Procedures for Approval of Service-Learning Syllabi

Background Information

Experiential Learning Requirement
Beginning in August 2013 all undergraduate students must complete an Experiential Learning (EL) requirement. Completion of a three (3) credit hour approved service-learning course is one option for completing the EL requirement.

Service-Learning Certificate: Undergraduate students, following the 2011-2012 catalog onward, can use approved service-learning courses towards a service-learning certificate.

The Service-Learning Certificate is intended for students who seek a thorough examination of the connections between service and academic course work. This certificate is open to all undergraduate students in any major.

Certificate Credit Hour Requirements
9 hrs.
Students may choose any of the JU-approved service-learning courses in any discipline to satisfy the credit hour requirements. Service-Learning courses are designated with a "C" and can be viewed through a dropdown box on the class schedule. Students must meet any pre-requisite requirements for these Service-Learning courses.

Other Requirements
- Minimum GPA of 2.5 in JU-approved SL classes
- The official certificate allocated from the registrar’s office is available to students beginning with the 2011-2012 catalog year.

Students who are eligible for the Service-Learning Certificate must apply for it when they file their Application for Graduation with the Registrar one year prior to graduation.

Fifty (50) Hour Core Curriculum Requirement: Undergraduate students, following the 1997-1998 through 2010-2011 catalogs, can earn 25 hours towards their core curriculum community service requirement by successfully completing an approved service-learning course.

What is Service-Learning?

The Jacksonville University Experiential Learning Committee defines service-learning as an educational experience for academic credit in which students engage in organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility (Proposal for the integration of service-learning into the curriculum at Jacksonville University, 2002).
How do faculty and students identify Service-Learning Courses?

What are the required components of a Service-Learning Course?

I. Identification of appropriate service-learning model
II. Connection with academic components
III. A service that meets a community need
IV. Assessment of student learning outcomes
V. Reflection
VI. Organized and supervised

Courses taught with service-learning will be designated in the notes section of the schedule of classes with the indication of “Service-Learning”. These courses can be found on the schedule of classes by using the program code dropdown box.

I. Identification of Appropriate Service-Learning Model in recognition of the variety of meaningful and purposeful versions of service-learning, we also welcome various models for service-learning course projects. The faculty member will select a model that fits with the course objectives and service-learning project

Placement Model

Description of Placement Model: Students choose from one or more placements that have been chosen from their courses. Throughout a traditional sixteen week term, it is suggested that a student serves at the site consistently for twelve weeks (e.g. from week three through fifteen). The service students provide is the conduit to their learning; they gain access to the populations or issues related to their courses and, in return, provide needed assistance to the organizations and/or their clientele.

Examples of Placement Model Courses:

- At Jacksonville University, Professor Wilson’s students EDU 446 students course serve at Duval County Public Schools during their pre-service field placement
- At Jacksonville University, Dr. Janet Haavisto’s JU 168 freshman Leadership students apply their leadership skills by supporting the Y-Reads Program at the local YMCA. Through this experience, the freshman students are able to apply and further understand the academic course objectives: responsible citizenship, goal-setting, and finding one’s purpose in life.
- At Marquette University, students in Marquette's Culture and Health class, a requirement of the College of Nursing, may work with Project Q, a program at the LGBT Community Center, as educators and mentors for LGBTQ youth. Marquette students are able to see disparities in the health care system firsthand in the Milwaukee community amongst a diverse clientele and talk about issues that affect young women, young men, people of color, and transgender/gender non-conforming people. LGBTQ youth are able to discuss these issues openly with Marquette students and feel more accepted and comfortable, both inside and outside Project Q's "safe space."
Examples of student learning outcome terms for placement model courses:

Service-learning outcomes (SLOs) are statements that specify what students will know, be able to do or be able to demonstrate when they complete the course. The SLOs must be measurable. While there are many acceptable student learning outcomes, these are examples of SLO terms for this type of service-learning course:

*Students will: mentor, assist, OR connect*

**Presentation Model**

*Description of Presentation Model:* Students in certain courses take material that they are learning in class and create presentations for audiences in the community. The Service Learners work in small groups at a single site that has been selected by the faculty member. When appropriate, the faculty member may offer multiple sites that the students may choose from. Sometimes professors require students to do their presentations more than once; others have them present in class before going to the community.

**Examples of Presentation Model Courses:**

- At Jacksonville University, Professors Kavanaugh and Mickens’ students serve with a non-profit organization refugee assistance organization. Using their nursing assessment knowledge they facilitate basic discussions with refugees and implement a health promotion teaching plan.
- At Marquette University, Dr. Joe Collins’s Physics 1001 students work with Windlake Elementary giving presentations geared toward elementary students during their science classes. The Marquette students prepare interactive presentations about Newton’s Laws, electricity and magnetism, forces and motion, energy, and space. The Windlake Elementary students are able to learn about these concepts in a fun and interesting way. Marquette students are able to reinforce their own understanding of important physics concepts by teaching these concepts to others.
- At Inver Hills Community College, a Research and Writing class instructor decides upon housing and homelessness as the theme for her class. Students discuss the issues with which people are faced in Minnesota, then research information surrounding causes/problems and possible solutions. After this research, students compose letters to state representatives to articulate their concerns and invite the community to a forum at which they present their findings. This reinforces both the research *and* writing components of the course, as students must use the research they’ve gained to construct a sound argument that appeals to two different audiences.

**Examples of student learning outcome terms for presentation model courses:**

Service-learning outcomes (SLOs) are statements that specify what students will know, be able to do or be able to demonstrate when they complete the course. The SLOs must be measurable. While there are many acceptable student learning outcomes, these are examples of SLO terms for this type of service-learning course: *Students will: report, explain, OR facilitate*

**Presentation-Plus Model**

*Description of Presentation Plus Model:* This model is similar to the Presentation Model, except the students all work with the same organization and put on a fair, or a mini-conference, that includes several learning stations or short workshops. Service Learners work in groups to coordinate all aspects of the event; they gain leadership skills as well as a greater knowledge of course content working with the Presentation-Plus Model.

**Examples of Presentation Plus Model Courses:**
• At Marquette University, Astrida Kaugars’ Health Psychology class plans and leads a half-day program for third to eighth-grade students at Our Next Generation. Topics include nutrition, exercise, smoking, body image, etc.

Examples of student learning outcome terms for presentation-plus model courses:

Service-learning outcomes (SLOs) are statements that specify what students will know, be able to do or be able to demonstrate when they complete the course. The SLOs must be measurable. While there are many acceptable student learning outcomes, these are examples of SLO terms for this type of service-learning course:

Students will: plan, explain, OR collaborate

Product Model

Description of Product Model: In some courses, Service Learners - working alone or in groups - produce a tangible product for their agencies.

Examples of Product Model Courses:

• At Jacksonville University, Dr. Annmarie Kent-Willette’s Communication 317 students create Public Service Announcements for local non-profit to use as marketing tools.
• At Jacksonville University, Dr. Nisse Goldberg’s students in plant taxonomy produce a plant collection and electronic field guide of the plants at the Jacksonville Arboretum.
• At Marquette University, Professor Maya Held’s Advanced Television Productions class makes short, informational videos for Community Partners. The Community Partners obtain a well-produced video at little to no cost, and Marquette students are able to apply video filming and editing techniques learned in the classroom to real life.
• At Inver Hills Community College, a Field Experience in Archaeology class works with Dakota County Historical Society to document the site of a possible ghost town (Louiston) just north of Northfield, MN. Through this experience, students gain real-world experience in surveying, drawing maps, and documenting artifacts at an actual archeological site. The Dakota County Historical Society benefits from their work, as all of the data they collect can be archived at the museum and added to the collection to be shared with the public.

Examples of student learning outcome terms for product model courses:

Service-learning outcomes (SLOs) are statements that specify what students will know, be able to do or be able to demonstrate when they complete the course. The SLOs must be measurable. While there are many acceptable student learning outcomes, these are examples of SLO terms for this type of service-learning course:

Students will: assess, construct, design, OR develop

Project Model

Description of Project Model: Working in groups, Service Learners collaborate with community members to devise and implement a project.

Examples of Project Model Courses:

• At Jacksonville University, Professor Acker’s Computer Science students evaluate the technical needs of local agencies and create useable databases or other websites ready for implementation.
• At Marquette University, students from Sarah Feldner’s Organizational Communication class conducted a communication audit for a non-profit organization in Milwaukee. The organization was new to the community
and sought to determine the community's perception of the agency. They also sought to determine if the communication styles of employees was effectively marketing the agency. The Marquette students were able to apply skills learned in the Organizational Communication course and produce a tangible result for the agency.

- At Inver Hills Community College, a Small Group Communication class works with Memorial Blood Centers for their group project. They decide that they could best help the agency by organizing a Blood Drive on campus. Group members plan, promote, and hold the blood drive in conjunction with Memorial Blood Centers, all while using – in a real-world setting – the effective small-group communication strategies they’ve been learning in their course.

Examples of student learning outcome terms for project model courses:

Service-learning outcomes (SLOs) are statements that specify what students will know, be able to do or be able to demonstrate when they complete the course. The SLOs must be measurable. While there are many acceptable student learning outcomes, these are examples of SLO terms for this type of service-learning course:

* Students will: assess, evaluate, design, OR implement

Service-Learning Optional

Faculty may offer an approved service-learning course that carries a service-learning option. Interesting students may request for the course to carry service-learning credit by using the form: AUTHORIZATION TO REGISTER FOR SERVICE-LEARNING OPTIONAL COURSE (See Appendix). Service-Learning Optional courses may utilize a placement, presentation, product or project model.

II. Academic component

- This section includes your objectives for student learning. These are related to knowledge, skills and behaviors that your students should be able to demonstrate at the end of the course.
- In line with ECHO, the university’s Quality Enhancement Plan, faculty should include other learning outcomes in the areas of critical thinking, teamwork, communication (written and oral) and diversity. Please clearly delineate how the course will address these outcomes.
- Ensure that the service enhances the academic learning and that credit is given for learning, not for the service. This is an important distinction for a number of reasons: 1) One of the purposes for engaging students in service-learning is to enhance the classroom learning via real world experience. (2) The service activities should be tied to academic and civic learning objectives that can be measured (Howard, 2001). and (3) Students are in the process of learning how to work in groups, how to work with others who are different than they are, and how to get things done in a complex world. They should be graded on, for example, how well they understand the dynamics of group work, the role of diversity, and the complexities of organizations and solving problems.

III. Service, related to the course topic, which meets a community need

- The community determines the need
- The link between the course content and the service experience should be apparent
- Syllabus should contain an explanation of the service component and the rationale
- Each student should meet service hours set by professor.

IV. Assessment of learning outcomes

- There are academic learning outcomes and other learning outcomes
- Other learning outcomes are those mentioned in (II) above as well as outcomes related to civic learning (citizenship, diversity, leadership) and personal development (ability to make a difference, ability to understand one’s role in society)
- How will you measure these outcomes? Exams, reflective writings, oral presentations, photography, poetry?
Faculty and student participation in Service-Learning Department assessment of courses; including surveys, focus groups or interviews.

Faculty and student participation in university-wide ECHO assessment of courses; including surveys, focus groups or interviews.

V. Reflection

- Reflection is the key element that links the service and the learning together
- Reflection is based on Kolb’s Model of Experiential Learning (1994). Kolb presented four stages in the cyclical nature of experiential learning: concrete experiences, reflective observation, abstract conceptualization, and active experimentation. Through reflective exercises, students are able to think through their experiences and develop concepts which are then used to guide and inform additional experiences.
- “Reflection activities engage students in the intentional consideration of their experiences in light of particular learning objectives” (Hatcher & Bringle, 1997).
- Reflection activities take many forms: classroom discussions, formal oral presentations, guided journal writings, photographic journal, poetry, essays, role playing, conference presentations and so on. The Community Service-Learning Center has examples of reflection activities that instructors can use.

VI. Organized and supervised

- Professor should visit sites beforehand and know who will be training and supervising the student.
- Work with the JU Community Service-Learning Center to find service sites.
- Have the student visit the site before choosing the site.
- Students must sign a JU Liability form.
- Invite the site supervisor to evaluate the student on learning objectives.
- The faculty member will coordinate all necessary aspects of course designation, assessment and reporting with the Service-Learning Center.

Proposals for SL courses should first be submitted to:
- Dr. Laura Atkins, Director of Service-Learning. Email: Lchambe1@ju.edu, Phone: 904.256.7235

Submitted SL syllabi proposals will then be reviewed by the Academic Standards Committee followed by the Risk and Liability Committee. Please note, proposed EL offerings that will be added to academic catalog will then need to be reviewed by Curriculum Committee.
Appendix A: Checklist for Service-Learning Syllabus

Checklist Completion: Please complete the checklist below, providing all requested information.

Application Attachments: Please attach a copy of your course syllabus to this Checklist.

Submission & Deadlines: Submit to the Director of Experiential Learning who will distribute to the Experiential Learning Curriculum Committee. The Committee will review your course syllabus using the checklist as a point of reference. Service-Learning Courses must be approved by the fourth week of the preceding traditional sixteen week semester:

- Proposals for Spring Service-Learning Courses must be submitted for review by week four of the preceding Fall semester
- Proposals for Fall Service-Learning Courses must be submitted for review by week four of the preceding Spring semester

Professor ___________________________ Email Address: ______________________@Ju.edu

Name of Course ____________________________

Section ____________________________ Semester ____________________________

DESCRIPTION OF ACTIVITIES

**Suggested Component for Service-Learning Courses:**
When developing a service-learning course project, faculty should consider the recommendation for number of service hours outlined below. Academic courses with the service-learning designation have varying numbers of academic credit hours. In response to this, there is corresponding scale for the minimum number of suggested service hours per course. The required service hours must be met through the activities delineated in the Service-Learning Model section.

<table>
<thead>
<tr>
<th>Academic Course Credits</th>
<th>Suggested Service-Learning Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3-6</td>
</tr>
<tr>
<td>2</td>
<td>6-9</td>
</tr>
<tr>
<td>3</td>
<td>9-12</td>
</tr>
<tr>
<td>4</td>
<td>12+</td>
</tr>
</tbody>
</table>

I. Service-Learning Model
   □ Placement
   □ Presentation
   □ Presentation-Plus
   □ Product
   □ Project
Service-Learning optional using _______________ model listed above. Maximum number of students allowed to choose the Service-Learning option for this course: ____________.

II. Academic component
- Syllabus states that credit is given for learning, not for the service.
- Professor has stated how the service-learning is included in the grade.

III. Service, related to the course topic, which meets a community need
- The community partner(s) has determined the need for the service
- The link between the course content and the service experience should be apparent
- The syllabus contains an explanation of the service component and the rationale
- Each student should meet the service hours set by the professor

IV. Assessment of learning outcomes
- The syllabus contains student learning outcomes related to knowledge, skills, and behaviors developed through service-learning (Examples of student learning outcome terms are provided within the service-learning model descriptions).
- The syllabus includes service-Learning outcomes such as civic learning (citizenship, diversity, leadership)
- The syllabus contains service-Learning outcomes related to personal development (ability to make a difference, ability to understand one’s role in society)
- The syllabus includes experiential learning outcomes: critical thinking, teamwork, communication (written and oral) and diversity
- Instructor has stated that outcomes will be measured by: ________________________________

- The faculty member has indicated that the instructor and students will participate in university-wide experiential learning assessment of courses; including surveys, focus groups or interviews.

V. Reflection
- Reflection activities will include

VI. Organized and supervised
- Professor has identified the community partners
- Professor knows who will train and supervise the students.
- Professor will have students sign a JU Liability form before beginning off campus service
- The faculty member will coordinate all necessary aspects of course designation, assessment and reporting with the Service-Learning Center

SUGGESTED:

<table>
<thead>
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<tr>
<td>4</td>
<td>12+</td>
</tr>
</tbody>
</table>
I. **Appropriate Correlation of Academic Credits and Required Service-Learning Hours Guidelines**

- Considering the service hour suggestions above, indicate the total number of service-learning hours each student is expected to complete: __________
- Briefly outline the breakdown of hours based upon activity (e.g. two hours at site visit, eight hours mentoring children, etc).
Appendix B: Addendum for inclusion with Service-Learning Syllabi
This form is to be included with service-learning syllabi to further explain the university’s experiential learning expectations.

Experiential Learning Student Learning Outcomes & Assessment Statement
Provided to students enrolled in Experiential Learning courses

This course is a part of the Experiential Learning graduation requirement. As such, this course supports specific student learning outcomes to better prepare students for post-graduate success.

Experiential Learning Student Learning Outcomes: This course supports various course-specific learning outcomes in addition to the following Experiential Learning outcomes:

- Critical Thinking: Students will utilize critical thinking skills to analyze learning from their educational experience.
- Diversity: Students will demonstrate knowledge and skills to work in diverse populations through their Experiential Learning.
- Communication: Students will use oral and written communication skills, appropriate to the audience, to articulate learning through experience.
- Teamwork: Students will demonstrate an understanding of how to work effectively in teams through Experiential Learning.

Experiential Learning Assessment: Students may be asked to complete assessments of their experiences to ensure that students are attaining the stated learning outcomes.

- Survey of experience: Electronic survey distributed by the Office of Experiential Learning at the end of semester.
- Samples of student work: Provided by instructor to Office of Experiential Learning. This work will be anonymously assessed.

Indicators for Experiential Learning Student Learning Outcomes: The following activities and skills indicate that your coursework supports the Experiential Learning Outcomes. These are examples, and there may be other activities or skills that your instructor chooses to integrate.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Skills &amp; Activities that are EL Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Students will: Explain, analyze, apply, identify, illustrate, utilize evidence, develop an informed evaluation, draw a logical conclusion.</td>
</tr>
<tr>
<td>Communication - Oral</td>
<td>Students will: Deliver a presentation, speech, or oral report. Participate in a discussion.</td>
</tr>
<tr>
<td>Communication - Written</td>
<td>Students will: Express ideas through a journal or reflection. Demonstrate understanding through a research paper.</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Students will: Collaborate, partner, share ideas, participate in a group effort, work together.</td>
</tr>
<tr>
<td></td>
<td>Groups may involve: students collaboration with representatives from service organizations or companies, student work with faculty or other students.</td>
</tr>
<tr>
<td>Diversity</td>
<td>Students will: Demonstrate cultural self-awareness or empathy. Working with others that are dissimilar in regards to demographic categories (e.g. ethnicity, social class, educational background, age group, and sexual orientation).</td>
</tr>
</tbody>
</table>

Revised 7/2015
Appendix C: AUTHORIZATION TO REGISTER FOR SERVICE-LEARNING OPTIONAL COURSE

This form is to be used to add service-learning credit to a course that has already been approved as service-learning optional by the Jacksonville University Service-Learning Committee.

Guidelines for successful form submission:

- All parts of the form must be complete; including signatures from the Student, Supervising Faculty Member and Director of Service-Learning.
- This form must be accompanied by the syllabus for the regular course and a proposal for the service-learning component (including how it will be assessed) signed by the student and the professor.
- This form must be submitted to the Registrar’s office no later than xxx.

Student Name (Last Name, First Name)  Student No.

I am requesting authorization to register for the following service-learning course:

Service-Learning Course (as indicated in the class schedule by the notation of service-learning optional in the notes section of the schedule of classes)

Dept. and No.  Computer No.  Course Title (as listed)  Credit Hrs.

Term  Year

I agree to accept this student as a service-learning student in the class indicated above.

Supervising Professor Signature: ___________________________  Date: ____________

Student Signature: ___________________________  Date: ____________

Director of Experiential Learning: ___________________________  Date: ____________

JU Office of Experiential Learning: Gooding Building, Room 109, Phone: 256-7881