University of Northern Iowa Service-Learning Course Designation Application for Spring 2021

Submitted applications for Spring 2021 courses will be reviewed and approved by a committee.

Early-Bird Deadline: September 11, 2020; Notification within 2 weeks.
Final Deadline: October 2, 2020; Notification within 2 weeks.

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 address *
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 and 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? *

*Mark only one oval.*

- [ ] One semester only
- [ ] Multiple semesters (designation will carry over for up to three years)
### 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, etc.).

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
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<tbody>
<tr>
<td>14.</td>
<td><strong>Criterion 1:</strong> 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).</td>
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<tr>
<td>15.</td>
<td><strong>Criterion 2:</strong> Service-learning activity supports 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 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).</td>
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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). *

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17. **Criterion 4:** Service-Learning involves intentional preparation for students to work with community partners. How the students will be prepared to work with the community partner(s). (Check all that apply). (Please indicate where the evidence of this can be found in your supporting documents). *

*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: [ ]

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18. **Criterion 5:** Service-learning addresses 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). *

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19. Criterion 6: Service-learning involves purposeful and guided student reflection. How is reflection incorporated into the course. (Check all that apply). (Please indicate where the evidence of this can be found in your supporting documents). *

_Check all that apply._

- [ ] Assignments
- [ ] Small group discussion
- [ ] Exam
- Other:  

20. 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

21. What assessment activities or final work products/processes are you considering, to assist students connect 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
22. Are you willing to share assessment activities or final work products with the Service-Learning Committee? *

*Mark only one oval.*

☐ Yes  
☐ No

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

Files submitted:

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