To: Dr. Hughlene Burton, Chair, FAPSC

From: Dr. Tamara Johnson, Director of Engaged Scholarship, Office of Urban Research and Community Engagement

Subject: Proposed changes to the existing Service Learning Designation

Date: October 11, 2021

Cc: Matt Wyse

In an effort to create strong systems of support for community-based teaching and learning, the Office of Urban Research and Community Engagement is updating and re-launching the Service-Learning (SL) designation for academic courses. After a collaborative effort involving members of the UNC Charlotte Community Engagement Advisory Council, and after consultation with Dr. Susan Harden and Kim Buch (two of the original under-writers of the Service-Learning Designation), we propose updating the language of the designation to reflect recent and important contributions to service-learning pedagogies.

Changes include the following:

- the replacement of the terms "service" and "volunteerism" in the original text with "community engagement" to more directly convey the reciprocal and collaborative nature of service-learning in the relationship between community partners and faculty and students.
- the inclusion of two tenets of Critical Service-Learning as a pedagogical shift in the field toward understanding and addressing the historic and systematic factors underlying current social issues and circumstances.
- The removal of the phrase "and is not delegated" from items 4 and 6.

Matt Wyse, the faculty governance assistant in the Provost's Office, was able to confirm that the Faculty Council originally approved the Service Learning designation at its March 24, 2011 meeting. The motion to create this designation came from FAPSC and included a proposal template for requesting this designation. At that time, if requesting a SL designation you would additionally include a proposal for service learning course designation that was reviewed by the UCCC. Once the University instituted Curriculog, this separate proposal was folded into the new/revised course forms as its own section.

We are asking the FAPSC to review the proposed changes to the designation. I am happy to attend a FAPSC meeting to further explain the proposed changes to the Service-Learning designation process.

Restructuring the Service Learning Designation

Hi All,

Thank you for agreeing to review changes to the existing service-learning designation. UNC Charlotte's designation is approximately ten years old. As you may know, this designation is under-utilized. This academic year, we will focus on increasing the number of courses designated as service-learning by:

- updating the language of the designation to reflect recent and important contributions to the service-learning pedagogies (critical service-learning)
- providing professional development opportunities for instructors interested in incorporating service-learning into their courses
- increasing the visibility of the SL designation option for faculty and students (marketing)
- encouraging faculty who are currently teaching service-learning courses to go through the designation process

Increasing the number of SL designated courses will allow students to find courses that focus on community-based learning and will help Urban Research and Community Engagement track the growth of service- and community-based learning at UNC Charlotte.

I have outlined some changes in **red** below. Please feel free to add comments or to track changes in the text. I'd like to present these proposed changes at the September CEAC meeting.

Proposed changes to the existing Service Learning Designation

If you are requesting this to be a Service Learning (SL) designated course, then please indicate how the course meets each of the guidelines set forth below. Evidence may be demonstrated through reference to a specific page and/or assignment shown in the attached syllabus.

(1) Course content includes the scholarly exploration of the concepts of citizenship, public service, community engagement, social issues, or social justice. This includes required readings, lectures, class activities or assignments that address the scholarly basis for understanding responsibilities of community engagement ~~service~~ and the common good.

(2) The course provides an opportunity for reflection, learning, discovery, intellectual challenge, and skill development via direct, practical, hands-on experience. A significant percentage of the course is devoted to engagement with ~~campus or~~ community partners (local, national, or global).

(3) A substantial part of the course grade involves reflection on the community engagement ~~service~~ experience, including class or small group discussions, writing (formal papers, assignments, or journaling), and/or formal sharing of reflection (e.g., presentations or panel discussions) with the intention of making connections between the in-class curriculum and out-of-class experiences.

(4) The course includes some of the following goals common in service-learning courses.

- To discover and address needs within the community collaboratively with community partners
- To develop lasting, authentic, and reciprocal relationships in the community
- To improve skills for critical and comparative thinking
- To promote values clarification
- To learn practical aspects of community engagement ~~service~~, ~~volunteerism~~, and social change
- To relate community engagement ~~service~~ experiences to career goals

- To foster development of ~~help develop~~ a life-long commitment to self-reflection, and its implications for community service and social responsibility
- To interrogate systems and structures of inequality and question the distribution of power
- To understand one's social identity and relationship to power and privilege

(5) Responsibility for instruction, orientation, supervision, and evaluation rests with the instructor and is not delegated.

(6) Responsibility for placing students with service sites, or for approving student-selected sites, rests with the instructor and is not delegated.

(7) Responsibility for managing the relationship with the community partner and clearly understanding the needs and expectations of the community partner rests with the instructor and is not delegated. The instructor articulates a plan to collaboratively develop the community engagement aspects of the course with the community partner or partnering organization.