

## **VII. SERVICE-LEARNING:**

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*Only if your program has a significant service-learning component, please complete and attach the section below.*

*While the Office of Service Learning is not an official part of the study abroad approval process, all proposals with a significant service-learning component should address these questions either in the main proposal or in the accompanying syllabi; failure to do so may present a flag in the Risk Management review. Additionally, given that OSL is such an invaluable resource, proposals with a significant service-learning component will be copied to them for their feedback and suggestions.*

*Professors planning to have service-learning components in their international programs (or in their on-campus classes) are strongly encouraged to seek the new “S” designation for the course. There are four levels of S designation, reflecting varying levels of service-learning within the course from a single discreet project to the overall pedagogical design principle of the course. For more information, see:*

*[http://www.servicelearning.uga.edu/blog/?page\\_id=323](http://www.servicelearning.uga.edu/blog/?page_id=323)*

### **VIIa. Recruitment and Preparation:**

- How will you recruit and select students appropriate for your service-learning project?
- How will you define service-learning for students, and prepare them for the project?
- What previous service-learning experience do program faculty have, and how will the faculty prepare to lead a service-learning project in an international context?

### **VIIb. Partners:**

- Please describe the roles of your community partners.
- What specified community need or issue will the project address?
- How will community partners benefit from the service-learning project?

### **VIIc. Projects:**

- Please describe the nature of service/type of projects that students will perform, including the activities, the learning objectives, and the connection of the service to the academic content of the course(s). Please also indicate whether project assignments are individual, group, or a combination, and the duration of the service (in hours, days, or weeks as appropriate).
- How will individual and/or group reflection be factored into the program, and how will students be assessed?

**VIIc.** Who will supervise/evaluate the service-learning work? To whom will students refer for answers to questions, trouble-shooting, etc?

**VIIId.** Describe potential risks (to students and faculty and/or to partners and their clients) associated with the service. What steps will be taken to mitigate these risks and to prepare and train students?