

Adopted: February 20,2001

ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA

AS-556-011CC
RESOLUTION ON
STRATEGIC PLAN FOR SERVICE LEARNING
AND POLICY AND PROCEDURES

- 1 WHEREAS, The Board of Trustees' *Resolution on Service Learning in the California State*
2 *University* (March 15, 2000) requires each CSU president to ensure that all
3 students have opportunities to participate in service learning deemed academically
4 appropriate by faculty; and
5
6 WHEREAS, An Ad Hoc Service Learning Committee of Cal Poly faculty has met and devised
7 a strategic plan, and policies and procedures, for providing service learning
8 opportunities and ensuring they are academically appropriate; therefore, be it
9
10 RESOLVED: That Cal Poly adopt the attached Strategic Plan for Service Learning and Policies
11 and Procedures.

Proposed by: Academic Senate Curriculum
Committee and the Ad Hoc Service
Learning Committee
Date: January 22,2001
Revised: February 5, 2001



THE CALIFORNIA STATE UNIVERSITY

BAKERSFIELD • CHICO • DOMINGUEZ HILLS • FRESNO • FULLERTON • HAYWARD • HUMBOLDT • LONG BEACH • LOS ANGELES • MARITIME ACADEMY • MONTEREY BAY
NORTHridge • POMONA • SACRAMENTO • SAN BERNARDINO • SAN DIEGO • SAN FRANCISCO • SAN JOSE • SAN LUIS OBISPO • SAN MARCOS • SONOMA • STANISLAUS

Board of Trustees' Resolution Community Service and Service Learning in the California State University March 15, 2000

WHEREAS, the California State University has a tradition of such community-based activities as service learning and community service; and,

WHEREAS, Governor Davis has called on the CSU to establish a community service requirement for CSU students; and,

WHEREAS, the CSU endorses Governor Davis's interest in strengthening an ethic of service as an important part of undergraduate education; and

WHEREAS, CSU Monterey Bay already has a service-learning **requirement** for graduation and a number of individual academic departments and programs throughout the CSU currently require community service or service learning; and

WHEREAS, the Academic Senate CSU, the California State Student Association; and the CSU Advisory Group on Community Service have carefully studied the place of community service and service learning in the undergraduate-education experience; now, therefore, be it

RESOLVED, by the Trustees of the California State University, that the Chancellor require each CSU president to ensure that all students have opportunities to participate in community service, service learning (deemed academically appropriate by faculty), or both; and be it further

RESOLVED, that the Board of Trustees, through the Chancellor, endorse campus efforts to make service an expectation, condition, or requirement for the undergraduate-education experience; and be it further

RESOLVED, that the Chancellor report to the Board of Trustees, on an annual basis, CSU's increasing efforts to provide those opportunities to all students.

Proposed

Strategic Plan for Service-Learning

As Amended and Agendized by

The Academic Senate Executive Committee

January 30, 2001

Proposed

CALIFORNIA POLYTECHNIC STATE UNIVERSITY

STRATEGIC PLAN

For

SERVICE-LEARNING

Proposed by The Ad Hoc Faculty Service-Learning Development Committee May 23, 2000
Amended and Approved by the Academic Senate Curriculum Committee January 18, 2001
Amended and Agendized by the Academic Senate Executive Committee January 30,2001

MISSION

The Mission of Service-Learning at California Polytechnic State University

is to ensure that all students have the option and the opportunity
to take at least one Service-Learning course as part of their studies,
and thereby instill in students an appreciation
of the academic and social value of service to the community.

| DEFINITION |

Service-Learning is a structured learning experience in an academic course that combines service to the community with explicit learning objectives, preparation, reflection, and evaluation.

Students engaged in Service-Learning are expected to provide direct service in areas of need experienced by the community and to learn about the context in which the service is provided, the connection between the service and their academic coursework, and their roles as citizens.*

* As distinct from Service-Learning, community service is work or service performed voluntarily by students through nonprofit, governmental, and community-based organizations and schools (K-12) to contribute to the quality of life for individuals and groups in need of assistance at the local, state, national, or international level.

Service-Learning

has its theoretical roots in experiential learning theory

is developed, implemented, and evaluated in collaboration with the community

responds to concerns identified by the community

enhances the curriculum by extending beyond the lecture hall and allowing students to apply what they are learning in real-world situations

provides opportunities for critical reflection

may address a variety of community needs including direct service to people in need, improvement of community resources, community outreach and education, research, or policy analysis

may or may not include compensation

VISION

Through Service-Learning, we envision a better educated, more capable citizenry and stronger, more sustainable communities.

Service-Learning enhances academic learning through strengthening analytical and critical thinking skills, providing a deeper understanding of subject matter, enabling students to apply knowledge and skills gained through academic study to real-world problem solving, and promoting an appreciation of the connections between academic study and real-world situations.

Service-Learning enhances career learning by strengthening personal traits such as self-esteem and personal efficacy, interpersonal skills such as communications, listening, and the ability to lead, compromise, and adapt, and by enabling students to explore potential careers and gain career-related experience prior to graduation.

Service-Learning contributes to civic learning through helping students understand how communities function, the kinds of problems they face, the strength and richness of diversity, and the importance of individual commitments of time and energy to enhancing community life. Service-Learning reduces stereotypes, strengthens the ability to empathize with others, encourages a sense of social responsibility, and promotes a more democratic citizenry.

TIMELINE

The following Goals and Objectives are proposed for Cal Poly's Service-Learning Program over the next four years.

GOALS AND OBJECTIVES

GOAL 1: Institutionalize a Service-Learning Program With Linked Components in Cal Poly's Student Affairs and Academic Affairs Divisions

- Objective 1: Incorporate a statement supporting the mission and values of Service-Learning in the Cal Poly Strategic Plan
- Objective 2: Establish a Service-Learning component in Academic Affairs
- Objective 3: Establish an Academic Affairs/Student Affairs Service-Learning Advisory Council with faculty, student, and staff representation
- Objective 4: Designate Service-Learning courses in the University catalog and class schedules
- Objective 5: Formalize the links between the Service-Learning component in Academic Affairs and the Service-Learning component in Student Affairs

GOAL 2: Broaden and Sustain Faculty Support for Service-Learning

- Objective 1: Recognize participation in Service-Learning positively in the RTP process
- Objective 2: Recognize faculty contributions to Service-Learning through an annual Service-Learning Awards ceremony
- Objective 3: Provide mini-grants or release time to support faculty and departments to develop and sustain Service-Learning courses
- Objective 4: Designate a contact person in each department to provide faculty support and expertise and to promote Service-Learning
- Objective 5: Increase funding for student mentors to support faculty commensurate with growth in the number of Service-Learning courses
- Objective 6: Offer Service-Learning Seminars to faculty and staff to teach the techniques and pedagogy of Service-Learning

- Objective 7: Fund at least one full-time Faculty Service-Learning Development Director position and appropriate support staff
- Objective 8: Strengthen the evaluation and assessment of Service-Learning and disseminate findings
- Objective 9: Submit an Annual Report on the Status of Service-Learning to the Academic Senate and the Deans' Council

GOAL 3: Increase the Number of Service-Learning Opportunities for Students and the Number of Students Enrolled in Service-Learning Courses at Cal Poly

- Objective 1: Offer enough Service-Learning courses that every student can take at least one during their studies at Cal Poly
- Objective 2: Offer at least one Service-Learning opportunity in every major
- Objective 3: Offer more Service-Learning courses in General Education
- Objective 4: Work with the University Center for Teacher Education to offer a course or a portion of a course that deals with Service-Learning as a teaching methodology
- Objective 5: Develop interdisciplinary Service-Learning projects and courses

GOAL 4: Enhance University Collaboration With the Community and Strengthen Partnerships Between Cal Poly and Community Agencies, Organizations, and Individuals to Address Community Needs and Help Empower Community Members

- Objective 1: Create a Service-Learning community advisory panel composed of faculty, students, staff, and representatives from the community to help identify and address community needs
- Objective 2: Demonstrate a commitment to program participation by and with diverse populations
- Objective 3: Draw on the research expertise of the academic community to help identify and address community needs

ORGANIZATIONAL STRUCTURE

The preceding Goals and Objectives are designed to be pursued through the coordinated efforts of:

- (1) a Service-Learning Advisory Council composed of faculty, staff, and students appointed by the Provost and Vice President for Academic Affairs and the Vice President for Student Affairs,
- (2) the Center for Community Volunteerism and Service-Learning in Student Affairs, and
- (3) a Service-Learning component within the proposed Faculty Instructional Development Office under the Vice Provost for Academic Programs and Undergraduate Education.

It is proposed that the Service-Learning Advisory Council

- coordinate and oversee Cal Poly's Service-Learning Program,
- maintain Cal Poly's relationship with a Service-Learning Community Advisory Panel,
- recommend courses to the academic curriculum committees for certification as Designated Service-Learning Courses,
- recognize contributions to Service-Learning through an annual Service-Learning Awards Ceremony, and
- report annually to the Academic Senate and the Dean's Council on the status of Cal Poly's Service-Learning Program.

It is proposed that the Center for Community Volunteerism and Service-Learning

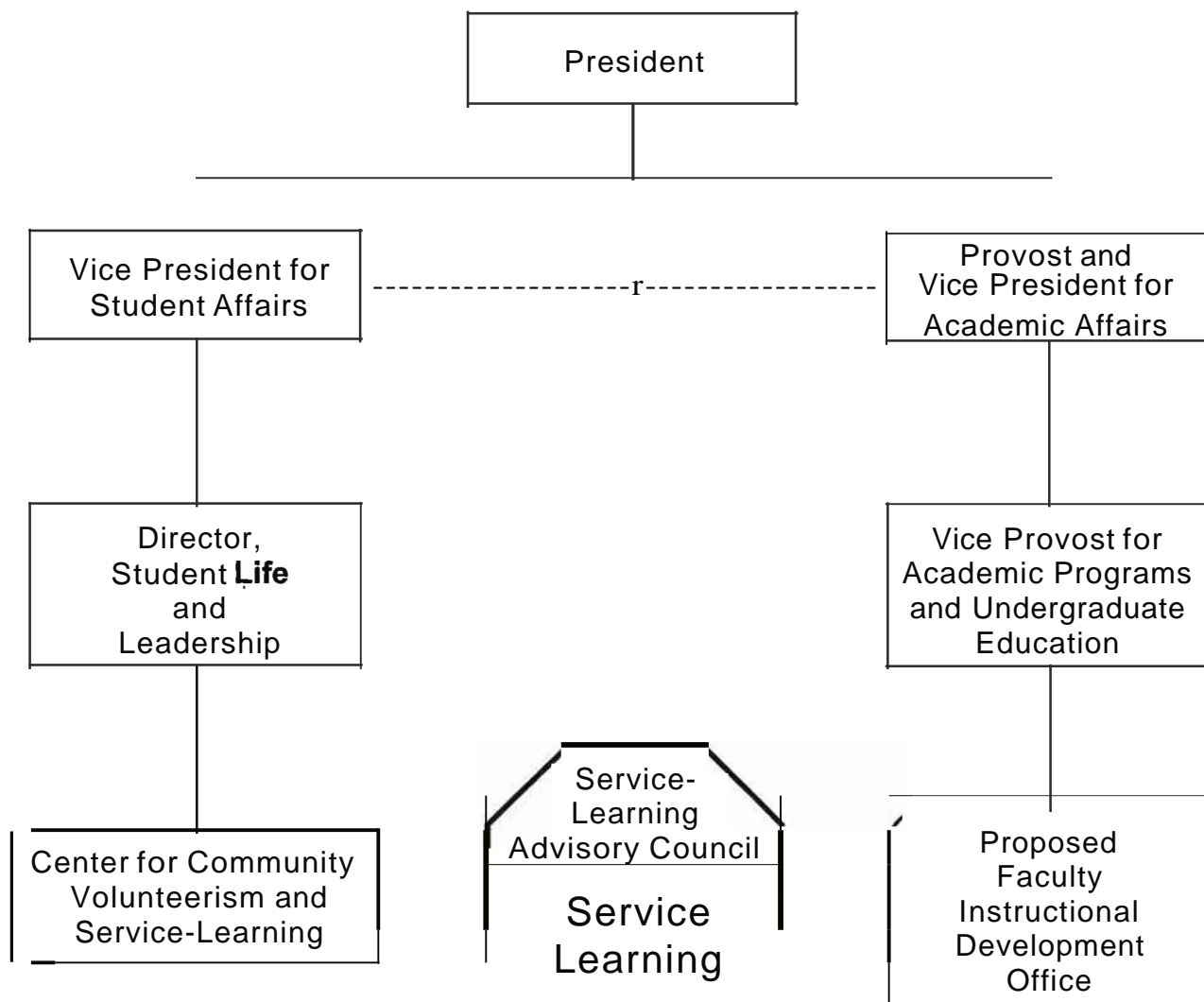
- develop resources for Service-Learning,
- recruit and develop agencies for service placements,
- maintain relations with those agencies,
- place students in agencies and manage their service activities,
- provide student mentors to work with students enrolled in Service-Learning courses, and
- represent Cal Poly at CSU Service-Learning Colloquia.

It is proposed that the Service-Learning component within the proposed Faculty Instructional Development Office

- develop resources for Service-Learning,
- recruit, mentor, and train faculty, and
- keep abreast of the evolving scholarship and practice of Service-Learning.

This organizational structure is summarized in the Service-Learning Organizational Chart on the following page.

Service-Learning Organizational Chart



- Resource Development
- Agency Recruitment and Development; Agency Relations
- Student Placement and Management
- Student Mentoring
- Represent Cal Poly at CSU Service-Learning Colloquia

- Oversight
- Community Relations
- Recommend Course Certification and Credit
- Annual Awards Ceremony
- Annual Report to Academic Senate and Dean's Council

- Resource Development
- Faculty Recruitment
- Faculty Mentoring
- Keep Abreast of the Evolving Scholarship and Practice of Service-Learning

CALPOLY

PROPOSED POLICIES AND PROCEDURES FOR APPROVING AND LISTING DESIGNATED SERVICE-LEARNING COURSES

Proposed by the Ad Hoc Faculty Service Learning Development Committee May 23, 2000
Amended and Approved by the Academic Senate Curriculum Committee January 18, 2001
Amended and Agendized by the Academic Senate Executive Committee January 30, 2001

Definition

Service-Learning is a structured learning experience in an academic course that combines service to the community with explicit learning objectives, preparation, reflection, and evaluation.

Listing

Designated Service-Learning Courses shall be listed in the University Catalog and Class Schedules.

Catalog Statement

The following statement describing Designated Service-Learning Courses shall be placed in an appropriate place in the University Catalog:

Service-Learning Courses provide students the opportunity to participate in a structured learning experience that combines service to the community with explicit learning objectives, preparation, reflection, and evaluation. Students enrolled in Service-Learning Courses provide direct service in areas of need identified by the community and learn about the context in which the service is provided, the connection between the service and their academic coursework, and their roles as citizens.

Service-Learning Faculty Liaison

Faculty interested in creating a Designated Service-Learning Course through either adding a Service-Learning component to an existing course or creating a new course with a Service-Learning component are encouraged to consult with Cal Poly's Service-Learning Faculty Liaison regarding the Policies and Procedures for Creating Designated Service-Learning Courses and for technical assistance and support.

Criteria

Designated Service-Learning Courses shall meet the following criteria:

1. Academic learning is the primary focus of the course; the Service-Learning component is a support to the academic focus.
2. The course requires at least 10 hours of academically relevant service to the community.
3. The Service-Learning activities and requirements of the course are described in the course syllabus.
4. The course includes a mechanism (e.g. lectures, guided readings, experiential class periods, workshops) to introduce the purposes, goals, and pedagogy of Service-Learning.
5. The course incorporates structured opportunities (e.g. reflection sessions, a paper, class presentations) for critical reflection on the service experience and its connection to course study.
6. Service sites are evaluated and approved by the course instructor and the Center for Community Volunteerism and Service and Learning.
7. The service clearly addresses a need identified by the community.
8. The course includes a contract specifying the requirements for completing the service activity (e.g. establishing clear deadlines for when the service must be begun, when it must be completed, special requirements of the service agency, etc.).
9. The course includes a report from the agency verifying hours served and satisfactory completion of the service.
10. The course should include a student evaluation of how the service experience impacted their learning.

Risk Assessment and Waiver

Each student shall be given a written assessment of the risks associated with the service and sign a waiver acknowledging that they have been apprised of the risk and waive the right to sue the university for injury or damage resulting from performance of the service. Risk assessments, risk assessment procedures, and waiver forms are available through Class and Community Connections and the Campus Risk Manager.

Procedures

A proposal to establish a Designated Service-Learning Course through adding a Service-Learning component to an existing course or through creating a new course with a Service-Learning component shall first be submitted to the proposing faculty member's Department Chair/Head.

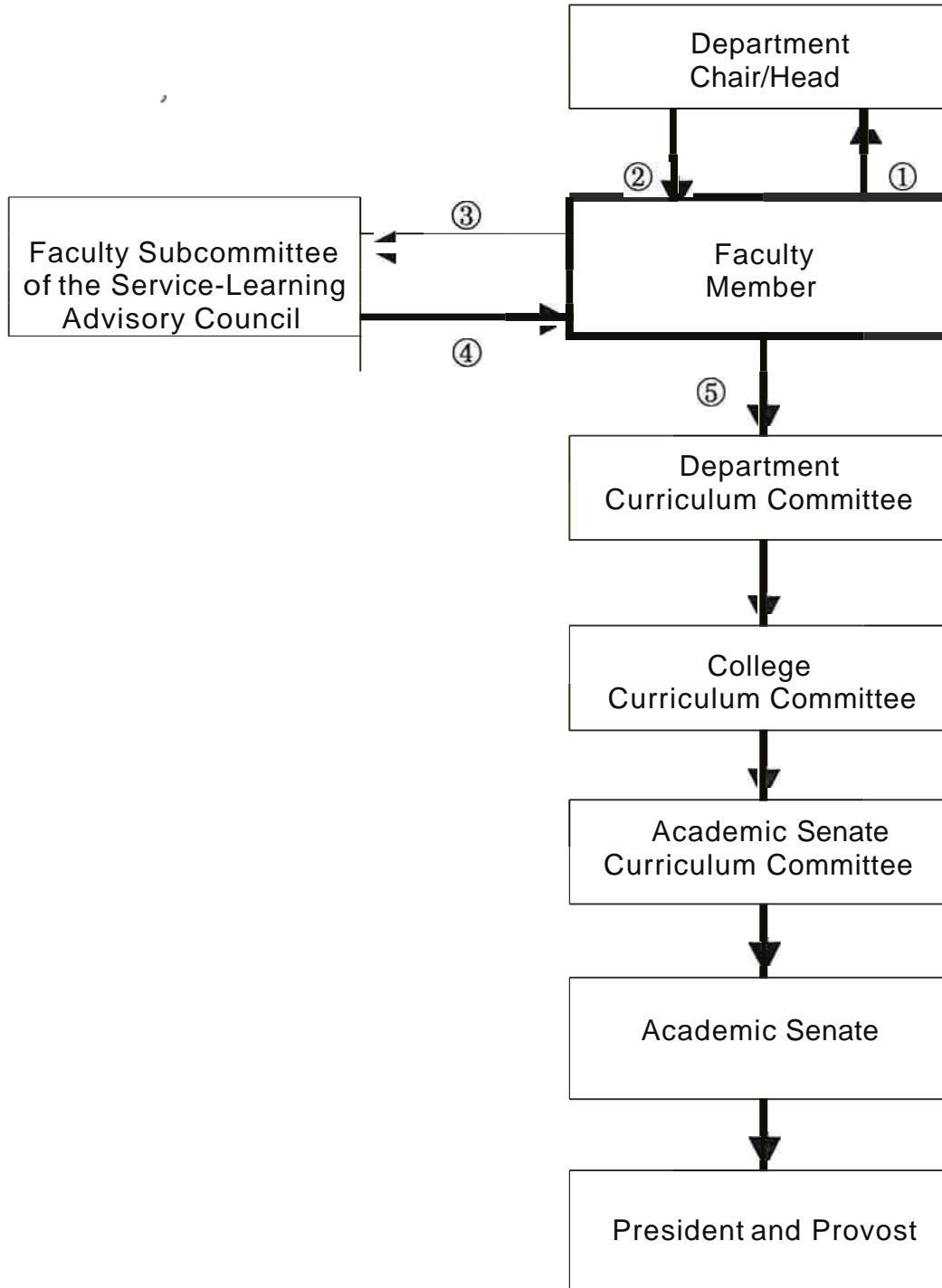
With the prior approval of the proposing faculty member's Department Chair/Head, the course shall then be submitted to the faculty serving on the Service-Learning Advisory Council sitting as the Faculty Subcommittee of the Council. The Subcommittee shall apply the **Criteria** specified above to review and recommend or reject the course as a Designated Service-Learning Course.

A course with a Service-Learning component recommended as a Designated Service-Learning Course by the Faculty Subcommittee of the Service-Learning Advisory Council shall then pass through the normal curriculum review process, with the Subcommittee's recommendation attached to the course proposal:

- Proposing Faculty Member's Department Curriculum Committee
- Proposing Faculty Member's College Curriculum Committee
- Academic Senate Curriculum Committee
- Academic Senate
- Provost and President

See **FLOWCHART**.

FLOWCHART



MODEL SERVICE-LEARNING FACULTY DEVELOPMENT SEMINAR

Purpose: Create a Faculty Development Seminar designed to provide faculty with the knowledge, skills, and techniques needed to effectively integrate substantive scholarship, sound pedagogy, and useful community service in the teaching of service-learning courses,

Funding: Office of Community Service Learning \$ 9, 500
Institute for Teaching and Learning \$ 26,519

Phase 1: Summer 2000 Design Workshop

Rich Berrett
Professor of Child and Family Sciences
California State University, Fresno

Chris Fiorentino
Coordinator, Students for Community Service
California State University, Fresno

Dick Cone
Executive Director, Joint Educational Project
University of Southern California

Sam Lutrin
Director, Class and Community Connections
California Polytechnic State University

Gerald S. Eisman
Professor, Computer Science, and
Director, Urban Technology Project
San Francisco State University

Kathy O'Byrne
Associate Professor, Counseling, and
Director of Freshman Programs
California State University, Fullerton

Bud Evans
Lecturer, Department of Political Science, and
Service-Learning Faculty Liaison
California Polytechnic State University

Seth Pollack
Assistant Professor,
Service Learning Institute
California State University, Monterey Bay

Phase 2: Winter Quarter 2001 Cal Poly Pilot

Melody DeMeritt
English

Sam Lutrin
Student Life

Bud Evans
Political Science

Lee McFarland
Industrial and Manufacturing Engineering

Gregg Fiegel
Civil and Environmental Engineering

Ray Nakamura
Physical Education and Kinesiology

Bill Hendricks
Natural Resources Management

Carolyn Shank
Natural Resources Management .

Kris Jankovitz
Physical Education and Kinesiology

Marcy Villa
Business: Management

Terri Lituchy
Business: Global Strategy and Law

Center for Community Volunteerism and Service-Learning:

Stephan Lamb

Brady Radovich

Maya Andlig

Phase 3: July 18-20, 2001 CSU Systemwide Conference

Membership List

Mary Beth Armstrong
Accounting

Nancy Clark
History

Bud Evans
Political Science

Bob Flores
Agricultural Education and Communication

Judith Gish
Liberal Studies

Harvey Greenwald
Mathematics

V.L. Holland
Biological Sciences

Doug Keesey
English

Sam Lutrin
Student Life

Anny Morrobel-Sosa
Materials Engineering

Ray Nakamura
Physical Education and Kinesiology

Mary Whiteford
Academic Programs

Season Conlan
Student Representative

Matia Magoulias
Student Representative

Community
Service

Practicum

Service
Learning

Humanitarianism

An Experiential Learning
Pedagogy
That Integrates
Service to the Community
with Academic Study

Pre-Professional
Training

sd
mc

RECEIVED

CALPOLY

State of California

APR 13 2001


Memorandum

ACADEMIC SENATE

SAN LUIS OBISPO
CA 93407

To: Myron Hood
Chair, Academic Serra

Date: April 6, 2001

From: 
Warren J. Baker
President



Copies: Paul Zingg
David Conn

Subject: Response to Senate Resolution AS-556-01/CC
Resolution on Strategic Plan for Service Learning and Policy and Procedures

I am pleased to approve AS-556-01/CC, Resolution on Strategic Plan for Service Learning and Policy and Procedures, adopting the documents prepared by the Ad Hoc Service Learning Committee. I commend the Committee for preparing Cal Poly's response to the Board of Trustees' March 2000 Resolution on Community Service and Service Learning in the California State University. I believe that through this response, Cal Poly not only demonstrates its commitment to Service Learning but also establishes an appropriate framework for administering the program.