

Columbus State Community College S-Designation Proposal

What is Service-Learning?

Learn and Serve defines Service-Learning as, “a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning process, teach civic responsibility, and strengthen communities.”

A Service-Learning class:

- Uses experiential strategies characterized by student participation in an organized service activity
- Engages in service that meets identified community needs
- Connects service to specific learning outcomes
- Provides structured time for students to analyze and connect the service experience to learning

S-Designation Classes

On June 21, 2013, the Office of Academic Affairs faculty co-chairs committee approved the proposal for policies and procedures submitted by the Service-Learning Committee for listing service-learning classes with an “S” suffix. This addition makes it easier for students to locate service-learning classes and provides standards for class design across the college.

Why should I apply for the S-designation?

If you plan to develop or already have an existing class that will be taught as a Service-Learning class, you should consider applying for the S-designation.

There are several advantages:

- It makes your classes more visible to students who are interested in service and search for S in the course catalog
- It allows promotion of your classes along with other Service-Learning classes on the program's web site and through other channels
- The S-designation for Service-Learning classes will appear on students' transcripts, especially helpful for students' transferring to four-year institutions with articulation agreements and pathways with Columbus State.

All of these further widen your potential to reach out to students who are interested in service, but do not have a class in their discipline that offers it. It's also a good way to attract new students to your department.

Application Process

All S-designation requests are handled through the Office of Academic Affairs Service-Learning Committee. For guidance on this process, please contact the committee co-chairs, Jaqueline Lovelace (jlovelace5@csc.edu) and/or Elycia Taylor (etaylo10@csc.edu)

To submit your S-Designation application for approval, please email the completed attached request form to servicelearning@csc.edu.

Service-Learning Designation Request Form

Faculty Name: _____ Date: _____

Department: _____

Department Chair: _____

Course Number: _____ Course Title: _____

Estimated Number of Sections per Semester for the S-Designation: _____

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.)

3. Do you have a confirmed community partner with which you will work? Yes No

(If yes, please provide details.)

An effective service-learning class 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

4. How is the academic content enhanced by the service component of the class?

5. Please describe the planned service activity to be performed by students in this class.

6. Using a specific example, please describe how the planned service activities reflect priorities and goals of a community partner and/or meets a community need.

7. Please address roles and responsibilities in the following questions:
 - a. How would faculty roles and responsibilities in this course compare to a non Service-Learning version of this course?

- b. How would student roles and responsibilities in this course compare to a non Service-Learning version of this course?

 - c. Describe the roles and responsibilities for the community partner(s).
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- 8. What current support (community, departmental, institutional and/or financial) exists for sustaining the service-learning class?
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- 9. What, if any, needs (community, departmental, institutional and/or financial) do you identify as needed for offering this service-learning class on a continuing basis.

Class Goals

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

- 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

10. What opportunities are students given to make connections between concepts and skills learned in class and community-based work?

11. How does the class orient and prepare students for work with the community and the specific issues and/or conditions within the community?

12. How does the class promote student reflection on and evaluation of the impacts of the service-learning activity on the community?

Class Assessment

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 project, focus groups, interviews, and observations.

13. Please describe how student learning, with respect to the goals in [Class Goals](#), will be assessed in this class.

Submission

In addition to the above application, please email and include the following documents:

- Course syllabus

Chair statement of support:

Faculty Signature: _____

Date: _____

Chair Signature: _____

Date: _____

Additional Information/Comments