

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 and is approved by the CASL Oversight Committee.

The following criteria is used by CASL 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 1 to 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.

XXX XXX – Service-Learning Designate Course

A Service-Learning (SL) Component course that incorporates a community service experience with classroom instruction has been attached to this course to provide a community based learning experience. Students electing to participate in service-learning will have the opportunity to earn an additional hour of academic credit. Service-Learning addresses the practice of citizenship and promotes an awareness of and participation in public affairs. Through this experience students gain an understanding of how their work is connected to sustainable efforts (social, economic, environmental) to addresses problems/issues in the community they serve. The Service-Learning Component Course requires 40 hours of unpaid service, direct or indirect, to a not-for-profit community organization, government agency or public service provider such as **XXXXXXXXXXXXXXXX, or XXXXXXXXXXXX, or XXXXXXXXXXXX**. The community service activity will relate to the **XXX XXX** course learning objectives as outlined in this syllabus. Reflection assignments are assigned to help students understand discipline concepts and develop higher order critical thinking skills. Students are required to attend an orientation, attend an advisement appointment, and will receive 1 to 2 hours credit towards the total service-learning hours required. Additionally, this component course provides students with real world experience that can be included on resumes, offers the ability to test career choices, to apply theories and concepts learned in class and make connections to the real world, and the opportunity to have a positive impact in our community. Students who are interested in this option will need to enroll in **XXX XXX [Faculty member insert component course number and section here XXX XXX]**.