



**Northeastern University**  
*Center of Community Service*  
**Service-Learning Program**

**Service-Learning Course  
 Development Form**

**Service-Learning-** Joining Northeastern University's long standing traditions of service and experiential education, Service-Learning (S-L) is an academically rigorous educational experience in which students,

1. participate in organized service activities/project(s) that meet needs identified by the community, and
2. reflect on the service activities/project(s) in such a way as to gain further understanding of course/program content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility."

Adapted by NU's Service-Learning Advisory Board (2006), from Bringle and Hatcher, (1995).

**Check One:** \_\_\_\_\_ INDIVIDUAL COURSE    **or**    \_\_\_\_\_ CROSS DISCIPLINE PROJECT \*

**Name(s):** \_\_\_\_\_ **Dept(s):** \_\_\_\_\_

**Title and course #(s):** \_\_\_\_\_

\* *Cross Disciplines Projects involve collaboration between different colleges, schools, or departments to offer service-learning opportunities beyond what is available through a single course within ones discipline.*

When will you offer this course?    \_\_\_ Fall    \_\_\_ Spring    \_\_\_ Summer #1    \_\_\_ Summer #2

**1. Course Objectives:**

**a. What fields of interest fit most appropriately with your course content?**

Arts/Creative Expression

- \_\_\_ Documentary Work
- \_\_\_ Arts Education
- \_\_\_ Performing Arts
- \_\_\_ Visual Arts

Community Action

- \_\_\_ Animal Care
- \_\_\_ Civil Liberties/Human Rights/Legal
- \_\_\_ Community and Political Organizing
- \_\_\_ Community Centers
- \_\_\_ Crisis Intervention
- \_\_\_ Economic and Community Development
- \_\_\_ Environmental Issues
- \_\_\_ Hunger
- \_\_\_ Homelessness and Housing
- \_\_\_ Immigration
- \_\_\_ Transitional Housing/Living
- \_\_\_ Women's Issues
- \_\_\_ Violence Prevention / Conflict Resolution

Health and Development

- \_\_\_ Disability Issues
- \_\_\_ Elder Programs
- \_\_\_ Health Outreach and Education
- \_\_\_ HIV/AIDS
- \_\_\_ Hospitals and Clinics
- \_\_\_ Mental Health
- \_\_\_ Substance Abuse Prevention

Education/Literacy

- \_\_\_ Adult Education
- \_\_\_ Community Outreach Education
- \_\_\_ Language and Literacy Education
- \_\_\_ Technology Education and Dev.
- \_\_\_ Tutoring and Mentoring
- \_\_\_ Youth Education

Youth

- \_\_\_ Children with Special Needs
- \_\_\_ Day Care
- \_\_\_ Recreation

Other: \_\_\_\_\_

- b. **What course, discipline, or professional skills are students expected to develop?** (e.g. writing, problem solving, marketing, consulting, critical thinking, leadership, etc.)
  
- c. **What attitudes or values are students expected to develop?** (e.g. commitment, civic responsibility, etc.)
  
- d. **What type of service experiences could allow your students to learn about the course content?** From the list of S-L models below utilized at NU, please identify which model would most effectively allow you to meet course learning objectives. Also take into consideration the level of your course, along with the previous skills or knowledge students are expected to have coming into the course.

**I. Direct Service-Learning**  (also known as Discipline-Based S-L)

In this model, students are expected to have a presence in the community throughout the semester providing direct service to the community-based nonprofit organization and/or the clientele, and reflect on their experiences on a regular basis using course content as a basis for their analysis and understanding.

**II. Project-Based Service-Learning (P-BS-L)**  (also known as Problem-Based S-L)

According to this model, students (or teams of students) relate to the community much as “consultants” working for a “client.” Students work with one or more community-based nonprofit organizations to understand and address a particular community problem or need. This model presumes that the students will have some knowledge they can draw upon to make recommendations to the community to more effectively address or solve the problem.

**III. Undergraduate Community-Based Action Research**

In this model, students work closely with faculty members to learn research methodology while applying these skills to conduct research on a particular issue requested by one or more community-based nonprofit organizations. The student research should provide the organization with a report of information that may assist in the advocacy of their community’s interests. In some instances students will use the data collected to directly participate in advocacy initiatives. *Note: research is not expected to find information that is only supportive of the organization interests; findings are based on what the research produces. It is up to the organization how that information is used.*

(Heffernan, 2001)

**Please explain your selection:** \_\_\_\_\_

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2. Do you have one or more community-based organizations to partner with in mind or already arranged? If yes, which organization?
3. **Reflective Learning Activities-** How will students be required to demonstrate, and earn credit for, what they learned from the service experience and how it has informed their understanding or practice of the course concepts? (e.g. blogging, research papers, class discussions, presentations)  
*Note: Credit should be given for the demonstration of learning through service and project/research reports, not hrs served.*

4. **Course Components-**

- a) Will service-learning be optional or mandatory? \_\_\_\_\_
- b) If service is optional, how will you incorporate the experiences of service-learners into the course so those not involved in the service-learning option also benefit?
- c) How many hours of direct, project, or research-based S-L will be required per semester/ week? \_\_\_\_\_

*\*It is recommended students engage in a minimum of 2 and maximum of 5 hours of direct service or work on their project/research per week from within the first 2-3 weeks of class until the last week of class.*

5. **What types of additional assistance would you like to receive from the S-L Program?**

- Course design
- Identifying community partners with related interests and needs
- Student preparation / orientation
- Ideas for reflection, assessment and evaluation
- Information about S-L conferences, workshops, grants and opportunities to publish.
- I plan to apply for support from a Service-Learning Teaching Assistant
- Other: \_\_\_\_\_

6. **Do you have any additional questions or concerns not addressed on this form?** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

***\*Applications should be received within 6-8 weeks before the start of a semester.\****

<p><b>Direct questions and completed S-L Course Development Form to</b>          Kristen Simonelli, Associate Director &amp; Service-Learning Coordinator          Phone: 617-373-7883 / Fax: 617-373-5608  <a href="http://www.neu.edu/servicelearning">www.neu.edu/servicelearning</a></p>	<p>212 Columbus Place  <a href="mailto:service-learning@neu.edu">service-learning@neu.edu</a>  <a href="http://www.neu.edu/communityservice">www.neu.edu/communityservice</a></p>
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