

University of Northern Iowa Service-Learning Course Designation Application for Fall 2022

Submitted applications for Fall 2022 courses will be reviewed and approved by a committee.

Applications can be submitted at any time.

Final Deadline for Fall 2022 courses: Friday, February 11, 2022.

Definition of Service Learning at the University of Northern Iowa:

At the University of Northern Iowa, service-learning is a class-based experience, co-created with community partners, intended to expand and deepen discipline-specific knowledge and skills, strengthen the community, and develop a student’s sense of civic responsibility.

In service-learning classes:

1. Students build critical thinking and professional communication skills.
2. Service-learning activities align with academic coursework, providing a deeper understanding of the academic discipline.
3. Service-learning activities align with community strengths and needs.
4. Faculty prepare students to work with the community partner.
5. Service-learning activities prepare students for active citizenship and social responsibility.
6. Faculty engage students in purposeful and guided reflection.
7. Service-learning builds student’s cultural competence for engaging with diverse populations in diverse settings.

In summary, service-learning is the integration of service and learning to enhance each.

*** Required**

1. Email *

Skip to question 2 *Skip to question 2*

**Course
Details**

Please answer the following questions based on the course you are intending to designate as a service-learning course.

2. Course Title *

3. Course Number (ie. EDLEAD 1234): *

4. Course Section (ie. 1, 2, 10): *

5. Credit Hours *

6. Primary Course Instructor *

7. Email *

8. Department Scheduler/Secretary (email & phone): *

Service Learning Components

9. Have you identified your community partner?

Mark only one oval.

Yes

No (We are able to assist in partnering your course with a community partner)

10. If yes, please enter community partner information here (agency, point of contact, email, phone). If this selection is initiated later and/or by students, please provide a detailed process for selecting the community partner(s).

11. Has this class been previously taught with a service learning component? *

Mark only one oval.

Yes

No

12. Expected number of students enrolled in the service-learning section?

13. Requested designation length? Multiple semesters (designation will carry over for up to three years). *

Mark only one oval.

- Multiple semesters (designation will carry over for up to three years)
- Spring 2022 only

Criteria Questions

Please answer the following questions. Each of the criterion below inquires about an aspect that directly relates to the definition of service-learning at UNI and how the class addresses that criterion. Evidence of each criterion needs to be evident in your syllabus or other supporting information such as assignment handouts, rubrics, videos, or other information given to the students. Please answer each question and indicate where the evidence can be found (i.e. syllabus p. 2, attached materials (be specific), etc.).

14. Criterion 1: A service-learning course demonstrates a clear and articulated connection between the service activity and critical thinking and professional communication skills. Please describe the connection between the service activity(s) and critical thinking and professional communication skills. (Please indicate where the evidence of this can be found in your supporting documents). *

15. Criterion 2: Service-learning activity supports the attainment of one or more course learning objectives and course content. Please list any learning objective(s) and explain how the service-learning activity(s) supports the attainment of one or more course learning objectives and the course content, providing a deeper understanding of the academic discipline. (Please indicate where the evidence of this can be found in your supporting documents). *

16. Criterion 3: Service-learning strengthens communities through formal collaborations with community partners. Please explain how the service-learning activity(s) strengthens the community and/or addresses a community need and how the community partner was/will be involved in the process. (Please indicate where the evidence of this can be found in your supporting documents). *

17. Criterion 4: Service-Learning involves intentional preparation for students to work with community partners. How will the students be prepared to work with the community partner(s)? (Check all that apply). *

Check all that apply.

- Lesson with departmental librarian
- Lecture related to community partner/context/demographics, etc.
- Assignment and research on community partner/context/demographics, etc
- Participate in simulation

Other: _____

18. Criterion 4: Please indicate where the evidence for your response to Criterion 4 can be found in your supporting documents. *

19. Criterion 5: Service-learning addresses the student’s role as citizens and prepares them to be informed and engaged in our democracy. Please explain how the service-learning activity(s) prepares students for active citizenship and social responsibility. (Please indicate where the evidence of this can be found in your supporting documents). *

20. Criterion 6: Service-learning involves purposeful and guided student reflection. How is reflection incorporated into the course? (Check all that apply). *

Check all that apply.

- Assignments
- Small group discussion
- Exam

Other: _____

21. Criterion 6: Please indicate where the evidence for your response to Criterion 6 can be found in your supporting documents. *

22. Criterion 7: Service-learning builds student's cultural competencies for engaging with diverse populations in diverse settings. Please describe how the service-learning activity(s) builds student's cultural competencies for engaging with diverse populations in diverse settings. (Please indicate where the evidence of this can be found in your supporting documents). *

Assessment

23. What assessment activities or final work products/processes are you considering, to assist students in connecting the academic and service-learning components of the course? (Check all that apply) *

Check all that apply.

- Final paper
- Class presentation
- Class poster
- Course discussions/small group discussions
- Presentation outside of course

Other: _____

24. Are you willing to share assessment activities or final work products with the Service-Learning Committee? *

Mark only one oval.

Yes

No

25. Please upload a copy of your syllabus and any other supporting documents that show evidence of the criterion. *

Files submitted:

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