

Faculty Guide to Service-Learning and Community Engagement

The Importance Service-Learning and Community Engagement

Faculty led service-learning and community engagement aligns with Wright State University's (WSU) mission to *transform the lives of our students and the communities we serve*. For example, WSU's strategic plan titled, Empower 2013-2018, states that academic quality, Goal 1, will be enhanced by partnering with community organizations. Goal 3, faculty and staff research will support regional economic revitalization while achieving national prominence for the University. And Goal 4, WSU will develop curriculum and degree programs that serve community needs.

WSU institutionalized civic engagement which encompasses both service-learning and community engagement. Service-learning courses are designed by faculty and approved by departments, colleges, the Faculty Senate and, of course, the administration and Board of Trustees. Further, WSU recognizes faculty service through its Faculty Award for Excellence in Community Engagement and the faculty collective bargaining agreement.

On the other side of the "house," Student Affairs and Activities organizes and supports student community service. WSU staff, classified and unclassified, created We Serve U which promotes staff, faculty and student community service. During the 2014-2015 academic year, an estimated 13,676 students participated in civic engagement providing 1,495,561 hours of service. 6,613 of the students took service-learning courses and 7,063 students completed some type of community service.

Mission and goals, curriculum, institutional priorities and evidence of service led the Carnegie Foundation to award WSU with its Community Engagement Classification, 2015-2025. WSU has also been recognized every year by the President's Higher Education Community Service Honor Role since 2009.

Benefits Derived from Service-Learning

Definition of Service-Learning

Service-learning and community engagement are complementary but fundamentally different activities. Service-learning is a method of teaching that engages students with a community partner to provide a service that is needed and wanted (local to global). The hyphen between "service" and "learning" indicates that service and learning are connected and interdependent. Service-learning courses at Wright State are designated as either SRV or SRVI. SRVI means intensive. To carry an SRV attribute, a service-learning course must—

- address a genuine community need or issue that was identified by the faculty member in collaboration with a community partner or partners;
- integrate service activities with course learning objectives;
- engage students with one or more community partners;
- prepare students for engagement;
- require students to demonstrate what they learned from their service through reflection and other evaluation tools; and
- provide community partners an opportunity to evaluate their experience and outcomes of the service project.

If a course has a SRVI attribute, the course has met all of the above and—

- engages students in a minimum of 20 hours of service during the term;
- bases 50% of the course grade on evaluation of academic products related to each student's service; and
- engages students, faculty member and community partner in reflection of what was learned from the service and the degree to which course learning objectives were achieved through service.

Faculty are tenured, promoted, evaluated and recognized (President's Excellence Awards) for teaching, scholarship and service. Service-learning enhances teaching. Service-learning is an evidence-based pedagogy that improves student learning and critical thinking and problem solving skills. Students learn from the application of course content to a real problem in a community environment. From the service process, students increase their understanding of diversity and culture and develop a better understanding of citizenship. Service projects demonstrate the need to be adaptable and creative and the need for interpersonal and human relations skills. Service projects also expose career opportunities and forge new professional connections.

Service-learning also is scholarship. A wide range of journals publish articles related to academic service-learning, higher education-community partnerships, social entrepreneurship, humanitarian engineering, and other applications of social and scientific knowledge to solve problems (especially problems of marginalized communities). Please see this website for a list of journals: <http://uca.edu/servicelearning/service-learning-journals/>

Service-learning, of course, is service. Service-learning courses can range from local to global. Locally, service-learning courses develop citizenship through community problem-solving. Globally, service-learning elevates ambassador programs by engaging students with international community residents to address social, engineering and environmental problems. Service projects immerse students in the challenges of life in other countries, and require and develop communication and problem solving skills.

Further, service projects expand the faculty's community beyond their campus and their residence. Relationships can be developed and will multiply over time due to social networks. Faculty will develop contacts with individuals from community organizations and agencies who can in turn contribute to their courses, research, and expose research/grant opportunities.

How Do Faculty Get Started in Engaged Teaching, Service, and Scholarship?

- Think about how service-learning could help your students achieve your course's learning objectives.
- Discuss your idea for a service-learning project with the Center for Service-Learning and Civic Engagement (SL-CE) or a community partner.
- Create an agreement, i.e. a memorandum of understanding, with the community partner regarding responsibilities and timeline. It is critical that the community partner understand WSU's academic calendar, time constraints, and your objectives for student learning.

Definition of Community Engagement

Keeping things simple, community engagement is service off-campus other than service-learning. Community engagement fits into two domains: academic and nonacademic or co-curricular activities. Examples include:

Academic Community Engagement

- Internships
- Practicums
- Field trips/research
- Ambassador Programs
- Project-based courses
- Regional conferences

Co-curricular Programs

- Volunteering
- Off-campus Work-study
- Fundraising for nonprofit organizations
- Citizenship (voter registration)
- Public speaker forums and other Town and Gown events

- Determine how students would demonstrate learning from the service project.
- Determine what kind of preparation would be needed for students to engage with the community.
- Discuss offering a SRV or SRVI course with other faculty that have taught service-learning courses.
- Discuss offering a SRV or SRVI course with the chair of your department. The chair, faculty and SL-CE are your support system and safety net.
- Create your service-learning syllabus using SL-CE's guide (see attachment) and send to SL-CE for review. SL-CE can approve a course designation as SRV or SRVI one time. Submit your syllabus to your department's curriculum committee (please see attachment for the course approval process).

Resources

Wright State provides diverse resources for faculty that are willing to be innovative with their courses. The following is a partial list:

- Your department
- Your college
- SL-CE
- Community of Practice and Engage Scholarship Initiative
- Center for Teaching and Learning

Service-Learning Course Designation
Approved by the Faculty Senate 9/9/13

Wright State University Definition of Service-Learning

Service-Learning at Wright State University is a teaching and learning pedagogy that engages faculty, students, and community members in a partnership to:

- Achieve academic learning objectives
- Meet community needs
- Promote civic responsibility
- Reflect on the learning experience

Service-Learning (SRV) Attribute: To carry an SRV attribute, the course or section must be designed to include service work that:

- Meets course learning objectives;
- Involves a reciprocal relationship between the faculty member/s and one or more community partners to—
 - identify the service objectives,
 - plan the project and
 - establish the student orientation requirements;
- Engages students with one or more community partners;
- Involves students in reflection activities that integrate what students learned from the service experience with the course content;
- Provides faculty members and community partners the opportunity to share feedback about the service project.

Service-Learning Intensive (SRVI) Attribute: To carry an SRVI attribute, the course or section must be designed to meet the objectives of the SRV designation and

- Engages students in a minimum of 20 hours of service,
- Links at least 50% of the course grade to the academic products of the Service-Learning experience and
- Engages all participants (students, faculty members and community partners) in reflection and feedback activities that integrate the learning from the service experience with the course content.

Process for Designating a Course Service-Learning

Service-Learning (SRV) and Service-Learning Intensive (SRVI) attributes may be obtained for courses or sections of courses. Faculty members or departments may consult with the Service-Learning and Civic Engagement Center for assistance in developing service-learning courses and applications for the attributes.

The process for application is as follows:

1. Application for an SRV/SRVI attribute must be made via Course Inventory Request (for new course proposals) or Course Modification Requests (for adding an attribute to an existing course) in the Course Workflow system. The full approval process can take anywhere from a few weeks to several months, so applications should be submitted well in advance of the beginning of registration for the term in which the course will first be offered.
2. Once an application has been submitted into Workflow, it will be reviewed for recommendation/approval by the department curriculum committee, the department chair, the college curriculum committee, the college dean, the Provost's Office, the Director of Service-Learning, and the University Curriculum Committee (UCC).
3. Once the final decision has been rendered, UCC will communicate to the academic department and the Office of the Registrar all courses and sections to receive SRV or SRVI attributes, along with the information needed for the CRN note.
4. The SRV/SRVI attribute will remain in place until a Course Modification Request is completed to remove it.
5. If approval is for a single section of a course or for the sections taught by a specific faculty member, the faculty member and the department scheduler must ensure that the appropriate information is affixed to the appropriate section in the scheduling proofs sent to the Registrar each time the SRV/SRVI course is repeated.

Service-learning results in achieving learning outcomes (better teaching), increased and meaningful service, and scholarship. See the link below for some academic publications dedicated to service-learning.

<http://uca.edu/servicelearning/service-learning-journals/>

Application for SRV or SRVI Course Attribute

Department and College _____

Name of applicant and title _____

Course Title _____ Course Number _____

Initial Term _____ Expected Enrollment _____

For which type of service-learning attribute are you applying?
SRV or SRVI

Will all sections of the course be offered as service-learning?
Yes or No

Will the course be offered as service-learning every time the course is offered?
Yes or No

Please respond to the following:

1. Briefly describe the service-learning project.
2. Which learning objectives and how will learning objective/s be achieved through the service-learning project?
3. What community needs will the service-learning project address?
4. Identify the community partner(s), or likely partner, and describe your plan for involving the community partner in a reciprocal relationship (project planning, supervision, evaluation, etc.).
5. Describe the orientation students will receive to prepare them for engagement with community members, for the service site, and for completing the project.
6. Explain the academic assignments (readings, writings, presentations, etc.) that will help students reflect on the service experience and connect the service experience to course objectives.
7. What percentage of the course grade will be tied to the academic products of the service project?
8. How many hours will students spend engaging with community partners and completing the service-learning project?
9. If you would like students to receive details about your service-learning project when registering for the course, please include 1-2 sentences here.

Example: Students in this course will tutor 2 hours per week for 10 weeks of the term at a Dayton Public PreK-6 school. Scheduling is flexible from 9:00-3:00 M-F or 4:00-5:30 M-Th. You will need to arrange your own transportation.

Faculty Signature _____ Date _____

Chair's Signature _____ Date _____

Please provide the syllabus and assignments/ handouts related to the service-learning project.

Course Addition, Modification, Deletion, and Sunset Policy

Policy Number
4280

Date Created/Revised
08/01/2015

Executive Responsibility
VP-Curriculum & Instruction
Faculty Senate

Functional Responsibility
Registrar

4280.1 Preamble

Academic units have primary responsibility for determining the University's undergraduate course inventory. Upon review, the University Undergraduate Curriculum Committee approves recommendations for proposing new courses and for modifying or deleting existing courses from the inventory. However, proposals for new courses may raise academic concerns or potentially duplicate in one or more respects the course offerings of other academic units. The modification or deletion of existing courses may affect other academic units, including degree requirements. The following process is intended to facilitate appropriate levels of communication between academic units and the university wide review of undergraduate courses. In addition, new course proposals must meet general university guidelines, such as appropriate level of course offering and academic rigor, course prerequisites, and, when applicable, general education requirements and intensive writing curriculum requirements.

4280.2 Policy

A formal proposal for a new course or proposal for modifying/deleting an existing course must be reviewed and approved by the appropriate department and college or school curriculum committee, the college or school faculty if required by that unit, the University Undergraduate Curriculum Committee, and the Faculty Senate. Approved additions or modifications to existing courses will be implemented in the semester for which they are requested unless registration for that semester is either completed or in progress. Otherwise, they will be implemented the following semester.

Proposals for new courses and for the modification/deletion of existing courses carrying both undergraduate credit and graduate credit must be submitted to the Undergraduate Curriculum Committee following the procedures contained herein and to the Graduate Council following the procedures established by that Council.

Course Numbering System

- **0-999** Developmental precollege-level courses.
- **1000-4999** Lower division courses intended for undergraduate credit only. The first digit indicates the general level of the course: 1 for a first-year course, 2 for a second-year course, 3 for a third-year course, 4 for a fourth-year course. Courses in this category

that are acceptable for graduate credit carry alternative numbers in which the first digit only is changed to a 5 or a 6 according to the definitions below.

- **5000-5999** Courses that carry graduate credit only in a major field different from that of the department offering the course. Most such courses will be alternate designations of undergraduate courses normally numbered 3000-3999
- **6000-6999** Courses that carry graduate credit in any major fields that have alternate designations of undergraduate courses normally numbered 4000-4999.
- **7000-7999** Courses intended for graduate students only
- **8000-9999** Courses intended for post-master's or doctoral-level work.

4280.3 To Propose a New Course

1. Submit a workflow request to add a new course
2. Attach a Course Syllabus based on the following guidelines*:
 1. Course Information:
 - Course Title and Abbreviated Title
 - Course Number
 - Course Credits
 - Course Description
 2. Course Materials (specify required and recommended):
 - Textbooks
 - Articles, Readings, etc.
 - Computing and/or Internet Resources
 - Other
 3. Student Learning Outcomes
 4. Course Prerequisites/Co-requisites
 5. Restrictions
 6. Method of Instruction, including*:
 - Mode of Instructional Delivery
 - Location of Instruction
 - Time frame (including but not limited to number, length, and frequency of class meetings)
 - Faculty who will teach the course (including minimum credentials specific institutional affiliation and rank, etc.)
 7. Evaluation Methods:
 - Tests (numerical points or percentage)
 - Quizzes (numerical points or percentage)
 - In-Class Writing (numerical points or percentage)
 - Out-of-Class Writing , Papers, or Research (numerical points or percentage)
 - Individual Projects or Group Projects (numerical points or percentage)
 - Attendance Policy (numerical points or percentage)
 8. Grading Policy:
 - Standard Letter Grade, Pass/Fail, etc.
 9. Assignments and Course Outline:
 - Textbook, Journal Articles, Internet Resources, etc.
 - NOTE: Organized by topic and date or week of meeting times.

10. Other Information:

- Office of Disability Services (guidelines to accommodate students)
- For General Education Program Courses: General Education Goals in general and specifically how the course is part of the program; specific attributes such as multicultural or intensive writing.
- For Intensive Writing Courses: IW Goals and specifically how the course meets the requirement.

* Some courses may differ significantly from traditional offerings or may be more loosely structured and, therefore, not be appropriate to this guideline. In such cases, a course syllabus format suitable to that course should be developed and submitted.

4280.4 To Deactivate or Delete Existing Course

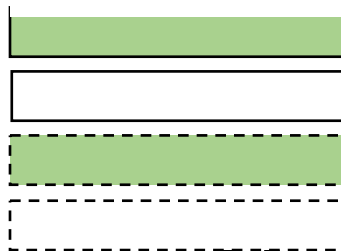
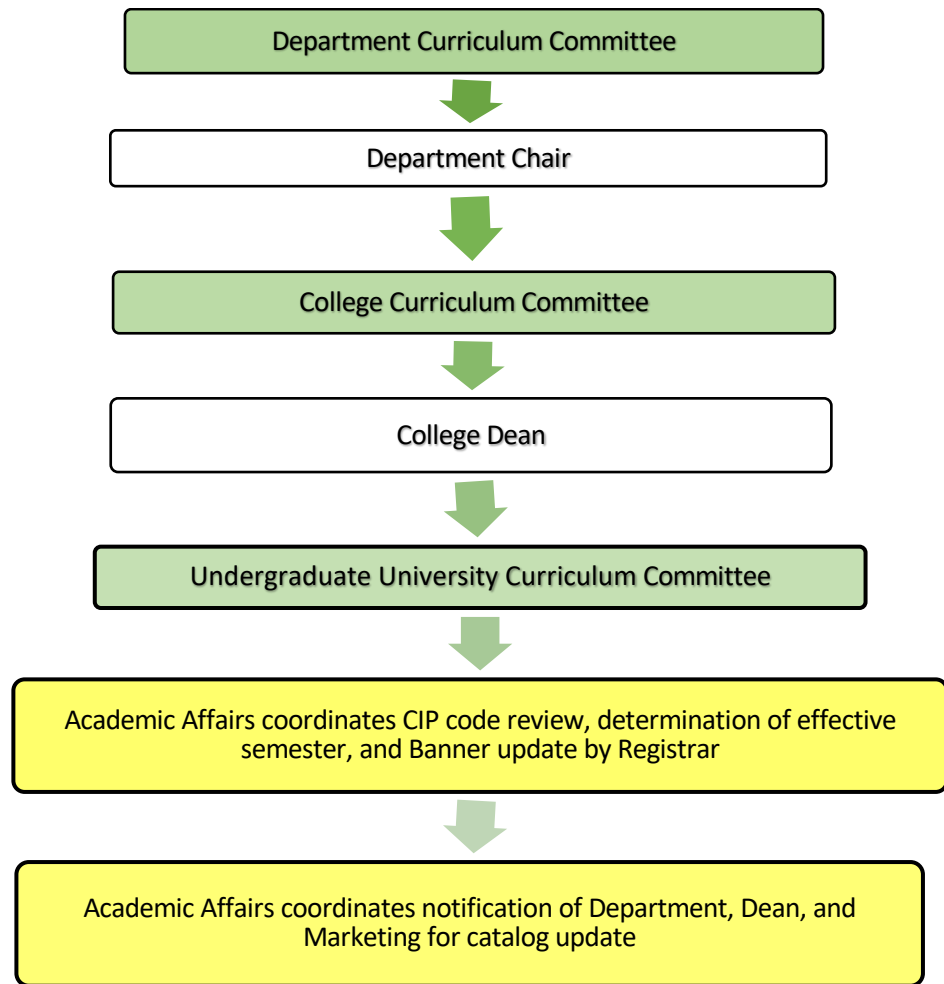
Submit a workflow request to deactivate or delete a course. Proposals should include reasons for deactivation or deletion.

Sunset Policy* Note: An academic unit may wish to deactivate a course so it remains in the University's inventory of courses for possible future offerings but does not appear in the Undergraduate Catalog. Annually, the Registrar will review all courses that have been deactivated or have had no enrollment for the past 6 years. The list of these courses will be sent to academic units for review to confirm accuracy of deactivation/enrollment history. Academic Deans will have until the end of the next semester after they are contacted by the registrar's office to take action to justify why the course should still be listed in the inventory or initiate a workflow process to delete the course so a record of the deletion is documented.

NOTE: This policy replaces Course Addition and Deletion Procedure (Feb 2002), Course Modification Implementation Policy (Feb 2006), and Course Modification Procedure (Feb 2002).

* Courses approved prior to the date of this policy are assumed to have been approved for face-to-face, semester length, on-campus delivery by appropriately credentialed WSU faculty, unless otherwise specified in the course approval workflow. Any prior approved courses that depart from those conditions, must submit a course modification for approval.

Wright State University Curriculum Approval Process for New and Modified Undergraduate Courses



Legend

Review and Approve

Review