Service-Learning Subcommittee Charge

The Service-Learning Subcommittee is a Standing Subcommittee of the Academic Policy and Planning Committee (AP&P). The Subcommittee consists of one faculty member from each school, the Vice President for Academic Affairs (VPAA) or designee, two students, the director of the Jan and Bud Richter Center for Community Engagement and Service-Learning, and the Faculty Service-Learning Mentor (ex-officio, voting member).

The Subcommittee's area of concern includes the following:

1. Review campus service-learning policy and procedures to ensure campus compliance with best practices and system wide service-learning policy.
2. Initiation of new or revised service-learning policy for substantive review by AP&P.
3. Review new departmental and interdepartmental academic program proposals in light of existing service-learning policy in order to recommend operational decisions to the VPAA. This review will include appropriate consultation with any department and existing academic programs that may be affected by the proposals.
4. Development of procedures for the submission of new service-learning courses. These procedures will include appropriate consultation with any departments and academic programs that might be affected by new course proposals.
5. Five year cyclic review of service-learning courses.
6. Other matters as deemed appropriate by AP&P or by the VPAA following consultation with AP&P.

The Academic Policy and Planning Committee (AP&P) is the final policy recommending committee for the Academic Senate, but any alterations by AP&P to policy recommendations coming from the Subcommittee will normally take place only after appropriate consultation by AP&P with the Subcommittee. Appropriate consultation here means that in the event AP&P wishes to alter policy recommendations coming from the Subcommittee, AP&P or its assigned representatives will meet with the Subcommittee to present AP&P's proposed changes and hear the Subcommittee's views on those proposals. AP&P will then reconvene to reconsider its proposed changes in light of the Subcommittee's views before AP&P forwards its final recommendation to the Academic Senate.

Service-learning course approval process.

The following guidelines and recommendations are designed to guide faculty and departments in obtaining a service-learning or "S" designation for a course. Assistance is available from the Service-Learning Subcommittee or from the Jan and Bud Richter Center for Community Engagement and Service-Learning.

1. Before proceeding with any requests to have a course designated as a service-learning (S) course, faculty should carefully read all points on the attached "Service-Learning Designation Considerations". (See attachment A.)

2. Those faculty/departments that would like to obtain an "S" designation should initiate an "Undergraduate Course Change Request" or "Undergraduate Course Proposal" with

accompanying support. In the case of an **"S"** course, support materials must address the criteria established to become an **"S"** course. (See attachment B)

3. Once the proposal has departmental and school/college approval, the Office of Undergraduate Studies will submit the material to the Service-Learning Subcommittee for evaluation of the **"S"** designation criteria response.

4. If approved, the request will be returned to the Dean of Undergraduate Studies for distribution to the appropriate committees. These committees will treat the change request as they do all others. If the request is not approved by the Service-Learning Subcommittee, subcommittee representatives will work with the applicant to make appropriate changes so that the **"S"** criteria can be fully met.

Attachment A - Service-Learning Designation Considerations

There are several issues that departments should consider before seeking a service-learning (S) designation. Of course, the most important considerations are the appropriateness of service learning for the course in question and how the **"S"** designation criteria will be met. In addition to those critical issues, the following are questions departments should consider.

1. Will all sections include a service-learning component, or just a majority of sections? If certain sections of the course will not include a service-learning component, which ones will be excluded and why? ,

2. What changes will need to be made to catalog copy as a result of the proposed revisions? For courses that will include a service-learning component in all sections, the revised catalog description should end with "Formerly" (insert non-S course designation and number). For courses where "S" and non-S sections will exist simultaneously, the course description will include "(S)" after the number and the statement "S sections include a service-learning requirement (see Community Engagement and Service Learning, page 29 of the 2008-09 General Catalog)" at the end of the course description.

Attachment B - 8 Criteria

"S" Designation Requirements

To obtain the "S" designation, the following elements must be addressed in writing as part of the "S" designation curriculum proposal.

Approved courses will be designated as service-learning courses by having the course number followed by the letter "S."

Service-learning is community service linked to academic curriculum through structured reflection so that each reinforces the other. The academic study may be in any discipline or combination of fields. The service may address a variety of community needs including direct service to people in

need, improvement of community resources, applied research, community outreach and education, advocacy or policy analysis.

Designation as a service-learning course will require that the following criteria be met (A-E).

A. Appropriate academic study is the primary focus of all "S" courses. The service- learning component should be integral to and supportive of the academic focus. Faculty are asked to describe the academic nature of the course and explain how the service-learning will be a component that supports the academic focus.

B. A mechanism should be included to introduce community service ethic. This may be done through various methods including (but not limited to) guided readings, experiential class periods, a workshop using Richter Center for Community Engagement and Service-Learning as a resource, or a seminar. Faculty are asked to describe how the service-learning assignment will be introduced to the students. Faculty are also asked to reference the source(s) and procedures that will be followed to reinforce the service ethic.

C. Faculty are asked to require a minimum of 15 hours (20 hours is optimal) of academically relevant community service that contributes to at least 20% of the student's course grade and to provide a description of: (1) the type of setting where the service-learning assignment will be completed; (2) what typical activities will be performed; (3) the length of time students will be required to serve; (4) how verification of service hours will be completed; and (5) how this requirement will be included in the course grade.

D. Faculty are asked to include a mechanism, such as a paper or presentation, that relates the experiential learning of community service to specific course content. Faculty are asked to describe how the student will integrate the service-learning experience with course curriculum.

E. Faculty are asked to include structured opportunities for critical reflection on the service experience and to explain how critical analysis or reflection will be integrated into the course. (Faculty are reminded that reflection is most effective when it is done before, during and after service-learning activities.)

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