**Models of Service-Learning in the Curriculum with Examples**

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1. **Course where service-learning is optional**: Students in a course choose from 2 or more options for achieving course goals, including service-learning, case studies, research papers, or other projects. Reflection may be different for students engaged in the service option and those who are not. *Example*: A computer science course in which students design a web site. The service-learners would learn about and then design a web site for a community organization.
2. **Service-learning/fourth-credit option**: Students can negotiate a learning contract with a faculty member in any course in which the faculty member is willing to work with the student to design a service-learning component to supplement the basic course. The service-learning component includes intentional reflection; the credit is awarded for demonstration of learning, not for the service alone. *Example*: A sociology course on social problems. Students who opt for the extra credit would do a learning contract with the faculty member to complete a designated number of service hours and write a final paper relating the community experienced to course content.
3. **Service-learning course**: All students in the course are involved in service-learning. Reflection is integrated throughout the course and linked to learning outcomes. This can occur in a general education or a discipline-based course. *Example*: Students in an introduction to chemistry course conduct analyses of the chemical content of local bodies of water, attempt to discover the causes of the pollution they identify, and report the results to a pubic-interest organization that lobbies on behalf of clean water.
4. **First-year experience**: Service-learning is often integrated into first-year seminars or courses to introduce students to the concept of service-learning, to the community in which the university is located, and to how students can build skills in writing, critical thinking and/or a content area through active learning. *Example*: An introduction to studying history in college course engages students in a service-learning project cataloguing photos in a local museum, enabling them to see what the discipline of history looks like in practice.
5. **Service-learning internship or independent study**: Can allow students in any major to work in the community for more substantial amounts of time, attend class (often a minimum of hours), and engage in on-going reflection and intentional application of academic learning. *Example*: Students majoring in women’s studies do a senior internship with a community organization that focuses on women’s issues.
6. **Field work service-learning**: Students in professional programs, such as teacher education, nursing, or human services work in the community, often several times throughout their coursework generally for increasingly lengthy periods of time. For field education to be considered service-learning, reciprocal partnerships, reflection, and intentional integration with academic content are critical. *Example*: Students in the social work program taking a course on domestic violence learn about the theories on the causes and effects of domestic violence and then work with residents of a shelter for battered women.
7. **Community-based research**: Under the supervision of a faculty member, students engage in research *with* the community, designed to benefit all partners. Community members are involved in every stage of the research process. *Example*: Students in a Spanish course work with a local community organization to design a research project about the needs of their client base, recent immigrants from Latin America. Students interview the organization’s clients and provide the information to the organization in the format the organization specifies.
8. **Service-learning capstone**: A service-learning capstone course is a culminating experience that enables students to integrates their learning from throughout their college experience, to make meaning of it, and to think about how they will use it in the future. They often involve a research project or substantial service experience with critical analysis and a final written paper and/or presentation. *Example*: Teams of students in the capstone course in business work with a community organization to design a short-and long-range business plan.
9. **International service-learning**: Takes many forms, including a course that involves an alternative spring break, a 3-week winter break, or a summer experience in an international setting. Often these courses involve service in a local community that is related to the work the students are doing abroad. *Example*: Students in civil engineering design a water filtration system for an area of southern Thailand and spend 3 weeks during winter break constructing the system along with local engineers.
10. **Course sequencing**: A series of courses are taken in order, each one building on the work of the previous, with the service and the reflection becoming deeper and more critical. Students may partner with the same or different community agencies throughout the sequence. This can involve a multidisciplinary approach. *Example*: Wagner College [http://www.wagner.edu/experiential\_learning/wagner\_civic\_engagement\_home].
11. **Engaged department or program**: One or more courses may integrate service-learning, no matter which faculty member happens to teach it in a given semester. In some cases, an entire department will engage deeply and broadly with a community on a particular issue, such as health or education. Multiple courses may engage students in community-based research and service at various levels*. Example*: The School of Public Health signs a memorandum of understanding with a community that outlines the commitments of both partners. Teams of faculty members and students work with local government, community organizations, and citizens to design and implement a comprehensive health education program for the community.
12. **Engaged university**: An institution as a whole makes a commitment to a genuine and sustained partnership with the local community. This is evidenced in every aspect of campus policy and programs, including faculty and student recruitment, curriculum, facility use, sustainability, shared resources, and community engagement in campus decision making. *Example*: Portland State University [http://www.pdx.edu/mission.html].

--Adapted from K. Rice, Building Reciprocal Campus-Community Partnerships

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