

Service Learning FAQs for Faculty

What is service-learning?

Service-Learning is a teaching and learning strategy (not an outcome) that integrates classroom curriculum with related service projects; it includes both a classroom and off-campus experience "It is aligning the course content by meeting a need of the community through student practice" (Campus Compact, 2000). This 'learning-by-doing' process provides a context for testing, trying out discipline-based theories, observations, concepts, *practica*, and pedagogies. Service learning allows the student an opportunity to utilize critical thinking, problem-solving, creativity, and communication. For Service-Learning to accomplish its various goals to strengthen classroom learning, to contribute to the community, and to be beneficial to students' personal and civic development, it is important that the faculty and students are actively engaged in planning and implementing service activities.

Why use Service Learning?

Service-learning can benefit all participants, students, faculty, academic institutions, and their communities. Students increase academic knowledge and skills, personal skills, and self-confidence. Faculty can develop the value of their teaching, find opportunities for research and outlets for professional expertise. Service-learning supports the civic engagement mission of universities and improves town/gown relationships, and community members receive valued service and institutional support.

Service Learning versus Community Service

Service learning is more academic driven, whereas volunteer service has its own merits but lacks a few components that service-learning contributes to the student's' educational experience. Volunteer service typically does not incorporate connections to course curriculum and service learning outcomes. The volunteer also does not always possess the academic meaning that service-learning does.

What is the benefit of faculty members incorporate service-learning into their course?

- Increase awareness of community issues and the relationship to instructors' academic interests
- Enhance teaching repertoire
- Support faculty member's' effort, to disseminate information through conference presentations or publications
- Contribute to tenure and other review files

What information must I submit at the beginning of every semester?

Complete the online Course Information Form (Ms. Clay will provide link)

What are the steps after completing the Course Information Form?

The faculty member will meet with Ms. Clay to review his or her course syllabus.
Make the necessary changes to the syllabus and submit the course syllabus to the curriculum committee.
Once the course syllabus is approved an "S" will be designated in the course catalog meaning that this course has been approved.

Is there any deadline for the semester?

Deadlines are set each semester.

1. The mandatory Service-Learning orientations for students;
2. The registration packet deadline
3. The service-learning log-in form deadline (where professor bring this form to the department)

If students miss the deadline what should they do?

If students miss any of the previous steps, they will not receive credit for completing the service – learning hours.

How many hours can students earn per course?

The minimum amount of hours per course is 10, and the maximum is 30 per semester.

Where is student able to get an approve site/agency?

The agency list is available online the link is as follow

<http://www.jsums.edu/studentlife/files/2012/11/Spring-2017-Agency-Partner-List-pdf.pdf?x18595>

If the site/agency is not listed, how can I get it approved?

The site/agency can get approved by having the site/agency complete the information in this link

<https://www.cognitoforms.com/CenterForService1/SiteAgreementPacket>