# APPLICATION FOR SERVICE-LEARNING DESIGNATION AND FUNDING

King's College provides modest funding for all service-learning courses. In order to have a course designated as "service-learning" and receive funding, professors must complete the questions below and submit a course syllabus to the Service-Learning Project Team for approval. All materials should be returned to Bill Bolan at the Shoval Center by campus mail or via e-mail at williambolan@kings.edu. Professors may register more than one course. However, funding may be limited for multiple courses taught in a single semester.

## BASIC COURSE INFORMATION (For All Courses)

a. Professor Name:

b. Department:

c. Course Call No.(required):

d. Course Title:

e. Semester and Year this course will next be taught (e.g., Fall 2017):

f. Expected number of students:

g. Estimated number of hours each student will work:

h. Has this course been taught with a service-learning component previously at King's?

i. Has your course previously received funding from the Shoval Center? If "yes," please indicate the last Semester and Year this course was funded:

j. Have you changed the service-learning component of your course and/or your community partners? If so, please detail these changes here.

*If your course has previously received funding from the Shoval Center, please only submit a current syllabus that includes the service-learning component and service-learning grading rubric—you do not have to fill out the remaining questions. However, if you have significantly changed the nature of your course, the Service-Learning Project Team reserves the right to request a new application.*

**For New Courses Only:**     **Description of SERVICE-LEARNING COMPONENT**

1. Who are the course's community partners (i.e., what community agencies will you work with)?

2. What specific needs of the community partners does your course meet?

3. How did you determine the community's need for the service(s) you provide?

4. In what specific activities does your class engage to meet these needs?

5. Please describe how the students' service helps achieve the course's learning objectives (i.e., what knowledge, skills and/or dispositions your students gain as a result of the service experience).

6. How do students in your class reflect on their service experiences? (Check all that apply.)

   __ written journals     __ online journals     __ reflection papers/essays

   __ in-class discussions     __ online discussions     __ research papers or reports

   __ videos     __ presentations    __ poster sessions     __ debates     __ exams

   __ other (please specify):

7. How frequently do your students engage in these reflection activities (e.g. 1+ times per week, 1 time per semester, etc.)? What is the rationale for this level of frequency?

8. How is the service experience integrated into individual class meetings (i.e., besides reflection on individual service experiences)? How and how often?

9. Is the service component of your course optional? If so, please specify your total class enrollment and how many of those students typically engage in the service component.

10. How many total hours of service are required of each student who participates in the service-learning component?

11. Please describe a) how students in your class learn about the social context of their service (e.g. How do they learn about the specific community needs that the community partner addresses? How do they learn why their service is necessary?) and b) how this course promotes a notion of civic responsibility.

12. How do you grade and evaluate the service-learning component of your class?

13. Please attach a course syllabus. Your service-learning component and a service-learning grading rubric should be a part of the syllabus.