



California State University, Long Beach
www.csulb.edu/cce

Service Learning Curriculum Development Resource Guide for Faculty

Rev. Spring 2010

Service Learning Curriculum Development Resource Guide for Faculty

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Service Learning and RTP Guide (McKay, pp. 1-15)	
Community Service Learning and RTP— <i>Whitepaper</i> (McKay, pp. 1-11)	
Student Service Learning Handbook (pp. 1-11)	
SLDB Faculty User Guide (pp. 1-24)	



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CSU LONG BEACH CENTER FOR COMMUNITY ENGAGEMENT

MISSION STATEMENT

The Mission of the Center for Community Engagement (CCE) is to engage the university and community in creating a just and civil society where every member functions as an agent of social change

BEST PRACTICES

The Center for Community Engagement is dedicated to establishing “Best Practices” for satisfying service learning course criteria such as

- Learning objectives are explicit and accomplished within the hours allotted for students to be in the community;
- Students should be in the community setting 20 hours during the semester (one to two hours per week)—this is a minimum and not necessarily optimal for meeting course goals;
- Community service activities are defined by community need and learning objectives;
- Professors are willing to form partnerships characterized by *reciprocity* (equally concerned with both academic and community objectives) with one or more community partners to promote quality and longevity in student placements;
- Community service is continuous throughout the semester rather than a “one-shot” experience and is directly related to the course content; and
- Critical reflection on the connections between course content and the community experience occurs and is evaluated continuously throughout the semester.

Community Service Learning (SL) is a teaching approach utilizing experiential learning to connect theory and practice. It integrates and enhances both community service and academic instruction (with academic credit), engages students in responsible and challenging community service, and emphasizes active learning in different environments. SL is an opportunity for community groups, organizations and agencies to develop reciprocal partnerships with faculty, staff and students to address significant community issues while meeting academic goals and objectives. In the process, students begin to develop an ethic and spirit of service and civic engagement. (CCE brochure)

Administration and Reporting

The Center for Community Engagement (CCE) utilizes an online tool—the Service Learning Database (SLPRO)—to enhance collaboration and coordination among faculty, community partners, CSULB students, and the CCE. By publishing course descriptions and community projects, SLPRO streamlines the current matching process and empowers faculty and community agencies to select partners that best correspond with their needs. SLPRO also provides virtual space where students can register for projects, fulfill CSULB risk management requirements, and record service hours viewable by faculty and project supervisors. A new feature of SLPRO includes the Communication Manager which allows faculty to email students from their course rosters and export email lists for better communication. The SLPRO removes the burden from individual faculty to maintain documentation for SAFECLIP (student liability program) and other university-mandated reporting. For more information about the SLPRO, please contact the CCE or download a user guide from the faculty link from our website (www.csulb.edu/cce/faculty).

SAFECLIP (Student Academic Field Experience for Credit Liability Insurance Program)

The establishment of the *Student Academic Field Experience for Credit Liability Insurance Program* (SAFECLIP) was announced on August 1, 2007 by the Chancellor's Office in Executive Order #1012. SAFECLIP became effective July 1, 2007. SAFECLIP is a newly designed CSU-wide Professional and General Liability Insurance Program for students enrolled in covered academic courses who are performing community service or volunteer work for academic credit and students enrolled in off-site radio, television or film academic internship programs. SAFECLIP provides professional and personal general liability coverage for students enrolled in service-learning course sections for which they are receiving academic credit. In essence, the program provides indemnity, including legal defense costs for students, faculty, campus and the host institution (community agency) if there is a claim or lawsuit involving injury to others or damage to property in connection with service learning and other academic fieldwork experiences.

Who is covered?

- ❖ California State University (CSU)
- ❖ California State University, Long Beach
- ❖ CSULB Employees, Faculty, and Staff
- ❖ CSULB Students enrolled in required credited coursework
- ❖ Any affiliate organization to whom the University has a ***written service learning agreement***

Requirements for Coverage

In order to receive coverage, the University must have a written service learning agreement with the host site and the student must be working for academic credit. As faculty, you must report the student who is active in the community service learning program and confirm that a written agreement with the host site is on file with the Center for Community Engagement. Without a written agreement between the University and the host site, *no coverage* is provided through SAFECLIP. The CCE online Service-Learning Database (SLPRO) facilitates the process of documenting students' involvement in service-learning activities.



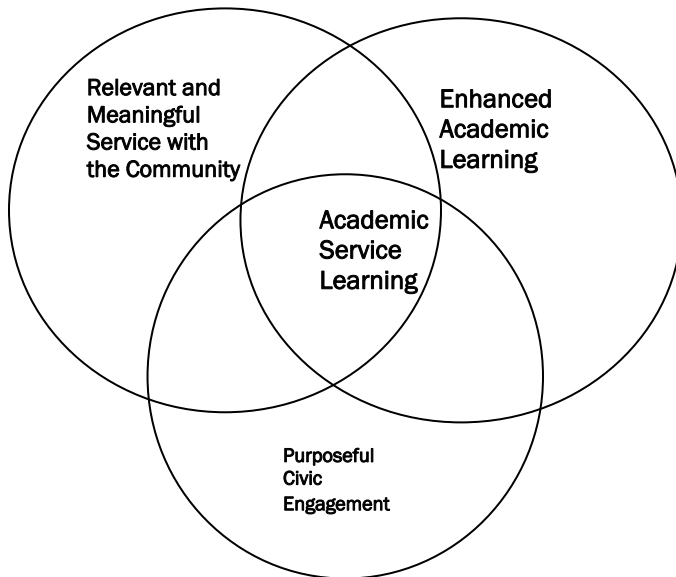
Service Learning Criteria, Principles & Models

Faculty Resource Guide

Criteria for Academic Service Learning

Three Necessary Criteria for Academic Service Learning

As reflected in the Venn diagram below, three criteria serve as the litmus test for whether a course may be considered service learning:



1. Relevant and Meaningful Service with the Community:

The service provided within the community agency must be relevant and meaningful to all stakeholder parties.

2. Enhance Academic Learning:

The addition of relevant and meaningful service with the community must not only serve the community but also enhance student academic learning in the course.

3. Purposeful Civic Learning:

The addition of relevant and meaningful service with the community must not only serve the community and enhance student academic learning in the course, but also directly and intentionally prepare students for active civic participation in a diverse democratic society.

All three criteria are necessary for a course to qualify as academic service learning. If any of the three is absent, then it is either another form of community-based service and/or learning or an ineffective model of academic service learning. It is important to note that while service learning courses may have other learning objectives and/or outcomes, as in the social or affective domains, these are not necessary conditions for academic service learning.

Principles of Academic Service Learning

Four Misunderstandings of Academic Service Learning

Adapted from Service Learning Course Design Workbook, Jeffrey Howard, Editor, MJCSL, University of Michigan, pages 10-11.

To clarify the conceptualization for academic service learning, as well as to distinguish it from other community-based service and learning models, we begin with four common misunderstandings about this pedagogy.

Misunderstanding #1

Academic service learning is the same as student service and co-curricular service learning.

Academic service learning is not the same as student community service or co-curricular service learning. While sharing the word “service,” these models of student involvement in the community are distinguished by their learning agenda. Student community service, illustrated by a student organization adopting a local elementary school, rarely involves a learning agenda. In contrast, both forms of service learning—academic and co-curricular—make intentional efforts to engage students in planned and purposeful learning related to the service experiences. Co-curricular service learning, illustrated by many alternative spring break programs, is concerned with raising students’ consciousness and familiarity with issues related to various communities. Academic service learning, illustrated by student community service integrated into an academic course, utilizes the service experience as a course “text” for both academic learning and civic engagement.

Misunderstanding #2

Academic service learning is just a new name for internships.

Many internship programs, especially those involving community service, are now referring to themselves as service learning programs, as if the two pedagogical models were the same. While internships and academic service learning involve students in the community to accentuate or supplement students’ academic learning, generally speaking, internships are not about civic learning. They develop and socialize students for a profession, and tend to be silent on student civic development. They also emphasize student benefits more than community benefits, while service learning is equally attentive to both.

Misunderstanding #3

Experience in the community, is synonymous with learning.

Experience and learning are not the same. While experience is a necessary condition of learning (Kolb, 1984), it is not sufficient. Learning requires more than experience, and so one cannot assume that student involvement in the community automatically yields learning. Harvesting academic and/or civic learning from a community service experience requires purposeful and intentional efforts. This harvesting process is often referred to as “reflection” in the service learning literature.

Misunderstanding #4

Academic service learning is the addition of community service to a traditional course.

Grafting a community service requirement (or option) into an otherwise unchanged academic course does not constitute academic service learning. While such models abound, this interpretation marginalizes the learning in, from, and with the community, and precludes transforming students’ community experiences into learning. To realize service learning’s full potential as pedagogy, community experiences must be considered in the context of, and integrated with, the other planned learning strategies and resources in the course.

Principles of Academic Service Learning

Four Guiding Questions

There are four basic Guiding Questions that should help you in organizing and constructing a service learning course. You will need to address these four questions as you begin to plan the service learning component in your syllabus. The syllabus should include specific educational outcomes and an explanation about why you have included service learning in your curriculum. Please keep in mind that the end result will help you define clear expectations for your students.

- 1) **Engagement** — Does the service component meet a public good? How will the community be consulted and how will the campus-community boundaries be negotiated?
- 2) **Reflection** — Is there a mechanism that encourages students to link their service experience to course content and to reflect upon why the service is important?
- 3) **Reciprocity** — How will your students and the community teach and learn from one another?
- 4) **Public Dissemination** — How will the service work be presented or returned to the public?

Principles of Academic Service Learning

Good Practice for Academic Service Learning Pedagogy

Adapted from Service Learning Course Design Workbook. Jeffery Howard, Editor. MJCSL, University of Michigan, pages 16-19.

Principle 1: Academic Credit is for Learning, not for Service

The first principle speaks to those who puzzle over how to assess students' service in the community, or what weight to assign community involvement in final grades. In traditional courses, academic credit and grades are assigned based on students' demonstration of academic learning as measured by the instructor. It is no different in service learning courses. While in traditional courses we assess students' learning from traditional resources (i.e. textbooks, class discussions, library research, etc.) In service learning courses we evaluate students' learning from traditional resources, from the community service, and from the blending of the two. So, academic credit is not awarded for doing service or for the equality of the service, but rather for the student's demonstration of academic and civic learning.

Principle 2: Do not Compromise Academic Rigor

Since there is widespread perception in academic circles that community service is a "soft" learning resource, there may be a temptation to compromise the academic rigor in a service

learning course. Labeling community service as a "soft" learning stimulus reflects a gross misperception. The perceived "soft" service component actually raises the learning challenge in a course. Service learning students must not only master academic materials as in traditional courses, but also learn how to learn from unstructured and ill-structured community experiences and merge that learning with the learning from other course resources. Furthermore, while in traditional courses students must satisfy only academic learning objectives; in service learning courses students must satisfy both academic and civic learning objectives. All of this makes for challenging intellectual work, commensurate with rigorous academic standards.

Principle 3: Establish Learning Objectives

It is a service learning maxim that one cannot develop a quality service learning course without first setting very explicit learning objectives. This principle is foundational to service learning. While establishing learning objectives for students is a standard to which a course is accountable, in fact, it is especially necessary and advantageous to establish learning objectives in service learning courses. The addition of the community as a learning context multiplies the learning possibilities. To sort out those of greatest priority, as well as to leverage the bounty of learning opportunities offered by community service experience, deliberate planning of academic course and civic learning objectives is required.

Principle 4: Establish a Criteria for the Selection of Service Placements

Requiring students to serve in *any* community-based organization, as part of a service learning course is tantamount to requiring students to read *any* book as part of a traditional course. Faculty who are deliberate about establishing criteria for selecting community service placements will find that students are able to extract more relevant learning from their respective service experiences, and are more likely to meet course learning objectives. We recommend 4 criteria for selecting service placements:

- 1) Circumscribe the range of acceptable service placements around the content of the course. (e.g., For a course on homelessness, homeless shelters and soup kitchens are learning appropriate placements, but serving in a hospice is not.)
- 2) Limit specific service activities and contexts to those with the potential to meet course-relevant academic and civic learning objectives. (e.g., Filing papers in a warehouse, while of service to a school district, will offer little to stimulate either academic or civic learning in a course on elementary school education.)
- 3) Correlate the required duration of service with its role in the realization of academic and civic learning objective. (e.g., One two-hour shift at a hospital will do little to contribute to academic or civic learning in a course on institutional health care.)
- 4) Assign community projects that meet real needs in the community as determined by the community.

Principle 5: Provide Educationally Sound Learning Strategies to Harvest Community Learning and Realize Course Learning Objectives

Requiring service students to merely record their service activities and hours, as their journal assignment is tantamount to requiring students in an engineering course to log their activities and hours in the lab. Learning, in any course, is realized by an appropriate mix and level of learning strategies and assignments that correspond with the learning objectives for the course. Given that in service-learning courses we want to utilize students' service experiences in part to achieve academic and civic course learning objectives, learning strategies must be employed that support learning from service experience and enable its use toward meeting course learning objectives. Learning interventions that promote critical reflection, analysis, and application of service experiences enable learning.

To make certain that service does not underachieve in its role as an instrument of learning, careful thought must be given to learning activities that encourage the integration of experiential and academic learning. These activities include classroom discussions, presentations, and journal and paper assignments that support analysis of service experiences in the context of the academic course and civic learning objectives. Clarity about course learning objectives is a prerequisite for identifying educationally sound learning strategies.

Principle 6: Prepare Students for Learning from the Community

Most students lack experience with both extracting and making meaning from experience and in merging it with other academic and civic course learning strategies. Therefore, even an exemplary reflection journal assignment will yield, with sufficient support, uneven, responses. Faculty can provide:

- Learning support such as opportunities to acquire skills for gleaning the learning from the service context (i.e. participant-observer skills);
- Examples of how to successfully complete assignments (i.e. making past exemplary student papers and reflection journals available for students to peruse).

Menlo (1993) identifies 4 competencies to accentuate student learning from the community: reflective listening, seeking feedback, acuity in observation, and making meaning from experience and in merging it with other learning strategies.

Principle 7: Minimize the Distinction between the Student's Community Learning Roles and Classroom Learning Role

Classroom and communities are very different learning contexts. Each requires students to assume a different learner role. Generally, classrooms provide a high level of teacher direction, with students expected to assume mostly a passive learner role. In contrast, service organizations usually provide a low level of direction, with students expected to assume mostly an active learner role. Alternating between the passive learner role in the classroom and the active learner role in the community may challenge and even impede student learning. The solution is to shape the learning environments so that students assume similar learner roles in both contexts.

While one solution is to intervene so that the

service community provides a high level of teaching directions, we recommend, for several reasons, refocusing the traditional classroom toward one that values students as active learners.

- Active learning is consistent with active civic participation that service learning seeks to foster.
- Students bring information from the community to the classroom that can be utilized on behalf of others' learning.
- Students develop a deeper understanding of course material if they have any opportunity to actively construct knowledge.

Principle 8: Rethink the Faculty Instructional Role

If faculty encourage students' active learning in the classroom, what would be a consistent change in one's teaching role? Commensurate with the preceding principle's recommendation of an active student learning posture, this principle advocates that service-learning teachers, too, rethink their roles. An instructor role that would be most compatible with an active student role shifts away from a singular reliance on transmission of knowledge and toward pedagogical methods that include learning facilitation and guidance.

Exclusive or even primary use of traditional instructional modes, (i.e. a banking model, interferes with the promise of learning in service learning courses.) To reshape one's classroom role to capitalize on the learning bounty in service learning, faculty will find Howard's (1998) model of "Transforming the Classroom" helpful.

This four-stage model begins with the traditional classroom in which students are passive, teachers are directive, and all conform to the learned rules of the classroom. In the second stage, the instructor begins to re-socialize herself toward a more facilitative role; but the students, socialized for many years as passive learners, are slow to change to a more active mode. In the third stage with the perseverance of the instructor, the students begin to develop and acquire the skills and propensities to be active in the classroom. Frequently, during this stage, faculty will become

concerned that learning is not as rich and rigorous as when they are using the more popular lecture format, and may regress to a more directive posture. Over time, a sense of balance is established, and the instructor and the students achieve an environment in which mixed pedagogical methods lead to students as active learners, instructors who are fluent in multiple teaching methods, and strong academic and civic learning outcomes.

Principle 9: Be Prepared for Variation in and Some Loss of Control with Student Learning Outcomes

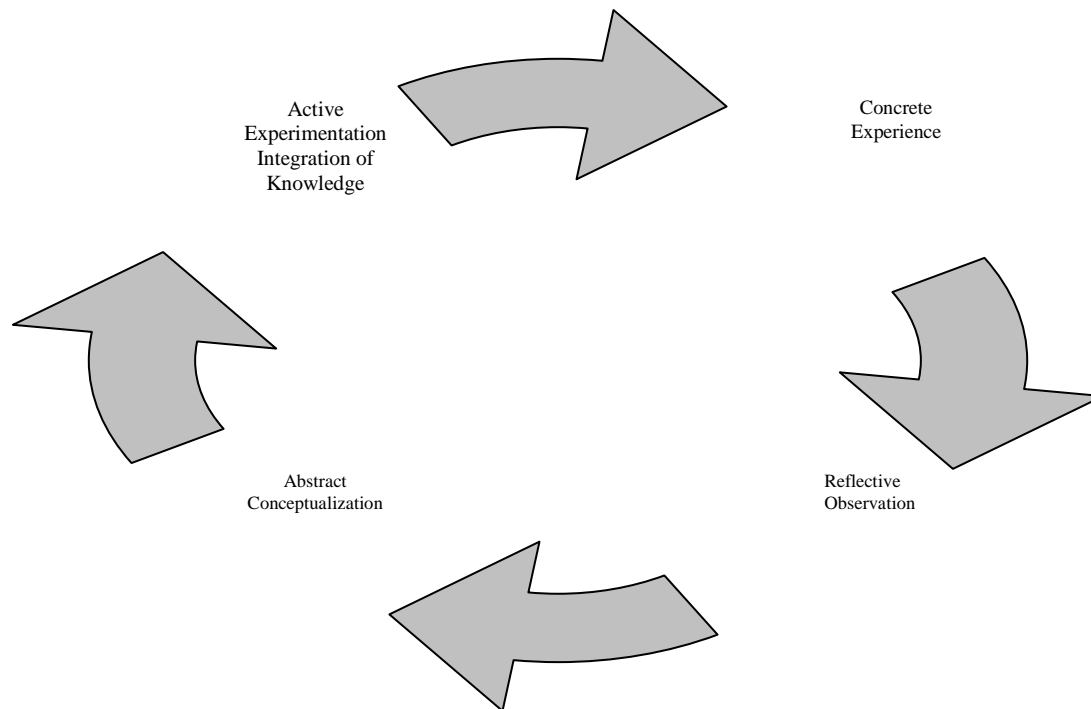
For faculty who value homogeneity in student learning outcomes, as well as control of the learning environment, service learning may not be a good fit. In college courses, learning strategies largely determine student outcomes, and this is true in service learning courses, too. However, in traditional courses, the learning strategies (i.e. lectures, labs, and readings) are constant for all enrolled students and under the watchful eye of the faculty member. In service learning courses, one can anticipate greater heterogeneity in student learning outcomes and compromises to faculty control. As an instructor, you should ask yourself, if you are prepared for greater heterogeneity in student learning outcomes and some degree of adaptability and flexibility over student learning stimuli?

Principle 10: Maximize the Community Responsibility Orientation of the Course.

This principle is for those who think that civic learning can only spring from the community service component of the course. One of the necessary conditions of a service learning course is purposeful civic learning. Designing classroom norms and learning strategies that not only enhance academic learning but also encourage civic learning are essential to purposeful civic learning. While most traditional courses are organized for private learning that advance the individual student's service learning, instructors should consider employing learning strategies that will complement and reinforce the civic lessons from the community experience. For example, efforts to convert from individual to group assignments restructure the teaching-learning process to be consistent with the civic orientation of service learning.

Academic Service Learning Models

Kolb's Model of Experiential Learning

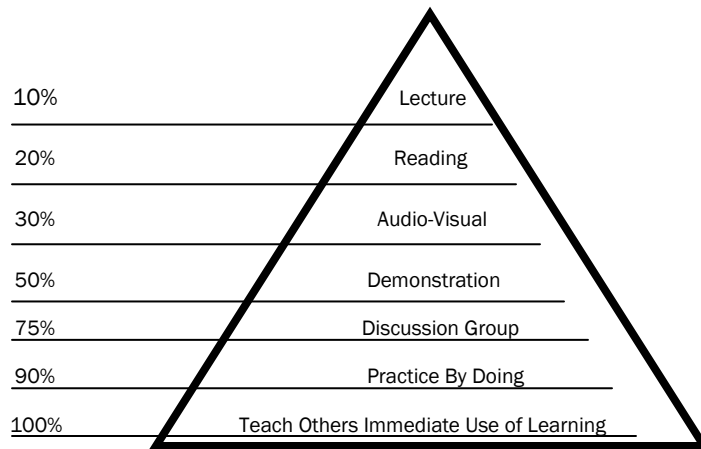


This model is a guide for experiential learning based upon a process of experiential logical inquiry set forth by philosopher John Dewey over 50 years ago. According to Dewey there is a six-step process of inquiry: 1) encountering a problem; 2) formulating a problem or question to be resolved 3) gathering information which suggests solution; 4) Making hypotheses; 5) testing hypotheses; and 6) making warranted assertions.

Kolb conceptualizes Dewey's six steps as a four-stage experiential learning cycle involving concrete experiences, reflection, abstract conceptualization, and active experimentation. Learners are engaged in a cycle in which service in community or work settings forms the basis for written or oral reflection. Under the guidance of an instructor, reflective work is used to form abstract concepts and hypotheses are generated which then get cycled back into further concrete experiences. It is a student-centered model which Kolb believes allows a variety of students with very different learning styles to develop and integrate their skills.

Academic Service Learning Models

Learning Pyramid Model



Discipline-Based Service Learning—Students perform service in the community during the semester and reflect upon their experience throughout the semester using course content as a measurement for analysis and understanding.

Good Practice in Service Learning

Academic credit is for learning, not for service.

- Do not compromise academic rigor
- Set learning goals for students
- Establish criteria for the selection of community service placements
- Provide educationally sound mechanisms to harvest the community learning
- Provide support for students to learn how to harvest the community learning
- Minimize the distinction between the student's community learning role and the classroom learning role
- Re-think the faculty instructional role
- Be prepared for uncertainty and variation in student learning outcomes
- Maximize the community responsibility orientation of the course

Student Cognitive and Psychological Development

Cognitive Development

Discipline Specific Knowledge

Service learning projects allow students to engage in real life experiences that bring theory to life outside the classroom. Students have the opportunity to put discipline-specific knowledge into practice through hands-on work with non-profit community organizations. As a result of engaged experiential learning, students retain more information, actively participate in classroom discussions, and gain self-confidence in their ability to utilize their knowledge in real world contexts.

Epistemological Development

Service learning experiences challenge students to broaden their understanding of social justice issues by providing them with a larger social context in which to understand the systematic problems that members of society face. Through various social interactions, discussions, and critical reflection activities, students are challenged to consider multiple perspective of the same issue, thus augmenting their cognitive skills and epistemological development.

Moral Judgment

While participating in service learning activities, students gain a better understanding of themselves in relation to others. The activities and discussions that they engage in cause them to question their personal values and morals, as well as their judgment of others. As a result of their interactions with people who are in need of assistance, students often develop an ethic of care and a sense of citizenship which permeates all aspects of their lives.

Student Cognitive and Psychological Development

Psychosocial Development

Sense of Purpose

Service learning activities provide students with opportunities to explore academic majors and/or gain valuable hands-on experience for their career goals. Often, participation in service learning, combined with critical reflection activities, helps students to discover who they are, what they value, and what type of career they may be interested in pursuing. Students often report that these activities have helped them find their “calling in life.”

Cultural Identity Development

Through participation in service learning activities, students have the opportunity to interact with people who are different than themselves with regards to values, lifestyle, religion, race/ethnicity, and sexual orientation. These interactions, combined with appropriate critical reflection activities, raise students’ awareness of their own cultural identities and encourage them to develop a conscious appreciation for diversity.

Sense of Interdependence

Through participation in group activities, students become more aware of their personal strengths and how these skills can assist a group or a community in achieving their goals. By working side-by-side with non-profit agency professional and their clients, students become more aware of their role in society and the importance of community collaboration

Diversity through Service Learning

Planning Considerations

To expand the definition of culture and diversity beyond ethnicity, race, gender, age, sexual orientation, disability, socio-economic status, or size, consider the following factors and the ways they influence our students' perceptions and reflections:

Take an inventory to understand the culture of your class:

- What are the different races/ethnicities represented?
- What are the geographic places your students call home?
- What is the age range?
- Where are they at in terms of student development?
- What are their learning styles—visual, auditory, kinesthetic?

Prepare students for issues of diversity that they may encounter during their service experience:

- Help the students understand what has shaped their own cultural identity.
- Define and create an atmosphere that respects and nurtures differences.
- Model the type of behavior that supports respect for diversity.
- Facilitate exercises and activities that create awareness of the diversity issues present in the service learning activity.
- Provide orientation that demystifies stereotypes of students to agencies, and vice versa.
- Explain the differences between the culture of the agency and the culture of student life.

Encourage your students to explore the culture of the people that they are serving:

- How would you describe the clients being served?
- What are their stories?
- What are the stereotypes and the realities?
- What opportunities do you have to challenge stereotypes?

Reflection Issues

In addition to planning considerations, it might also help to consider issues which may affect reflection activities. There are different types of learning styles, processing styles, and cultural communications patterns—all of which may affect the quality and depth of your reflection activity.

*** Exhibit 4-1 Community Nutritionist Self-Evaluation About Diversity Awareness**

Do I...

- Know about the rules and customs of different cultures?
- Know and admit that I hold stereotypes about other groups?
- Feel equally comfortable with people of all backgrounds?
- Actively associate with those who are different from me?
- Find it satisfying to work on a multicultural team?
- Find change stimulating and exciting?
- Like to learn about other cultures?
- Show patience and understanding with individuals who speak limited English?
- Find that more gets done when I spend time building relationships?
- Feel that both newcomers and society need to make an effort to change?

Source: Adapted from: Gardenswartz L, Rowe A. What's your diversity quotient? *Working World*. August 31, 1992, with permission of Rhodes Publications, Inc.

*** Exhibit 4-3 Quick Guide for Cross-Cultural Counseling**

Preparing for Counseling

- Understand your own cultural values and biases.
- Acquire basic knowledge of cultural values, health beliefs, and nutrition practices for client groups you routinely serve.
- Be respectful of, interested in, and understanding of other cultures without being judgmental.

Enhancing Communication

- Determine the level of fluency in English and arrange for an interpreter, if needed.
- Ask how the client prefers to be addressed.
- Allow the client to choose seating for comfortable personal space and eye contact.
- Avoid body language that may be offensive or misunderstood.
- Speak directly to the client, whether an interpreter is present or not.
- Choose a speech rate and style that promotes understanding and demonstrates respect for the client.
- Avoid slang, technical jargon, and complex sentences.
- Use open-ended questions or questions phrased in several ways to obtain information.
- Determine the client's reading ability before using written materials in the process.

Promoting Positive Change

- Build on cultural practices, reinforcing those that are positive, and promoting change only in those that are harmful.
- Check for client understanding and acceptance of recommendations.
- Remember that not all seeds of knowledge fall into a fertile environment to produce change. Of those that do, some will take years to germinate. Be patient and provide counseling in a culturally appropriate environment to promote positive health behavior.

Source: Adapted from: *Cross-Cultural Counseling: A Guide for Nutrition and Health Counselors*. Washington, DC: US Dept of Agriculture; 1986

* Source: Frank, G.C. (2007) *Community nutrition: Applying epidemiology to contemporary practice*. Boston: Jones and Bartlett Publishers.

Example Service Learning Course

Dr. Christina Derme
Communication 337-Conference Management

The course will provide the student with practical experience in planning, organizing and implementing special events, conferences and meetings in an organizational setting. The course format will include lecture, discussion, small group projects, individual presentations and selected practical applications. A high degree of class participation both in and out of the classroom is required in an effort to integrate your “real life” learning experience with classroom curriculum.

Dr. Michael Godrey and Professor Chuck Leinbach
University 301I-Knowledge Management

This course integrates the discipline of information systems and management to create organizational memory and a workplace environment that encourages learning, innovation and positive change. Course participants will be provided with hands-on opportunities to learn and apply collaboration technologies and Web page design skills as members of knowledge management projects requiring teamwork and community service learning activities.

Dr. Carlos Silveira
Art 301—Cross Cultural Perspectives in Art Education

Several instructional strategies or methods will be utilized in this course including lectures, demonstrations, group discussions, inquiry, problem solving, puzzle cases, cooperative learning, role-playing, inconsistency games, and group critiques. These methods, combined with studio activities, will become models which students will be able to utilize in their future teaching careers. Final group community projects will be shown in the exhibition “Community Art Projects—Works by Art Education Students.”

Roles and Responsibilities in Service Learning

	Design	Implementation Process	Outcome
Faculty	<ul style="list-style-type: none"> • Determine service contribution that meets curricular objectives • Develop community partnership • Structure service project or activities • Fit scheduling constraints • Minimize conflict with other course objectives • Identify reflection exercises 	<ul style="list-style-type: none"> • Include service learning on syllabus • Complete steps related to risk management • Coordinate with agency staff to oversee service activities • Evaluate student performance • Garner student performance • Assess course design 	<ul style="list-style-type: none"> • Document student performance and learning • Demonstrate teaching effectiveness for promotion and tenure • Integrate service with teaching and research • Develop a scholarship of engagement • Communicate results with colleagues
Students	<ul style="list-style-type: none"> • Participate in focus groups to provide ideas for projects and feedback to modify subsequent courses • Participate as service learning associates to assist with implementation • Design independent 4th credit service learning experience under guidance of instructor 	<ul style="list-style-type: none"> • Meet with agency supervisor • Learn about organization in the community • Perform work reliably and well • Complete reflection activities • Document activities completed in a log journal • Provide feedback to instructor and agency 	<ul style="list-style-type: none"> • Increase knowledge of subject • Improve thinking and problem-solving skills • Identify personal strengths • Explore career opportunities in the community • Develop a sense of civic responsibility • Benefit from collaborative work
Community Organization	<ul style="list-style-type: none"> • Understand educational objectives of the course • Identify real need for assistance • Propose activities • Orient and train students to accomplish tasks • Evaluate past efforts to aid in design • Visit class to talk with students 	<ul style="list-style-type: none"> • Inform all agency supervisors • Structure service projects • Supervise and support work of students • Evaluate student performance • Assess impact on clients • Provide feedback to students • Provide feedback to instructor 	<ul style="list-style-type: none"> • Accomplish agency goals in cost-effective way • Improve community linkages with campus • Increase likelihood of recruiting well-trained staff professionals • Enjoy satisfaction of supporting the education of students • Seek additional faculty partnerships to meet other community/agency needs

Course Goals, Objectives, Strategies and Assessment in Service Learning

Enhanced Academic Learning through Goal Setting

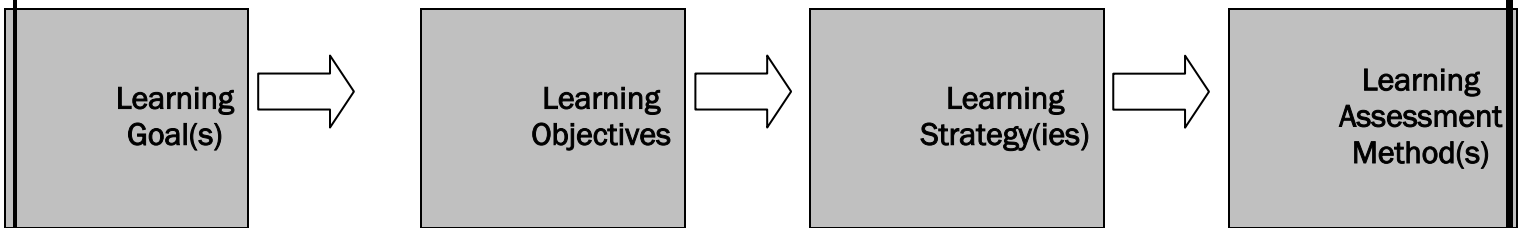
In what ways can the addition of a community service assignment enhance student academic learning in your course? In general, faculty aspires to maximize students' academic learning in their respective courses, and it is no different for those who teach service learning courses. But learning from the community is not automatic, and merely adding a service assignment to a course will not by itself enhance academic learning. The addition of a community service experience necessitates thoughtful and purposeful planning by the instructor around academic learning objectives.

There are two ways that the addition of a community service assignment can enhance learning in an academic course:

- 1) The use of experiential learning such as service in the community complements more traditional classroom and book-based pedagogies: the result is an enriched learning experience. For example, students in a Spanish class serving in a Latino/a community can strengthen students' speaking abilities beyond what may be achieved on campus alone.
- 2) Real world experience enables learning possibilities precluded in more traditional pedagogies. For example, involvement with native Spanish speakers in the community can provide an authentic opportunity for those same foreign language students to participate in and learn about Latino/a culture as a complement to their language learning.

Aligning Learning Goals, Objectives, Strategies, and Assessment Methods

One starts with learning goals, then sets learning objectives, next moves to learning strategies, and then finally determines methods of assessment for student learning. The correspondence of learning goals, learning objectives, learning strategies, and learning assessment methods are depicted below.



- A learning goal is general and provides direction for the students and the instructor.
- A learning objective is achievable and measurable, and deductively follows from a learning goal.
- A learning strategy is a method for achieving one or more learning objectives. These may come in the form of classroom strategies or course assignments, and must contribute to the achievement of learning objectives.
- A learning assessment method is a means for measuring the achievement of one or more learning objectives. There are two general types:
 - 1) Formative assessment, which emphasizes feedback to students about the quality of their learning; and
 - 2) Summative assessment, which emphasizes grading the quality of students' learning. These assessment methods must align with the learning objectives and learning strategies.
- A byproduct of the use of learning assessment methods is that they provide feedback to the instructor on the alignment of goals, objectives, strategies, and assessment methods. If a critical mass of students is not demonstrating sufficient learning, this may suggest that either learning strategies are not effective in meeting the learning objective or learning assessment methods are not effective in measuring student learning.

Model Course Goals and Objectives

Distinguishing Goals and Objectives—“...there is a real value in delineating goals and objectives...The process of making this distinction can be an opportunity for faculty to think deeply about the service component and its relationship to course content...And why this service activity is being utilized in this course.”

—Kerrissa Heffernan, Ed. D

Fundamentals of Service-Learning Course Construction by Kerrissa Heffernan, Ed. D., pages 13-17.

Example: WS/IDS 350-The Public Specter Feminist Representations of the Afterlife

Course Goals:

Students who have successfully completed this course should have an understandings of:

1. The Spiritualism movement in America in the late 19th and early 20th centuries.
2. Ghost stories as allegories for the social, political, economic and cultural concerns of women.
3. The ways a feminist perspective can inform images of the afterlife.
4. The literary tools women authors have used to convey the psycho-social importance in ghost stories.
5. How women’s community history is conveyed through monuments at The North Providence Burial Ground.
6. Cemeteries as public spaces that contribute to the health of a community and serve as sites that illustrate the social, political, economic and cultural concerns of women.

Course Objectives:

Students who have successfully completed this course should be able to:

1. Identify and analyze the cultural tensions between material and spiritual conceptions in late 19th century America and how those tensions gave rise to the Spiritualism movement.
2. Identify and analyze the social and cultural anxieties evidenced in course assignments.
3. Identify and analyze representations of women evidenced in readings, lectures, service and related assignments and how those representations continue to resonate and influence contemporary images of women.
4. Identify, define and utilize metaphor, religious iconography and motif.
5. Describe specific community events that impacted women in Providence as evidenced in the North Providence Burial Ground.
6. Explain the history of cemeteries in public space.

Model Course Goals and Objectives

Assessment: Ways Students Will Demonstrate Objectives 1-6:

Objective 1:	Research paper in which students research and analyze the Spiritualism Movement.
Objective 2:	Students will address this competency as part of large service and research projects.
Objective 3:	The project will include a writing component and a presentation.
Objective 4:	Students will keep a weekly journal in which they reflect upon representations of women in course assignments.
Objectives 5 & 6:	Students will be asked to identify and interpret literary tools in class discussion and in weekly journal assignments. Students will address issues through a negotiated, community-based, action research project.

Writing Course Goals and Objectives

Bloom's Taxonomy*

Benjamin Bloom created this taxonomy for categorizing level of abstraction of questions that commonly occur in educational settings.

Competence	Skills Demonstrated
Knowledge	<ul style="list-style-type: none">• observation and recall of information• knowledge of dates, events, places• knowledge of major ideas• mastery of subject matter• <i>Question Cues:</i> list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	<ul style="list-style-type: none">• understanding information• grasp meaning• translate knowledge into new context• interpret facts, compare, contrast• order, group, infer causes• predict consequences• <i>Question Cues:</i> summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Application	<ul style="list-style-type: none">• use information• use methods, concepts, theories in new situations• solve problems using required skills or knowledge• <i>Questions Cues:</i> apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover

Bloom's Taxonomy (continued)

Analysis	<ul style="list-style-type: none">• seeing patterns• organization of parts• recognition of hidden meanings• identification of components• <i>Question Cues:</i> analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
Synthesis	<ul style="list-style-type: none">• use old ideas to create new ones• generalize from given facts• relate knowledge from several areas• predict, draw conclusions• <i>Question Cues:</i> combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
Evaluation	<ul style="list-style-type: none">• compare and discriminate between ideas• assess value of theories, presentations• make choices based on reasoned argument• verify value of evidence• recognize subjectivity• <i>Question Cues</i> assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

* Adapted from: Bloom, B.S. (Ed.) (1956) Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain. New York ; Toronto: Longmans, Green.

Writing General Course Goals

Critical Thinking and Analysis

- Improve students' ability to think, apply information to problem solving, and analyze informational data and concepts
- Students formulate plans with contextual constraints
- Apply theoretical concepts
- Increase complex problem-solving ability

Improving Skills

- Demonstrate skills and attitudes needed for learning from experience: observing, interviewing, asking questions, thinking for one's self
- Learn to gather information
- Have new experiences: take risks, accept challenges, assume new roles
- Demonstrate necessary leadership skills such as those needed to plan, recruit, orient, train, motivate, evaluate, assess needs and create budgets
- Formulate or clarify personal values, attitudes, ethics and beliefs
- Demonstrate independence, autonomy, assertiveness
- Take responsibility for one's own actions
- Demonstrate perseverance in the face of difficulties

Tip:

Narrowing an objective to completing 20 hours of service at a homeless shelter limits the measurement of success to just "serving." By expanding the objective to include "identify factors that lead to homelessness based on knowledge gained in a 20 hour service placement" clearly tells the student what is expected.

Academic Service Learning Goals

Awareness of Community

- Increase students' knowledge of community issues, needs, strengths, problems and resources
- Increase sensitivity to major aspects and characteristics of issues, causal and correlative factors, associated issues, and the nature of public and private organizations addressing the issues
- Understand relationships among democracy, politics, and civic participation
- Identify and analyze composition of off-campus community, including social, cultural, demographic, life-style, religious and other factors
- Identify community-based public and private programs that provide assistance and advocacy

Involvement with Community

- Increase quantity and quality of student interactions
- Improve students' attitude toward involvement
- Gain meaningful feedback from community
- Improve reciprocity and interdependence between community and students

Commitment to Service

- Improve students' attitude toward service
- Make a life-long commitment to social responsibility, especially when holding future leadership positions
- Remove barriers to future service
- Instill positive reactions to students' demands and the challenges of service
- Learn to value personal involvement in community for socially constructive purposes
- Demonstrate concern for welfare of others in broader community

Career Development

- Help students make career decisions
- Expose students to career opportunities
- Match student with career-building service opportunities
- Develop professional skills related to prospective careers
- Use leadership skills
- Develop personal leadership style
- Improve self-esteem, sense of personal worth, competence and confidence in one's ability to make a difference

Student Learning Goals

Understanding Course Content

- Improve student learning through obtaining, analyzing and synthesizing data and using it to evaluate the community problem in light of concepts and theories presented in class
- Demonstrate relevance of community experience to course content

Self Awareness

- Improve students' awareness of individual strengths
- Help students set limits and goals, and decrease fears
- Help them to change preconceived understandings
- Expose them to options and points of view other than their own
- Understand their own values and skills
- Take responsibility for consequences of one's own actions

Sensitivity to Diversity

- Improve students' attitudes
- Improve understanding of diversity
- Increase students' knowledge of new communities
- Increase students self-confidence and comfort levels with new communities
- Respect and appreciate different perspectives and people
- Identify similarities and difference within diverse populations
- Understand cultural traditions and their relationship with American and world societies

Sense of Ownership

- Help students develop autonomy and independence from faculty
- Improve students' comfort with their roles as learners
- Have students assume responsibility for community projects
- Help students develop a sense of their own role in the community partnership
- Enhance appreciation of the value of course content
- Develop commitment to life-long learning
- Explore altruistic and social justice motivations for community partnerships

Student Learning Goals

Communication

- Develop a student's oral and/or written communication skills
- Improve student recognition of importance of communication
- Use variety of ways to articulate information: written, verbal, artistic, media, etc.
- Learn to collaborate and negotiate to resolve conflict

Valuing Pedagogy of Multiple Teachers

- Help students realize roles of various participants in learning: student peers, community members, faculty and community at-large.

Goals and objectives that are separate and distinguishable are the first step towards measuring a student's performance. You will spend the next few pages reflecting upon the difference between goals and objectives and how to assess the outcome.

Establishing Academic Course Goals and Objectives

What are the possibilities that student involvement in meaningful and relevant community service can enhance academic learning in a service learning course? The addition of community service to an academic course can strengthen the realization of existing academic learning objectives as well as offer myriad new academic learning possibilities. To strengthen the realization of existing academic learning objectives, service in the community is an opportunity to apply, contrast, or complement more traditional course learning resources. To enable new academic learning opportunities, the possibilities are almost limitless.

Six general academic learning goal categories have been identified by the *Michigan Journal of Service Learning* as areas in which service-learning can enhance academic learning in a course:

- 1) Course-Specific Academic Learning
- 2) Generic Academic Learning
- 3) Learning How to Learn
- 4) Community Learning
- 5) Inter-and Intra-Personal Learning
- 6) Civic Learning

The following may be used to determine which areas you wish to establish or revise your course goals, and identify some possible learning objectives for your service learning course. The learning objectives specified are suggested to stimulate your thinking about possible academic learning objectives. Your assignment is to determine goals and learning objectives that will enhance student academic learning in your course.

Please note that generally speaking, in traditional courses learning objectives are focused on what we've labeled "Course-Specific Academic Learning" and "Generic Academic Learning." Learning objectives in these goal categories are to be included in service learning courses, too, but may be re-shaped in ways that consider the addition of the community service assignment. We also recommend that you consider at least one from the other three general learning goal categories (which are usually precluded in courses in which there is no community service assignment).

Course-Specific Academic Learning Goals

Learning objectives under this goal category include knowledge, skills, attitudes, and behaviors that are particular to your course. Write your current course learning objectives in the numbered spaces below. Reflect on how service in the community might strengthen one or more of them or enable new ones. Then jot these revised and/or additional objectives in the spaces provided.

Purposeful Civic Learning

Civic learning is an integral and often overlooked condition for academic service learning. We cannot assume that student involvement in community service will automatically yield civic learning for them, and so thoughtful and purposeful planning is required. This criterion has tremendous flexibility and covers a wide expanse of knowledge, skills, and values. Do you want to strengthen students' sense of giving back, encourage their social responsibility, prepare them for active citizenship, or introduce them to social justice and change issues? These are the kinds of learning subsumed under this criterion of purposeful civic learning. The knowledge, skills, and values related to purposeful civic learning can also enhance academic learning in many courses across many disciplines.

A Strict Interpretation of Civic Learning

We conceive of “civic learning” as any learning that contributes to student preparation for community or public involvement in a diverse democratic society. A loose interpretation of civic learning would lead one to believe that education in general prepares one for citizenship in our democracy. And it certainly does. However, we have in mind here a strict interpretation of civic learning—knowledge, skills, and values that make an explicitly direct and purposeful contribution to the preparation for active civic participation.

A Robust Interpretation of Civic Participation

In addition to efforts that make an explicitly direct and purposeful contribution to a student's civic development, we also have in mind a robust conceptualization of civic participation, one that involves more than activities such as voting and obeying the law. A deeper conceptualization not only encompasses familiar manifestations of civic participation, but also aspiring to and realizing concrete contributions to one's local community and beyond. Service-learning seeks to prepare students with knowledge, skills, values, and propensities for active involvement in their future communities.

Service Learning?

While all service learning courses, no matter what the discipline, should include the element of purposeful civic learning, it would be erroneous to conclude either that purposeful civic learning should be an area of learning in all courses, or that the only way for students to undertake purposeful civic learning is by way of participation in community service. Some courses may be ill-suited and/or inappropriate for developing students' civic competencies. Community service should only be incorporated into a course if it will enable purposeful, robust civic learning.

Goal Categories for Purposeful Civic Learning

What Categories of Learning Can Strengthen Students' Civic Learning?

These pages describe categories of learning that directly and purposefully contribute to students' civic learning. While neither exhaustive nor completely distinct, seven categories of learning that contribute to civic learning are:

Academic Learning	Learning that is academic in nature that helps students understand and be prepared for involvement in the community.
Democratic Citizenship Learning	Learning related to being an active citizen that prepares students for involvement in the community.
Diversity Learning	Learning related to multi-culturalism that prepares students for involvement in diverse communities.
Political Learning	Learning related to the political arena that prepares students for involvement in the community.
Leadership Learning	Learning about leadership issues that prepare students for community accomplishment.
Inter- and Intra-Personal Learning	Learning about oneself and others that prepare students to work better with other citizens.
Social Responsibility Learning	Learning that teaches people about their personal and professional responsibility to others.

If other categories come to mind, please do not hesitate to identify and incorporate them.

Goal Categories for Purposeful Civic Learning

Exemplary Purposeful Civic Learning Objectives:

Below is a matrix containing some examples of civic learning objectives to assist you in formulating your own objectives. Please keep in mind that a total of three to six specific civic learning objectives are a reasonable target for a service learning course. Fewer than three may have a negligible effect on students' civic development. More than six may compromise attention to the academic learning objectives of the course.

Adapted from *Service-Learning Course Design Workbook*, *Michigan Journal of Community Service Learning*, Summer 2001.

Goal Categories for Purposeful Civic Learning	Knowledge	Skills	Values
Academic Learning	Understanding root causes of social problems	Developing active learning skills	There is important knowledge only found in the community
Democratic Citizenship Learning	Becoming familiar with different conceptualizations of citizenship	Developing competency identifying community assets	Communities depend on an active citizenship
Diversity Learning	Understanding individual vs. institutional "isms"	Developing cross-cultural communication skills	Voices of minorities are needed to make sound community decisions
Political Learning	Learning about how citizen groups have effected change in their communities	Developing advocacy skills	Citizenship is more than just voting and paying taxes
Leadership Learning	Understanding the social change model of leadership	Developing skills that facilitate the sharing of leadership roles	Understanding that leadership is a process, and not a characteristic associated with an individual or a role
Inter- and Intra-Personal Learning	Understanding one's multiple social identities	Developing problem solving skills	Learning an ethic of care
Social Responsibility Learning	How individuals in a particular profession act in socially responsible ways	Determining how to apply one's professional skills to the betterment of society	Responsibility to others applies to those pursuing all kinds of careers

Learning Strategies and Assessment Methods

Experts from "Evaluating Service Learning" by Mark Jackson, Rethinking Tradition: Integrating Service with an Academic Study on College Campuses. Providence, RI: Campus Compact, 1993. 129-135.

Measurement Advice

- The nature of service learning as a participatory partnership between classroom and community with probable, immediate, and long-term impact on students demands a dynamic approach to evaluation.
- The evaluation process should mirror the complexities as well as the assets of all elements influencing the service learning experience.
- Measurement of success should take this summary of service learning pedagogy into consideration: It encompasses the content and structure of the courses as directed by the instructor, the interactive dynamics and introspection among students stimulated by classroom and out-of-class activities, and the equally profound educational experience gained from agencies and communities.
- At the core of this pedagogy is the view that schooling (learning and teaching in the classroom) is but one means of imparting information and skills and that formal educational processes can be strengthened by non-schooling experiences and vice versa. Secondly, it recognizes that students gain a great deal of knowledge from the multiplicity of educational environments they encounter (home, school, religious settings, recreational center, etc). Consideration of these factors should be embedded in the measurement process.
- Judgments of outcomes must be based on an understanding and incorporation of cultural and environmental conditions pertinent to the experiences of the population or setting in question. Assessment, when possible, should include the students' personal experience with the issues addressed in the classroom and at the service site.
- Measurement should focus on the factors that contribute to some level of a positive outcome. Students may be asked to make an analysis of the community partnership from the perspective of its strengths versus weaknesses.
- Shared learning among students from their community placements in terms of guided oral reflection can promote a higher sense of community involvement and civic responsibility. Clearly stated, measurement is the interpretation of data resulting from solidly constructed goals and objects.

Learning Strategies and Assessment Methods

What strategies will enable students to realize enhanced academic learning while allowing you to assess it? Setting learning objectives that enhance students' academic learning is the first step; however, by itself, it does not enhance academic learning. The following steps will move from the learning objectives you have set to realizing them and assessing the students' learning.

Learning Strategies

What learning strategies will achieve the enhanced academic learning objectives that you've established? Just attending class or doing community service will not enhance students' academic learning. Here are two strategies that will assist you:

- ***Classroom Strategies:***
What activities in the classroom will enable students to meet academic learning objectives? Examples include small group discussions, one-minute reflection papers, and simulations.
- ***Student Assignments:***
What assignments outside of class will enable students to meet academic learning objectives? Examples include integrative papers, structured journals, and reflective interviews.

Assessment Methods

What methods will gauge enhanced academic learning? Assessment methods may or may not correspond with student assignments, and may be formative. Examples of assessment methods include public policy papers, oral presentations, and group journals.

Reflection in Service Learning

Reflection: Getting Learning Out of Serving

Community service, in itself, can be meaningful, pointless, or harmful. Reflection is the key to getting meaning from your service experience. What is reflection? A process by which service learners think critically about their experiences. Reflection can happen through writing, speaking, listening, and reading about the service experiences. Why is reflection important? Learning happens through a mix of theory and practice, thought and action, observation and interaction. It allows students to learn from themselves.

What is Reflection?

- “The term reflection suggests an inward passive process but when paired with service, reflection becomes a dynamic process that involves critical thinking, analysis, evaluation, problem solving, mediation and reasoning.”
- The activity of reflection: begins in perplexity and an active “forked-road” situation; persistent careful consideration of any belief or knowledge that includes a responsibility for future consequences both retrospective and progressive.
- Reflection is continuous, connected, challenging and contextualized.

Focus your reflective activities and strategies through:

Reflective training

Students need to have a clear understanding of reflection, reflective strategies, and your personal expectations.

Objective-centered reflection

- Objectives for learning and service must be defined
- Reflective activities and strategies must be linked to these objectives
- Allow for flexibility

Experience-based reflection

- Allows students the opportunity to problem solve, critically think, review attitudes, and analyze
- Provides students with documentation of their experience and terminal reflection on their experience
- Provides closure, an understanding of the learning and growth that has taken place, and the basis for future reflection on the experience

Develop your strategies for implementation:

- Exercise to help students think “outside the box” and build listening and reflective thinking skills (RT)
- Guided reflection, focus groups/reflection sessions, directed reading, pre and post-test (OCR)
- Journals, reflection sessions/focus groups, post experience reports, evaluations and assessments (EBR)

The Three Levels of Reflection

The Mirror (A clear reflection of the self)

Who am I? What are my values? What have I learned about myself through this experience? Do I have more/less understanding or empathy than I did before volunteering? In what ways, if any, has your sense of self, your values, your sense of "community," your willingness to serve others, and your self-confidence/self-esteem been impacted or altered through this experience? Have your motivations for volunteering changed? In what ways? How has this experience challenged stereotypes or prejudices you have/had? Any realizations, insights, or especially strong lessons learned or half-glimpsed? Will these experiences change the way you act or think in the future? Have you given enough, opened up enough, cared enough? How have you challenged yourself, your ideals, your philosophies, your concept of life or of the way you live?

The Microscope (Make the small experience large)

What happened? Describe your experience. What would you change about this situation if you were in charge? What have you learned about this agency, these people, or the community? Was there a moment of failure, success, indecision, doubt, humor, frustration, happiness, sadness? Do you feel your actions had any impact? What more needs to be done? Does this experience compliment or contrast with what you're learning in class? How? Has learning through experience taught you more, less, or the same as the class? In what ways?

The Binoculars (Make what appears distant, appear closer)

From your service experience, are you able to identify any underlying or overarching issues which influence the problem? What could be done to change the situation? How will this alter your future behaviors/attitudes/and career? How is the issue/agency you're serving impacted by what is going on in the larger political/social sphere? What does the future hold? What can be done?

The Reflection Component

A Guide to Reflection

Reflection is the key ingredient for transforming service experiences into learning. It is basic to the process of integrating service with the academic concepts presented in the classroom:

“The academic payoffs of having students engage in community service are substantial when the service activity is integrated with traditional classroom instruction. The key word here is integrated. The kinds of service activities in which the students participate should be selected so that they illustrate, affirm, extend, and challenge material presented in readings and lectures. Time in class meetings should be set aside regularly for students to reflect upon and discuss what they are learning in the community. These recommendations are consistent with conclusions of others who have studied service learning.”

Markus, G.B., J.P.F. Howard, and D.C. King. 1993. "Integrating Service and Classroom Instruction Enhances Learning: Results from an Experiment," *Educational Evaluation and Policy Analysis*. 15 (4): 410-419.

According to a paper written by K. McPherson in 1989 on Service Learning, reflection contributes to cognitive development in a variety of ways:

By examining experiences, students learn how to handle real life problems more effectively and with a higher transfer of learning; there is an emergence of an increased sense of personal power as students analyze their goals and how to achieve them;

by reflecting and sharing reflections, students discover connections across class content; by analyzing the value of new learning, knowledge becomes more permanent;

students become more intrinsically motivated to seek knowledge as their value for it increases; and reflection can serve as a sort of self or group celebration to express satisfaction from good deeds.

You can teach students how to harvest the service experience for knowledge by focusing their learning through reflection. This can be done by linking the service experience to your academic course content through deliberate and guided reflection. Reflection can be in the form of journals, essays, class presentations, analytic papers, art work, drama, dialogue, or any other expressive act. The key to effective reflection is structure and direction. The nature and type of reflection determines its outcome.

Whatever form of reflection is chosen, it is important to begin early in the semester to ensure that students understand the process of learning from experience. Reflection should be continued regularly to monitor student progress. Deliberate and guided reflection leads to academic learning, improved service, and personal development.

The Reflection Component

Three Basic Skills Developed in Reflection

1) There is analysis by the student of what the service learning activities are all about. Prior to the student going into the field, s/he can be asked to reflect upon the type of experience s/he is anticipating. Once in the field, the questions can relate to what actually occurs during the time spent in the activity. Finally, the student is asked to reflect back upon the experience at the end of the service learning component.

2) Students use critical thinking skills to integrate knowledge and application. How is s/he applying the knowledge acquired from the text and classroom discussion to the experience in the field? The student is challenged to discern why his or her skills make a difference, or not, in the community.

3) Finally, the student uses decision making skills in order to decide what to do from this point forward. Will s/he remain involved in the community doing similar service, or will s/he choose to make a difference in some other way based upon the practical experience gained from this valuable learning component? In the end, the knowledge the student gains will not be restricted just to the academic, but will also include the enhanced social awareness of belonging to a community and the responsibility of each individual to safeguard it.

Conducting Reflection

Ways to Conduct Reflection:

- | | |
|--|---|
| <ul style="list-style-type: none">• Discussion• Field Journals• Analytical Papers• Portfolios | <ul style="list-style-type: none">• Presentations• Reading Responses• Reflection Groups• Email |
|--|---|

Portions of the reflection guide were gathered from the *Virginia Campus Outreach Opportunity League* and the *University of Texas Service Learning Department*.

Discussions:

An exchange of ideas between students and faculty about the subject matter of the course can provide service learners a chance to relate their service to course concepts and share their experiences. Discussion encourages students to process and relate what they are studying, doing and learning while offering the instructor the opportunity to emphasize key concepts through examples provided by the students.

Field Journals:

Reflective writing is a primary tool used by educators engaged in service learning. Asking students to consider their experiences can be effective; however, it is important to guide students in their journals so that the journals do not become simply a log of events. By asking thoughtful questions, an instructor can provide students with a framework by which to organize and integrate their experience.

Student Forum:

Using email, students can respond in writing to your discussion questions and to each other. Each student may talk about or post a response and reply to at least one other student's entry. Some discussion questions may be directly related to course readings, others can be more open-ended regarding their service or personal perceptions and experiences. You may wish to respond to students or use their entries in the forum for future discussion topics.

Analytical Papers:

In contrast with a traditional research paper, service learners can incorporate examples from their service experiences with course material to demonstrate their learning.

Analytical papers include:

- A detailed description of the type of work they did, the environment and goals of the agency and/or project, and a summary of their experiences;
- An evaluation of the purpose and meaning of their service and the needs met by it, what they learned from their experience, the strengths and limitations of those addressing the issues and needs, and what, if any, changes and improvements they would make in their service, project or agency; and
- An integration section in which students elaborate on how their service experience related to and/or conflicted with course concepts, affected their valuation of or changed their assumptions about, the material discussed in class, demonstrated ways in which academic learning is relevant and can be applied in the community, and ways in which their experience impacted their educational and/or career goals.

Portfolios

Compiling an array of materials related to their service can help contextualized student experiences. Some service learning portfolios consist of other reflection elements, such as journals, papers or presentations. They can also hold artifacts from the service project, such as pictures and brochures, as well as additional items which might relate to the services project and the course such as newspaper clippings, articles, etc. As a practical tool, portfolios can further serve as an organizer to hold various materials from the service learning experience, such as the time-sheet, handbook, service learning agreement, and training materials. Both faculty and students can be very creative with the portfolio concept and find many ways to use it.

Presentations

Group or individual presentation by service learning students to the class can offer students a chance to learn from each other's experiences. Following the same format as the analytical paper, students can describe, evaluate, and integrate their service with the course, while also using visual materials and responding to questions to convey their learning to the instructor and class.

Reading Responses

Students write about their service experience in relation to assigned course readings. The questions you formulate for their responses can be open-ended or pointed in helping students think critically about the academic material in a real-world context. This activity can be particularly valuable when the readings include similar issues to those being confronted by the service agencies and projects engaging the students.

Conducting Reflection

Sample Reflection Questions:

- What expectations do you have about your service experience?
- What do you think you will do and what do you think the impact will be?
- How does this project or agency address community needs?
- What factors create these community needs?
- How do people contribute to situations or problems you experience in the field?
- What do you feel you were not prepared for?
- What did you do today that made you feel that you made a difference and why?
- Did anything happen that made you feel uncomfortable? If so, explain why you felt this way?
- What did you do that seemed to be effective or ineffective in service to others?
- How does your understanding of the community change as a result of your participation in this project?
- How can you continue your involvement with this group or social issue?
- How can you educate others or raise awareness about this group or social issue?
- Describe the most difficult/satisfying aspects of your service work?
- What is the greatest contribution you make in your project or to your agency?
- Is there a person or activity you find interesting or challenging in your project?
- How do you see your role in this project? How does that compare with how others may see your role?
- Have you learned from any disappointments or successes of your project?
- How well are you able to communicate with your supervisor at the community site?

Guidelines for Effective Reflection Activities

Give Guidance for Activities

Guidance could be used to grade quality of a presentation, writing, portfolio, journal, etc so that students have a clear understanding of the expectations of the instructor. Students should be informed of all these expectations in the syllabus and elaborated on at the beginning of the session.

Schedule Activities Regularly

Dewey (1916:150) proposes 5 phases of reflective thought (this applies to the different reflection activities):

- 1) Perplexity, confusion, and doubt.
- 2) A conjectural anticipation and tentative interpretation.
- 3) A careful examination and analysis to clarify the problem at hand.
- 4) A consequent elaboration of the tentative hypothesis.
- 5) Testing the hypothesis by doing something overtly to bring about the anticipated result.

Allow Feedback and Assessment

Include Opportunities for the Clarification of Values

Ethical Case Studies:

Lisman (1994:3) proposes that, “The instructor should be on the lookout for opportunities to develop case studies from the students’ service experience in the course. For example, students ... could write up case studies of ethical dilemmas they have confronted that are related to the academic subject they are studying, and these case studies can be discussed in class. The instructor also should search opportunities to draw upon the students’ service experience to reflect on other ethical dimensions of the course content.”

Structured Reflection Sessions:

For example (Hatcher & Bringle 1997:156), students could be asked to:

- List words/phrases that describe their senses/feelings at the service site.
- List words/phrases that describe their actions at the service site.
- List words/phrases that describe their thoughts at the service site.
- Describe what contradictions they sensed at the service site.

Students should be forced to confront conflicting values – that is “Forked-road situations” (Dewey 1933:14).

Example of Writing Reflections

Journals

Journals do not always challenge the students to do a thoughtful analysis of their experience and may be difficult to evaluate. To use journals effectively, students could be required to highlight information relating directly to course content. They could be required to re-read previous entries to determine if their views have changed.

What Should Students Write in Their Journal?

- Journals should be snapshots filled with sights, sounds, smells, concerns, insights, doubts, fears, and critical questions about issues, people, and, most importantly, yourself.
- Honesty is the most important ingredient to successful journals.
- A journal is not a work log of tasks, events, times, and dates.
- Write freely. Grammar/spelling should not be stressed in your writing until the final draft.
- Write an entry after each visit. If you can't write a full entry, jot down random thoughts, images, etc. which you can come back to a day or two later and expand into a colorful verbal picture.

How Should Students Structure Their Writing

- Use the journal as a time to meditate on what you've seen, felt, and experienced, and which aspects of the volunteer experience continues to excite, trouble, impress, or unnerve you.
- Don't simply answer the questions listed below, but use the questions as a diving board to leap from into a clear or murky pool of thought. Use the questions to keep your writing—swimming—focused.
- Final journals need to be edited for proper grammar and spelling.

Sample Reflection Journal Questions

Reading: Sara Mosle, “The Vanity of Volunteerism”

- According to the author, why is it that volunteerism doesn’t work?
- In what ways is the author’s experience as a volunteer similar or different from your own?
- If we accept the author’s argument, what would have to change to make volunteerism “work?”

Reading: Nina Eliasoph, *Avoiding Politics*

- Based upon your experience in community service, in your home community, in your education, reflect upon the reading by addressing the following questions. Bring your written journal response to class. What is the author’s analysis of community service?
- In what ways is it consistent with your experience?
- What relevance does it have for this course? (consider the full dimensions of the course)

Directed Writings

For example, the instructor could select a theory, quotation, statistics, etc. from the text and ask students to use it to address a social issue they confronted during their experience. Other examples include Hatcher & Bringle (1997:154):

- “Referring to Gray’s model of mentor protégé relationships, identify the stage that best describes your mentoring partnership and identify three specific action steps you plan to take to move the relationship to the next stage.”
- “Select and describe the essential elements of two of the personality theories discussed in chapter 5 of the text. Describe how these two theories apply to what you have observed as you read with your elementary students. For instance, have you seen examples of a lack of congruence between purpose and behavior: have you seen children respond positively and negatively to situational factors; or have you observed that shyness and sociability are stable factors across different types of situations?”
- “Robert Coles (1993) identifies a number of emotional stages or ‘hazards’ in the fourth chapter of *The Call of Service*. Briefly describe each hazard. As you consider some of the emotions you have felt during your service experience, which hazard can you most easily relate to and why?”

Creative Activities by Students:

For example, writing poems and stories or painting a mural, etc.

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Community Placement

Community Partners Completing the Circle

Selecting Community Partners

One of the primary challenges in a service learning course is finding placement sites for your students. The Center for Community Engagement will work to assist you with this by supplying a list of appropriate local non-profit organizations that will meet your defined objectives and outcomes, while also filling a recognized need in the community. It is important to decide upon this partnership early in the curriculum development phase. Doing so will enable the community partner to plan for the number of students expected.

Once you have completed your syllabus revision for enhanced Academic Learning and Purposeful Civic Learning, you are in position to be able to articulate the criteria for selecting community context, activities, and durations. With this information you are prepared to identify and meet with prospective community partners. It is important to be clear about the criteria you have for selecting community placements.

The Project Search is a useful Service Learning Database feature that allows faculty to view current and past projects published by community agencies. With Project Search, faculty are able to view projects by academic discipline, type of service sought (tutoring, mentoring, writing, etc.) and type of community issue (e.g., cultural awareness, literacy, domestic violence, etc.). In the initial curriculum development process, faculty can use the Project Search feature to help determine which community agencies are currently working with CCE. Later, faculty can use the Project Search feature to identify specific agencies and projects that match their needs and request that these projects be matched to their class. Matching a course with specific projects will help enrolled students register from a list of pre-selected service learning projects. For more information about the SLDB, please contact the CCE.

Roles and Responsibilities

The Community Partnerships Coordinator from the Center for Community Engagement will meet with you to identify a list of potential community candidates. From this list you will choose one or more that meets your needs and will benefit from a partnership. The Coordinator will provide all the information you need to contact the community agency and begin planning your semester involvement. When meeting with community partners, in addition to determining activities and time frames, role clarification is important. There are a number of responsibilities related to student involvement in the community as part of service learning courses that need to be discussed with community partners. These include:

- Orientation of students to the agency/community.
- Preparation and training of students for the work they will be undertaking.
- Supervision of the students at the agency.
- Communication methods between the faculty member and the community partner(s) during the semester.
- Confirmation that the students were diligent in their responsibility.

As a participating Service Learning faculty member you will be asked to provide some of the following information to help assist the Center for Community Engagement in finding partnerships for you and your students in the community:

- How many students are enrolled in your course? This is needed to determine the magnitude of the task/commitment required to satisfy the needs(s) of the agency itself.
- How many sections of the course are being taught as Service Learning?
- What are the specific objectives detailed in the course syllabus for engaging students in the Service Learning opportunity.
- Are the verbs being used related to knowledge, skills, and/or abilities?
- Are the objectives developmental (increasing knowledge, building upon initial content)?
- How are the objectives being assessed (exams, papers, etc.)?

It is important to understand “why” the faculty member has chosen to include service learning to enhance student learning in their course. The form of learning that they choose to include in their stated objectives determines the kinds of activities that would best satisfy them. Also, the number of stated objectives determines the magnitude of the service requirement in which students must engage to satisfy them.

- Briefly describe the opportunities for reflection.
- What kinds of questions are being asked to guide/structure the reflection opportunity?
- Does the reflection exercise provide for “hands-on” work?

The projects that students are required to complete that are directly associated with their service learning opportunity determines the kind of activity in which students should engage in the agency. How these are assessed is also relevant but not a priority for selecting the agency.

Describing the Service Assignment

The first decision in describing the service assignment is determining whether the service learning component will be elective or mandatory.

Those who have incorporated service learning in their courses find it more beneficial to design it as a requirement rather than an option for students. Not only does this help in implementing the reflection component as a recurring and consistent part of the course, it provides a uniform level of experience and skills application for all students. There is always room within a well defined and articulated service learning objective for creativity, flexibility and student input. Service learning is pedagogy,

not free labor; therefore, you should not feel uncomfortable about requiring all your students to participate. If the service portion is mandatory, you may wish to have an alternative for the students who cannot perform the service learning component due to scheduling conflicts.

List the minimum number of hours your students should be out in the field.

You may wish to use a log to track time and require that it be signed by a supervisor. If you are concerned, having periodic checks of the log will ensure your students won't put off the assignment until the end. When deciding upon the number of hours students will volunteer, it is important to consider commuting and reflection time since they are all part of the service learning component. Ask yourself, can my learning objective be met with number of hours I have assigned?

Students should have a timeline outlining the dates that their service should begin and end, as well as dates indicating when reflection assignments are due.

This will assist the student in managing their time and resources throughout the semester. The semester passes quickly; therefore, students should know the dates by which they should begin their assignment. If fingerprints or other screening is required before the students can begin their service, include information about where and when this can be done. Also, if students need to attend an orientation, give them a list of times and locations. Spreading the service learning over the course of a semester by requiring a few hours per week versus a concentrated service provides a better learning experience and provides a means for steady progress.

The syllabus should address the type of service the students will undertake.

If the students will be selecting from a variety of non-profit organizations, brief descriptions and locations for each should be in a handout form. If you are assigning students to a particular site, or sites, a description of the organization should be provided as well. Include information such as phone numbers, site coordinators, maps, and who the students can contact in case of an emergency.

It is important for you to visit the site where you are asking your students to volunteer and meet their site supervisor.

This will help you in completing another important factor in the service learning experience, that of providing a service that the community truly needs. A visit also shows your willingness to acknowledge the value of the community in the education of our students.

Students should not be evaluated on the service placement; rather they should be evaluated on the learning outcomes.

In allocating an assigned value, faculty should ask, “Does this reflect my hopes for student learning outcomes?” and “Does this reflect a coherent progression of knowledge?” Also, students should know who will evaluate their service experience and what the relative weight of the evaluation will be.

Syllabus Revision Samples

Components of an Effective Service-Learning Syllabus

Course Organization—“How one understands service has direct implications for how one teaches...Coming to grips with one’s understanding of service is an important step in selecting the type of service that will match the purpose of a given course, defining the impacts one expects service to have, and determining the criteria by which success or failure will be measured.”

—Keith Morton, 1996

Course Syllabi Organization

Adding service learning to your course requires that you re-evaluate each facet of your syllabus. At times, you may have to broaden the scope of varying aspects to reflect service learning. Ideally you will design a new syllabus that broadens and enhances its functionality for both you and your student. Besides giving students a clear understanding of service learning and your expectations for their performance, your syllabus should facilitate your students’ transition from campus classroom to community classroom. Let’s examine the components of an ideal service learning syllabus from which you can take some, or all of the suggestions, for developing your new syllabus.

- **Heading**—includes university name, department, course title, catalog number, semester/year, and faculty contact information.
- **Course Description**—here is where you can take the opportunity to describe the non-traditional nature of the course in regard to the service learning component.
- **Overview**—expands the description of the course, particularly the rationale behind including service learning so that students clearly see the benefits, and define your expectations.
- **Goals and Objectives**—your goals are broad statements relating to learning outcome, and your objectives will concretely measure how these outcomes will be achieved. The emphasis, for your students’ benefit, should be to write specific measures by which they can accomplish your intended goals for the course.
- **Required Reading**—a carefully selected list of materials that will facilitate the realization of outcomes for the service learning placement.
- **Course Assignments**—service learning is an exceptional opportunity to provide thoughtful writing assignments for students. In addition, offer students other forms of measurement such as presentations, reports, reviews, or performances.

Minimally, this section should include the respective weight of each assignment and the due dates.

- **Placement Information:** address the placement option, including brief descriptions of the sites with contact information, and the number of hours students are expected to perform service.
- **Reflection:** the weekly schedule should describe the reflection process, whether it will be written or oral, and how the process will take place.

Exemplary Service Learning Syllabi Should:

- Include service as an expressed goal
- Clearly describe how the service experience will be measured and what will be measured
- Describe the nature of the service placement and/or project
- Specify the roles and responsibilities of students in the placement and/or service project
- Define the needs the service placement meets
- Specify how students will be expected to demonstrate what they have learned in the placement/project
- Present course assignments that link the service placement and the course content
- Include a description of the reflective process
- Include a description of the expectations for the public dissemination of students' work

BIO 184 Syllabus Sample

Learning Goal	Learning Objectives	Assessment Tools
1. To feel better able to make personal and public-policy decisions involving genetics	<ul style="list-style-type: none"> • Students will demonstrate the ability to effectively evaluate modern genetics issues that have potential personal and/or public impact 	<ul style="list-style-type: none"> • SL reflective journals • Semester SL presentation • Lab discussion leadership • Pre-and post-surveys (not graded)
2. To gain a heightened and more detailed awareness of the ways that genetics contributes to our understanding of life's origin and processes	<ul style="list-style-type: none"> • Students will demonstrate a mastery of modern genetics theory at level presented in lectures • Students will demonstrate an understanding of the applications of genetics theory in a lab setting 	<ul style="list-style-type: none"> • Exams • Homework assignments • Lab practical exam
3. To acquire an enhanced appreciation of how genetic mutations affect the physical, cognitive and/or behavioral capabilities of affected individuals	<ul style="list-style-type: none"> • Students will critically contrast textbook descriptions of genetic disorders with real-world manifestations of the disorders <p style="text-align: center;"><u>OR</u></p> <p style="text-align: center;">Students will demonstrate a theoretical understanding of the manifestations of genetic disease</p>	<ul style="list-style-type: none"> • SL reflective journals • Semester SL presentation • Pre-and post- surveys (not graded) • Exam 2 • Pre-and post-surveys (not graded)
4. To have the skills to successfully answer genetics questions on standardized post-graduate exams such as the MCAT and GRE	<ul style="list-style-type: none"> • Students will demonstrate the ability to answer questions similar to those found on post-graduate standardized tests 	<ul style="list-style-type: none"> • In-class exams • Homework assignments • Lab practical exam
5. To obtain a sufficient grounding in genetics concepts and applications to enter a genetics graduate program or to obtain an entry-level position in a biotechnology company or public agency that uses genetics to solve research problems or to produce products and/or services.	<ul style="list-style-type: none"> • Students will practice generating new knowledge <p style="text-align: center;"><u>AND/OR</u></p> <ul style="list-style-type: none"> • Students will show that they have sufficient quantitative skills to work effectively in a genetic laboratory • Students will demonstrate a mastery of modern genetics theory at the level presented in lectures 	<ul style="list-style-type: none"> • SL reflective journals • Semester SL presentation • Lab practical exam • Lab participation • Exams • Homework assignments

Service Learning Capstone Courses

Interim Guidelines for Review of Capstone Courses

Introduction

This document offers interim guidelines for the review of Capstone General Education courses. In the areas of Advanced Skills and Service Learning capstones, additional information will be distributed as it becomes available, and course developers are urged to consult with their College representatives to the GEGC, the Chair of GECG, or the General Education Implementation Coordinator in advance of submission.

The new general education policy (Policy Statement 00-00) represents a fundamental change in this campus's approach to the general education program; past experience is less relevant to their suitability for general education credit than future practice. Therefore, while initial approval of the course will require description of the course outcomes, explanation of the skills and attributes that will be developed in the course, and description of the approaches that will be used to develop skills and measure outcomes, course renewals will additionally require documentation that course goals are being met and, in the case of multi-section courses, that all sections are adhering to the standard course outline. This guide is designed to aid the faculty member in accomplishing these objectives especially with regard to GE Capstone Service Learning Courses.

Steps in the Approval process

1. The department prepares a course proposal as described below.
2. The proposal is reviewed by department and college curriculum committees. If the course is approved by department and college curriculum committees, the Dean of the college (or designee) forwards the request to the GEGC.
3. GECG then will schedule the course for review. Proposals for Capstone courses will be accepted by the GEGC beginning March 1, 2000 and will be scheduled for the first available review date. However, because of heavy review commitments regarding lower division courses, courses may not be scheduled for review immediately. Therefore, the following timelines will be followed.
 - a) Existing Interdisciplinary Courses that are being submitted as Capstones: Submission of the course proposal to the GEGC (not sure of deadline) will guarantee that the course will remain on the general Education list as a Capstone until such time as its review is completed.
 - b) Existing General Education Courses that do not now have Interdisciplinary status but are seeking approval as a Capstone will retain their General Education status pending review. However, they will not receive Capstone status after review. Therefore, departments requesting such a change in status are urged to submit courses as soon as possible after March 1, 2000, and an effort will be made by GEGC to provide a timely review.

Interim Guidelines for Review of Capstone Course

c) All courses new to general education seeking approval as Capstones may be submitted for consideration beginning March 1, 2000. Every effort will be made by GEGC to provide a timely review; however, these courses will not receive either General Education or Capstone status until after the review has occurred.

5. Following the initial review, all approved courses will be scheduled for a follow-up assessment. At this time, the GEGC will review a course portfolio (described below.) Subsequent renewals of approval will also require the portfolio.

6. Note that at the time the course is submitted for approval, all curriculum changes to bring course description and prerequisite statements into compliance with the policy must have been made. All Capstone courses are required to have completion of the Foundation as well as one or more Explorations courses as prerequisites.

Before Submitting a Request for Capstone GE Approval

Before developing a general education course proposal, the course developer should become familiar with the general education policy and its expectations. In reviewing course proposals, the GEGC will look for documentation of the ways in which the policy is being met as well as consider whether the course in question is appropriate to the category and level requested.

The general education program at CSULB is organized as a hierarchy with three stages, Foundations, Explorations, and Capstone. Each of these has specific requirements regarding course numbers and prerequisites statements, as well as expectations regarding development of academic skills. The Capstone is described in section I.C

Over the course of these three stages, students will also satisfy breadth requirements. These requirements are presented in outline in section I.B of the policy statement and are described in detail in section IV. The requirements for human diversity courses are described in section VI of the policy statement. [At this time, revised guidelines for Global courses are not yet available. Until such guidelines are published, courses may be considered for "G" status based on the requirements of category D2.A in the previous policy (96-00.)]

In serving the breadth requirement of the baccalaureate degree, GE courses must acquaint students with both the subject matter and the methodologies of the various discipline categories. Except when specifically noted in category criteria statements, courses in each category should explicitly demonstrate what sorts of questions are studied by those disciplines, what kinds of evidence are sought, and how evidence is interpreted and used. It is expected that, whenever it is appropriate, students will have the opportunity to work with original sources, either in the original language or in translation.

Interim Guidelines for Review of Capstone Courses

General education courses should be designed to permit instructors to show students why those who work in the field find the subject matter interesting and valuable, how the subject matter is related to other fields, and why the subject matter has relevance for the student's life and educational objectives.

All GE Capstone courses must demonstrably encourage development of skills and attributes in accordance with the above policy. In particular, policy Statement 00-00 states that:

Capstone general education courses shall be upper division. These courses will have the entire Foundation curriculum as prerequisite, along with one or more prerequisites from the Explorations stage. Upper division standing is also required. For consideration at this level, all courses must demonstrably develop advanced college skills, including synthesis and application of knowledge, analysis, critique, and research.

The General Education Policy identifies certain types of courses as suitable for Capstone status. These are:

1. Interdisciplinary courses, multidisciplinary courses, and two or more thematically linked classes that each are suitable for general education credit and together meet criteria for capstones in terms of expectations and skill development.
2. Advanced skills (no more than 3 units out of 9) – for example, advanced composition, research and information retrieval skills, presentation skills.
3. Service learning courses (no more than 3 units out of 9) — Such courses might include community service internships in social, health, support, school, or environmental programs or might include a component of University or community service along with other objectives.

All three types of capstone have in common an emphasis on integration – of content across disciplines, of content and skills, of content and application.

Course developers should refer to the interim General Education Guidelines for non-Capstone courses, as well as the position papers on basic skills (available from the

General Education Implementation Coordinator), for guidance on ways that courses might demonstrate continued development of skills for oral or written communication, quantitative reasoning, or critical thinking. Capstone course developers should keep in mind that Capstone courses are taken in the latter half of a student's undergraduate career and, as such, should be focused on development of skills that benefit students as they enter the post-baccalaureate phase of their lives, whether that entails entry into the workforce or continued education.

Interim Guidelines for Review of Capstone Courses

Additionally, Capstone course developers may wish to identify additional advanced skills, especially in the areas of technology and information retrieval, if appropriate to their particular disciplines.

The information that follows is meant to provide an outline for course developers. However, course developers who feel they can justify a course for Capstone credit that might fall outside of these guidelines are encouraged to bring such cases forward. Consult the Chair of the GEGC or the General Education Implementation Coordinator for additional information.

Because the three types of Capstones differ substantially, specific requirements are in place for each type.

1. Inter-and multidisciplinary classes and linked classes.

Policy statement 00-00 defines interdisciplinary courses; course developers should familiarize themselves with this section before proposing such a course. All interdisciplinary courses must demonstrably develop advanced college skills as described above. Such courses may choose to focus on advanced skills in any area. However, all interdisciplinary courses must feature a substantial and sustained writing component, with sustained written work (a minimum of 500 words) assigned early in the semester (no later than the 5th week). “Substantial” writing implies that the cumulative total of sustained writing assignments must be at least 5000 words, as appropriate to the discipline. Students must receive feedback on their writing, either through a series of written assignments or through the opportunity to revise a piece of writing. Regular writing throughout the semester **without** feedback from the instructor or peers does not meet this test, nor is it acceptable to assign regular writing, such as a journal, that is only evaluated at the end of the semester. There should be at least one major assignment completed **prior to the end of the semester** requiring that the student demonstrate the ability to apply the advanced skills expected of the capstone. (Provided it meets the above tests, this assignment may follow any format appropriate to the goals of the course and need not be a traditional term paper.)

2. Advanced Skills Capstones.

Interdisciplinary capstones require that students **demonstrate** advanced writing skills, as well as allowing opportunities for students to develop advanced college skills such as synthesis and application of knowledge, analysis, critique, and research. By contrast, advanced skills capstones have as their major focus the **development** of one or more important skills, and the application of these skills to the particular content or disciplinary focus of the course. The particular skill(s) identified in the course may be an extension of one of the Foundation areas, or may represent skills not identified as part of the Foundation, including technology and information retrieval skills at an advanced level. However, in all cases, such courses must assume Foundation-level mastery as a starting point, and must go beyond those expectations.

Interim Guidelines for Review of Capstone Courses

Since these courses are designed to develop particular skills, students must have frequent opportunities to demonstrate competence and receive feedback. There should be at least one major assignment requiring synthesis or critical analysis of content appropriate to the course; the format of this assignment will depend on the goals of the course and the nature of skills being developed.

Course developers who plan to propose advanced skills classes for capstone status are encouraged to submit a prospectus for the proposed course as soon as practical to the Chair of GEGC (Dr. Bruce Berg) or the General Education Implementation Coordinator.

3. Service Learning Capstones.

Service learning integrates learning in a particular discipline with application through community service. The service contributes to learning when the student is able to reflect on the service activities and connect them to the ideas contained in the course. The student provides beneficial services to the community and in turn benefits from the practical experience.

The features of a Service Learning Capstone are under discussion, and these guidelines may be updated. However, individuals with ideas for such a course are encouraged to begin development. Course developers are urged to contact the Center for Community Engagement, for advice and ideas. The following characteristics of a Service Learning Capstone have been tentatively identified.

- a). Clearly defined academic content that is appropriate for general education. For a three unit class a minimum of 15 hours of class meeting time (or equivalent) during the semester is expected, with a more typical format including 30 to 40 hours of “seat time” or equivalent.
- b). A service component that is integrated into the course throughout the semester. A one-time activity or activities that are unconnected to the academic goals of the course would not meet this test.
- c). A requirement in the course for regular critical reflection (ideally both written and oral) on the community service to date and how it connects to the course content.
- d). Opportunities for discussion and feedback with the instructor, supervisor, and peers, including the possibility of informal oral presentations in class.
- e). At least one major assignment, demonstrating advanced college skills and integrating the course content with issues related to the service. This may take any form appropriate to the class, but should contain a written component. This assignment should be submitted before the end of the semester to allow an opportunity for feedback by the instructor and/or service supervisor.

Activities 3, 4, and 5 may overlap, depending on the structure of the courses, and are not intended to be mutually exclusive.

Interim Guidelines for Review of Capstone Courses

Restrictions on all General Education Courses

Certain course components and strategies are inherently undesirable for effective development of skills. If a course relies heavily on such approaches, the developer of the course will have the burden of proof in demonstrating that adequate skill development is occurring. Undesirable practices include excessive reliance on Scantron examinations, excessive reliance on rote memorization, the use of writing assignments that do not include opportunities for students to receive constructive criticism and feedback in a timely, constructive manner (e.g. 2-3 weeks), and other practices that do not allow students to demonstrate the skills they have acquired. All courses must conform to all relevant University policies. Courses descriptions may not include statements prohibiting recourse for documented, unavoidable circumstances.

Materials Which Must Accompany Initial Requests for GE Approval

1. "GE" Form: "Request for Approval of a Course for General Education Capstone Credit" must be signed by the Department chair, College Curriculum Committee Chair, and Dean of the College (or designee). If the course is listed in more than one college, both colleges must submit a form. For existing courses, a photocopy of the current catalog description must be included. If the course is a new course or has been changed (including prerequisite statement) since publication of the most recent catalog, a copy of the signed curriculum form (form CF) must be included. Other information will include the general education categories requested, the type of Capstone requested, and the offering history over the last three years. (Note that GE policy asks for departments to show cause why a course should not be dropped from the program if it has not been offered in the past two years; courses that have not been offered for three years will be dropped automatically.)
2. Standard Course Outline. This document governs the individual syllabi for all instructors in a course. It contains:
 - a). Official catalog description of the course
 - b). List of measurable course objectives and outcomes
 - c). Outline of subject matter to be covered (which may be thematic or sequential)
 - d). Modes of instruction
 - e). Extent and nature of the use of technology
 - f). Instructional requirements for all faculty teaching the course, which will typically include
 - g). Specification of text(s)
 - h). Mandatory assignments
 - i). Types of exams and other demonstrations of competence
 - j). Approximate percentage of course grade to be assigned to various course requirements.

Interim Guidelines for Review of Capstone Courses

Other bibliographic resources, such as additional texts, monographs, journals, periodicals, government publications, or other sources from which course content may be drawn or readings may be assigned.

3. Supporting documents. These will include:

- a). Each syllabus for the last two semesters in which the course was offered (if only one section was offered each semester). Or all the syllabi for the most recent semester of offering, in the case of a multi-section course. Syllabi should follow the guidelines in the Faculty Handbook. In the case of courses with large numbers of sections, the department should consult with the chair of GEGC for alternate arrangements. New courses should provide a sample syllabus.
- b). Sample examination questions, term paper topics, course projects, homework, or other assignments or activities, as appropriate, that demonstrate how course outcomes are measured. If the course has multiple instructors, representative questions from several instructors should be included. If the above material is described in the syllabi or course outline, it need not be repeated here.
- c). Information on course components which are designed to develop capstone skills. This must include discussion of instructional strategies designed to advance skills as well as methods used to measure skills. This narrative should explicitly state which skills are being developed, and why they should be considered as “advanced college skills.”
- d). Aspects of the course that make it appropriate for the Capstone category requested. Refer to the section “Before Submitting a Request for GE Approval” for detailed information on each of the types of Capstones.
- e). Discussion of other aspects relevant to the particular course.

These might include:

1. Whether the course is offered as part of an organized learning Community program
2. If the class is offered in multiple sections, practices that exist to ensure conformity to the standard course outline and uniformity of standards
3. If film or other audio-visual materials are used in the course, indication of amount of class time devoted to such materials and the relationship between viewing/listening and the academic activity of the course. In addition, provide information as to why the class requires in-class viewing/listening rather than out-of-class preparation time.

Interim Guidelines for Review of Capstone Courses

Follow-up Assessment of General Education Courses

Each course will be scheduled for a follow-up assessment after the initial approval cycle. At this time, the course will provide a portfolio, which should represent actual practice in the course since the previous review. The portfolio will contain:

1. Items 1 through 3, from the previous section. If the standard course outline has changed, it must be updated; however, briefly justify the changes.
2. Additional information. Departments have the burden of proof in establishing eligibility for general education status. This section should be used as needed to document the points described above and demonstrate ways in which course objectives are being met. Optional information may include, but is not limited to, the following:
 - a). Additional documentation regarding course standards, skill development, and student outcomes, such as anonymous examples of student work demonstrating attainment of course objectives, results of student surveys or interviews, or other materials as appropriate.
 - b). Supporting documentation related to section 3 (d) above. The GEGC may request additional information if the course portfolio appears to be inadequate.

Special Features of Capstone Courses

Three Types	Inter/Multidisciplinary Advanced Skill Service Learning
Focus	Skills for Post-baccalaureate success

Interdisciplinary Courses

- Definition of interdisciplinary unchanged
- Substantial and sustained writing
- Early writing (500 words by 5th week)
- Cumulative writing at least 5000 words
- Feedback via either a series of assignments or opportunities to serve
- A major assignment, before semester's end, demonstrating advanced college Skills

Advanced Skills

- Can extend Foundation area or identify another area
- Foundation-level mastery is starting point
- Feedback
- Synthesis or critical analysis of content in major assignment

Service Learning

- Center for Community Engagement can provide information
- Academic Content (equivalent to at least one unit)
- Service is integrated into course (not a one-time activity)
- Critical reflection required
- Opportunities for discussion and feedback; presentations encouraged
- A major assignment

Materials to Turn in for G. E. Capstone Course Review

1. GE Form

2. Standard Course Outline

a. Official catalog description

Common elements for all sections
Has correct prerequisites?

b. List of measurable course objectives and outcomes

What will your students know and be able to do?

c. Outline of subject matter

Thematic or sequential

d. Mode(s) of instruction

e. Extent and nature of technology use

f. Instructional requirements for all faculty

Required text? Required Assignments? Required weighting of assignments? Types of exams?

g. Other biographic resources

2. Supporting Documents

a. Syllabi

Two from last two semesters, from two different instructors in most recent semester

b. Sample exam questions, paper topics, projects, assignments that demonstrate how course outcomes are measured

Should relate to outcomes. Need not repeat material in standard course outline.

c. Skill development-instructional strategies, measurement

Explicitly state which skills are being developed. Must include at least one of writing, oral communication, critical thinking, quantitative reasoning

d. Other Relevant Information:

Answer only relevant questions

Part of a learning community?

Freshman friendly?

Featuring small groups, discussion, student interaction?

Multiple sections?

How is uniform quality assured?

Uses film, AV extensively

G.E. Service Learning Capstone Course Properties

Properties of General Education Courses

They require a mastery of academic skills along with a pattern of coursework that will provide graduating students with an understanding of the self, the physical world, the development and functioning of human society, and its cultural and artistic endeavors, as well as an understanding of the methodologies, value systems, and thought processes employed in human inquiries. The emphasis is on future practice rather than on past experience.

Properties of GE Capstone Courses

Inter- & Multidisciplinary Classes: Encourage development of skills and attributes in subject matter and methodologies of various disciplines. Interdisciplinary or multidisciplinary courses featuring a substantial and sustained writing component, with sustained written work (with a cumulative total of at least 5000 words.) Students must receive feedback on their writing throughout the semester. Writing should be more comprehensive than journal entries. Writing assignments should discourage excessive reliance on rote memorization and should provide opportunities for students to receive constructive criticism and feedback. At least one major assignment should require a demonstration of the ability to apply the advanced skills expected of the Capstone. These include advanced composition, research and information retrieval skills, skills for oral and written communication (including presentation skills), critical thinking and analysis, quantitative reasoning, synthesis, and application of knowledge. These skills should prepare students for higher education or entry into the workforce.

Advanced Skills Capstones:

Development and application of advanced skills to the particular content or disciplinary focus of the course. Students must have frequent opportunities to demonstrate competence and receive feedback.

Service Learning Capstones:

Include community service in social, health, support, school, or environmental programs. Integrates learning in a particular discipline with application through community service. Service contributes to students' learning when students are required to reflect on the service activities and connect them to the ideas contained in the course. The community benefits from the service and the students benefit from the practical experience. Skills mentioned above could be integrated into a service learning capstone course. Tentative characteristics of service learning capstone courses include:

G.E. Service Learning Capstone Course Properties

1. Clearly defined academic content appropriate for general education.
2. Service component integrated into the course throughout semester.
3. Regular critical reflection (ideally both written and oral) on the service to date and how it connects to course content.
4. Opportunities for discussion and feedback with instructor, supervisor, and peers, including the possibility of informal oral presentation in class.
5. At least one major assignment demonstrating advanced college skills and integrating course content with issues related to service.

(3), (4), and (5) may overlap, depending on the structure of the course.

NOTE: Workshop will guide participants in developing a syllabus that will include the following:

- Explicit information on course components that are designed to develop capstone skills through service learning.
- Instructional strategies designed to advance skills as well as methods used to measure skills.
- Explicit information on which skills are being developed and why they should be considered as “advanced college skills.”

G.E. Course Proposal Checklist

(Expanded to include additional requirements from GEGC, spring 2000)

All Courses: GE Form cover sheet

_____ Obtain all signatures required

_____ On the cover sheet, put a photocopy of the course description currently in the Catalog.

All Courses: Standard Course Outline (maximum 3 sheets front and back):

_____ *Catalog* description. If different from photocopy on cover sheet, immediately following the cover sheet, place a copy of the signed curriculum form CF requesting a change in the *Catalog* description.

_____ List of measurable course objectives and outcomes

_____ Outline of material covered (may be thematic or sequential)

_____ Modes of instruction

_____ Extent and nature of use of technology

_____ Instructional requirements to which all faculty teaching the course must adhere (including textbook policy, mandatory assignments, types of exams and other demonstrations of competence, special assignments, approximate percentage of course grade to be assigned to various course requirements).

_____ other bibliographic resources, such as additional texts, monographs, journals, periodicals, government publications, or other sources from which course content may be drawn or readings may be assigned.

_____ Evidence of written and/or oral communication in the course.

_____ Evidence of critical thinking and/or problem solving which involves more than factual recall (may be in exams, assignments, and/or laboratories)

All courses: Additional Supplemental Materials:

_____ Each syllabus for the last two semesters in which the course was offered (if only one section was offered each semester), or all the syllabi for the most recent semester of offering in the case of a multi-section course. Note: if course is new (not previously offered), no syllabus is required

_____ Sample examination questions, term paper topics, course projects, homework, or other assignments or activities, as appropriate, that demonstrate how course outcomes are measured. If the course has multiple instructors, representative questions from several instructors should be included. If the above material is described in the syllabi or course outline, it need not be repeated here.

_____ Information on course components which are designed to develop skills appropriate to the course and level. This must include discussion of instructional strategies designed to advance skills as well as methods used to measure skills. This narrative should explicitly state which skills are being developed.

_____ Offering history (which semesters, how many sections per semester) over the past three years.

G.E. Course Proposal Checklist

Other aspects relevant to the particular course:

- _____ Whether the course is offered as part of an organized learning community program
- _____ Whether, in the case of large lectures, there are opportunities for class discussion, student interaction, small group work, or other factors that would enhance the classroom environment (especially relevant to classes targeted to first time freshmen)
- _____ If the class is offered in multiple sections, practices that exist to ensure conformity to the standard course outline and uniformity of standards
- _____ If film or other audio-visual materials are used in the course indication of amount of class time devoted to such materials and the relationship between viewing/listening and the academic activity of the course. In addition, provide information as to why the class required in-class viewing/listening rather than out-of-class preparation time.
- _____ Instructor bibliography or supplemental reading list (one page maximum). This item may be omitted if justified by a brief rationale.

For Interdisciplinary Courses, include the following on one separate sheet front and back:

- _____ Evidence of "substantial writing component"
- _____ Evidence of early and ongoing written assignments, and evidence that feedback on such assignments occurs before the end of the sixth week of class
- _____ Evidence that students are exposed to two or more disciplines and their methodologies
- _____ Evidence that students are required to integrate the disciplines in assignments
- _____ Evidence of consultation between or among disciplines involved (provide statement on cover sheet)

For HD Courses include the following on one separate sheet front and back:

- _____ Evidence of appropriate attention to the influence of various populations and cultures within the United States; this should address both specific fields of study and general society
- _____ Evidence of attention to theoretical considerations and perspectives on the nature of human diversity and attitudes toward diversity
- _____ Evidence of a comparative treatment of no fewer than two nationally significant minority cultures from among the following: African-American, Asian-American, Latino-American, and Native-American
- _____ Evidence of the comparative treatment of the significance of gender

http://www.csulb.edu/divisions/aa/grad_undergrad/senate/councils/epc/subcommittee/

ENGL 444 Capstone Course Syllabus

George Hart, Associate Professor
Department of English
College of Liberal Arts

I. General Information

- A. Course number: ENGL 444
- B. Title: Literature and Environment
- C. Units: 3
- D. Prerequisites: Completion of GE Foundation, one or more Explorations courses, and upper division status.
- E. Course Classification: C4, GE classification C2a
- F. Responsible Faculty: Hart, Bowman, Schürer
- G. Terms Offered: Fall and/or Spring
- H. Prepared by: George Hart
- I. Date of submission: 12/8/03; revision: 5/6/04

II. Catalog Description

Literature that focuses on the relationship between humans and the environment. Emphasis on the ways in which environmental texts represent nature, raise awareness of ecological issues, and encourage social change. Service learning requirement connects environmental literature with activism and community involvement.

III. Expanded description

The premise of this course is that environmental literature, in Cheryll Glotfelty's phrase, asks readers to move "from apathy to action." Works of Anglo-American literature that make significant contributions to "the environmental tradition" will be the primary topic of study. Students will study "environmental texts," investigate the ecological concepts and ethical stances in them, and employ these concepts and stances in their service learning experience. If such texts encourage readers to go from apathy to action, community service should be a direct result of reading them; service learning pedagogy completes the "experiential learning cycle" by turning action into a basis for knowledge.

The natural history tradition is a major part of the study of literature and environment. The "fourth genre" of the nonfiction prose essay has been a primary object of study in ecocriticism, and so many of the literary texts in this course may in fact not be poetry, fiction, or drama. Boundaries of genre are open questions for ecocriticism, and so the line between fictive and factual texts in a course such as this is not always definite. Regardless of genre, the texts assigned in this course may be classified as "environmental texts." According to Lawrence Buell's "rough checklist" in *The Environmental Imagination* (7-8), an environmental text must meet these four criteria: (1) The nonhuman environment is

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represented in a way that suggests human history is implicated in natural history; (2) human interest is not understood to be the only legitimate interest; (3) human accountability to the environment is part of the text's ethical orientation; and (4) some sense of the environment as a process rather than a constant or a given is at least implicit in the text.

Nonetheless, the approach to these texts will be guided by the principles of literary study. The methods employed will be based in the analytical, historical, and theoretical practices of current literary studies, including but not limited to ecocriticism, feminism, post colonialism, and so on.

IV. Expected Outcomes

Upon successful completion of the course, students will be able to:

- A. demonstrate knowledge of how environmental texts emerge from and relate to traditional literature (*measured by response papers, midterm paper or exam*).
- B. show familiarity with the cultural and environmental history that provides the context for the works studied (*measured by response papers, midterm paper or exam*).
- C. explain and show comprehension of the recent critical approaches to environmental literature, especially ecocriticism (*measured by response papers, midterm paper or exam*).
- D. develop persuasive arguments on literary and environmental themes in the course texts (*measured by response papers, midterm paper or exam*).
- E. demonstrate knowledge of concepts that environmental writing incorporates from ecology, natural history, biology, etc. (*measured by response papers, midterm paper or exam*).
- F. analyze the models of activism and the ethical stances represented in environmental texts (*measured by reflection journal, response papers*).
- G. draw connections between the concepts represented in readings and issues in the local community (*measured by reflection journal, response papers*).
- H. demonstrate knowledge acquired from service learning experience (*measured by reflection journal, research project and presentation*).
- I. locate, evaluate, and analyze information on local environmental issues and convert it into knowledge by synthesizing with ideas from literature (*measured by research project and presentation*).
- J. explain and show comprehension of how community/conservation organizations work to change attitudes and solve problems through action, advocacy, education, or policy (*measured by reflection journal, research project and presentation*).

V. Texts: the Department of English does not prescribe texts; the following books are examples of major works in the environmental tradition, including nonfiction prose, novels, stories, and poetry.

Gilbert White, *The Natural History of Selbourne* (1789)

Henry David Thoreau, *Walden* (1854; Norton, 1992, 2nd ed.)

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Charles Darwin, *Journal of the Voyage of H.M.S. Beagle* (1839)
John Muir, *My First Summer in the Sierra* (1911; Sierra Club, 1990)
Mary Austin, *Land of Little Rain* (1903; Dover, 1996)
Aldo Leopold, *A Sand County Almanac* (1949; Oxford, 1987)
Jacquetta Hawkes, *A Land* (1951; Beacon, 1991)
Rachel Carson, *Silent Spring* (1962; Houghton Mifflin, 2002)
Edward Abbey, *Desert Solitaire* (1968; U of Arizona, 1988)
Ernest Callenbach, *Ecotopia* (1975; Bantam 1990)
Annie Dillard, *Pilgrim at Tinker Creek* (Harper and Row, 1974)
Gary Snyder, *Turtle Island* (New Directions, 1974)
Leslie Marmon Silko, *Ceremony* (Penguin, 1977)
Graham Swift, *Waterland* (1983; Picador, 1984)
Gloria Anzaldúa, *Borderlands/La Frontera* (1987; Aunt Lute, 1999, 2nd ed.)

Also, numerous anthologies of nature writing, nature poetry, and natural history writing would be appropriate, a few of which are:

Lorraine Anderson, ed. *Sisters of the Earth*. (Vintage, 1991)
Robert Bly, ed. *News of the Universe* (Sierra Club, 1995)
Robert Finch and John Elder, eds. *Nature Writing: The Tradition in English* (Norton, 2002)

VI. Course Outline. Instructors may organize the course chronologically or thematically. The following example is chronological. Connections of themes and concepts to service learning are indicated for each section, though students' service would be with one group or project throughout the semester; it would not change section to section. Service with a community partner should begin by the third week of the semester, and continue for approximately 10 weeks at an average of 2 hours per week. (Since this is a new course, no sample syllabus is available; see Appendix A for sample assignments, exam questions, and journal topics.) In the event of multiple sections, Department chair or program coordinator will oversee consistency between sections.

1. (weeks 1-3) Introduction—beginnings of the environmental tradition. Early environmental texts such as *Walden*, *Voyage of the Beagle*, or *Land of Little Rain*. Topics related to literature may include wilderness experience, the retreat narrative, the deliberate life, settler vs. indigenous culture, the implications of evolution. Connections to service learning may be personal action, lifestyle, and the beginnings of the conservation movement. By the end of this section all students should have service placements, and reflection journal assignments begin (see Appendix A for samples of journal assignments).

2. (Weeks 4-6) The Land Ethic—expanding ethics to include the environment. Midcentury environmental texts such as *A Sand County Almanac*, *Silent Spring*, or *A Land*.

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Topics related to literature may include progress from preservation / conservation to restoration, the nuclear age, post-1945 military-industrial complex, pesticides, population explosion. Connections to service learning may be participation in ecosystem restoration, water monitoring, education and awareness-raising regarding health and population issues.

3. (Weeks 7-9) The Popularization of Ecology—post-1960s nature writing that looks back to *Walden* as it documents the contemporary scene. Texts such as *Desert Solitaire* or *Pilgrim at Tinker Creek*.

Topics related to literature may include the back-to-nature movement, the spiritualization of nature, the solitude narrative. Connections to service learning may be the use of reflection as a literary technique, the tension between personal experience and political action.

4. (Weeks 10-11) Utopian / dystopian visions—post-1960s writing that imagines new societies based on ecological values. Texts such as *Ecotopia*, *Turtle Island*, Ursula K. LeGuin's *Earthsea Trilogy*, or Octavia Butler's *The Parable of the Sower*.

Topics related to literature may include green consumerism, social change through environmental catastrophe, urban planning, indigenous traditionalism. Connections to service learning may be alternative energy and transportation advocacy, recycling programs, environmental justice issues.

5. (Weeks 11-12) Environmental justice—environmental issues from minority perspectives. Texts such as *Ceremony*, *Borderlands/La Frontera*, or Butler's *The Parable of the Sower*.

Topics related to literature may include immigrant labor, Native American reservations, migration as environmental issue. Connections to service learning may be environmental justice issues such as urban pollution, bi-lingual education programs and ecological awareness.

6. (Weeks 13-14) The greening of literature—writers who use traditional literary genres to raise awareness and encourage activism. Texts such as *Waterland*, Rick Bass's *The Stars, the Sky, and the Wilderness*, or Denise Levertov's *The Life Around Us*.

Topics related to literature might include the conflict between aesthetics and activism, the role of imagination in political life, poetry and fiction as persuasive devices. Connections to service learning may be environmental arts events or education, after school reading programs and environmental literature.

7. (Week 15-finals) Bringing the environment back to the classroom—students present on the service learning experience.

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VII. Methods of Instruction

- Class discussion: students will develop their own interpretations of the course texts in conversations with the instructor and their classmates.
- Small group research activities and class presentations: students will supplement and extend the information covered in lectures by researching topics together and presenting their findings to the class.
- Lecture: students will be introduced to the principles of ecocriticism, the literary history of environmental literature, and the ecological concepts and ideas found in the literature through brief lectures.
- Community service: students will learn about community activism and local environmental issues through the service learning component. In addition, they will use concepts and theories from the other methods of instruction to extract knowledge from the service learning experience. Students will be required to perform approximately 20 hours of service throughout the semester, usually 2 hours per week. Service learning is one of the primary methods of instruction for this course, and so instructors should consider the average of 2 hours of service per week as part of the course's overall workload. (See sec. XII for a selected list of potential community service partners.)

VIII. Methods of Evaluation

- Journals: a reflection journal will be the primary method of formative assessment, and these journals will allow the instructor to evaluate students' knowledge gained from the service learning experience.
- Response papers: throughout the semester short response papers will be used to evaluate reading comprehension and written expression; may be written in class or assigned in advance.
- Midterm analysis paper: a formal paper that analyzes one of the texts read sometime by mid-semester.
- Research project: the main form of summative assessment will be the research project, which may take the form of a term paper, report, website, or video project, and must include a substantial written component detailing the research process, the service learning experience, and the topic's connections to course readings.
- Research presentation: class presentations based on student research and the service learning experience.

An instructor may elect to use a midterm exam rather than a midterm analysis paper; the final summative assessment should be based on students' research and service learning experiences. Students will begin turning in writing assignments by the second week of class (with the service component starting soon thereafter), and will receive on-going evaluation on their response papers and their reflection journals. Including the midterm essay and final research project, the combined total of the writing assignments will be at least 5000 words.

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IX. Extent and Nature of Use of Technology

The use of technology will depend on individual instructors. It may include BeachBoard and should include other web resources specific to environmental literature and organizations. Students may evaluate web resources as well as write reviews of relevant films and television shows (see sec. XI.C. for annotated list of selected web resources). Film and music may be incorporated into classroom discussion, and students may use PowerPoint and other media in their presentations.

X. Justification

A. Justification for the course. The Department of English currently has no literature offerings that incorporate service learning, nor does it have any environmental literature or nature writing courses. Thus, English 444 fits into the Department's curriculum by filling two significant gaps: it will allow students to integrate community service into their liberal arts education and will provide the English Department with a new course that represents a rapidly expanding field of literary studies. At the University level, English 444 will provide a GE capstone option in Service Learning; in the current Catalog (2003-04) there are no Service Learning capstone courses listed.

B. Justification for service learning designation and GE capstone credit. Through the study of environmental texts, English 444 combines literary studies and community service in such a way that students will draw on the skills and attributes (such as ethical reasoning, creativity, and the value of citizenship) developed in the Explorations courses. The new field of ecocriticism proposes that literary study can inform, critique, and inspire activism, and that reading and writing are tools for connecting with nature and society. The kinds of service students will provide (ecosystem restoration, beach clean-up, environmental education, community organizing, etc.) correlates directly to the themes and concepts of the course readings (see sec. XII for a selected list of potential community service partners).

The capstone experience is assessed through the substantial and varied writing assignments. Students will keep a reflection journal throughout the semester (30% of the final grade), write response papers every, or every other, week (20%), write a midterm paper or essay exam (20%), and the final research project will require an essay of at least 1250 words (20%). Students will write a minimum of 5000 words, and their assignments will be evaluated throughout the semester (see section VII for more on the writing component). The writing assignments designed for English 444 will allow students to practice the analytical, critical, and research skills required by the capstone experience.

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XI. Bibliography

A. Selected secondary sources on environmental literature and related issues.

Adamson, Joni, Mei Mei Evans, and Rachel Stein, eds., *The Environmental Justice Reader: Politics, Poetics, and Pedagogy* (2002).

Alaimo, Stacy. *Undomesticated Ground: Recasting Nature as Feminist Space* (2000).

Bate, Jonathan. *Romantic Ecology: Wordsworth and the Environmental Tradition* (Routledge, 1991).

Bennett, Michael, and David Teague, eds. *The Nature of Cities: Ecocriticism and Urban Environments* (1999).

Bryson, J. Scott, ed. *Ecopoetry: A Critical Introduction* (Utah, 2002).

Bullard, Robert D., ed. *Unequal Protection: Environmental Justice and Communities of Color* (Sierra Club, 1994).

Buell, Lawrence. *The Environmental Imagination* (Harvard, 1995).

—. *Writing for an Endangered World* (Harvard, 2001).

Cole, Luke W. and Sheila R. Foster. *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement* (New York University, 2001).

Coupe, Laurence, ed. *The Green Studies Reader* (Routledge, 2000).

Cronon, William, ed. *Uncommon Ground: Toward Reinventing Nature* (1995).

Foreman, Dave, and Howie Wolke. *The Big Outside: A Descriptive Inventory of the Big Wilderness Areas of the United States* (Harmony Books, 1992; revised ed.).

Fox, Stephen. *The American Conservation Movement: John Muir and His Legacy* (Wisconsin, 1985).

Glotfelty, Cheryll, and Harold Fromm, eds. *The Ecocriticism Reader: Landmarks in Literary Ecology* (Georgia, 1996).

Hart, George. "The Discursive Mode: Kenneth Rexroth, the California State Guide, and Nature Poetry in the 1930s." *Western American Literature* 37.1 (2002): 5-25.

—. "Postmodernist Nature/Poetry: The Example of Larry Eigner," in *Reading Under the Sign of Nature: New Essays in Ecocriticism*. In Tallmadge and Harrington. 315-32.

Hart, George, and Scott Slovic, eds. *Exploring Social Issues through Literature: Literature and the Environment* (Greenwood, 2003).

Hochman, Jhan. *Green Cultural Studies: Nature in Film, Novel, and Theory* (1998).

Ingram, David. *Green Screen: Environmentalism and Hollywood Cinema* (2001).

Kroeber, Karl. *Ecological Literary Criticism: Romantic Imagining and the Biology of Mind* (Columbia, 1994).

Nash, Roderick. *Wilderness and the American Mind* (Yale, 1982; 3rd edition).

Orr, David W. *Ecological Literacy: Education and the Transition to a Postmodern World* (SUNY, 1992).

Phillips, Dana. *The Truth of Ecology: Nature, Culture, and Literature in America* (2003).

Platt, Rutherford H., Rowan A. Rowntree, and Pamela C. Muick. *The Ecological City: Preserving and Restoring Urban Biodiversity* (Amherst, 1994).

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Tallmadge, John, and Henry R. Harrington, eds. *Reading Under the Sign of Nature: New Essays in Ecocriticism* (2000).

Worster, Donald. *Nature's Economy: A History of Ecological Ideas* (Cambridge, 1994, 2nd ed.).

B. Selected relevant academic, literary, and professional journals.

Common Ground: An Interdisciplinary Journal of the Environment. Peer-reviewed journal that publishes scholarly articles, essays, poetry, and book reviews on a wide range of environmental topics.

Environmental History. Peer-reviewed, interdisciplinary journal that publishes articles in history, geography, anthropology, the natural sciences, and many other disciplines, as well as book reviews.

ISLE: Interdisciplinary Studies in Literature and Environment. Peer-reviewed journal that publishes scholarly articles on environmental literature and art, original nature writing and poetry, and book reviews.

Journal of Experiential Education. Peer-reviewed journal that publishes a diverse range of articles in subject areas such as outdoor adventure programming, service learning, environmental education, research and theory, and the arts.

Michigan Journal of Community Service Learning. Peer-reviewed professional journal that publishes articles and reviews concerning service learning pedagogy, research, and theory in higher education.

C. Selected relevant web resources

Amazing Environmental Organization Web Directory.

<<http://www.webdirectory.com/>>. Provides links to over 100 environmental organizations that address a variety of issues and concerns.

Association for the Study of Literature and Environment (ASLE).

<<http://www.asle.umn.edu/>>. Provides information about ASLE's conferences and symposia, extensive bibliographies on environmental literature, full text articles on ecocriticism, and links to many other resources.

Ecofem.org. <<http://www.ecofem.org/>>. Contains discussions of ecofeminism, an online journal, and links to other sites.

EnviroArts: Orion Online. <<http://arts.envirolink.org/>>. Contains articles, interviews, and letters on environmental arts, art and activism, and environmental arts education.

The Service Learning Institute, CSU Monterey Bay.

<<http://service.csUMB.edu/index.html>>. Descriptions of service learning resources,

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syllabi and class projects from service learning courses, and links to other service learning sources on the web.

The Urban & Environmental Policy Institute (UEPI).

<<http://departments.oxy.edu/uepi/>>. A community oriented research and advocacy organization based at Occidental College in Los Angeles.

The World as Home. <<http://www.worldashome.org/index.html>>. Provides links to non-profit environmental organizations paired with related books and reading lists.

XII. Selected Examples of Community Service Partners

A. Cabrillo Marine Aquarium. Examples of service: Native Garden/Beach Clean-up—maintaining coastal native plant garden and beach clean-up. Pier Education—educating local anglers about fish and health concerns, pier clean-up, water quality monitoring.

B. Surfrider Foundation. Examples of service: Blue Water Task Force—collecting and testing coastal water samples. Respect the Beach—giving presentations to K-12 students on ocean safety, marine ecology, coastal stewardship. Beachscape—documenting segments of coastline, wave habitats, and surf zones to promote sustainable resource management.

C. Northeast Trees. Examples of service: Urban stream restoration—“daylighting” streams in LA County.

D. Earth Resource Foundation. Examples of service: Youth groups in schools—organizing environmental education programs, assisting in field trips and activities, K-12.

E. Huntington / Bolsa State Beaches. Examples of service: Interpretative programs—creating educational/informational displays, brochures. Adopt-a-Beach—organizing beach clean-ups.

Appendix A:

Sample assignments, exam questions, and journal topics

1. Reflection journals.

Sample prompts for reflection journals which will be formative assessment of service learning component. Assignments correspond roughly to course outline (sec. VI) and possible readings.

First day:

Describe where your service occurs. Is it outside or inside? What are the predominant sights, sounds, smells of the place? What wildlife is there? How do others appear to

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perceive the place? How does the place itself condition the life (human or nonhuman) that occurs in it? Try to use some of the same descriptive techniques that we saw in the texts we've read so far.

Second day:

Describe the service that your community partner is engaged in. What are the goals of the partner? Does the group want to solve a problem? What is it? How will the group go about solving the problem? What is your role in that? Can you define the problem or the goals of the community partner using concepts that we've seen in the reading?

Third day:

What did you do at the service site today? How do your activities today fit into the overall goals of the community partner and the particular project you're working on? Do you feel like you're getting something done? What connection is there between the goal you're working to achieve and the environmental issues represented in the reading we've done recently?

Fourth day:

In what way does Aldo Leopold's "Land Ethic" apply to what you're doing with your community partner? Does the service you're performing give you a concrete experience of what it means to "enlarge the boundaries of the community to include soils, waters, plants, and animals, or collectively: the land"? Does seeing Leopold as a model add more meaning to your experience?

2. Midterm exam or essay.

Sample questions for midterm exam; could be adapted for essay topics. (These questions refer to Silko's *Ceremony*, Robert Bly's anthology of nature poetry, *News of the Universe*, and Rick Bass's *The Stars, the Sky, the Wilderness*.)

A. In a few sentences, explain in your own words what Robert Bly means by "The Old Position" and "Twofold Consciousness." Then, in a well-developed paragraph (at least 500 words) discuss one of the poems by Robert Frost included here ("The Most of It," "Two Look at Two," or "After Apple-Picking"). Does the poem you've selected represent "The Old Position" or the "Twofold Consciousness"? How so?

[NB: Bly's terms refer to enlightenment rationalism and a version of romantic imagination that locates value in nonhuman nature. Students would be expected to use terms from ecocriticism and environmental ethics in defining and describing Bly's ideas.]

B. Nature writer Barry Lopez, discussing the Navajo "beautyway" ceremony, writes:

ENGL 444 Capstone Course Syllabus

An indigenous philosophy—metaphysics, ethics, epistemology, aesthetics, and logic—may also be derived from a people’s continuous attentiveness to both the obvious (scientific) and ineffable (artistic) orders of the local landscape. Each individual, further, undertakes to order his interior landscape according to the exterior landscape. To succeed in this means to achieve a balanced state of mental health. (*Crossing Open Ground* 67)

Using an idea from the quote above, write a well-developed paragraph (about 500 words) about Tayo. Can you say that Silko is portraying such an “indigenous philosophy” in Tayo’s story? Try to focus on one or two scenes in which you see evidence for this philosophy (e.g., attentiveness to obvious or ineffable parts of the landscape, the individual’s attempt to order interior and exterior landscapes, the struggle for balance), or concrete examples of Lopez’s more abstract terms: metaphysics, ethics, epistemology, aesthetics, and logic.

C. How does the narrator relate to “the land” in “The Sky, the Stars, the Wilderness”? In a well-developed paragraph (about 500 words), discuss how she interacts with, gains knowledge of, and learns to love the place where she lives. How do family “relations” create her bond with place? Cite specific examples from the throughout the story, covering various stages in her life, and connect the character’s developmental stages with the ethical concepts we’ve seen in other authors such as Leopold, Snyder, or Anzaldúa.

3. Research project and presentation based on service learning.

Research assignment: draw one main idea from the texts we’ve read (e.g., the Land Ethic, biophilia, biocentrism, environmental racism, stewardship, restoration, relinquishment, ecological wisdom, etc.) and connect it to the issue or problem that your community partner was concerned with. Use analysis and research to explain the concept and how it connects environmental literature to community issues.

Your research may be presented in a variety of formats: a research paper, website, teaching unit, video documentary, and so on. If you choose any format other than the research paper, you will have to write an essay (about 5 pages) explaining why you chose the format you did, how you integrated the research, and what the main point of the project is. All research, regardless of format, must be documented with a standard method of documentation (MLA, APA, etc.).

Students will present individually or in a small group depending on the service they performed. Presentations will cover these topics at the very least:

- Describe the mission and function of the community partner, what environmental issues it is concerned with.

- Describe your service with the community partner. What did you do, what were your responsibilities, how did your service contribute to the goals of the organization?
- Reflect on the service learning experience. What was difficult about it? What was most rewarding? What was most effective about the service? How would you improve it?
- Connect the issues that the community partner is concerned about with the course texts. What ethical stances do you use to engage in the service? What concepts from the readings helped you draw meaning from the service experience? Did you find one author in particular a good model for the service you performed?
- What will your final research project be and how will it relate to the service learning experience? What have you discovered in your research that extends or changes the knowledge you gained from the service experience?

Community Based Research & RTP

Service Learning and Tenure Criteria

Enhance your Teaching Effectiveness by:

- Developing more powerful curricula that provides student's with a "real world" context for theory and discipline-specific knowledge, thereby helping students to retain more relevant information.
- Raising students' awareness about current social issues as they relate to academic areas of interest.
- Engaging students in powerful, interactive classroom discussions that invite new perspectives and personal experiences.
- Developing students' critical thinking, writing, and interpersonal communication skills.
- Helping students learn about the complexities of social injustices and systemic problems.

Advance your Research & Scholarship Efforts by:

- Identifying new areas for research and publication, thus increasing opportunities for professional recognition and reward.
- Structuring service learning activities to address larger questions related to instructional effectiveness and/or appropriate outreach models for specific populations.
- Measuring the effectiveness of service learning and discussing the results in context of a broader subject matter.
- Presenting professional papers at state, regional, and national conferences.
- Publishing your findings in higher education publications or in applied academic journals.
- Making your work visible and emphasizing quality.

Serve the University & Surrounding Community by:

- Participating in the direct service and/or research projects that your students are doing.
- Offering your professional skills and expertise to the non-profit agencies where your students are serving.
- Serving on the board of directors for the non-profit agencies with which you "partner."
- Making service learning presentations.

Community-Based Participatory & Action Research

Compiled by Malcolm Finney, Faculty Fellow, CCE & Associate Professor, Linguistics

Nine Principles of Community-Based Projects

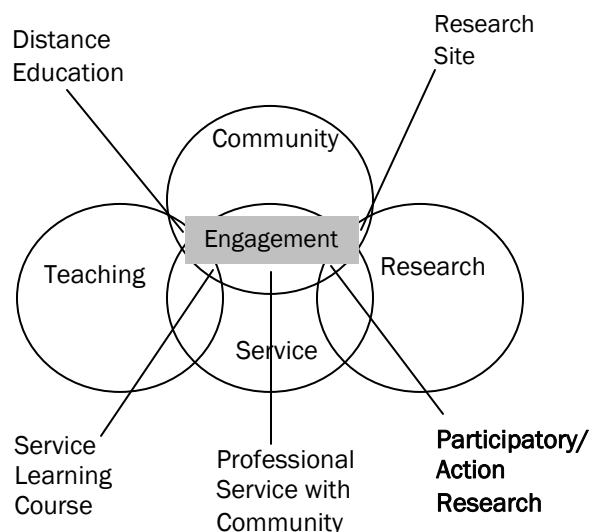
From *Community Based Participatory Research for Health*, M. Minkler, N. Wallerstein, eds., Jossey-Bass, 2003

1. Recognize **community as unit** of identity
2. Utilize community **assets**
3. Create **equitable** partnerships
4. Develop **co-learning and capacity**
5. Balance research and **action**
6. Focus on **local solutions** in general context
7. Encourage systems development through **iteration**
8. **Disseminate in various forms** for differing audiences
9. Realize that community partnerships are **long term!**

Supporting Participatory/Action Research.

Prepared by Gerald Eisman, Service-Learning Faculty Scholar, CSU, Office of the Chancellor

Rationale: The purpose of the *Realizing the Civic Mission of Education in the CSU* grant is to conduct specific activities that will advance a campus's academic culture in order to realize its civic mission. Faculty often envision the triad of their activities—teaching, research, and service—as distinct and sacrosanct and new definitions of what should be recognized as scholarship can be met with skepticism and reluctance for change. Within the CSU there is great impetus for altering ideas around the notion of the engaged scholar and community engagement (Source: 2001 IUPUI Task Force on Civic Engagement):



Community-Based Participatory & Action Research

The Participatory/Action Research dimension to faculty scholarship has been highlighted in the diagram to point to the focus of this proposal. Participatory research differs from pure community studies in that not only are causes and issues contributing to a problem identified and solutions sought, but in addition, the researcher becomes involved with community groups in working to address it. Often, multiple benefits accrue from participatory research. Not only is a community need addressed, but frequently many of these projects result in a relationship that extends to additional community service and service learning projects. Moreover, faculty is recognized for their grant and publication work around the research.

Where are you in the project cycle?

From *Research Methods for Community Change* by Randy Stoecker, SAGE Publications, 2005, p 76.

Diagnosis: We are noticing our clientele seeking different services than they used to. We know that X is a problem but we are not sure why. We want to know what is going on in our community.

Prescription: We want to know the best practices for dealing with situation X. We need to know whether there is anything we can do about situation X with our resources.

Implementation: We want to restore, preserve, or celebrate some aspect of our community/group.

Evaluation: We need to know if we have any impact. We are trying to decide if we should change our mission or strategies.

Mini-Grant for Community Based Scholarship Request for Proposals

Type of Scholarship:

Participatory/Action Research; Creative Work; Other

Description of Project:

1. Abstract of the project. (50 words maximum)
2. Identify community partner and community issue to be addressed. (100 words maximum)
3. Describe the design and implementation of the research proposal (3 pages maximum)
4. What is the timeline for the project? (Schedule and tasks)
5. What are your plans for publication/presentation/grant application? Please list likely venues.
6. Describe use of mini-grant funds
7. Include letter from Department Chair supporting this work.

Community-Based Participatory & Action Research

CSU Conference on Engaged Teaching and Research: Creating New Knowledge to Address Community Needs

Goals: To bring together CSU faculty and advanced students involved in Community Engagement to enhance our research skills, collaborations, and community partnerships in promoting community engagement & social change.

Format: Pre-conference workshops (3-4 hours) will offer opportunities to develop technical skills in areas such as: research methods in service learning and community engagement, quantitative and qualitative analysis of large data sets, grant writing with community partners, and community-based participatory research. Conference sessions will be designed to encourage researchers, new and accomplished, to share both recent results and works in progress.

Group and Departmental Contexts for Faculty Instruction (Engaged Departments)

Academic departments may submit a proposal to become an Engaged Department through the Center for Community Engagement. Department faculty need to develop a shared vision for community engagement that includes how becoming an Engaged Department will enhance students' academic learning and personal development, promote faculty scholarly and creative achievement, and address community and regional issues. The CCE will provide ongoing support to the Engaged Department. Expectations for a department accepted as an Engaged Department include:

1. Working with the CCE to develop strategies to:

- include community-based work in both their teaching and their scholarship
- include community-based experiences as a standard expectation for majors
- examine department RTP documents and hiring protocols for inclusion of expectations of and rewards for community based teaching and scholarship
- continue to develop a level of unit coherence that will allow them to successfully model civic engagement and progressive change on the departmental level

2. Identifying faculty members who will attend a day-long faculty service learning curriculum development seminar conducted by the staff of the CCE. The CCE will provide all necessary assistance to the faculty to accomplish the course revisions.

3. With the assistance of the CCE staff, modifying courses to meet the requirements of the CCE Best Practices Guidelines for community service learning courses. These requirements state that each course must:

- have a syllabus that fully integrates the service learning component into the structure of the course
- have a method of introducing the community service learning requirement and the service ethic
- require at least 20 hours of continuous academically relevant and meaningful service that contributes to the students' learning and provides a need identified by the community
- have a mechanism that relates the experiential learning of community service to specific academic content of the course
- provide structured opportunities for continuous critical reflection on the service experience
- require that all partners meet liability/risk management standards and have a signed agreement to that effect

Group and Departmental Contexts for Faculty Instruction (Engaged Departments)

4. The newly created service learning courses must be offered during the academic year following the workshops and at yearly intervals thereafter. Furthermore, the Department and Dean agree to maintain the new SL courses for a minimum of three years from their first offering.

5. Gather and report information for accountability and evaluation purposes. A specific format for reporting this information will be provided by the CCE and will include questions on:

- courses and semesters they were offered
- the number of students enrolled in those sections, along with a class roster
- the number of service hours completed
- the name(s), address(es), and contact information for each service learning site
- service learning agreements among students, faculty and agencies
- a brief service learning summary including the community impact of the service provided, at the end of the semester

Service Learning Forms & Appendices

Internet Resources

Center for Community Engagement: www.csulb.edu/cce

CSU Service Learning: www.calstate.edu/csl

Campus Compact: www.compact.org

California Campus Compact: www.cacampuscompact.org

American Association of Colleges & Universities: www.aacu-edu.org

California Service Corps: <http://www.csc.ca.gov/index.asp>

Community Campus Partnerships for Health:

<http://depts.washington.edu/ccph/index.html>

HUD Office of University Partnerships: <http://www.oup.org/>

Journal of Higher Education Outreach and Engagement (formerly The Journal of Public Service and Outreach): www.uga.edu/~jps/

Learn, Serve, & Surf: www.edb.utexas.edu/servicelearning/index.html

Michigan Journal of Community Service Learning: www.umich.edu/~ocsl/MJCSL

National Service-Learning Clearinghouse: <http://www.servicelearning.org/index.php>

National Society for Experiential Education: www.nsee.org

Students in Service: <http://www.studentsinservice.org/>

Carnegie Foundation for the Advancement of Teaching: www.carnegiefoundation.org