, each student will submit a reflection paper in which students will reflect on the information in the "pre-flection" and discuss any differences in what they "anticipated" & what they "experienced."
4. **Assessment:** What method[s] are used to assess the learning derived from the service experience? How often do they occur in the semester?

The instructor and students will engage in weekly class discussions regarding what is being learned and valued from the service learning experiences. Students will also participate in graded weekly discussion boards in which they will be prompted to discuss how they are applying what they are learning in their lectures to their service learning experiences. The instructor will also collect and grade reflection paper from each student at the end of 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?

Since most service learning projects will take place in the DeWit RiteCare Speech-Language-Hearing Clinic, clients (and their caregivers) will be given a client satisfaction and feedback form to complete. The projects taking place in school settings will be evaluated by a teacher or administrator on-site. They will also submit a feedback form.

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?

The instructor will outline and discuss appropriate behaviors expected of all students participating in service learning. All students are required to read and sign a student handbook outlining all of the professional behaviors that they are expected to demonstrate before they are permitted to begin volunteering in the community. Each student will also undergo a background check through Verified Credential before they are cleared to participate in their service learning experiences.

7. **Service options:** What service options exist to ensure that no student is required to participate in a service placement that creates a religious, political, or moral conflict?

All graduate students will be informed in class and on the syllabus that if service placement in an after-school literacy enrichment program poses and religious, political, or moral conflict, they are permitted to change their placement pending approval from the instructor and the community partner. These options are also available to on-line students who are participating at a distance.
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.

The students are required to perform a minimum of 15 service hours during the semester. Students will be given guidance, but will design their own civic engagement experiences. The students will determine each child's present reading and writing abilities and will engage them in activities in which literacy is addressed (reading, decoding, spelling, writing). Some students will focus on direct intervention with children under the supervision of a licensed, certified speech-language pathologist, and others will participate in literacy enrichment programs, such as after-school reading/writing programs.

VI. COMMUNITY PARTNER INFORMATION

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

Name of Agency/Organization: DeWit RiteCare Speech, Language, Hearing Clinic

Contact Person: Jenn Clossen
Phone/Email: 243-5261, jennifer.schofferclosson

VII. ASSESSING SERVICE LEARNING AT UM

Service learning and community engagement are important aspects of UM’s strategic plan. The Office for Civic Engagement 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.

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
✓ 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 Andrea Vernon, Director of the Office for Civic Engagement.

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.