

Service-Learning Course Submission Form

Name of faculty member submitting course: _____

Email address: _____

Department: _____

Name of department chair/program director: _____

I. Course Information

Course number and title: _____

This is:

_____ An existing course at Suffolk

_____ A course approved by department/program but not yet offered at Suffolk

_____ A course not yet approved by department/program or taught at Suffolk

Semester course is next expected to be taught (e.g., Fall 2018): _____

Approximate enrollment of one section of course: _____

Is this course ever expected to be taught by a faculty member other than the faculty member proposing this course?

_____ No

_____ Yes (explain) _____

Have you discussed submitting this proposal with the chair of the department that will be offering this course?

_____ No

_____ Yes

This course fulfills a (check all that apply):

_____ Major requirement

_____ General education (core) requirement. Specify which: _____

_____ Capstone

_____ Internship

_____ Unsure

II. Service-Learning Activities Information

What human and community need(s) will the class help to identify or meet?

How will the service-learning activities of the class contribute to the community?

List kinds of service-learning engagement that your class will engage in over the semester. [Click here](#) for definitions of terms below. Note: A minimum of 10 hours of direct or indirect service is required. For optimal learning, 30 hours of direct or indirect service is recommended. Please provide a brief description of class activities/ projects, and an approximate number of hours.

Type of Engagement	Activities/Projects	Number of Hours
Direct		
Indirect		
Research		
Advocacy		

III. Community Partner Information

_____ I would like the help of the Center for Community Engagement to identify a Community Partner. For a list of current Suffolk Community Partners, see [LINK](#).

_____ I am currently pursuing a Community Partner and I would like support from the Center of Community Engagement with finalizing the partnership.

_____ I am currently working with a Community Partner.

Please respond to additional questions below. Information supplied is included in our institutional data and is used to develop a partnership for your class. Use of the organization's information for additional purposes (for example, partnerships with other classes) will occur only with the permission of the organization and where possible after consultation with the faculty member who initiated contact. If the Community Partner has not previously been vetted by Suffolk, the Center for Community Engagement (CCE) will contact the organization to initiate the approval process (approval takes approximately 1-3 months).

Name of organization: _____

Address: _____

Phone: _____

Contact person and title (if known): _____

Describe your plan for learning about the need(s) of your community partner and incorporating those needs into the course.

Will the faculty member plan the syllabus or a project with partner?

_____ Yes

_____ No

If so, when and how often?

Will the partner visit class (in person or via Skype)?

_____ Yes

_____ No

If so, when and how often?

Will the class visit the site?

Yes

No

If so, when and how often?

Describe any other ways you will engage with your partner throughout the semester, including when and how often that engagement will take place.

How do you plan to assess the impact of the partnership on the community partner? Check all that apply:

Debrief

Survey

Reflective Questions

Other data collection. Please specify: _____

Assessment TBD with Community Partner

IV. Student Orientation

Suffolk is committed to providing a safe and enriching learning experience. Students need training to behave appropriately, safely, and responsibly in interactions with our Community Partners. How do you plan to provide such training for your students?

Students will complete an online training module (approx. 30 minutes) prepared by CCE and Risk Management. IT can help you to upload this training Blackboard site and link it to your gradebook. To facilitate learning for students who participate in future S-L experiences (more classes, Alternative Spring Break, etc.), faculty are asked to provide the roster of students who have completed training to the CCE.

I will do my own training during class time. (The USLC will request a meeting to review your training plan.)

Other.

Explain:

V. Support for Service-Learning Courses

Are you interested in a Service-Learning Teaching Assistant?

Yes

No

Not sure

Are you interested in receiving training or professional development opportunities relevant to teaching service-learning courses?

Yes

No

Not sure

What kinds of topics or training may interest you?

Risk management training

Service-Learning pedagogy

Other

Explain:

VI. Funding to Support Service-Learning Courses

Check box if you would like to learn about funding opportunities.

Optional: If you had access to funding to support your service-learning course, how would your syllabus and proposal be different? What kinds of supplies or activities would you like to be able to fund?

VII. Syllabus

Attach a syllabus for your course that conforms with the requirements on the Provost's [Syllabus Website](#) and that supplies information about the service-learning aspects of the class as included on the service-learning syllabus template (the SL syllabus template includes the elements on the Provost's Office template). Syllabi are not required to follow the format of this template but must include all requested service-learning information, including:

1. The approved Suffolk University service-learning definition
2. The name, location, and mission of your community partner (if identified)
3. Assignments relevant to service-learning with descriptions showing how they relate to service-learning goals and objectives

4. A clear summary of grade distribution of assignments in the course. The syllabus should also demonstrate that a substantial amount of the coursework is relevant to service-learning. As a rule of thumb, a student should not be able to pass the class without completing at least ten (10) hours of direct or indirect service and at least 50% of all service-learning related work.
5. An instructionally aligned chart of learning goals and objectives similar to that outlined in the CTSE syllabus template (and as seen in the service-learning template). Your course learning goals can be included in any order, but please **ensure that they include the shared service-learning learning goal listed in this chart (verbatim), and supply learning objectives specific to your course for that goal (the service-learning goal must appear as approved by the faculty of the College of Arts and Sciences and the Sawyer Business School).** (If you need assistance designing course goals and objectives, consult the resources of the Center for Teaching and Scholarly Excellence <https://sites.suffolk.edu/ctse/course-design/>)

Course Goals <i>Upon successful completion of this course, students will know or understand</i>	Learning Objectives <i>Upon successful completion of this course, students will be able to</i>	Assessment How the student will be assessed on these learning objectives:
Collaborating with a community partner, students will understand a community need and work to address that need through mutual learning, critical analysis, and reflection.	In this column, include course-specific learning objectives to explain how this goal will be met by this particular course. What specific skills and knowledge will students acquire to meet the broadly shared goal -- or some foundational aspect of it?	In this column, include specific assignments and activities that students will complete to fulfill these objectives in this particular course.
Add rows to specify additional broad course goals specific to your class design/content. Learning goals may be included in any order.		

VIII. Submission Instructions

Submit this completed form and your syllabus to servicelearning@suffolk.edu. Please contact the Center for Community Engagement (CCE) if you do not receive a confirmation of receipt within two business days. Submissions will be routed to the University Service-Learning Committee (USLC) for review.

Checklist – Service-Learning Approval

(approved by USLC 3 May 2017)

Checklist for Service-learning approval	
Service learning definition included in course description in syllabus	
Community site listed (if known) with community partner mission statement	
Community service activities should include a minimum of 25 hours of service, at least 10 of which should be direct or indirect service.	
Critical reflection activities are present in course assignment descriptions	
Critical reflection activities listed as assessments in course goal rubric	
Substantial amount of course-work is relevant to service-learning. (Student cannot pass class without completing at least 10 hours of direct or indirect service and at least 50% of all service-learning related course-work.)	
Approved service-learning goal is accurately stated in syllabus chart of goals and objectives	
Course-specific service-learning objectives have been provided in syllabus chart of goals and objectives	