Inclusive Education Program
Service Learning Requirement

Rationale
Inclusive Education majors are required to complete 50 hours of community service as part of the program. The rationale for the requirement is threefold. Many students enter the Inclusive Education Program because of a desire to help others. Their commitment is altruistic. This requirement nurtures development of their altruism. Some students enter the program because of sympathy for persons with disabilities. The service component is intended to develop a respect for the dignity of others and for the helping relationship forged in service to others. Finally, engagement is a key emphasis in the conceptual framework of the College of Education and Allied Professions and the Inclusive Education Program. Pre-service practitioners in education are expected to be involved in their communities beyond the usual required hours of the academic day. Inclusive educators are expected to connect students with and without disabilities and their families with resources in the community. The service component will provide students with important experiences with community agencies and supports.

Description
Service in various forms is valuable. However, service learning in the Inclusive Education Program is defined as time spent as a volunteer working in a recognized school, agency or community organization supporting individuals with and without disabilities and / or their families. Examples include tutoring in a public school classroom that includes students with disabilities, hosting a booth at a community fair offered for individuals with and without disabilities, or supporting athletes at a Special Olympics event. Service activities must be supervised by a representative in the school, agency or organization in order to successfully document completed tasks/hours.

Service appropriate for this requirement should involve working directly with individuals with and without disabilities and/or their family members in a helping function. Service activities like planning programs, setting up classrooms, stuffing envelopes to be mailed and others where there is minimal or no contact with those being served would not meet this requirement. It is important to have direct contact working with individuals with and without disabilities across various community settings in order to meet the overall rationale for this service requirement.

Requirements and Procedures
Students must document 50 hours of service by the end of Internship I. If service hours are not documented, the student will not be allowed to start Internship II. Students will be directed to an online description of the Service Learning requirement by their adviser when declaring Inclusive Education as a major. Advisers will also assist with clarification regarding procedures and helping complete TaskStream requirements.

Advisors can help students with recommendations for community service. Students might also visit the Center for Service Learning website for the Community Partner Directory organized by focus area (Children, Youth, Education, Disabilities), and by counties. New service opportunities will also be announced through the Virtual School accessible to students through Blackboard.

Students are responsible for gaining approval from their advisors for planned activities prior to their service and for making contacts with schools/agencies/organizations. Students will document all service using the Service Documentation Forms, Service Logs and Reflection available through the Undergraduate Portfolio in TaskStream. Students are responsible for completing all required information on the Service Documentation Form including details of the specific activities and hours within TaskStream. After completing the service requirements, students should use the reflective questions to compose a thorough 1-2 page reaction that shares how the service experiences have benefited them and the people they’ve supported.

Students are encouraged to update all documentation forms within TaskStream at the end of each fall semester of their sophomore, junior and senior years. Advisors and professors of designated service learning inclusive education courses will help monitor service hours completed before students begin Internship II. Once all 50 hours of service have been documented and reflections have been reviewed within TaskStream, the names of those students will be submitted to the registrar’s office so the requirement will be recorded as met in MyCat degree audits. Students are responsible for insuring that their service requirement is completed and documented by the end of Internship I.

Revised March 2014
WESTERN CAROLINA UNIVERSITY
Inclusive Education Program
Service Documentation Form

WCU Student __________________________ Date __________________

1. Describe the nature of the service(s): (What did you do specifically?)
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

2. Where did service(s) occur? _________________________________________________
____________________________________________________________________________

3. School or Other Community Organization (add as many addresses as you need):
   Name: ____________________________________________________________________
   Address: __________________________ State: __________________ Zip: ______________
   City: ____________________________ Phone (_____) __________________

4. Supervisor(s):
   Name: ____________________________________________________________________
   Phone: (_____) __________________

I certify that the information above is complete and accurate.
WCU Student Signature: __________________________ Date: __________________
Supervisor Signature(s): __________________________ Date(s): ______________

All Relevant Service Log(s) must be completed, submitted, and approved through TaskStream
during Internship 1 and before beginning Internship II. In all cases, keep a copy for your own records.

Student Reflection – Within TaskStream, upload your final service learning reflection of the 50
hours sharing how your experiences have benefited you or the people you’ve supported. You
may choose to describe a significant event, your feelings about the service, or something else
related to the service and your future profession.
**WESTERN CAROLINA UNIVERSITY**

**Inclusive Education Program**

**Service Log**

Students are to complete a *Service Log* before beginning Internship 1. Be sure to submit the service logs and final reflection within TaskStream and communicate with your advisor that this has been completed. Please keep a copy for your records.

For Example:

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<th>Date</th>
<th>Hours</th>
<th>Place</th>
<th>Task/Responsibilities</th>
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<tbody>
<tr>
<td>02/23/14</td>
<td>2.5</td>
<td>Sylva Group Home</td>
<td>Helped with meal and evening activity</td>
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</tbody>
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