

Enforcement Rules for the Service-Learning Curriculum at National Taiwan Normal University

Approved at the 1st Service-Learning Curriculum Task Force Meeting in 2008-2009 academic year on October 7, 2008
Approved at the 2nd Service-Learning Curriculum Task Force Meeting in 2008-2009 academic year on December 5, 2008
Approved at the 1st Service-Learning Curriculum Task Force Meeting in 2009-2010 academic year on November 17, 2009
Approved at the 2nd Service-Learning Curriculum Task Force Meeting in 2009-2010 academic year on May 24, 2010
Approved at the 1st Service-Learning Curriculum Task Force Meeting in 2010-2011 academic year on December 13, 2010
Approved at the 2nd Service-Learning Curriculum Committee in 2010-2011 academic year on May 20, 2011
Approved at the 1st Service-Learning Curriculum Committee in 2011-2012 academic year on November 22, 2011
Approved at the 2nd Service-Learning Curriculum Committee in 2011-2012 academic year on May 24, 2012
Approved at the 2nd Service-Learning Curriculum Committee in 2012-2013 academic year on April 9, 2013
Approved at the 1st Service-Learning Curriculum Committee in 2013-2014 academic year on June 19, 2014
Approved at the 1st Service-Learning Curriculum Committee in 2014-2015 academic year on September 14, 2014
Approved at the 1st Service-Learning Curriculum Committee in 2015-2016 academic year on June 27, 2016
Approved at the 1st Service-Learning Curriculum Committee in 2017-2018 academic year on July 10, 2017
Approved at the 1st Service-Learning Curriculum Committee in 2018-2019 academic year on May 10, 2019

- Article 1 The Enforcement Rules for the Service-Learning Curriculum at National Taiwan Normal University (the “Rules”) are promulgated in accordance with the provisions of Article 8 of the Regulations for the Implementation of Service-Learning Curriculum at National Taiwan Normal University.
- Article 2 Purpose
1. To promote students’ understanding of the environment and surroundings of the department in which they are studying and build rapport between teachers and students.
 2. To engage students to pay attention and participate in campus affairs, thereby creating a friendly campus culture.
 3. To cultivate a caring attitude and a habit of serving the community among students.
 4. To equip students with core competencies and enhance their social competitiveness through service learning.
 5. To create community affinity through service learning and encourage students to practice civic responsibility.
- Article 3 The service-learning curriculum at the University is structured as follows:
1. The basic service-learning courses are 0-credit required courses mainly focusing on campus service, community service and institutional service.
The courses shall be offered by full-time or part-time University faculty members upon application and approval. The courses are not counted as part of the faculty’s basic teaching hours, but may be calculated towards the hours in the case the instructor has insufficient teaching hours.
 2. The advanced service-learning courses focus on professional service and are elective courses with credits specified by the course provider.
- Article 4 Course Hours and Instructor Hourly Wage
1. The basic service-learning course hours shall be specified by the instructor offering the course, which must include 4-6 hours for preparation, reflection and celebration, and 12-14 hours of service hours, at a total of at least 18 hours. The instructor shall be paid 9 hours’ worth of their hourly wage. After verification, the aforementioned compensation shall be paid as a lump sum once per semester after the add and drop deadline.
 2. The advanced service-learning course hours shall be specified by the course provider.
- Article 5 Opening a Course
1. When a department offers a basic service-learning course, the syllabus shall be approved by the department head and the application materials submitted to the Holistic Education Center to open the course.
 2. When an administrative unit offers a basic service-learning course, the syllabus shall be approved by a tier-1 director and the application materials submitted to the Holistic Education Center to open the course.
 3. When a student club offers a basic service-learning course, the syllabus shall be approved by the instructor offering the course and the head of the department or graduate institute affiliated

with faculty, and the application materials submitted to the Holistic Education Center to open the course.

4. Advanced service-learning courses shall be offered in accordance with relevant regulations of the University.

5. The syllabus of new courses must be submitted to the Office of Student Affairs. The course shall open after review by the Service-Learning Curriculum Committee and subsequent approval by the University-level Curriculum Committee.

Title 6

Course Subsidies

1. Basic service-learning courses: NT\$3,500 subsidy per course.

2. For advanced service-learning courses, each instructor can apply for a total subsidy of up to NT\$40,000 per semester. The regulations are as follows:

(1) Undergraduate programs:

1. A subsidy of NT\$10,000 for courses with 30 or fewer students.

2. A subsidy of NT\$15,000 for courses with 31-60 students.

3. A subsidy of NT\$20,000 for courses with 61 or more students.

(2) Graduate programs:

1. A subsidy of NT\$3,500 for courses with 5 or fewer students.

2. A subsidy of NT\$7,000 for courses with 6-9 students.

3. A subsidy of NT\$10,000 for courses with 10 or more students.

Article 7

Responsibilities of Course Instructors

1. Course instructors shall design the course content based on the concept of service learning, including preparation, service, reflection, and celebration. In principle, each student's service hours shall be at least 12 hours. The course application form and syllabus shall be submitted within the stipulated period.

2. Course instructors are required to participate in service-learning related seminars or conferences to enhance their knowledge on service-learning pedagogy.

3. Course instructors are required to register the student's grades within the prescribed time and submit relevant documents on the outcome report.

Article 8

Administrative Operations

1. The Service-Learning Curriculum Committee shall meet at least once an academic year and an extraordinary meeting may be convened when necessary.

2. All administrative units, colleges and departments and all faculty and staff of the University shall provide assistance whenever necessary.

Article 9

Learning and Rewards for Reflection Facilitators:

1. Students may apply for the position of service-learning reflection facilitator to learn about reflection facilitation by consulting with the instructor prior to the beginning of a basic or advanced service-learning course.

2. Relevant matters shall be governed by the Service-Learning Reflection Facilitator Learning Incentive Program.

Article 10

Regulations for Assessment Grading

1. The assessment grading of students taking the basic or advanced service-learning courses may be based on their class participation, service reflection, and student evaluation form; the instructor may add other criteria as desired.

2. If the service-learning course is conducted during the winter or summer break, the credit and grades shall be counted in the next semester.

Article 11

Course Exemption

1. The basic service-learning course for special education students shall be offered by the Special Education Center and students will be given appropriate guidance according to their situation. Students with special circumstances may apply for a course exemption according to the prescribed procedures on the Application Form for Exemption from Basic Service-Learning Courses for Special Education Students.

2. Students who have passed an advanced service-learning course are exempted from taking a basic service-learning course.

3. Students who have completed Service-learning Course II or Service-learning Course III are exempted from taking a basic service-learning course.

Article 12

Recognition and Rewards

1. Instructors of advanced service-learning courses may apply for a teaching award in

accordance with the Regulations for National Taiwan Normal University Instructors' Teaching Awards.

2. The selection of excellent service-learning students shall be conducted once per semester. Students shall be nominated by the course instructor, where one candidate may be nominated for every 20 students on a by-class basis. Classes with fewer than 20 students are counted as 20 students and the winners are commended with a certificate of merit.

Article 13

The Rules and any amendments thereto shall become effective after approval by the Service-Learning Curriculum Committee and ratification by the University President.