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DOC 2000-06 Designation and Transcription of Service Learning Courses

University of Dayton. Academic Policies Committee

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PROPOSAL TO THE ACADEMIC SENATE

TITLE: Designation and Transcription of Service Learning Courses

SUBMITTED BY: Academic Policies Committee

DATE: March 31, 2000

ACTION IS: Legislative

REFERENCE IS: *Faculty Handbook*, Constitution of the Academic Senate of the University of Dayton, Article II, B, 2.

DESCRIPTION OF PROPOSAL:

This proposal describes the process for the transcription of service learning courses.

PROPOSAL FOR THE DESIGNATION AND TRANSCRIPTION OF SERVICE-LEARNING COURSES

In the University of Dayton Vision 2005, "service-learning is understood to mean learning enhanced through the experience of providing direct service. It involves prior planning and active participation by both students and faculty members. It is almost always done in partnership with a public or private not-for-profit organization. Service-learning is utilized for the purposes of learning and teaching for specific content, spiritual development, learning civic responsibility and democratic skills or the appreciation of a diverse human community. Service-learning addresses real challenges of organizations and communities, causes reflection on problem-solving and organizational collaboration, and provides meaningful action for the common good of those served.

Since service-learning is a significant and emerging academic enterprise, the APC is concerned that, in the designation of service-learning courses the University maintain a reasonable degree of academic oversight and at the same time, avoid discouraging faculty initiative with any further complication of the course approval process. Therefore, the APC recommends the following:

1. Courses designated as service-learning must meet three criteria:

    a. There must be an orientation that provides background information about the Service by means of a presentation by a representative from a particular service organization, by a member of the Service-Learning Advisory Board, or by the faculty member. The purpose of the orientation is to inform students about the service and to ensure that students are informed about community concerns and issues that may arise in particular settings.
    b. The service project must meet the definition of the Service-Learning Planning document. (See above)
    c. There must be an academic component directly linked to the service component. Academic evaluation of service-learning is to be based only upon the academic component, i.e., paper, journal, etc., that is connected with the service.

2. Any faculty member who wishes to use service-learning in a class should ensure that these criteria are met, should inform his or her chairperson that the course will include service-learning, and should include this in the course descriptions that are provided to students prior to registration, indicating whether the service-learning component of the course is required or optional and explaining the academic requirements connected to the service experience. This information should also be provided on the syllabus.

3. Chairpersons should indicate in the composite when courses have a service-learning component. This will be done by giving courses a section designation and by indicating in the comment column where the service-learning is required or optional.

4. If any questions arise about the appropriateness of particular courses for service-learning designation, they should be referred to the Service-Learning Advisory Board.

5. As for the methods by which the instructors will report those students who successfully complete the service-learning requirements in their courses, it is recommended that the University use a "bubble" on the regular grade reporting form. This method would be easy and familiar for instructors and would make the information immediately available for electronic processing. Service-learning experiences (when 1-3 above apply) should be indicated on student transcripts.