Memorandum

To: Faculty Executive Committee
From: FAPSC, Chair Stuart Smith
Date: 2.23.11

RE: Motion: Add "service learning" as a designation to approved courses

Currently this section states:

Currently, there is no policy to have "service learning" as a designation for courses.

Proposed revision to state:

FAPSC has considered the supporting materials of the proposal for service learning and recommends approval of the designation of 'Service Learning' for approved courses. Motion passed 12-03-10.

Rationale:

The rationale is that this already exists in other National and state universities, it will strengthen the portfolio of the students taking these classes, the framework (requirements and an outline justification form) for its implementation is developed and the process can be readily implemented.

November 30, 2010

To: Stuart Smith, FAPSC Chair

From: Kim Buch, Psychology; Jim Cook, Psychology; and Susan Harden, Extended Academic
          Programs; on behalf of the Service Learning Interest Group (faculty and staff)

Re: FAPSC Request

We are requesting FAPSC approval to:
 • Add "service learning" designation in Undergraduate Course Catalog for service learning
    courses
 • Add "service learning" designation to student transcripts for students completing any
    course so designated

The approval process that would be required for courses to be designated "service learning" is described in the attached proposal form; once receiving FAPSE approval, this process would be reviewed by the Course and Curriculum Committee (CCC) for their approval. Existing courses thought to meet the requirements specified in the attached (estimated 24) would be approved via

Short Form and significantly revised courses or new courses seeking approval would require the Long Form. Once the form is approved by the Course and Curriculum Committee, it is sent to the Office of Academic Affairs where changes will be noted in the Catalog; then it is sent to the Office of the Registrar where the changes will be noted in the system for Transcripts. We are currently working with the Registrar on the logistics and anticipate the designation will be in the course title rather than a code of SL to make it clear to students, advisors and employers.

This "service learning" designation will benefit students who complete service learning courses because it signifies that students have completed an educational experience that is unique to the courses so designated, and one that is valued by graduate schools and prospective employers. As described in the attached, any course receiving the "service learning" designation must provide reflection, learning, discovery, understanding, intellectual challenge, and skill development via direct, practical, hands-on experience. Any course receiving "service learning" designation approval must also address student learning outcomes (such as critical thinking and values clarification) which are aligned with the University's mission and with student learning outcomes specified in the plans of many colleges and departments on campus. The designation would also benefit UNC Charlotte by streamlining data collection for national and local organizations that collect data on the number of service learning courses offered at this institution (i.e., Carnegie, NC Campus Compact).

Such a designation is common among UNC system institutions and is part of a national trend to encourage and support students' engagement in community service that is linked to the curriculum. A 2009 Campus Compact Survey reported that 59% of North Carolina institutions and 63% of institutions nationally "define and identify academic service-learning courses"; 32% of all institutions (in North Carolina and nationally) "designate academic service learning courses in the course catalogue"; and 24% of North Carolina institutions and 20% of institutions nationally "record service on student transcripts." Such a designation is being promoted by Campus Compact (www.compact.org) and other organizations. Thank you for your consideration.

cc: Cynthia Wolf Johnson, Associate Provost and Faculty Liaison to NC Campus Compact
        Denise Dwight Smith, University Career Center Director and Staff Liaison to NC
Campus Compact

Proposal for Service Learning (SL) Course Designation
University of North Carolina at Charlotte

To be completed in conjunction with Course & Curriculum Committee Short or Long Form:

Name of Course:

Course #:

Department:

Name of Faculty Member Submitting Proposal:

Please indicate how the course meets each of the guidelines set forth below:

1. Course content should include the scholarly exploration of the concepts of citizenship, public or community service, social issues, or social justice. This should include required readings, lectures, class activities or assignments that address the scholarly basis for understanding responsibilities of community service and the common good.

2. The course must provide an opportunity for reflection, learning, discovery, understanding,
intellectual challenge, and skill development via direct, practical, hands-on experience.
    - A significant percentage of the course activity should be devoted to some form of service to the campus or community (local, national, or global). The exact percentage is to be determined and specified by each faculty member in their course proposal. This activity may or may not be a graded component of the course, but is a required component. A well designed SL course will thoroughly integrate the service component into the coursework and the experience will serve a pedagogical purpose. Opportunities for service must be frequent and meaningful, not simply tacked on or concentrated in part of the course.

3. A substantial part of the course grade will be involve reflection on the service experience, including class or small group discussions, writing (formal papers, assignments, or journaling), and/or formal sharing of reflection (e.g., presentations or panel discussions) with the intention of making connections between the in-class curriculum and out-of-class experiences.

4. Additional goals of the course should include some, if not many, of the following:
    - To discover and address needs within the community collaboratively with community partners

- To develop, lasting, reciprocal relationships in the community
- To improve skills for critical and comparative thinking
- To promote values clarification
- To learn some practical aspects of community service, volunteerism, and social change
- To relate community service experiences to career goals/ professional development
- To help develop a life-long commitment to self-reflection, and its implications for community service and social responsibility
- To discover personal interests, strengths, and weaknesses

5. Responsibility for instruction, orientation, supervision, and evaluation rests with the instructor and should not be delegated.

6. Responsibility for placing students with service sites, or for approving student-selected sites, rests with the instructor and should not be delegated. Appropriate service sites will vary considerably depending on the discipline and course content and course goals, and site selection is at the discretion of the faculty member. While there are no requirements regarding the professional qualifications of the site staff that support the service experience, it is expected that the faculty member will use professional judgment to ensure a positive experience for the student. While there are no expectations regarding payment or non-payment for student service hours, students should not simply get credit for a job they already do. For example, if the student is already doing the "service" as part of pre-existing employment or community service commitment, the course requirements should expand or extend beyond the ongoing job/community service responsibilities in a meaningful way. If the student is paid for the "service" it will not affect course credit.

7. Responsibility for managing the relationship with the community partner and clearly understanding the needs and expectations of the community partner rests with the instructor and should not be delegated.

8. The Service Learning Interest Group at UNC Charlotte annually collects information for NC Campus Compact regarding service learning courses offered on campus. If known, please identify your community partners by name and by the following categories provided by NC Campus Compact:
   - For-profit business
   - Government
   - K-12 schools
   - Other higher education institution
   - Nonprofit / community-based organization
   - Faith-based organization
   - Other

Note: NC Campus Compact (www.compact.org) also provides useful reference materials that may be helpful for you in preparing your course, if approved. These could be found on their website or on the faculty site of the University Career Center (www.career.uncc.edu). Attached you can find a list of possible social issues and learning outcomes and skills that might be helpful. Please be aware that the Service Learning Interest Group may survey you to gather information regarding issues and outcomes.

Attachment: Service Learning Course Designation

Service Areas as Tracked by NC Campus Compact

Access/Success in higher education
Agriculture/nutrition
Animal welfare
Civil rights/human rights
Conflict resolution
Crime/criminal justice
Disability issues
Disaster preparedness
Economic development
Environment/sustainability issues
Global citizenship
Health care, general
HIV/AIDS
Housing/homelessness
Hunger
Immigrant/migrant worker rights
International issues
K-12 education
Legal aid
Mental health
Mentoring
Multiculturalism/diversity
Parenting/child
Poverty
Public arts/theater
Reading/writing
Senior/elder services
Sexual assault
Substance abuse
Tax form preparation
Technology
Transportation
Tutoring

Voting
Women's issues
Other

Students Outcomes as Tracked by NC Campus Compact
Inquiry and analysis
Critical thinking
Creative thinking
Written communication
Oral communication
Quantitative literacy
Information literacy
Teamwork
Problem solving
Civic knowledge and engagement – local and global
Intercultural knowledge and competence
Ethical reasoning
Foundations and skills for lifelong learning
Integrative learning