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*Out of the **Classroom** and into the **Community***



August 2011

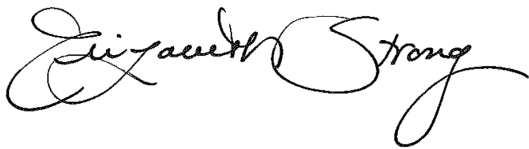
Dear CASL Oversight Committee Member,

Thank you for your service to the University as an active member of the CASL Oversight Committee. We appreciate the role you have accepted to oversee the integration of service-learning into the curriculum at Missouri State. This form of teaching enhances our student's education and supports the University's public affairs mission. Service-learning, as a pedagogy of reflective inquiry linking student involvement in community service with intellectual and moral development, is important in focusing attention on values and services, while emphasizing citizenship.

This handbook provides you with information about service-learning at Missouri State University to assist you as you fulfill your responsibilities as a member of the CASL Oversight Committee. Another useful resource is our web site, <http://www.missouristate.edu/casl>, on which the CASL staff posts updates to this handbook, current course lists, community partner information and links to other universities and national organizations committed to service-learning.

The Public Affairs mission of this University affects how we teach and conduct the work of developing educated persons. Your role in support of service-learning pedagogy entails one important step in this development, and the Office of Citizenship and Service-Learning appreciates your partnership as we build connections to the community.

Sincerely,

A handwritten signature in black ink that reads "Elizabeth Strong". The signature is written in a cursive, flowing style with a large, decorative flourish at the end of the word "Strong".

Elizabeth Strong
Director
Citizenship and Service-Learning



Definition of Service-Learning

Service-learning is a type of experiential education that combines and pursues both academic achievement and community service in a seamless weave, requiring the use of effective reflection exercises. The goal of service-learning, through linking academics to the community, is to develop the skills, sensitivities, and commitments necessary for effective citizenship in a democracy.

Discussion of key elements of this definition:

- **Service-learning is a type of experiential education** that when done properly enhances student learning and teacher effectiveness. It should be evaluated alongside other teaching techniques such as lecture, discussion, reading assignments, exercises, use of PowerPoint presentations, use of various media, and the like. As with any pedagogical method, it fits some instructors' teaching styles better than others and some courses better than others, and should be used where appropriate.
- **Service-learning integrates academic achievement with community service.** Both academic study and community service must be maintained in equal importance for service-learning efforts to be successful. The interests of the community must be served; students are not sent to placements merely for academic enhancement. The academic objectives of the course must also be enriched by the community service, otherwise the service-learning effort becomes irrelevant to the educational purposes of the course and may seem a disjointed, unrelated act of volunteerism, distracting to the course's educational purposes.
- **Service-learning requires effective reflection.** This point relates closely to the integration of academic achievement and community service. Studies have shown that for the community service to be effectively woven into the course and made educationally relevant for students, reflection exercises must play an important role in any service-learning project. Studies have shown that the community service, without reflection, often seems to students to be added work, lacking any relevance to the course and, thus, lacking value. Service done in such a context runs the risk of actually creating a backlash and solidifying prejudices and poor citizenship attitudes and practices.
- **Service-learning has citizenship as its goal.** There are many types of experiential education, each with its own learning objective in view. Service-learning is a type of experiential education that has citizenship as its goal. It seeks to contextualize academic subject matter within the greater society, highlighting for the students the role that the academic disciplines play in building a healthy community. Students should come away with a sense of connection with the democracy and with a greater commitment to serve the community through their careers and throughout their lives. Service-learning, then, recaptures in a focused way the civic purpose that Thomas Jefferson had envisioned for higher education.

The Citizenship and Service-Learning Program



The Office of Citizenship and Service Learning (CASL) is one vehicle by which Missouri State carries forward its mission in public affairs and fulfills its designation as a Metropolitan University. Certainly, in supporting faculty, students, and community partners in service-learning, the CASL office seeks to enhance experiential learning that results in engaged citizenship and improved academic learning that benefits our democracy. Yet even beyond this, CASL helps the University share its resources, i.e., its faculty, staff, and students, with the community, impacting the community for the betterment of all. Service-learning is not just an investment; it is a present benefit.

This benefit, however, doesn't happen by itself, and the CASL staff is committed to our community partners, our faculty, and our students.

- For our community partners, our staff acts as liaisons to the community, by maintaining an enduring, reciprocal relationship over time.
- For the MSU faculty, we are dedicated to supporting their careers of scholarship, which includes both teaching and research.
- For our students, we facilitate an interesting and productive experience in the community, one that certainly helps improve their understanding of the academic subject, but also transforms them, challenging them to achieve new levels of engagement and citizenship.

Much of the CASL activity supports two types of service-learning experiences:

Service-Learning Component Course

The Service-Learning Component Course (SL) program enables students to earn additional credit in selected courses in exchange for completing 40 hours of service relevant to course content that also benefits an external government or non-profit agency. Each department that offers Service-Learning provides a 300 or 500 level, one-credit Service-Learning component course. Students who choose the Service-Learning option simultaneously register for the SL designated course and the SL component course. The Service-Learning credit is awarded for demonstration of learning that results from the service. A reflection component is key to the critical thinking that students engage in during their experience.

Integrated Service-Learning Course

A stand-alone Integrated Service-Learning (ISL) course has all of the aspects of experiential education, reflection and assessment integrated into its substance. The students' community service experience is an integral part of the course. ISL is conceptualized as a pedagogical model that connects meaningful community service experiences with academic course learning for all students enrolled in the course. When Service-Learning is integrated into an academic course, the credit is assigned for both the customary academic learning, as well as a minimum of 15 hours of work with a government or not-for-profit organization. The student's grade is for the quality of learning as identified through reflection mechanisms determined by the course instructor.

Service-Learning, as a pedagogy of reflective inquiry linking student involvement in community service with intellectual and moral development, is important in focusing attention on values and services, while emphasizing community and citizenship. The CASL Program establishes the community as a learning laboratory for students, while also providing a voice whereby the community can participate in the classroom. The Community Partners, agencies and organizations that have agreed to serve as placement sites for the students, become involved in the educational process. Therefore, as community needs are identified, so are classroom resources within the university that may be used to address those needs. Missouri State University truly becomes an engaged campus that meets its public affairs mission mandate.*

*The Missouri legislature and the governor approved the public affairs mission for Missouri State in 1995.

Executive Summary of Faculty Senate Actions

The CASL Oversight Committee

[Last Revised: July 28, 2008]

Scope of Work of the Oversight Committee:

The necessity of the Citizenship and Service-Learning (CASL) Oversight Committee was identified by Senate Action 10-95/96 on April 18, 1996, and firmly established by Senate Action 1-97/98. The purpose of the Oversight Committee, as summarized in SA 10-96/97, is “to monitor and evaluate the CASL Program.” A full statement of purpose stated in SA 1-97/98, the Senate Action that creates the Oversight Committee, focuses its purpose on academic and curricular matters. The CASL Program is comprised of the courses taught by Missouri State University faculty, which have within them service-learning as a significant pedagogical approach. The CASL Program exists in order to communicate academic material and enhance the academic quality of course material, to relate the course objectives to citizenship issues, and to improve student learning. As iterated by SA 1-97/96, then, the Oversight Committee is entrusted with ensuring the academic integrity of service-learning on the MSU campus.

The work of the Oversight Committee is to examine proposed syllabi of Missouri State University faculty who choose to include service-learning in their teaching and to certify only those proposals that warrant academic credit (see SA 10-95/96, p. 1). The Faculty Senate Actions further identified certain characteristics of an academically rigorous service-learning element. These qualities are (see SA 10-95/96, p. 1):

1. The associated service activity is unpaid.
2. The associated service activity requires sustained effort over the course of a semester.
3. The associated service activity benefits an external government or service organization.
4. Students receive appropriate training prior to participation.
5. The associated service activity is directly related to course content.
6. Graded course assignments assess the quality of academic learning associated with the service activity.

The qualities are reflected in the criteria listed in the check list that the Oversight Committee uses to guide the approval process.

The Faculty Senate Actions limit the work of the Oversight Committee to curricular matters and other related academic issues. In order to protect the time and investment of the faculty serving on the Committee, the Committee members are not to be burdened with the task of marketing service-learning to the faculty or administration, setting policy for the CASL office, working with students and community partners, or the like (see the responsibilities of the Director and Associate Director, SA 10-95/96, pp. 2-3). The central question for the Oversight Committee to decide is whether the service-learning projects proposed in the syllabi brought before it maintain academic credibility and are worthy of academic credit at the college level. To be sure, this will involve the Oversight Committee members in discussions and consideration of a variety of matters dealing with definitions of service and how it should be integrated with academic study, and other philosophical, value-laden considerations. The task of the Committee is, then, neither simple nor mechanical; it involves judgment. The Faculty Senate Actions, however, protect the members of the Oversight Committee from having to manage the CASL office.

The Specific Tasks of the Oversight Committee, set forth in Senate Actions:

1. **Evaluate Course Syllabi:** Senate Action 1-97/98 states that, as a part of the purpose of the CASL Oversight Committee, it “Shall monitor the service learning (sic) courses and program to ensure compliance with established service learning (sic) criteria.” Hence, a checklist has been created by the Committee over the years in order to guide it in approval, denial, or consideration of proposed syllabi.
2. **Advise Faculty and Departments on Syllabi and Service-Learning Proposals:** Senate Action 1-97/98 also directs the Committee to advise departments regarding a proposal’s compliance with the elements of a service-learning element. Thus, the Oversight Committee can vote to reconsider syllabi after consultation with the faculty. The checklist, then, also has the value of alerting faculty to the academic rigor of service-learning projects.
3. **Two Year Review of ISL Syllabi:** An ISL course or syllabus, once approved, must be reviewed by the CASL Oversight Committee, according to Senate Action 1-97/98. No specific time period was specified for component syllabi in the SA 1-97/98.
4. **Advisory Committee:** The Oversight Committee is an important resource for the CASL staff in regard to faculty culture and practice. Senate Action 1-97/98, thus, specifies the Oversight Committee to serve as a faculty advisory committee.
5. **Annual Report to the Faculty Senate:** Once a year, the Oversight Committee reports to the Faculty Senate (see SA 1-97/98).

Two Types of Service-Learning Courses at Missouri State University:

Service-Learning enhances the academic experience of students and can bolster the effectiveness of faculty teaching. There are 2 options that a faculty member has in implementing service-learning into their teaching.

1. **Service-Learning Component Course:** In this choice, a one-hour credit course is added by students who wish to do so in conjunction with a regular three (or more) hour credit course, referred to as the Service-Learning Designate Course. The Service-Learning Component Course has its own number with the departmental prefix, has passed approval of the Oversight

Committee, and is subject to Oversight Committee review. A minimum of forty hours are required with the Component Course, and the Component Course must be taken alongside, i.e., during the same semester, as the Designate Course. Since the Designate Course provides the platform for the integration of the academic content, the Component Course cannot be taken alone without the Designate Course.

2. **Integrated Service-Learning (ISL):** With ISL courses, a service-learning element sits within the structure of a regular three (or more) hour credit course. It must require a minimum of 15 hours of service and make up at least 15 percent of the total grade for the course. It is typically required of all of the students in the course.

One other consideration:

- Students in both service-learning component and ISL courses will receive an “SL” designation on their transcripts for service-learning courses successfully completed. This is considered to be a value added and desirable among some prospective employers.

Faculty Senate Actions Relating to CASL:

There have been four Faculty Senate Actions that have shaped the Office of Citizenship and Service-Learning. Summarized, they are:

1. **SA 10-95/96:** This Action established the Office of Citizenship and Service-Learning. In this Action, only the Service-Learning Component Course associated with a Service-Learning Designate Course was envisioned. The positions of Director and Associate Director were also established at this time by this Senate Action.
2. **SA 1-97/98:** The CASL Oversight Committee was established, following up on the directive stipulated in SA 10-95/96.
3. **SA 5-01/02:** This Action created the ISL type of service-learning course. In addition, the “SL” designation on student transcripts was established.
4. **SA 5-09/10:** This is an effective pedagogical tool to facilitate student learning on both the K-12 and higher education levels across the nation. Many students come to Missouri State with extensive commitment to civic experience. It is important to continue fostering social responsibility and a life-long commitment to civic engagement in students. Therefore, service-learning components may be added to any level of service-learning designate courses, including 100 level introductory courses. Departments may limit the number of service-learning component hours a student may receive credit for within their major or minor.

Rationale:

- CASL is no longer experimental
- Faculty request to add a service-learning component course at the 100 level
- Consistent with wording for Integrated Service-Learning (ISL) courses (see Senate Action 5-01/02)
- Positive research outcomes of service-learning include higher levels of retention, higher reported GPA, increased self-efficacy, increased leadership and increased civic engagement.



Criteria for Approving Service-Learning 1-Hour Component Courses

After a department's Service-Learning Curricular Component Course has been created and has passed through all the required "New Course Approval" procedures, a faculty member is then free to attach the one-hour component to a 100-level or above content-based course and designate it as a Service-Learning course. The approval process for Service-Learning designation is initiated by the faculty member at the departmental level and includes the Department Head, Dean, Faculty Oversight Committee, and CASL Associate Director. Each signature indicates approval of the course syllabus as being appropriate for service-learning designation.

The following criteria are to be used by the Department Head, Dean, CASL Associate Director and Faculty Oversight Committee in evaluating the syllabus and approving the attachment of the Service-Learning Component Course. All courses must meet the criteria listed in the Faculty Senate Action that identifies the requirements of the Citizenship & Service-Learning Program.

1. Community Partner (CP) Requirements

- a. The organization must be an external government or service organization.
- b. The service must relate to the course content.

2. Student Service Requirements

- a. The service must represent sustained work over the time span of the course. The activity should not be a "one-shot" situation where students work intensely for one or two weeks to meet their 40-hour requirement.
- b. The service provided for the not-for-profit organization must be unpaid.
- c. Graded course assignments will assess the activity-related learning.

3. Component Course Syllabus Requirements

- a. The syllabus must include a section describing how the service-learning option is related to the goals of the course.
- b. A list of appropriate service-learning placement sites must be listed.
- c. CASL Student Orientation requirement listed. Identify that the 2-hour training session may be counted toward the 40 required service hours.
- d. List information identifying how the student's learning from the service activity will be evaluated (e.g., tests, reflection papers, reflection journals, portfolio review, class presentation, project).
- e. It may not be readily apparent how the service opportunity relates to the course content; the instructor must make an argument explaining the relevance of the service activity to the course.

Reviewer Checklist for Integrated Service-Learning Courses



To be designated as an **Integrated Service-Learning (ISL)** course in the MSU Course Schedule and for all administrative purposes, the following criteria listed below must be met:

1. The service-learning project is academically rigorous, as determined by Department and Curriculum committees, and appropriate for the students' academic preparation and course content.
2. The course is arranged in partnership with an approved community partner(s). Faculty has identified potential community partner(s) that are appropriate for the course being taught.
3. The experience provides the community partner(s) with useful service (i.e., tutoring, enrichment lessons, health education, research, report writing) as distinct from mere observation. Give examples of the projects that will be undertaken.
4. The service-learning project/activity must require at least 15 hours of unpaid out of class service, including appropriate contact time and opportunities for interaction with the Community Partner.
5. The service-learning project/activity must constitute a minimum of 15 % of the student's grade.
6. Students are evaluated according to their effectiveness in integrating course material and the community service activity, not just for completing the required service.
7. The course assignments include a reflective exercise that requires students to analyze the service-learning experiences and synthesize information gained that enriches their academic studies. Readings, writing assignments, journaling, and project assignments are designed to accommodate and integrate the civic engagement component of the course.
8. Students will be given an instrument to assess the integrated service-learning project and its integration into the course.
9. The partnership does not appear to represent a conflict of interest to the faculty or students participating in the service experience.



Missouri State University

Citizenship and Service-Learning Program

Service-Learning Policy **Regarding Partnership with Faith Based Organizations**



In April 2002, the Citizenship and Service-Learning Oversight Committee and CASL staff developed guidelines for partnerships with faith-based organization. These guidelines were based, in part, upon the philosophy of the Missouri State University's Religious Studies department. The Religious Studies department seeks to develop educated persons rather than promote religion.

The Religious Studies department seeks to 1. teach about religion, 2. teach religions in a way that seeks to understand them in a fair and sensitive manner, 3. teach religions in an academic/objective way; and 4. educate students, requiring them to learn critical/analytical thinking, develop excellent writing skills and oral presentation skills. The Religious Studies department does not: 1. teach religion from a faith perspective; 2. teach religious rituals; 3. teach as rabbis, priests, or ministers; 4. impose professors' individual faith beliefs on students; or 5. expect students to be spiritual or have a religious background.

Faith-based organizations can provide rich learning environments for students in Service-Learning courses. The Citizenship and Service-Learning office may enter partnership agreements with faith-based organizations with the agreement that enrolled students may not as part of service-learning:

- Engage in religious instruction or worship
- Conduct worship services
- Provide instruction as part of a program that includes mandatory religious instruction or worship
- Construct or operate facilities devoted to religious instruction or worship
- Maintain facilities primarily or inherently devoted to religious instruction or worship
- Engage in any form of religious proselytization
- Participate in activities that would be considered politically biased, such as distributing either pro-life or pro-choice material or working for a political candidate

Students may perform community service at faith-based organizations, such as serving food, handing out clothes, and working in child development areas. Outside of service-learning course credit time student time is considered their own. However, free time activities generally should not impinge on or overlap with their service-learning project.

The Citizenship and Service-Learning program was instituted in 1996 to strengthen the University's bonds with the community and to provide students with opportunities to practice citizenship. It is also intended to advance teaching pedagogy and improve student learning in all participating disciplines. Partnerships with faith based organizations will provide additional and appropriate options to faculty members who seek to link classroom theory with real world applications in ways that benefit the community.

CASL Oversight Committee Members



1996-1997

Charlene Berquist, COAL, Chair
John Northrip, CNAS
Timothy Knapp, CHPA
Joan McClennen, CHHS
Lois Shufeldt, COBA
Vera Stanojevic, CNAS
Jon Nance, Faculty Senate Chair, ex officio
Gloria Galanes, CASL Director, ex officio

1997-1998

Charlene Berquist, COAL, Chair
Timothy Knapp, CHPA
Joan McClennen, CHHS
Janice Greene, CNAS
James Scott, COBA
Rebecca Swearingen, COE
Steve Jensen, Faculty Senate Chair, ex officio
Gloria Galanes, CASL Director, ex officio

1998-1999

Timothy Knapp, CHPA, Chair
Charlene Berquist, COAL
Joan McClennen, CHHS
Janice Greene, CNAS
James Scott, COBA
Rebecca Swearingen, COE
David Quick, Faculty Senate Chair, ex officio
Debra McDowell, CASL Acting Director, ex officio

1999-2000

Timothy Knapp, CHPA, Chair
Phyllis Bixler, COAL
Joan McClennen, CHHS
Thomas Plymate, CNAS
James Scott, COBA
Rebecca Swearingen, COE
Genny Cramer, Faculty Senate Chair, ex officio
Debra McDowell, CASL Director, ex officio

2000-2001

James Scott, COBA, Chair
Judith John, COAL
Gary Brock, CHPA
Larry Campbell, CNAS
Joan McClennen, CHHS
Rebecca Swearingen, COE
Thomas Plymate, Faculty Senate Chair-elect, ex officio
Debra McDowell, CASL Director, ex officio

2001-2002

James Scott, COBA, Chair
Gary Brock, CHPA
Rex Cammack, CNAS
Mary Ann Jennings, CHHS
Judith John, COAL
Rebecca Swearingen, COE
Lois Shufeldt, Faculty Senate Chair-elect, ex officio
Debra McDowell, CASL Director, ex officio

2002-2003

James Scott, COBA, Chair
Gary Brock, CHPA
Rex Cammack, CNAS
Mary Ann Jennings, CHHS
James Baumlin, COAL
Roberta Aram, COE
Jim Giglio, Faculty Senate Chair-elect, ex officio
Debra McDowell, CASL Director, ex officio

2003-2004

James Baumlin, COAL, Chair
Gary Brock, CHPA
Sandra Byrd, COBA
Rex Cammack, CNAS
Mary Ann Jennings, CHHS
Rebecca Swearingen, COE
Lois Shufeldt, Faculty Senate Chair-elect, ex officio
John Strong, CASL Director, ex officio

2004-2005

James Baumlin, COAL, Chair
Gary Brock, CHPA
Sandra Byrd, COBA
Larry Campbell, CNAS
Carol Shoptaugh, CHHS
Rebecca Swearingen, COE
Art Spisak, Faculty Senate Chair-elect, ex officio
John Strong, CASL Director, ex officio

2005-2006

James Baumlin, COAL, Chair
Suzanne Walker, CHPA
Sandra Byrd, COBA
Gigi Saunders, CNAS
Carol Shoptaugh, CHHS
Rebecca Swearingen, COE
Mark Richter, Faculty Senate Chair-elect, ex officio
Elizabeth Carmichael Burton,
CASL Associate Director, ex officio

2006-2007

James Baumlin, COAL, Chair
Suzanne Walker, CHPA
Sandra Byrd, COBA
Gigi Saunders, CNAS
Carol Shoptaugh, CHHS
Joanna Cemore, COE
Tom Kane, Faculty Senate Chair-elect, ex officio
Elizabeth Carmichael Burton,
CASL Associate Director, ex officio

2007-2008

James Baumlin, COAL, Chair
Suzanne Walker, CHPA
Sandra Byrd, COBA
Annette Gordon, CNAS
Carol Shoptaugh, CHHS
Joanna Cemore, COE
Pauline Nugent, Faculty Senate Chair-elect, ex officio
Elizabeth Carmichael Burton,
CASL Associate Director, ex officio

2008-2009

Carol Shoptaugh, CHHS, Chair
Holly Baggett, CHPA
Sam Dyer, COAL
Sandra Byrd, COBA
Annette Gordon, CNAS
Joanna Cemore, COE
Margaret Weaver, Faculty Senate Chair-elect, ex officio
Elizabeth Carmichael Burton,
CASL Associate Director, ex officio

2009-2010

Carol Shoptaugh, CHHS, Chair
Holly Baggett, CHPA
Sam Dyer, COAL
Philip Rothschild, COBA
Annette Gordon, CNAS
Joanna Cemore, COE
Rebecca Woodard, Faculty Senate Chair-elect, ex officio
Elizabeth Carmichael Strong, CASL Associate Director,
ex officio

2010-2011

Annette Gordon, CNAS, Chair
Jamaine Abidogun, CHPA
Sam Dyer, COAL
Philip Rothschild, COBA
Joanna Cemore Brigden, COE
Tina Liang Davidson, CHHS
Terrel Gallaway, Faculty Senate Chair-elect, ex officio
Elizabeth Strong, CASL Associate Director, ex officio

2011-2012

Annette Gordon, CNAS, Chair
Diane Leamy, CHPA
Steve Willis, COAL
Philip Rothschild, COBA
Joanna Cemore Brigden, COE
Tina Liang Davidson, CHHS
Chris Herr, Faculty Senate Chair-elect, ex officio
Elizabeth Strong, CASL Director, ex officio