Simmons Community Engagement

Service-Learning Course Submission

The service-learning course designation will help students identify courses that combine community engagement with academic instruction. At its best, service-learning is a high-impact pedagogy which can enhance student learning while providing tangible benefits to communities. For service-learning to be effective in this manner and in line with our values as an institution, we emphasize the following practices; course integration with quality reflection opportunities, a critical approach rooted in equity and inclusion, and mutually beneficial partnerships with community.

Service-Learning courses should:
- Include community-based learning that is relevant to course content;
- Include structured reflection that enhances students' understanding of connections between course content and service;
- Take into account issues of equity and inclusion in their design
- Reflect the needs of the community and include projects created in collaboration with community partners;
- Include evaluation by students and partners of the service project, course content, student learning and community impact. (SCE can provide you with these)

Why designate Service-Learning courses?
- Identify courses that meet service-learning criteria in the schedule of the classes:
- Enable students with an interest in community-based learning to identify courses that offer them this opportunity;
- Bring greater visibility to the practice of service-learning at Simmons and allow SCE to better track and document the benefits of this pedagogy to students, the community, and the faculty;
- Be eligible to apply for Faculty Service-Learning Funds distributed by SCE
- Allow SCE to better support, provide training, and share opportunities with faculty and community partners;

Procedures for designation
1. Faculty complete and submit a brief form by **February 19th** for Fall courses and **September 18th** for Spring courses. ***Please note****: If you are looking to solidify new partnerships for service-learning courses, please contact Simmons Community Engagement at least 3 months before the start of the semester.*
2. If the course does not meet the criteria for Service Learning designation, the faculty member will be notified and will receive feedback and suggestions from the Assistant Director for Service-Learning. As appropriate, Simmons Community Engagement will work with faculty to review course elements to meet criteria.

Revised form approved by Service-Learning Advisory board January 2020

3. Notification of designation will be sent to faculty members, at least 2 weeks after completed forms and documents are received.
4. For tracking purposes, a designation form must be submitted for each semester the course is taught. Faculty may indicate renewal for courses previously designated as service-learning.
5. For new undergraduate courses, a signed copy of this form should be provided to the Undergraduate Curriculum Committee as a part of the course approval process. Pre-existing undergraduate courses that are adding a service-learning component should also seek approval from the UCC. Graduate courses should check with their curriculum committee for procedures.

Service-Learning Course Submission Form

Instructor(s):	Academic Year:

Telephone:	Email:	

Department/Program:

Course Title:	Course Number:

Semester(s) Offered:	☐ Undergrad ☐ Graduate

☐ Optional Service or ☐ Required Service	Approx. Time Commitment Required per student:
☐ Check here if you would like a presentation from SCE at the start of the semester	☐ Check here if you will invite SCE to end of semester presentations.

☐ Renewal or ☐ New SL Course

For New Courses:
Definitions and more information can be found in the SCE Faculty Guide for Service-Learning. The Assistant Director for Service-Learning is available to assist with any of these course elements.

1. **Learning Objectives**
   What are the learning objectives for your course related to service-learning? How will you assess those learning objectives?

2. **Critical Service-Learning**
What issues of power, privilege, and social identities arise in relation to the service-learning component of your course? How will your course design support equity and inclusion for your students and partners?

3. **Community Partnership**
What benefits and burdens do you anticipate for your community partners? Will you use a partnership agreement? If not, how will you communicate the details of the partnership?

4. **Reflection**
What opportunities will students have to critically reflect on their service-learning experience?

For Renewal Courses:

1. **Adjustments**

Briefly summarize the feedback you received and/or the observations you made about how the service-learning component of this course worked the last time you taught it. What, if any, adjustments are you making this time?

Please submit a syllabus and list of partners with contact information as soon as they are available

By signing below the faculty member acknowledges that they will:

•   Provide a complete list of community partners with contact list before the start of the semester or as soon as they are secured by students.

•   Provide a complete syllabus of the course before the start of the semester. Syllabi will be used in programmatic review of our service-learning courses.

•   Make expectations for service-learning clear to each student and community partner. Practice clear and transparent communication with all parties involved.

•   Thoughtfully address issues of diversity, equity and inclusion in the service-learning component to the course.

•   Make efforts to stay current in best practices in service-learning pedagogy.

•   Participate in the SCE evaluation of our service-learning courses.

•   Notify SCE each semester this course is being offered.

•   Notify SCE and the UCC (for undergraduate courses) if you decide to remove the service-learning component from your course at any time.

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Signature of Faculty   Date

Approved by Simmons Community Engagement:

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Signature of Community Engagement Staff   Date

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