B1G Service-Learning
This explorative guidebook was created and compiled by Rachel Poole, Undergraduate Assistant at Michigan State University’s Center for Service-Learning and Civic Engagement (CSLCE), between October 2013 and May 2014. The exploration was motivated by the CSLCE’s desire to learn from the processes of other service-learning related departments of universities within the Big 10 Network.

The goals of the exploration were to:
1. Find the department most closely associated with service-learning at each Big 10 university
2. Determine if the department provides service transcripts
3. Determine if the department gives recognition for service-learning at any level
4. Determine if the university designates service-learning or civic engagement in its course catalog
   And if so:
   Determine how the designation appears in the catalog
   Determine what criteria are required for a course to obtain the designation.

Universities that designate service-learning or civic engagement in their course catalog are represented by additional pages as is relevant. The first addendum is a Guided Tour with links that can be followed to see how the designation appears in the university’s online course catalog. These guided tours were created by Rachel Poole. Subsequent pages explain Designation Criteria – these explanations are derived from documents created and provided by the university.

All information and logos were given voluntarily or were publicly accessible online. Permission to share this information among the Big 10 network was obtained by each university included.

Please note that all information was up-to-date and accurate as of May 2014, but processes continually change. To obtain the most current information on any institution, you are encouraged to utilize the contact list in the pages that follow. General questions about the exploration conducted may be addressed to Rachel Poole at poolerac@vps.msu.edu or 517-353-4400.

**Brief Quantitative Summary of Findings:**

12 of 14 Big 10 Universities did have a department formally affiliated with service-learning or civic engagement.

2 of 14 Big 10 Universities do provide service transcripts.

10 of 14 Big 10 Universities do give recognition to participants at some level.

3 of 14 Big 10 Universities designate service-learning or civic engagement in their course catalog.
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<td>University of Illinois Urbana-Champaign</td>
<td>N/A</td>
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<tr>
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<td>Leadership and Community Service Learning</td>
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<td>301-405-9044</td>
</tr>
<tr>
<td>University of Michigan</td>
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<td>847-467-1367</td>
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| The Ohio State University  
Pg. 23-30 | The Service-Learning Initiative | Ola Ahlqvist | slearning@osu.edu  
http://service-learning.osu.edu/ | 614-247-4439 |
| Pennsylvania State University  
Pg. 31 | N/A | Dr. Careen Yarnal | cmy122@psu.edu  
N/A | 814-865-6357 |
| Purdue University  
Pg. 32 | Purdue Service-Learning | Dr. Margaret Sass | sassm@purdue.edu  
http://www.purdue.edu/servicelearning/ | 765-494-4477 |
| Rutgers, The State University of New Jersey  
Pg. 33-35 | “The Collaborative” Center for Community-Based Research and Service | Amy Michael | civic@rci.rutgers.edu  
http://engage.rutgers.edu/ | 848-932-7480 |
| University of Wisconsin-Madison  
Pg. 36-43 | Morgridge Center for Public Service | Elizabeth Tryon | etryon@wisc.edu  
http://www.morgridge.wisc.edu/ | 608-262-3811 |

**Please note:** Though the University of Nebraska-Lincoln is part of the Big 10 Network, representatives of its Center for Civic Engagement asked that their information not be published.
University of Illinois
Urbana-Champaign

Service-Learning Department Name: N/A; see notes.

Contact: Sandy Finley of the Center for Innovation in Teaching and Learning

Phone: 217-244-4436

Email: sjfinley@illinois.edu

Registrar Phone: 217-333-0210

Registrar Email: registrar@illinois.edu

Do they provide service transcripts?

No

Do they give recognition at any level?

No

Do they designate service-learning or civic engagement in their course catalog?

No

Website: http://cte.illinois.edu/programs/service.html

Notes:
The Center for Innovation in Teaching and Learning attempted to launch a Center for Service-Learning a few years ago. Support from the university didn't come through as they hoped it would. There are still CITL staff members committed to promoting service-learning on campus.

There is an Office of Volunteer Programs within Student Programs and Activities. However, they do not tie service to academics. http://illiniunion.illinois.edu/ovp/

Land Grant Institution: Yes

Tier One Research Institution: Yes
Indiana University

Service-Learning Department Name: Center for Innovative Teaching and Learning: Service-Learning Program

Contact: Dr. Nicole Schonemann, Director of Service-Learning Program

Phone: 812-855-7849

Email: nschonem@indiana.edu

Registrar Phone: 812-855-0121

Registrar Email: registrar@indiana.edu

Do they provide service transcripts?

No

Do they give recognition at any level?

Yes, five students or groups a year receive the Excellence in Service-Learning Student Award.

Do they designate service-learning or civic engagement in their course catalog?

Yes, classes are also listed in a Service-Learning Courses section.

See Guided Tour and Designation Criteria in the pages that follow.

Website: http://citl.indiana.edu/programs/serviceLearning/

Notes:

None

Land Grant Institution: No

Tier One Research Institution: Yes
Guided Tour: The appearance of service-learning designations in Indiana University’s course catalog

Within Course Offerings:

To see list of service-learning courses:

- Office of the Registrar Schedule of Classes
  http://registrar.indiana.edu/calendars/schedule-of-classes.shtml
- Choose your semester
- Click Special Course Listings > Other Special Course Offerings > Service-Learning Courses
  http://registrar.indiana.edu/special-course/wwwsess_fallo.shtml#SL

When browsing through the catalog, here is example of how a SL course appears:


Service-learning components are specifically listed in for each class section:


The service-learning designation appears whether a student is signing up for classes or just browsing.

Here is a breakdown of how the system works:

- https://onestart.iu.edu/my2-prd/portal/104/__pm0x3my2-prd0x2XMLPt!207_view/__ws0x3my2-prd0x2XMLPt!207_maximized/__rp0x3my2-prd0x2XMLPt!207___p_c_page__/990106
### Background and Policy

#### Background

In an effort to identify and track specific community-based learning experiences and other experiential learning experiences, notations have been approved for addition to the official Indiana University transcript.

*For Undergraduate Classes*, experiential experiences are reflected as part of the IUPUI RISE to the Challenge.

*For Graduate Classes*, an explanation of what constitutes experiential learning, what courses might qualify, and how these notations would appear on a student’s transcript is outlined below.

#### Experiential Learning

Experiential learning is defined as formal, supervised learning experiences that rely substantially on students’ applying through direct experience the knowledge and information acquired through reading, simulations or electronic exercises, faculty instruction, or other modes of learning directly within the context and duration of the course. Consequently, experiential learning entails the integration of

- knowledge—the concepts, facts, and information acquired through formal learning and past experience;
- activity—the application of knowledge to a “real world” setting; and
- reflection—the analysis and synthesis of knowledge and activity to create new knowledge.

Experiential learning may occur on campus, in the community, or both. Although many co-curricular student activities can also be categorized as experiential learning, approval for transcript notations applies only to those activities that are linked to students’ academic coursework.

The intent of this policy is to permit academic units, faculty, and students to understand and to record these types of learning and, further, to identify which are based substantially in the community, either in off-campus settings or applied to off-campus situations. In making
decisions about the classification of experiential learning, judgment of individual faculty and approval of the academic department will be required. These guidelines have been developed to provide assistance in this process, and to ensure consistency across campuses. The recognized categories of experiential learning are specified below.

Categories of Experiential Learning

The following list provides definitions of the types of experiential learning courses that will be tracked on transcripts and other official documents issued through the Office of the Registrar. Most of these definitions have been adapted from established, nationally referenced sources (see references section below).

All courses listed on the transcript must meet the criteria noted above.

Clinical education: Entails the practice of learned didactic and experiential skills, most frequently in health care and legal settings, under the supervision of a credentialed practitioner.

Cooperative education: Special program offered by a department or school in which students alternate work and study, usually spending a number of weeks in study (typically full-time) and a number of weeks in employment away from campus (typically full-time). Alternatively, cooperative education may occur when students simultaneously attend classes part-time and work part-time during consecutive school semesters in an intentionally planned and coordinated way. Students receive academic credit for cooperative education when the experiences meet the criteria for credit (i.e., faculty supervision, reflective components, evidence of learning).

Field work: Supervised student research or practice carried out away from the institution and in direct contact with the people, natural phenomena, or other entities being studied; especially frequent in fields including anthropology, archaeology, sociology, social work, earth sciences, and environmental studies.

Internship: Sustained work experience in a student’s field of interest assessed by a faculty member and supervised by an employer who is not the faculty member. Work can be part-time or full-time, paid or unpaid, on-campus or off-campus. The design of the internship determines whether or not the student may earn academic credit or have a formal transcript notation.

Practicum: A course or student exercise involving practical experience in a work setting (whether paid or unpaid) as well as theoretical study, including supervised experience as part of professional pre-service education.

Service learning: A course or competency-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and (c) an enhanced sense of civic responsibility.
Student teaching: A student in pre-professional and pre-service teacher education who is gaining required and evaluated experience in supervised teaching.

Study abroad: Students earn academic credit for coursework that occurs outside of one of the fifty states or the District of Columbia.

Identifying Attributes of Experiential Learning in Community Settings

In order to more fully track the richness and variations of students’ experiential learning on their transcripts and to identify which of the experiences occurred substantially in the community, each campus may identify appropriate courses with the following designations. The following formal designators may be applied to any course in the categories noted above. They may be used individually or in combination with each other.

Community-based research: This includes, but is not limited to, field work, e.g., courses in which students complete research in which they collect data in a community setting and/or share findings with community entities in a service-learning course or an internship.

   Approved Transcript Notation: Community Based Research

Service-learning: Courses in which students participate in service learning as defined above.

   Approved Transcript Notation: Organized Community Service Activity

Community: Courses in which students spend a significant amount, e.g., one-third, of their time in a community setting in ways that contribute to learning objectives of the course.

   Approved Transcript Notation: Significant Time in Community Setting

Immersion: Courses in which students are immersed in a culture different from one’s own while extending the study of the course content. Such courses include, but are not limited to, courses taken as part of a study abroad experience. They may also include field work, practica, internships, and all other categories defined above, provided such experiences involve immersion in a culture different from that of the student.

   Approved Transcript Notation: Immersed in Different Culture

Procedures

For graduate courses where all enrolled students are expected to complete one or more of the community-based requirements, the specific requirement will be added to the course via a request from the course department. Experiential learning notations are segmented into categories of Service or other Experiential Learning as follows:

SERVICE LEARNING

   • Community Based Research
   • Organized Community Service Activity
Designation Criteria: Indiana University
http://registrar.iupui.edu/experiential-learning.html

- Significant Time in Community Setting
- Immersed in Different Culture
- Community Based Research & Organized Community Service
- Significant Time in Community Based Research
- Community Based Research in Different Culture
- Significant Time in Organized Community Service
- Organized Community Service Immersed in Diff Culture
- Significant Community Time Immersed in Diff Culture

(Other) EXPERIENTIAL LEARNING

- Community Based Research
- Organized Community Service Activity
- Significant Time in Community Setting
- Immersed in Different Culture
- Community Based Research & Organized Community Service
- Significant Time in Community Based Research
- Community Based Research in Different Culture
- Significant Time in Organized Community Service
- Organized Community Service Immersed in Diff Culture
- Significant Community Time Immersed in Diff Culture

The additional class requirement will be viewable to a student in the on-line schedule of classes/course offerings, in self-service registration, and on the student study list.

At the end of each term, faculty will be required to enter course grades as well as a designation to whether each student satisfied (S) or did not satisfy (N) the community-based requirement.

For those students who satisfy the community-based course requirement, a formal transcript notation will appear under the class on the official transcript to more fully document the richness of the experience.

Internal Tracking and Reporting

Courses will be identified in such a way that allows for consistent tracking and reporting of enrollments in courses using the categories and attributes listed above.

Approved:
Academic Leadership Council (Oct, 2005)*
    Notations to be reviewed in three years; amended by formal action in the interim
Academic Policies and Procedures Committee (December 2005)
Implemented at IUPUI Effective Spring 2006
University of Iowa

Service-Learning Department Name: Community-Based Learning Program

Contact: Mary Mathew Wilson

Phone: 319-335-7589

Email: civic-engagement@uiowa.edu

Registrar Phone: 319-335-0238

Registrar Email: registrar@uiowa.edu

Do they provide service transcripts?

No.

Do they give recognition at any level?

No. Though the Community-Based Learning Program itself does not directly provide recognition; involved students are recognized by their colleges and the student services division.

Do they designate service-learning or civic engagement in their course catalog?

No. However, in the online class registration system students can do a keyword search for service-learning.

Website: http://www.careers.uiowa.edu/cblp

Notes:

The Community Based Learning-Program is part of the Pomerantz Career Center.

The Community Based Learning-Program works to build connections with nonprofits in the community. Service-learning pedagogy and faculty development are facilitated by the Center for Teaching on campus.

The University of Iowa has just gained an Associate Provost for Outreach and Engagement. This is an exciting addition that will likely shift some service-learning and civic engagement processes on campus.

Land Grant Institution: No Tier One Research Institution: Yes
University of Maryland

Service-Learning Department Name: Leadership and Community Service Learning (LCSL)

Contact: Dr. Craig Slack

Phone: 301-405-9044  Email: cslack@umd.edu

Registrar Phone: 301-314-8240

Registrar Email: registrar-help@umd.edu

Do they provide service transcripts?
No, and this is intentional. “SL” appears next to service-learning classes on formal academic transcripts.

Do they give recognition at any level?
Yes, this recognition is widespread. There are special scholar programs, graduation cords, and recognition programs.

Do they designate service-learning or civic engagement in their course catalog?
Service-learning courses are designated on transcripts: the designation criteria are department-specific and faculty apply to their department first.

However, they are not designated in the course catalog or schedule of classes.
“The University of Maryland does not categorize courses by service-learning opportunities. Students interested in engaging in service-learning through their coursework should review course descriptions in the undergraduate catalog, must review course titles in TESTUDO (Schedule of Classes), or consult with their faculty and academic advisors to find courses that meet their needs,” (http://thestamp.umd.edu/leadership_community_service_learning/academic/courses).

See Designation Guidelines in the pages that follow.

Website: http://thestamp.umd.edu/leadership_community_service_learning

Notes:

- The LCSL uses OrgSYNC.
- The LCSL works closely with departments through a faculty fellows program, meetings about engagement and a community service campus network.
- Scholarship money is awarded to five faculty members a year to develop service-learning within their curriculum.
- Engaged scholarship research classes encourage pedagogy in the community.

Land Grant Institution: Yes  Tier One Research Institution: Yes
Service-learning can enhance academic learning and have a significant impact on the community...if it's done well. Not only should service-learning courses adhere to the same standards of quality as traditional courses, but faculty need to guide students so that the work they perform in the community is needed, effective and increases learning of course content. In *Praxis I: a Faculty Casebook on Community Service Learning*, Jeff Howard outlines 10 principles of good practice in service-learning pedagogy (Howard, 1993). Four of them have been selected for discussion here.

- Set learning goals for students.
- Academic credit is for learning, not for service.
- Do not compromise academic rigor.
- Be prepared for uncertainty and variation in student learning outcomes.

**Set Learning Goals for Students**

Establishing course objectives is important for any course, but especially so for service-learning courses. Setting priorities for learning helps students focus on intended learning objectives and take full advantage of the rich learning opportunities offered by service-learning. For example, in a service-learning history course in which students serve the elderly, clear objectives can help the students understand that the purpose of the service is not simply to hear first-hand accounts of historical events but to gain the ability to relate historical events to current events, as well as to see how an issue changes in different historical contexts. Similarly, if students in a service-learning family studies course were asked to serve the elderly, well-written course objectives would lead them beyond gaining mere exposure to the typical lifestyle of elderly persons or practicing listening and empathy skills. The focus provided by specific course objectives could also help them deepen their learning, for example, to understand individual and societal attitudes toward aging, both in the present and in the past. Thus, establishing and emphasizing course objectives and relating them to the service experience increases the likelihood that students will benefit intellectually from the service.

In the same way that faculty set learning goals for students, faculty and agencies might also help students set service goals for their projects. Students can decide to focus their service goals in several ways:

- Work with a particular subgroup of the population served by the agency
- Use specific skills such as writing, research, or program planning to further the work of the agency
- Meet immediate needs of the client population (if the course calls simply for a familiarity with the population served)
- Meet more long-term needs of the client population (if the course calls for a deeper understanding of the complexity of the social, popularity and historical issues at hand).
Example

Course Description: A course cross-listed in Afro-American Studies (AASP 498E: Special Topics in Black Culture: Race, Gender, and Identity) and American Studies (AMST 418E: Cultural Themes in America: Race, Gender, and Identity) focuses on the various ways in which race, gender, and class—along with other aspects of identity—shape the lives and experiences of people living in the U.S.

Course goals: Students examine the complex relationships between the construction of personal identities, the material realities of individuals' lived experiences, cultural and ideological meaning systems, and social institutions. Students also grapple with the ways in which the material world, the built environment and our urban areas in particular, influences our multiple identities and the ways in which we influence our material world.

Course methods: In addition to journal entries, class presentations, and class participation, this course also requires an integrated original research and service component. Students are required to research and analyze Greenbelt and Langston Terrace, two local planned communities. The former was originally planned for White families while the latter was planned for Black families. Students are expected to produce a paper that analyzes the site and places their findings within the context of the scholarly literature examined in the course. Through service, students work within the communities that they study and interact with community members. This allows students to understand better the relationships between the people and their material environments. Students also can explore the ways in which the changes that they initiate influence the communities.

Service goals: Students are required to apply their knowledge from readings, class discussions, and research to promote change in the communities that they study. For example, students may encourage residents to understand the history of their community.

Other possibilities: Since this is an interdisciplinary course, students could design projects that incorporate a panoply of disciplinary expertise. Architecture students, for example, may choose to document historic structures, while Art History and Historic Preservation majors may select to research, clean, and preserve friezes in the community. Conducting oral interviews about the meanings of space or chronicling the community's historic development for the public library's collection could be possible projects for students in Afro-American Studies, American Studies, Anthropology, History or Women's Studies.

Academic Credit is for Learning, Not for Service

Universities award academic credit for demonstrated academic learning. By itself, community service does not necessarily achieve academic objectives. Therefore, credit must be awarded for demonstrated learning based on the service, not on the quality or quantity of service itself. As
with any other course, faculty teaching service-learning courses should grade students according to
the extent and depth of their learning.
Example: Some faculty require service-learning students to keep a journal throughout the semester. If
the journal is graded, faculty should analyze the journal writing in terms of its reflection of a
student's progress toward understanding the key course concepts rather than their descriptions of the
service activities or their feelings about them.

Do Not Compromise Academic Rigor

Among some academicians, experience-based learning is perceived to be less rigorous than
traditional academic learning. This need not be the case. The level of faculty expectations for student
learning in a service-learning course can and should be equal to the level of faculty expectations in
any other course. Faculty usually base a course's academic standards on the challenges posed to students by
readings, lectures, and assignments. These same academic standards should be maintained in service-
learning courses. In fact, service-learning can enhance the academic rigor of a course because, in
addition to mastering the typical academic material, students also have to integrate what they learn
from the service experience with the course concepts. Such integration can and should be a
challenging intellectual activity equivalent to common academic standards of rigor.

Example: Faculty may assign a final research paper that could be either a traditional research paper
or a synthesis article specifically addressing the student's service experience. No matter which option
a student chooses. The final document should have sufficient theoretical grounding. Students should
understand that either option is considered a research paper and that the service experience may be
considered as one primary source, but must also be supported with appropriate references to related
research. Faculty should articulate to the students that this assignment must integrate course concepts
and is not merely a compilation of journal entries.

Be Prepared for Uncertainty and Variation in Student Learning Outcomes

In most service-learning courses, the variability in service experiences leads to less predictability and
consistency in student learning outcomes that in traditional courses. In a traditional course, the
readings, lectures, and assignments are the primary learning stimuli and are the same for all students
in courses, community service experiences vary from site to site and from student to student. This
leads to variability in student outcomes.

Example: Consider a human development class (EDHD230: Human Development and Societal
Institutions) in which students cover Erikson's stages of human growth. Since the students are
learning about each stage (e.g., industry vs. inferiority, generativity vs. stagnation), the students see
different stages exemplified at their sites. Someone working with children would see one; someone
working with seniors would see another. The manifestations of various stages also differ according to
gender and other factors. In terms of learning outcomes, one student might
better understand one stage while another might more gully understand another stage because of placement at a different community site.

Course Design Questions

The guiding principles offer a general perspective on service-learning courses. Each course, however, operates within its own specific context and thus calls for unique approaches in how service-learning is integrated. When revising an existing course to incorporate service-learning, or creating a new service-learning course, consider the following questions about your motivation and goals, student readiness, and practical concerns:

- What are some of your reasons for wanting to incorporate service-learning into your teaching? Which of your reasons are most important to you? Why?
- What changes would you like to see occur in your students by incorporating service-learning instructional activities?
- What specific learning outcome(s) do you want service-learning to fulfill?
- To what extent are the objectives of service-learning compatible with the needs and values of students in your course? How are they incompatible?
- How will students be grouped in your service-learning plan (e.g., individually, in small groups, pairs, a combination of these)?
- What knowledge, skills and interests should students possess to be able to benefit from service-learning? Are there types of students for whom you would not recommend participation in service-learning?

Adapted from Falbo (updated publication.)

- What will be considered "service" in the context of this course? (See p. 34 for types of service.)
- Is service central to or on the periphery of the course? To what extent will the success of the course depend upon positive service experiences?
- Is it optional or required? (See Section III on Curricular Options, starting on p. 11.)
- How much service is enough? What impact will a specified number (e.g., five or ten or more) of hours of service have on students and the community?

Adapted from Morton, 1996.

Service-Learning Course Development Timeline

Assuming that you will plan a service-learning course in the semester before it is offered, the following timeline can help you take steps prior to the start of the semester to ensure that the service-learning component of the course runs smoothly.
**Designation Guidelines: University of Maryland**

“Designing Quality Service-Learning Courses”

[http://thestamp.umd.edu/leadership_community_service_learning/academic/faculty_service-learning/designing_quality_service-learning_courses](http://thestamp.umd.edu/leadership_community_service_learning/academic/faculty_service-learning/designing_quality_service-learning_courses)

**Week 1:**

- Define learning objectives for the course.
- Consider preparing and submitting a note explaining that the course contains a service-learning component for the schedule of classes and the course catalog.

**Week 2:**

- Decide if the service-learning component will be required or optional.

**Week 3:**

- Consult with staff in Leadership & Community Service-Learning (0110 Stamp Student Union) to explore how course objectives can be met through service. Discuss criteria for sites and get help in identifying sites. Decide whether you will select sites or require students to do so.

**Week 5:**

- Phone or meet with volunteer coordinators of sites. Invite a group of them to campus for one meeting or visit them individually on-site. Share a draft of your syllabus with them. Learn about the activities students might engage in at their sites and share with them your course objectives.

**Week 6:**

- Consider the reflection methodologies you might use. Decide if you want to use journal writing, other written reflection formats, in-class discussions or a combination of these. Write guidelines explaining to students how to engage in these reflection activities.

**Week 8:**

- Select final sites or decide on criteria for student site selection.
- If you decide to select the sites, consider sending a letter of intent to agency partners. (See sample).

**Week 10:**

- Write an explanation of the service-learning component for the syllabus. Explain the service-learning goals and expectations, how service-learning will affect how students are graded, and how service-learning enhances the learning of course content.
University of Michigan
Service-Learning Department Name: The Edward Ginsberg Center for Community and Service-Learning

Contact: Dave Waterhouse

Phone: 734-763-3548

Email: ginsberginfo@umich.edu

Registrar Phone: 734-764-6280

Registrar Email: N/A

Do they provide service transcripts?
No, though they are discussing different ways to do this.

Do they give recognition at any level?
Yes, engaged students receive graduation cords by nomination.

Do they designate service-learning or civic engagement in their course catalog?
No, but they are working toward this.

Website: http://ginsberg.umich.edu/

Notes:
None

Land Grant Institution: No

Tier One Research Institution: Yes
Michigan State University

Service-Learning Department Name: Center for Service-Learning and Civic Engagement

Contact: Renee Zientek

Phone: 517-353-4400

Email: zientekr@vps.msu.edu

Registrar Phone: 517-355-3300

Registrar Email: reg@msu.edu

Do they provide service transcripts?
Yes, Records of Service are provided upon request.

Do they give recognition at any level?
Yes, engaged students are nominated for Michigan Campus Compact Outstanding Student Service Awards.

Do they designate service-learning or civic engagement in their course catalog?
Not formally, but service-learning classes are permitted to include “service-learning” in the course title or description.

Website: http://www.servicelearning.msu.edu

Notes:

None

Land Grant Institution: Yes

Tier One Research Institution: Yes
University of Minnesota

Service-Learning Department Name: Community Service-Learning Center

Contact: Laurel Hirt

Phone: 612-625-3344

Email: csl@umn.edu

Registrar Phone: 612-625-2803

Registrar Email: srhelp@umn.edu

Do they provide service transcripts?

No. However, they add a notation to the official academic transcripts of Community Engagement Scholars.

Do they give recognition at any level?

Yes, Community Engagement Scholars receive graduation medals, a notation in commencement's program and are invited to a reception.

Do they designate service-learning or civic engagement in their course catalog?

No, not as clearly as they would like. Sometimes it is in the course description but students often miss it. However, there is a list of service-learning courses on their website.

Website: http://www.servicelearning.umn.edu/

Notes:

None

Land Grant Institution: Yes

Tier One Research Institution: Yes
Northwestern University

Service-Learning Department Name: Center for Civic Engagement

Contact: Heidi Gross

Phone: 847-467-1367

Email: heidi-gross@northwestern.edu

Registrar Phone: 847-491-5234

Registrar Email: nu-registrar@northwestern.edu

Do they provide service transcripts?

No

Do they give recognition at any level?

No

Do they designate service-learning or civic engagement in their course catalog?

No

Website: http://www.engage.northwestern.edu/index.html

Notes:

The Center for Civic Engagement is more focused on civic engagement as a whole than service-learning specifically.

At Northwestern, there is also a Center for Student Involvement that facilitates service, but not service-learning. They provide some service awards.

Land Grant Institution: No

Tier One Research Institution: Yes
The Ohio State University

Service-Learning Department Name: The Service-Learning Initiative

Contact: Ola Ahlqvist, Harmony Cox

Phone: 614-247-4439

Email: slearning@osu.edu

Registrar Phone: 614-292-0300   Registrar Email: N/A

Do they provide service transcripts?

No, but the S-designation appears next to classes on the official transcript. Students can also enter hours and create their own service reports at http://payitforward.osu.edu

Do they give recognition at any level?

Yes, the Service-Learning Initiative collaborates with the Office of Outreach and Engagement and the Office of Student Life to honor students for service achievements. There are annual awards for undergraduate, graduate and professional students as well as any student who volunteers for over 100 hours in an academic year.

Do they designate service-learning or civic engagement in their course catalog?

Yes, there is an S-designation.

See Guided Tour and Designation Criteria in the pages that follow.

Website: http://service-learning.osu.edu/

Notes: None

Land Grant Institution: Yes

Tier One Research Institution: Yes
Guided Tour: The appearance of service-learning designations in Ohio State University’s course catalog

Within The Service-Learning Initiative’s website:

List of service-learning classes:
http://service-learning.osu.edu/full-course-list.html

Summary of “S” designation application process:
http://service-learning.osu.edu/request-service-learning-s-designation.html

Within Schedule of Classes:

In the “Course Number” line, select “Contains”. Then type “S” in the search box to filter for classes with the S-Designation.
https://courses.osu.edu/psp/hcosuct/EMPLOYEE/HRMS/c/COMMUNITY_ACCESS_CLASS_SEARCH.GBL
Service-Learning Designation Request Form
Please complete this form and attach it to your Course Request or Course Change Request when you request the S-Designation. If you have questions or need more information, please contact us at slearning@osu.edu.

(Note: This version of the S-Designation Request Form will only be used to determine assignment of the S-designation for submitted courses. If you would like to seek approval for the GE Open Option as well as the S-designation, please contact the Service-Learning Initiative at slearning@osu.edu.)

1. Has this class previously received an S-Designation? Yes  No
2. Is this class always taught with a service-learning component? Yes  No
   (if no, please provide details)

An effective service-learning course should include the following core premises:

- Connection to academic learning
- Analysis of connection between academic content and service
- Mutual benefit for all involved
- Student preparation and support
- Plan for evaluation
- Plan for sustainability

COURSE CONTENT/PLANNING

3. Please describe the planned service activities to be performed by students in this course.

4. Please describe how the planned service activities reflect priorities and stated goals/needs of the community partner(s)?

5. Service-Learning activities are all based on an agreement between three parties each of whom has specific goals/expectations/responsibilities that are necessary to make it an effective service-learning experience.

Please describe goals/expectations/responsibilities for:

   a) Faculty

   b) Students

   c) The community partner(s)
6. Please describe your plans for sustainability and departmental support for offering this service-learning course on a continuing basis.

**COURSE GOALS**

7. How does the service activity connect with the academic content of the course and how is this content in turn enhanced by the service component of the course?

8. In addition to course-specific student learning goals, the following general Expected Learning Outcomes are defined for students in Service-Learning courses:

- Students make connections between concepts and skills learned in an academic setting and community-based work
- Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
- Students evaluate the impacts of the service learning activity.
  a) What processes are in place to allow students to reflect on and make connections between concepts and skills learned in an academic setting and community-based work
  b) What aspects of the course insure that the students learn about the issues, resources, assets, and cultures of the community in which they are working.
  c) How does the course promote reflection on and evaluation of the impacts of the service learning activity.

Measuring student learning outcomes can take many different approaches. For example, you may measure student success in achieving identified outcomes through written-papers, embedded test questions, pre and post-tests, reflection journals, discussions, successful completion of a specified product, focus groups, interviews, and observations.

9. Please describe how student learning, with respect to the goals in #8 above, will be assessed in this course.
Checklist for Developing Service-Learning Courses

As you begin to think about community service as a part of your course and as you talk with community partners, incorporate these components for development of a strong and effective course.

- Statement of goals, expectations, and responsibilities
  - For faculty,
  - For students,
  - For community partner

This set of statements is essential and is a product of ongoing conversation and development of understanding of and appreciation for differences in cultures and practice.

- What are the service activities students will perform? How do they connect with the academic content of the course? How do they meet community partners’ priorities? With your community partner, develop a plan for service activity with strong connection to academic concepts taught in the course.

- How will you prepare students for service?

  Include a clear and accurate description of the activity and goals and objectives and evaluation; time and effort expectations, cultural sensitivity; training for the tasks involved in the service; safety awareness; and introduction to the work of the community partner.

- How will you help students connect course content and service?

  Develop class activities and assignments to assist students in making the connection between course content and service and in applying academic content to service activity.

- How will you plan for evaluation of the unique focus of the course and of achievement of project goals?

- What is your plan for sustainability of the faculty/community partnership with your department and with your community partner (continuing partnership, type(s) of activity, once a year or every quarter, commitment from partner organization and from department)?

The Service-Learning Initiative at The Ohio State University  
http://service-learning.osu.edu
S-Designation Course Review Rubric

Reviewer:

Course Name and Number:

Please evaluate the Service-Learning Request form with the rubric below. You can refer to additional course documentation while scoring if necessary. Once you have a final score, please indicate it below along with any feedback you’d like to share with the instructor or department that proposed the course. If you have questions or need additional guidance, contact the service-learning initiative. Thanks!

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Excellent (5-4 points)</th>
<th>Sufficient (2-3 points)</th>
<th>Insufficient (1-0 points)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Service Activities (3)</td>
<td>Service activities are well-articulated.</td>
<td>Documentation shows specific service activities.</td>
<td>Service activities are not detailed, or are poorly articulated.</td>
<td></td>
</tr>
<tr>
<td>Service Activities Addressing Community Need (4)</td>
<td>Activities were planned with community partners and have connection to their mission.</td>
<td>Community partner or potential community partner is identified, and activities that are connected to their mission are described.</td>
<td>Community needs are not met, or are not met in a way that is relevant to the community partner indicated.</td>
<td></td>
</tr>
<tr>
<td>Goals, Expectations, and Responsibilities for Instructors (5a)</td>
<td>There are clearly articulated goals, expectations, and responsibilities outlined for instructors. Logistics such as orientation, transportation and supplies have been included in planning.</td>
<td>Some detailed goals, expectations, and responsibilities are articulated for instructors. Acknowledgement of logistic concerns is evident.</td>
<td>Goals, expectations, and responsibilities for instructors are vague or not described. Logistics are not addressed. Serious questions as to how instructors will support service-learning.</td>
<td></td>
</tr>
<tr>
<td>Goals, Expectations, and Responsibilities for Students (5b)</td>
<td>There are clearly articulated goals, expectations, and responsibilities outlined for students. Service and learning goals for students are accomplishable.</td>
<td>Some detailed goals, expectations, and responsibilities for students. Service and learning goals can be accomplished if all expectations and responsibilities are met.</td>
<td>Goals, expectations, and responsibilities for students are vague or unlisted. Serious questions as to how students will meet service and learning goals.</td>
<td></td>
</tr>
<tr>
<td>Goals, Expectations, and Responsibilities for Community Partners (5c)</td>
<td>There are detailed goals, expectations, and responsibilities for community partners that are appropriate, easily achievable in the scope of their mission and agreed upon by the community partner.</td>
<td>Some detailed goals, expectations, and responsibilities for community partners that are appropriate and can potentially be achieved in the scope of their mission.</td>
<td>Goals, expectations, and responsibilities for community partners are not shared. Serious questions as to how community partner supports service-learning.</td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td>Sustainability and Departmental Support (6)</td>
<td>Documentation indicates firm support from department, community partners and other sources dedicated to sustaining the course.</td>
<td>Documentation indicates some support from department, community partners or other sources to make course sustainable.</td>
<td>Documentation indicates little to no support for course from department or community partners.</td>
<td></td>
</tr>
<tr>
<td>Connections between service and academic content (7)</td>
<td>Service activities are clearly connected to academic content</td>
<td>Service activities are connected to academic content.</td>
<td>Connections between service activities and academic content are unclear.</td>
<td></td>
</tr>
<tr>
<td>Student Reflection (8a)</td>
<td>Students are given significant opportunities for structured reflection. Connections between service and academic content are repeatedly reinforced.</td>
<td>Students are given some opportunities for structured reflection, where connection between service and academic content is made.</td>
<td>Opportunities for student reflection are not detailed in documentation. Connections between service and academic content are not reinforced.</td>
<td></td>
</tr>
<tr>
<td>Community partnership (8b)</td>
<td>Students have opportunity to become culturally competent service providers through a substantial orientation to the community, with multiple opportunities to learn about issues, assets, and resources and the context of the service activity.</td>
<td>Students are prepared to engage with sites in a culturally competent manner through an introduction to the community, and critical thinking about community issues, assets, resources and the content of the service activity is encouraged.</td>
<td>Course provides little to no orientation or context for the community in which students will be working, and cultural competence is not covered.</td>
<td></td>
</tr>
<tr>
<td>Evaluation of impact (8c)</td>
<td>Students are given significant opportunities to reflect on and assess</td>
<td>Students are given some opportunities to reflect on and assess the impact of</td>
<td>Students are not given opportunities to reflect on or evaluate the impact of</td>
<td></td>
</tr>
<tr>
<td>Evaluation of student learning (9)</td>
<td>Documentation lays out a clear strategy for assessing the learning outcomes listed below. There are well-defined metrics and methods of assessment.</td>
<td>Documentation provides sufficient indication that student learning will be assessed for the learning outcomes listed below. There are defined metrics and a basic assessment strategy.</td>
<td>Documentation provides little to no indication on how student learning will be assessed for the learning outcomes listed below. Assessment strategy is unclear or completely absent.</td>
<td></td>
</tr>
</tbody>
</table>

The following general Expected Learning Outcomes are defined for students in Service-Learning courses:

- **Students make connections between concepts and skills learned in an academic setting and community-based work**
- **Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.**
- **Students evaluate the impacts of the service learning activity.**

Please give this course an overall score from 1 to 5:

Please provide any feedback you’d like to share with the course creator below:
Pennsylvania State University

Service-Learning Department Name: None, see notes.

Contact: Dr. Careen Yarnal

Phone: 814-863-5559

Email: cmy122@psu.edu

Registrar Phone: 814-865-6357

Registrar Email: registrar@psu.edu

Do they provide service transcripts?
No; they are working toward this.

Do they give recognition at any level?
No; they are working toward this.

Do they designate service-learning or civic engagement in their course catalog?
No; they are working toward this.

Website: No website; they are working toward this.

Notes:
The main branch of PSU doesn't have a service-learning department. However, there are many faculty committed to engaged scholarship working to promote service-learning on campus.

Land Grant Institution: Yes

Tier One Research Institution: Yes
Purdue University

Service-Learning Department Name: Purdue Service-Learning

Contact: Dr. Margaret Sass

Phone: 765-494-4477

Email: sassm@purdue.edu

Registrar Phone: 765-494-8581

Registrar Email: registrar@purdue.edu

Do they provide service transcripts?

No, but they are beginning to offer co-curricular transcripts.

Do they give recognition at any level?

Yes, their volunteer program hosts various celebrations.

Do they designate service-learning or civic engagement in their course catalog?

No, however they hope to eventually.

Website: http://www.purdue.edu/servicelearning/

Notes:

This department is part of Purdue’s Center for Instructional Excellence.

Land Grant Institution: Yes

Tier One Research Institution: Yes
Rutgers, The State University of New Jersey

Service-Learning Department Name: “The Collaborative”
Center for Community-Based Research and Service

Contact: Amy Michael
Phone: 848-932-7480
Email: civic@rci.rutgers.edu

Registrar Phone: (848) 445-2757
Registrar Email: reghelp@rci.rutgers.edu

Do they provide service transcripts?
No. However, completion of Rutgers Civic Scholar Program is denoted on academic transcripts.

Requirements of the Rutgers Civic Scholar Program: Three service-learning experiences and capstone of community based learning (options include participation in an internship, community-based research, or international SL experience of 6 credits.)

Do they give recognition at any level?
Yes, they host a year end celebration and award two service-based scholarships.

Do they designate service-learning or civic engagement in their course catalog?
No. Though Rutgers does provide Civic Engagement and Service Education Partnerships (CESEP) Courses, these are not designated in the course catalog. This is something they are interested in pursuing. See more information on CESEP courses in pages that follow.

Website: http://engage.rutgers.edu/

Notes:
None

Land Grant Institution: Yes

Tier One Research Institution: Yes
The Civic Engagement and Service Education Partnerships (CESEP) Courses supports service learning and the civic mission of Rutgers University by linking faculty and students to local, state, and national community organizations. By fostering campus-community partnerships, it accomplishes the following:

- Provides an academic component to students’ service experiences.
- Builds service and research collaborations with community organizations, government agencies, corporations and alumni associations.
- Creates a support infrastructure to connect university-based service efforts, document case studies, collect data and implement assessment systems that will foster public scholarship on the part of faculty and students.
- Connects on-campus learning with genuine community needs, locally and globally.

CESEP courses have a service component embedded within a three-credit undergraduate course or have an additional credit option where students attend a recitation where they reflect on the service and how it connects to their academic study. Click here for list of current CESEP courses:

The Civic Engagement and Service Education Partnerships program supports faculty committed to service learning by providing the following services:

- Identifying community-site based placements that match academic learning goals
- Providing students with an orientation to give them an overview of the community they will be serving, how to respectfully enter/exit an organization, professionalism, confidentiality, etc.
- Advising students through their placement process.
- Monitoring students engaged in the community to ensure quality service learning internships.
- Collecting evaluation data to assist in grading students while on-site.

If you would like to have incorporate a CESEP component to your existing class, please call the CESEP office at 732-932-8660 and speak to Amy Michael at least two months prior to the start of the semester. Here are some pedagogical considerations prior to calling:

1. What do you want your students to gain from the experience?
2. Do you think that your learning goals would be better reached if students worked in groups versus individually?
3. Are you already working with some community partners where you would like your students to do their service or would you like CESEP to identify suitable placements?
4. What forms of reflection would you like them to perform, i.e. group discussions, reflective journals, etc.?
5. Would you like to conduct your own recitation or would you like for your students to attend the CESEP recitations offered?
6. Will the service learning component be an option for students to self-select to participate in or will it be mandatory?
7. How will you be assessing the service component?

Here are some administrative considerations:

1. Does your department already have a one-credit service learning course? If so, please speak with your chair about having it listed on the schedule of classes. If not, then CESEP can provide you with a course number (090:299 for 100 and 200 level classes or 090:399 for 300 and 400 level one). The CESEP course numbers will be cross referenced with your 3-credit class on the schedule of classes.
2. Do you want students to be able to register for the 1-credit component openly or via special permission?

What we expect from CESEP Faculty:

- Reinforcement of CESEP requirements by including them in their grading criteria
- A copy of their latest syllabus which includes CESEP requirements and dates
- Communication of any special course requirements, community learning goals
- Reporting to the CESEP office any difficulties/issues expressed by students in class
- Sharing of any success stories with the CESEP office
University of Wisconsin-Madison

**Service-Learning Department Name:** Morgridge Center for Public Service

**Contact:** Elizabeth Tryon of the Morgridge Center

**Phone:** Elizabeth Tryon: 608-890-3334

**Email:** etryon@wisc.edu

**Registrar Phone:** 608-262-3811

**Registrar Email:** reginfo@em.wisc.edu

**Do they provide service transcripts?**
No, they are exploring that possibility.

**Do they give recognition at any level?**
Yes, some awards are granted to students and service-learning is one component of a leadership certificate program.

**Do they designate service-learning or civic engagement in their course catalog?**
Yes, as long as the course have been officially approved as SL courses.

See Guided Tour and Designation Criteria in the pages that follow.

**Website:** [http://www.morgridge.wisc.edu/](http://www.morgridge.wisc.edu/)

**Land Grant Institution:** Yes

**Tier One Research Institution:** Yes

**Notes:**
See Page 43 for information on another service-learning office at University of Wisconsin-Madison.
Within Course Offerings:

- In “myCourseGuide”, it is possible to filter for service learning classes under “special groups”:

- When viewing an individual class, click on the white square under Additional Info. A window will appear that shows details about the course, including whether or not it includes a service-learning component. You can click on a blue information circle to view another window specifically about service-learning.

Within Schedule of Classes:

- On the website where students actually sign up for classes, you can filter for service learning.

- After you filter, it is not very obvious in the specific class listings.
Service-Learning at University of Wisconsin-Madison
Definition and Recommended Practices
(Adopted by the University Academic Planning Council June 20, 2011)

Definition of Service Learning

A credit-bearing educational experience that integrates meaningful community engagement with guided reflection to enhance students’ understanding of course content as well as their sense of civic responsibility while strengthening communities.*

Criteria**:

1) Service or other engagement activity is integrated with course content and supports its academic focus, with a minimum of 25 hours of direct service or project-based community engagement by each student in the course.

2) Students are involved in engagement of value to the community, as designed in collaboration with the community itself. Evidence of contact and agreement from community partner/s is required in the course proposal.

3) Structured opportunities for guided reflection such as writing assignments, discussions, presentations, or journals are required during the course. Guided reflection activities:
   - Examine critical issues related to their service-learning project
   - Connect the service experience to coursework
   - Enhance the development of civic and ethical skills and values
   - Find personal relevance in the work

4) Clear explanations of learning outcomes and their assessment are included in syllabus. These must address both the academic and community engagement portions of the course.

Essential Learning Outcomes

Each service learning course will have its own content- specific learning objectives that align with the Wisconsin Experience Essential Learning Outcomes, (http://www.provost.wisc.edu/docs/welo2010.pdf), and particularly with Essential Learning Outcome #3, “Personal and Social Responsibility”:

1) Civic knowledge and engagement; local and global (awareness and understanding of community/social issues)

2) Intercultural knowledge and competence (respect for people and diversity in all its forms)
3) **Ethical reasoning and action** (greater self-leadership: understanding critical issues and different perspectives; developing empathy, critical thinking, and personal development)

4) **Foundations and skills for lifelong learning**: anchored through active involvement with diverse communities and real-world challenges.

**Recommended Best Practices for Service-Learning Courses**

1) Include assessment criteria for student learning as well as assessment of community impact.

2) Provide a course syllabus to community partners in advance of the semester, and invite partners to make class presentations when possible.

3) Use service-learning agreements or memoranda of understanding outlining expectations agreed upon by the student, faculty member, and community partner.

4) Agree on method of ongoing communication that works best for all partners.

5) Faculty, staff and students review course content to assure that planned activities are safe for students and community members with special attention to unintended harms and cultural sensitivities.

6) Additional considerations for international service-learning courses: please also contact Julie Lindsey, Associate Director of International Academic Programs, jzlindsey@studyabroad.wisc.edu.

**Examples of Course Models***:

**Model A. Standard semester-long course.** Course is instructed as a standard semester-long service-learning course (discipline or project based) and includes a minimum of 25 hours of community contact. When course is project-based, the 25 hours may include project work time if students are in close contact with community partners.

**Model B. Semester-long course with service during spring break or early summer.** During the spring semester the course will meet regularly to prepare students for the on-site visit and will include a post service reflection component.

**Model C. Semester-long course with service during winter break.** During the fall semester the course will meet regularly to prepare students for the on-site service and include a post service reflection.
**Model D. Summer service-learning course.** Course is instructed as a minimum of 4 week-long summer experience. If travel is involved, the course will include: pre-service classroom preparation and reflection, including intensive study of the culture of the country or location being visited; on-site service that includes at least 25 service hours and reflection upon return.

*Courses must initially be approved through the Divisional Committee approval process. Sectional designations as a service learning course may adopt these guidelines for approval and listing course Guide.*


***Other course models may be designed. Please contact the Morgridge Center for information or support.*
Service learning sections of existing courses may be designated in the Course Guide by following the steps outlined below. New courses that focus primarily on service learning, and that will be taught on a regular basis, will use the existing processes as designated by the divisional committee guidelines: http://www.secfac.wisc.edu/divcomm/courses/CourseNew.pdf. Designation as a service learning course is strongly recommended to alert students of the out-of-class time commitment and to formally identify service learning courses for risk management considerations.

The approval process is as follows:

1. Faculty or instructor proposes a service-learning designation to an existing course to their Department and submits material to curricular representative to enter in ISIS per standard procedure.

2. For the designation, the faculty or departmental curricular representative will complete the Service Learning Course Designation form for the proposed course section. Save the completed PDF application form and send as an attachment to the at the Morgridge Center’s Assistant Director for Community-Based Learning Elizabeth Tryon (etryon@wisc.edu).

3. The request will be reviewed by the Morgridge Center’s Faculty Review Committee using the criteria as specified in the Recommended Criteria and Essential Learning Outcomes for Service-Learning (see pages 1 and 2 above).

4. Morgridge Center notifies the Registrar’s Office and the faculty member regarding approval within a month. If approved, the searchable attribute will be added to the course for display in the Course Guide. Notes about the service learning requirement will appear in both the Course Guide and the Class Search.

If the course is not approved for service learning, the Morgridge Center will notify the faculty member who may choose to revise or have the Registrar’s Office add notes accordingly, but not designate as an official service learning course.

5. Formal designation as a service-learning course section will not require the approval of Divisional Committees as part of the formal course approval process. The proposed process
retains flexibility to not teach a course section using service learning in the event that either the faculty member or community partner is unable to participate during a given semester.

6. It will be assumed that once approved, no further approvals will be necessary unless the faculty member changes the course design with respect to service learning significantly. Faculty will ultimately decide when to request a new approval for their courses if courses are modified.

7. All courses must initially be approved using the existing course approval process as specified through the Secretary of the Faculty’s Office (http://www.secfac.wisc.edu/divcomm/courses/courseproposals.htm).

*Professional training, internships, clinical, practica, or mandated community learning experiences for degree programs are exempt -this process is meant strictly for standard service-learning courses. Please contact the Office of Planning and Analysis (265-9276) or the Morgridge Center (890-3334) for further information.
University of Wisconsin-Madison
Other Service-Learning Related Offices on Campus

**Department Name:** Office of Service Learning and Community Based Research

**Contact:** Dr. Andrea-Teresa "Tess" Arenas

**Phone:** Dr. Arenas: 608-890-0876

**Email:** tarenas@ls.wisc.edu

**Note:** The Morgridge Center is the main SL Center on campus. The OSLCBR partners with them informally to provide SL in the College of Arts and Letters.

**Website:** [http://www.ls.wisc.edu/oslcbr.html](http://www.ls.wisc.edu/oslcbr.html)