Six Models of Service Learning Placement and Field Activity

"Pure" SL	Discipline-Based SL	Problem-Based SL	Capstone Courses	Service Internships	Undergraduate Community-Based Action Research
Students are sent out into the community. Content of the course is service learning, volunteerism, or civic engagement. Multidisciplinary approach with philosophical and intellectual approach to phenomenon.	Students have a presence in the community throughout the semester. Reflect on their experiences on a regular basis using course content as basis for analysis and understanding. Course content and community experience are very explicit and sometimes challenge the logistics of placement.	Students relate to community partner as client. Work with partner to understand problem or need. Students create own schedule and limit their field hours to identifying problem and gathering data. Presumes student is knowledgeable enough to make recommendations to the community partner.	Designed for majors and minors in a discipline during their final year with much of the responsibility on the student. Students combine relevant knowledge in their content area and service to the community as they transition from theory to practice in the world of work and career. Students graduate and are not easily replaced.	Intense, with students working from 10-20 hours per week in a community setting, with a final project that is of benefit to the specific community site. Unlike traditional internships, they have regular and ongoing reflective opportunities that help students analyze their new experiences using discipline-based theories. There is a focus on reciprocity, the idea that the community and the student benefit equally from the experience.	Similar to an independent study option for the rare student who is highly experienced in community work. Students work closely with faculty members to learn research methodology while serving as advocates for communities.

Heffernan, K. (2001). Fundamentals of Service-Learning Course Construction. Brown University: Campus Compact. P 2-6.