



LOYOLA UNIVERSITY MARYLAND

— 1852 —

POLICY FOR SERVICE-LEARNING DESIGNATED COURSES

(Revised September 2022)

To enable faculty to incorporate the continuous, connected, challenging, and contextualized reflection required by service-learning and to fully engage in partnership with community organizations and the people they serve, designated service-learning courses should be capped at 80% of the usual enrollment (over 20 students) for non-designated sections of the same (or comparable) course. There is no reduction for courses capped at 20 or fewer students. Faculty members teaching designated service-learning courses and their department chairs are responsible for setting appropriate course enrollment caps for designated service-learning courses.

To aid in course development, partnership development, and initial implementation, full-time faculty members may receive a one-course reduction in teaching load during the first semester they teach a designated service-learning course. The scheduling of the service-learning course and concomitant reduction in course load should be determined in consultation with the department chair and dean. Participation in Loyola's service-learning program is a high-impact teaching practice and is considered significant service to the University, both for the purposes of annual faculty evaluation and for carrying out the university's mission. Note that the criteria for service-learning course designation include the completion of the Faculty Fellows Seminar in Service-learning, which is ordinarily held during the spring/summer of each year.

After receiving the initial course release, faculty must offer a designated service-learning course section (it need not be the same course) at least twice during the subsequent five academic years. In other words, faculty receiving a course release commit to teaching a minimum of three sections of a service-learning designated course (or courses) over the span of six academic years.