SERVICE-LEARNING COURSE DESIGNATION PROPOSAL
CENTER FOR PUBLIC SERVICE AND COMMUNITY ENGAGEMENT (CPSCE)
INDIANA STATE UNIVERSITY

Overview:

Service-learning, a specific form of experiential learning that operates through student service experiences in the community, is a key method of engaged pedagogy. Numerous ISU faculty members have designed courses around community service experiences and our students have indicated their desire and intention to participate in community-based activities.

A specific designation for service learning classes has been developed for three reasons:

- The designation provides a clear definition of service-learning and articulates common goals for these experiences.
- The designation provides a mechanism for measuring service-learning course offerings, particularly their frequency and disciplinary distribution, as well as rates of student participation.
- The designation provides a simple method for students to seek out or select a service-learning course experience (an experience for which they have documented interest). Similarly, faculty have an opportunity to advertise their course as a service-learning offering.

Criteria for the Service-Learning Class:

A class will be identified as a service-learning class if it is judged to have met the following criteria:

1. Class content meets or exceeds the minimum service component of 10 hours. Service is defined as activity or work in the community space (off-campus) and in interaction with community members.

2. The class must create opportunities for real engagement. Community benefits must be clearly defined. The nature and reciprocity of interaction with community partners/members must be specified.

3. The class must have a reflection component that allows students to connect their learning and service.

4. As part of the CPSCE’s commitment to assessment a final report will be due 30 days after the end of each service learning course. The form is included in this packet.

Review Protocol:

Courses will only be evaluated for the service learning designation if they have been previously approved at all levels. The SL designation review will be conducted by a committee composed of service-learning faculty and representatives from the CPSCE. The director of the CPSCE will CPSCE 1/09
determine the membership of the review committee. The CPSCE will record the results of the review process.

If you need further assistance please contact Heather Dalton Miklozek at hmiklozek@isugw.indstate.edu or at 237-2334.

SERVICE LEARNING COURSE DESIGNATION FORM (to be completed by instructor and submitted to the CPSCE, Tirey Hall, room 134-A). Please attach a course syllabus.

Name of instructor:  
Department:  
Course title:  
CRN/Subject/Section:  
Term/s course is offered:

1. Does the course meet the minimum service component of 10 hours? Explain.


—**“Pure” Service-Learning** - The core idea in this type of course is community service. Students enroll in these courses because they are interested in volunteerism, student activism, and civic engagement. The academic is to prepare students for active and informed civic participation. An Alternative Spring Break course is an example of “pure” service-learning.

—**Discipline-Based Service-Learning** - Students provide service throughout the semester and reflect on experiences using course content as a basis of analysis. Discipline-based service-learning courses are found in professional programs, liberal arts courses, and basic studies.

—**Problem-Based Service Learning** - Students serve as “consultants” for a community client. This model is based on the presumption that students have an established base of knowledge and expertise. Individuals or teams of students work with a community organization to identify a specific need and then develop a solution for the need in the form of a final product.

—**Capstone Courses** - Service-learning capstone courses typically are discipline based. The goal of the capstone course is to synthesize students’ understanding of their discipline. Capstone courses are useful in helping students transition from theory to practice.

—**Service Internships/Practicum** - This type of course is discipline based and more intensive than other service-learning courses. Students typically work between 10 and 40 hours per week in the community setting. Students are required to link their service experiences with discipline-based theory throughout the internship.
Undergraduate Community-Based Action Research - This type of service-learning is appropriate for students with substantial experience in community service and adequate knowledge of research methodology. Community-based action research requires students to work closely with faculty members and a community partner to design a research project that addresses a specific community need.

3. How will community partners/members be involved in the service-learning activities of this course?

4. What is the benefit of this course to the community? How will you assess the benefit?

5. How will students be required to consider and articulate their connection between learning and service in this class?

Faculty Instructor       Date

Department Chair       Date

Review Committee Chair       Date
SERVICE-LEARNING COURSE FINAL REPORT
CENTER FOR PUBLIC SERVICE AND COMMUNITY ENGAGEMENT (CPSCE)
INDIANA STATE UNIVERSITY

Instructor Name: ________________________________
Department: ____________________
Course Title: ______________________________________________
CRN/Subject/Section: _______________________________________
Term & Year: ____________________________
Enrollment: ____________________________

A. What is the total number of service hours completed through this course (include all enrolled students)? _____

B. How did the community benefit from the service component of the class?

C. Provide a sample of student statements or quotes from the reflection component of your course that demonstrate their connection between service and learning. This information should be blinded (names removed).
   1.
   
   2.
   
   3.
   
   4.
   
   5.

________________________________________________________________________________________
Instructor: ________________________________ Date: ________________

Department Chairperson: ________________________________ Date: ________________

Please return this completed form no later than 30 days after the end of the service learning course to:
Center for Public Service & Community Engagement
Tirey Hall 134A
812-237-2334 phone, 812-237-2525 fax

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