Service Learning Course Designation Workshop

Workshop Agenda

First Hour: Service Learning (SL) Course Designation Overview

❖ Introductions

❖ Purpose of Workshop

❖ Substantive Curriculum Change Process

❖ SL Course Designation Requirements

❖ Curriculog - Required Forms

❖ Hints & Tips

❖ Inclusion of SL Designated Courses in the Class Schedule

❖ SL Course Designation Incentive Grants & Other SL Program Resources

Second Hour: Hands-on Work

❖ Forms – time to initiate and complete

❖ Syllabi – time to exchange ideas about course design/re-design

Purpose of the Workshop

❖ Demystify the SL course designation process

❖ Respond to participants' questions and concerns regarding the SL course designation process

❖ Encourage the creation and designation of SL courses

❖ Increase the number of SL designated courses available to students

❖ Familiarize participants with the Service Learning Program's resources

Folder Contents

❖ Substantive Curriculum Changes

❖ Service Learning (SL) Courses

❖ Service Learning Course Designation Incentive Grant

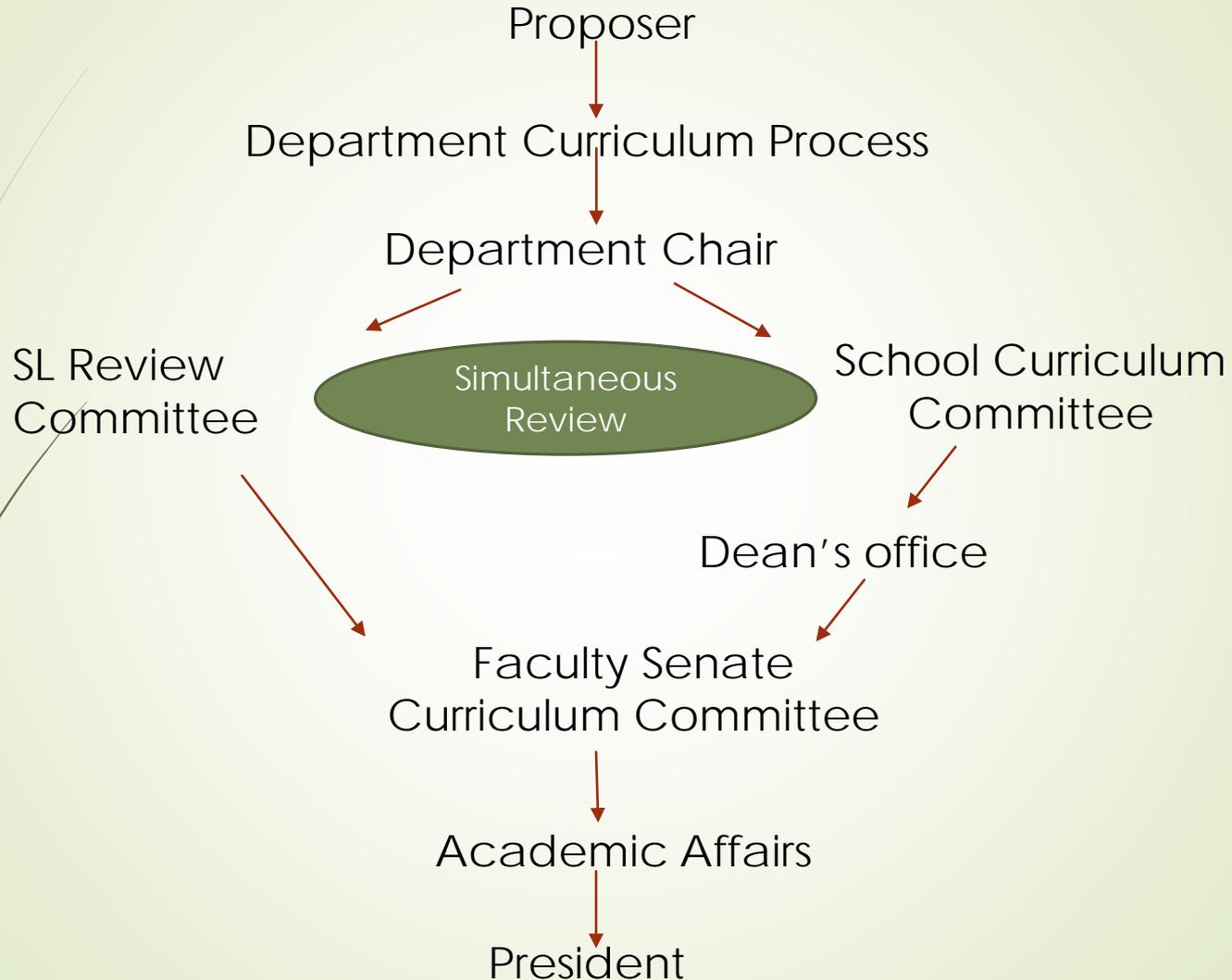❖ Service Learning Mini-Grant Information

❖ Publication Outlets & Conferences

MSU Denver Curriculum Guidelines, Policies, and Procedures. Rev. June 2015

Substantive Curriculum Changes

Substantive curriculum change proposals go before the Faculty Senate Curriculum Committee (FSCC) for approval. Upon approval by the FSCC, the proposal is forwarded to the Office of Academic and Student Affairs.

Substantive curriculum changes include the following:

- ❖ Program Changes (Addition, Modification, Deletion)
- ❖ Course Changes (Addition, Modification, Deletion)

MSU Denver Curriculum Guidelines, Policies, and Procedures. Rev. June 2015

SL Substantive Curriculum Change Proposal Approval Path

Proposer

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Department Curriculum Process

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Department Chair

SL Review Committee

Simultaneous Review

School Curriculum Committee

Dean's office

Faculty Senate Curriculum Committee

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Academic Affairs

↓

President

Service Learning Defined

At MSU Denver, service learning is a form of experiential learning in which students combine classroom experience with community-based service that:

❖ Meets an identified community need

❖ Provides a structured opportunity for students to reflect on the service activity in such a way as to gain further understanding of course content

❖ Balances student goals and community goals through collaborative development of course content and service opportunity

❖ Engages students in structured preparation for, participation in, and reflection on service experience

MSU Denver Curriculum Guidelines, Policies, and Procedures. Rev. June 2015

Student Learning Outcomes of Service Learning

At the conclusion of a Service Learning (SL) section of a course, the student will be able to:

❖ **Demonstrate** the ability to engage in personal and critical reflection concerning the service experience

❖ **Relate** the service experience to core concepts and learning outcomes of the course as described in the Regular Course Syllabus

❖ **Assess** and **analyze** the service learning experience in the context of fulfilling the identified community need, community engagement or promoting the public good

❖ **Interpret** and **communicate** the learning experience to a wider forum and disseminate information to audiences beyond the classroom

Rules for Designation

❖ Any academic unit may propose a course for an SL designation at its own discretion.

❖ When the designation is granted, it can be applied to any or all sections of the course as the academic unit desires.

❖ Measureable student learning outcomes must be stated so that the criteria listed under *Student Behavioral Learning Outcomes of Service Learning* are met.

❖ Service learning must comprise at least 33% of the graded material in the SL sections, as well as receive consideration in the course discussions, lectures and activities.

❖ Service learning sections are designated with the SL designation in the Banner system.

Procedures for Submitting a Course for the Service Learning Designation

Step 1. Propose modification on Curriculog to initiate the approval process at the following levels:

- Department

- School/ Service Learning Curriculum Review Committee

- Service Learning Curriculum Committee

- Office of Academic and Student Affairs

Step 2. Service Learning Program works with the Associate Registrar to tag the course and have it appear in the Class Schedule.

MSU Denver Curriculum Guidelines, Policies, and Procedures. Rev. June 2015

Substantive Curriculum Change Form

Justification for Proposal – Sample Text (courtesy of Professor Ting Jiang)

By adding a service learning component as a course requirement, this course enables students to integrate disciplinary material with their service learning experiences and assess this experience in the context of community needs. Students will continue to thrive and ultimately become responsible citizens who are active in promoting progressive social changes in the community at large.

This effort directly addresses MSU Denver's urban impact mission by forming meaningful partnerships with local communities to solve urban problems through experiential learning and community programs, which ultimately fuel economic development and provide access to cultural resources and strengthen cohesion. (Adapted from MSU Denver Urban Impact Mission Statement, http://www.msudenver.edu/urbanimpact/.)

SL Designation Request Form

A. Engage in personal and critical reflection concerning the service learning experience (sample text courtesy of Professor Graham Ignizio).

There will be a variety of opportunities for the students to reflect on the service learning experience:

1. Students will write 5 reflective journal entries as part of the service learning practice (20%). These should be recorded, uploaded, and shared with the class on blackboard. Entries will include:

- Attitudes, goals, concerns about project (before it begins).
- First meeting with community partners.
- Experiences upon the Service; how have you learned and how have you served?; goals for next service experience.
- Communities that are important to you. Goals for the project.
- Define "service-learning"; identify how you and your community partner have served and learned. Interview Partner as part of final reflection in Spanish.
- Individual Student Comments to their peer reflections (written or recorded).

SL Designation Request Form

A. **Engage in personal and critical reflection concerning the service learning experience (continued)**

2. An oral presentation (10%)
- Ten-minute speech. Possibilities: tell an anecdote that is a good example of your interactions with your partner(s); tell something learned and something taught; describe an obstacle encountered; discuss plans or suggestions.
- Show a photo or object to illustrate your comments.
- Answer questions from the class; ask questions of other presenters.

3. A capstone digital story telling or short film that must include: (20%)
- Script
- Peer & Self-evaluation
- Glossary of colloquialisms

SL Designation Request Form

B. Relate the service experience to core concepts and learning outcomes of the course as described in the Regular Course Syllabus (sample text courtesy of Professor Graham Ignizio).

The SLOs in both the Regular Course and SL-Designated course will be very similar. The objective of this SL option is to have students interact with each other, the professor, and <u>members</u> of the community, using the Spanish language so that they will continue perfecting both written and oral Spanish and increasing knowledge of Spanish culture and heritage in the Denver Metro Area. Combining written, oral skills, and research, the students will also prepare service-learning projects during the term. Grammar, reading, and research assignments are designed to stimulate group discussion and develop further students' knowledge of Spanish culture as well as to develop more fluidity in their own Spanish-language expression. These core concepts are found in the Regular Course as well.

SL Designation Request Form

C. **Assess and analyze the service learning experience in the context of fulfilling the identified community need, community engagement, or promoting the public good (sample text courtesy of Professor Graham Ignizio).**

Students are required to work individually with a selected community partner (see attached list of partners) and identify the mission of the organization and their role as volunteers in fulfilling that community need.

Students will need to:

- Relate their service experience to the larger Denver community (see attached Journal assignments)
- Reflect and define "service learning" and community needs. In addition, they will identify how both the community partner and the student himself/herself have fulfilled a particular community need and promoted the public good. (see attached Journal assignments)

SL Designation Request Form

D. Interpret and communicate the learning experience to a wider forum and disseminate information to audiences beyond the classroom (sample text courtesy of Professor Graham Ignizio).

With all the projects and journal entries (including the capstone project), students will have plenty of "sharing" time inside class. Students will also report back to their community partner in a manner explained by the instructor of the course. This may be a written, oral report, or as class presentations of their experiences over the semester. Representatives of the community partner will be invited to attend and/or participate in the process. Last but not least, the projects that students produce can then be shared on a dedicated website through MSU Denver and will thus disseminate information to audiences beyond the classroom.

Regular Course Syllabus Form

Specific, *Measurable* Student Behavioral Learning Outcomes (sample text courtesy of Professor Ashby Butnor).

1. Evaluate readings and speech examples based on the author or speaker's argumentation and presentation strategies. [SLO 4, 6](SL)

2. Participate in class discussions using well-reasoned arguments and thoughtful commentary. (SLO 3, 4, 6]

3. Research in preparation for presentations on service learning and social responsibility using appropriate resources. [SLO 2, 7] **(SL)**

4. Evaluate and document research sources according to established standards. [SLO 2, 6, 7]

5. Organize, present and evaluate presentations using sound argumentation and communication strategies.[1, 3, 4, 6] **(SL)**

6. Design and reflect on participation in a service-learning experience. [SLO 1, 2, 3, 4, 6, 7] **(SL)**

Hints & Tips

- ❖ The Substantive Curriculum Change approval process includes a <u>complete review of all syllabus elements</u>; therefore, please be sure that your actual class syllabus (for the course that will be taught) is in good shape.
- ❖ Face-to-Face or Equivalent Hours per course must be considered carefully. (Generally they are the same as non-SL versions of the course.)
- ❖ The student learning outcomes of service learning listed in both the the actual class syllabus must match.
- ❖ Please be clear and specific about <u>how you will assess</u> student learning outcomes.
- ❖ Provide as much specific detail as possible when completing the SL Designation Request Form. Please make the content of your responses accessible to reviewers from a variety of disciplinary backgrounds.
- ❖ Remain in touch with the reviewers at all levels of the approval process.

Inclusion of SL Designated Course in the Class Schedule

Sample Fall Class Schedule – Service Learning Link

Sample List of Fall Service Learning Designated Courses

Service Learning Program Resources

- ❖ SL **incentive grants** for the creation and submission of a service learning course designation packet (Eight $250 grants available summer 2017 -- first come, first served basis through August 15)

- ❖ SL **mini-grants** for costs associated with course-based service learning projects and participation in conferences with a service learning focus (Four $500 grants available 2017-18 academic year -- first come, check Service Learning home page for deadlines.)

- ❖ Course design/re-design assistance

- ❖ Service learning orientations and class presentations (including worker's compensation overviews)

- ❖ Community partnership development and maintenance

- ❖ Data collection and analysis on all dimensions of service learning, including impact on students, faculty, and community partners

Service Learning Course Designation Packet Creation Incentive Grants

Eight incentive grants are available for summer 2017. Applications will be reviewed and grants awarded on a first come, first served basis through August 15, 2017.

Maximum Grant Award: $250.00

Purpose: Support faculty who seek MSU Denver's new service learning course designation.

Requirements:

- ❖ Develop a service learning course or incorporate service learning into an existing course
- ❖ Complete the required documentation for the service learning course designation
- ❖ By the beginning of the fall semester, initiate the substantive curriculum change review process by proposing the modification on Curriculog
- ❖ The grant will be disbursed once the service learning course designation process has been initiated

Service Learning Course Designation Packet Creation Incentive Grants

Applicant Eligibility: Any MSU Denver faculty member who teaches, or wants to teach, a service learning course, and has **not** already received stipend support for the **same** course development is eligible to apply.

A complete grant application includes the following:

❖ Curriculog online proposal

❖ Actual Class Syllabus

Contact Information

For more information and additional resources, contact:

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Thank you!