

Approval form for service learning courses

November 3, 2000 (draft)

Name and number of the course: _____ Section # _____

Semester or term for which approval is requested: _____

Name(s) of all faculty involved in the course: _____

Briefly discuss each of the following:

1. Fee requirements:
2. Potential liability issues:
3. Travel requirements:
4. Summary of special funding from student, department, college, or other sources. Please identify each source and the amount provided:

To qualify for service-learning designation, a section of a course must meet each of the following six criteria. On a separate sheet, please briefly indicate how the proposed service-learning component will meet each criterion:

1. The service provided by students is needed by the community.
2. The course promotes student reflection on the relationship between the service they render and the academic content of the course.
3. The service experience enhances and in no way undermines the students' realization of the Aims of a BYU Education.
4. The service experience is based on principles derived from the academic discipline.
5. Academic credit is awarded for learning related to the academic content of the course, and not for service alone.
6. Service recipients participate in the evaluation of the service provided.

Signatures:

Dates:

Faculty _____
Department Chair _____
Associate Dean _____

Please attach one copy to the departmental source document.
Send one copy to the Jacobsen Center, 2010 WSC.

Proposal for monitoring service learning courses:

(Send comments to Noel Reynolds)

November 3, 2000

1. Because the service-learning character of a course may vary from section to section of the same course, it may not be practical to designate catalog courses as service-learning courses.
2. Because students increasingly need documentation of their service experience, service-learning courses should be identified on a transcript.
3. Because students may have reasons either to seek out or to avoid service-learning courses, those sections which will have a service learning component should be indicated in the class schedule.
4. To ensure that designated service-learning sections of courses meet the University standards, faculty members wishing to include a service component in a course will submit the appropriate approval form to the department chair. This form will provide the faculty member an opportunity to explain how the proposed course meets each of the standards. Once the proposal is approved by the chair and the associate dean over curriculum, one copy of the form will be submitted with the source document, and another will be retained in a college file indicating whether the course was approved or disapproved for service-learning designation.
5. To ensure uniformity of administration across the departments and colleges, each college curriculum committee will audit the college files annually and forward a report to the University Curriculum Committee by May 1. These committees may request supporting materials from the faculty as needed. The University Curriculum Committee will review these audit reports annually. Faculty members will also have access to this file as needed for advancement-in-rank or other reviews to demonstrate that any service components in their courses have been approved according to the University standards.
6. Faculty, department chairs, and deans should be reminded regularly that service components are not to be included in courses informally, but only as they are approved through the process described above. There are several reasons for this, including:
 - a. Only approved service-learning sections are covered by University liability insurance. Lacking such approval, faculty bear the liability alone.
 - b. Students at BYU do not lack for service opportunities. They can easily be overburdened by the time requirements of multiple service obligations in their Church and student activities. Any inclusion of service components in courses must be clearly justified by the course-related learning it produces.
 - c. Departments and colleges need to be able to certify the educational effectiveness and appropriateness of their courses. The service-learning standards and approval process provide them with the means for accomplishing this.