

Running Head: TRUCEN IDENTIFICATION OF SERVICE-LEARNING

The Ways in Which and To What Extent The Universities That Are Part of The Research
University Civic Engagement Network Define and Utilize The Service Learning Pedagogy

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Abstract

A uniform identification system of service-learning course offerings at a University wide level could result in it becoming a common practice on those campuses. A comprehensive survey taken of The Research University Civic Engagement Network (TRUCEN) members identifies the utilization of service-learning amongst these research universities. The study utilizes both quantitative and qualitative information to determine university-wide levels of engagement, support and uniformity across TRUCEN service-learning practices. Results reveal a large majority of these universities have adopted campus-wide service-learning guidelines. Survey results have potential value for institutions with interests in initiating or solidifying a campus wide service-learning program.

Summary

Service-learning has become a recognized teaching tool in higher education. Across the country college and universities are implementing it, or considering implementing the practice at a campus-wide level. Some incorporate service-learning with the intention of impacting student learning and/or increasing their partnership with community. Among the charge are some of the most prestigious research colleges in the country.

35 research Level 1 higher education institutions participate in The Research University Civic Engagement Network (TRUCEN). 32 out of these 35 agreed to answer 5 questions pertaining to their university's definition and acknowledgement of service-learning. Of those 32 responses, 21 said yes, their campus does have a university-wide definition of academic credit-based service-learning and community-based research courses. This could be seen a great step for the practice of service-learning.

A university's steps to unify student awareness of community service focused classes styles might be considered a strong indicator of that university's view of service. 14 of the 32 responding universities indicated that students receive notice of a course's community service status through timetable registration.

While a university-wide standardized definition is a significant step in recognizing its practice on campus, a more specific recognition of service-learning's acceptance within a campus may be exhibited by the university providing students with a standardized way of finding these types of approved service courses within their required course registration timetable. All students register for courses, when course designation is identified within the university's course codes and structured labels all students are provided with the same level of information regarding the courses service specialty. This type of course designation technique provides the students

with the information without requiring that they seek out the information themselves, through word or source searches, therefore narrowing the number of students even aware of the offerings of this course style to those motivated to find it.

Methods

The 35 representatives of The Research University Civic Engagement Network (TRUCEN) were contacted via email to participate in a service-learning survey. They were selected based on their status as research-focused universities and their membership in this civic engagement focused organization. 32 of the 35 TRUCEN Universities provided email responses to the five questions asked.

Design

This study utilized a mixed-methods approach as well as both within- group (determining which universities had campus-wide service-learning definitions) and between-groups (determining, of those who had a campus wide definition had timetable designation of approved courses). Table format was then used to enter accumulated answers and better synthesize information.

Materials

Study variables include that each university was allowed to interpret the term service-learning on their own. These interpretations may not align. Another variable is that some Participants answered the question “Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components?” with responses such as we have an informal definition or we are working on one instead of the anticipated yes or no answer. Answers other than yes were added to the no tally, unless the participant indicated that their service-learning courses were designated in their timetable.

Participants were asked to provide answers to the following questions: 1) Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components? 2) If the answer is 'yes,' what is your definition? 3) Who on your campus applies the definition and makes the determination or decision? 4) Are they identified as such in your timetable/ schedule of course offerings each semester? 5) Are there a specific number of hours required at the agency or organization off campus where the students are placed or select?

Procedures

Contact information for each of the initial 30 university members was obtained from Maureen Curley, Campus Compact President. Initial contact with participants was made via Mary Rouse, former TRUCEN representative, and former Executive Director of the University of Wisconsin-Madison, Morgridge Center for Public Service, to make email request more noticeable and potentially increase representatives interest in responding. Email requests for survey participants was made twice via email by Mary Rouse and then twice by myself to listed representatives, program directors and program assistants who didn't respond in hopes that someone would. Contact attempts were then attempted via phone of TRUCEN university representatives who still had not responded, as to assure they were given ample notification of the opportunity.

Around the 2011 TRUCEN conference 5 additional universities joined and each of these 5 schools were sent the research questions, twice if necessary. Contact attempts were then attempted via phone to assure they were given ample notification of the opportunity to participate in the survey.

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The Research University Civic Engagement Network (TRUCEN) answers regarding their use of service-learning	
<p><i>Arizona State University, Office of University Initiatives, Kimberly de los Santos, Associate Vice President and Executive Director of the Office of University Initiatives, 480-965-8688 kimberly.delossantos@asu.edu <u>kimberly.delossantos@asu.edu</u></i></p> <p><i>Response by: Jacqueline V. Smith, J.D. University Innovation Fellow Jacqueline.V.Smith@asu.edu</i></p>	<p>Question 1) Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components? Yes.</p> <p>Question 2) If the answer is 'yes," what is your definition? Service Learning is an instructional method that utilizes community service as a resource for learning. It allows students to learn and develop through participation in thoughtfully organized service activities that: http://servicelearning.asu.edu/node/1</p> <ul style="list-style-type: none"> *integrate and enhance academic curriculum *provide “real-life” experiences that exercise academic skills and knowledge *meet actual community needs <i>as determined by community members/agencies</i> *partner the University with community agencies and/or schools *foster civic responsibility *include structured reflection activities <p>Question 3) Who on your campus applies the definition and makes the determination or decision? Faculty and instructors from all colleges within the University have the right to implement service learning as they see fit. If faculty would like a service learning designation on their class in the University catalog, they must report a "Class Note Form" to the USL office. USL does have the authority to approve or deny each option for class note 0303 status in the University Catalog.</p> <p>Question 4) Are they identified as such in your timetable/ schedule of course offerings each semester? ASU Class Note 0303 designates that the course has a service learning component. When students search the course catalog at www.asu.edu/classes, they can search for the keyword "service learning" and courses that have this keyword in the description will be retrieved. Students cannot currently search this online course catalog for the 0303 class note designation.</p> <p>Question 5) Are there a specific number of hours required at the agency or organization off campus where the students are placed or select? No, this is up to the Instructor. Classes offered through the USL office require 70 hours of service for the lower division and 100 hours for the upper division classes. The School of Sustainability has separate requirements.</p>
<p>Brown University, Swearer Center for Public Service</p>	<p>Question 1) Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components? No.</p>

<p>http://swearercenter.brown.edu/ (401) 863-2338 Roger Nozaki, Director of the Swearer Center/Associate Dean of the College Roger_Nozaki@brown.edu (401) 863-2338 Response by: (Kerrissa Heffernan, Director, Faculty Engagement & Royce Fellowship Department: Swearer Center Kerrissa_Heffernan@Brown.EDU (401) 863-1529)</p>	<p>Question 2) If the answer is 'yes," what is your definition? Brown does not formally recognize language designating courses or research as community based. However, recently I have been named the Director of Faculty Engagement and have been insinuating the language of Engaged Scholarship in campus documents. We now have a community of 17 faculty who are identify themselves as Engaged Scholars and are creating parameters for that language - for what it means to be an engaged scholar.</p> <p>Question 3) Who on your campus applies the definition and makes the determination or decision? I do with the counsel of the Engaged Scholars and approval of the Academic Dean</p> <p>Question 4) Are they identified as such in your timetable/ schedule of course offerings each semester? We are in conversations about how to identify courses as 'engaged' right now we are exploring engaged programs within departments - a cluster of courses and faculty who are working in communities (through research or course work)</p> <p>Question 5) Are there a specific number of hours required at the agency or organization off campus where the students are placed or select? No, but we are sensitive to defining engaged scholarship within appropriate boundaries - should have that hashed out this fall</p>
<p>Duke University, Service-Learning Program (housed within the Program in Education), http://educationprogram.duke.edu/service-learning (919) 668-4134 servicelearning @duke.edu David Malone, Director of Service-Learning (919) 660-3075 dmalone@duke.edu Response by: <i>Kristin Wright, Service-Learning Program Coordinator</i> (919) 668-4134 kristin.wright@duke.edu</p>	<p>Question 1) Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components? Yes.</p> <p>Question 2) If the answer is 'yes," what is your definition? In 1999, the Dean's Advisory Committee for Service-Learning adopted the following definition of service-learning at Duke: Service-learning links classroom learning with service to communities. Service opportunities are developed through collaboration among faculty, students, and individuals and organizations in the community. Service placements are designed to meet two criteria: to enhance the educational goals of a course and to serve the public good by providing a needed service to individuals, organizations, schools, or other entities in the community. Students involved in service-learning make a commitment to engage in a service project or to complete a specified number of hours of service work. Through structured activities of reflection and analysis, they are asked to integrate their service experience with the other materials of the course. Service-learning goes beyond extracurricular community service because it involves participants in reading, reflection, and analysis. Credit is awarded not for service alone, but for academic work integrating the service experience. At its best, service-learning enhances and deepens students' understanding of an academic discipline or subject, while providing them with experience that develops leadership and life skills and engages them in critical reflection about individual, institutional, and social ethics.</p> <p>For an undergraduate course to be formally labeled as a service-learning course in the registration system and in University publications, the course must meet the following criteria:</p> <ol style="list-style-type: none"> 1. Students engage in a minimum of 20 hours of planned service activities.

	<p>2. The service experience is integrally related to the academic subject matter of the course.</p> <p>3. Coursework involves critical reflection on the relationship between academic course content and the service experience. Coursework involves critical reflection on the ethical and civic dimensions of the service experience.</p> <p>Question 3) Who on your campus applies the definition and makes the determination or decision? Our office receives and vets all requests for the service-learning label. For Arts & Sciences courses, our recommendations are approved by the Arts & Sciences course committee and then forwarded to the Registrar's Office.</p> <p>Question 4) Are they identified as such in your timetable/ schedule of course offerings each semester? Yes, service-learning courses appear with the "SL" label in the catalog and registration system.</p> <p>Question 5) Are there a specific number of hours required at the agency or organization off campus where the students are placed or select? Students engage in a minimum of 20 hours of planned service activities in a service-learning course.</p>
<p>Emory University Office of University- Community Partnerships Michael Rich, Director of the Office of University-Community Partnerships mrich@emory.edu (404) 727-7449</p> <p><i>Response by: Dr. Vialla Hartfield-Méndez Director of Engaged Learning, Professor of Pedagogy Department of Spanish and Portuguese Emory University vhartfi@emory.edu</i></p>	<p>Question 1) Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components? Yes. Our terminology is "community-engaged learning" or "community-engaged pedagogy." We focus on the integral relationship between community-engaged learning, research and service, and seek to encourage a continuum of student engagement and learning that can range from introductory experiences to in-depth research projects, both at the undergraduate and the graduate levels.</p> <p>Question 2) If the answer is 'yes,' what is your definition? Community-engaged pedagogy creates pathways between the university and the community, and is focused and leveraged to assist neighborhood groups, nonprofit organizations, and public agencies with addressing critical community needs in the metro Atlanta area, while also strengthening students' sense of citizenship, understanding of community issues, application of knowledge to real-world problem solving, and ability to deepen community and academic linkages over time" (language taken from our Community-Engaged Learning Initiatives grants description).</p> <p>Question 3) Who on your campus applies the definition and makes the determination or decision? The Office of University-Community Partnerships is primarily responsible for this, and works with all the university units to assure coherence.</p> <p>Question 4) Are they identified as such in your timetable/ schedule of course offerings each semester? No. This happens in individual course descriptions.</p> <p>Question 5) Are there a specific number of hours required at the agency or organization off campus where the students are placed or select?</p>

	These vary from course to course, and from program to program.
<p>Georgetown University Center for Social Justice Research, Teaching and Service, http://socialjustice.georgetown.edu/ (202)687-5330 csj@georgetown.edu Jane Genster, J.D. Interim Executive Director Senior Counselor to the President <i>Response by: Deanna Y. Cooke, Ph.D., Former Executive Director,</i> dyc4@georgetown.edu <i>Updates by: Jane Kirchner</i> jck47@georgetown.edu <i>Community-Based Learning/Program on Justice and Peace Coordinator</i></p>	<p>Question 1) Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components? Yes. (Called Community Based Learning)</p> <p>Question 2) If the answer is 'yes," what is your definition? Community-based learning (CBL) is an academic course-based pedagogy that involves student work with disadvantaged and underserved individuals or groups (or organizations working with and for disadvantaged and underserved individuals or groups) that is structured to meet community-defined needs. Critically, course objectives and student community work are fundamentally integrated. The basic aim of CBL courses is two-fold: first, that students' experiences in community-based work will heighten their engagement with central academic themes and material in the course; second, that the academic course content will facilitate students' ability to reflect in deep and constructive ways on their experiences working in the community.</p> <p>Question 3) Who on your campus applies the definition and makes the determination or decision? "CBL Course Advisory Committee"</p> <p>Question 4) Are they identified as such in your timetable/ schedule of course offerings each semester? Yes. The course will be listed as a CBL course in registration materials. 1) On Departmental Course Submission Forms to the Registrar, CBL will be in the title of a course, if all students are required to participate in it, 2) On Departmental Course Submission Forms to the Registrar, CBL will be in the title of a separate section, if CBL is an option within a course; On the reverse side of the transcript, this sentence will appear: "CBL (at the beginning of a course title): Community-based learning, a course-based pedagogy, involves student work with disadvantaged and underserved individuals or groups that is structured to meet community-defined needs."</p> <p>Question 5) Are there a specific number of hours required at the agency or organization off campus where the students are placed or select? 20 -40 hours over the course of a semester.</p>
<p>Michigan State University Center for Service-Learning and Civic Engagement (CSLCE) http://www.servicelearning.ms</p>	<p>Question 1) Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components? Yes.</p> <p>Question 2) If the answer is 'yes," what is your definition?</p>

<p>u.edu/ (517) 353-4400 Karen McKnight Casey, Director <i>Academic Service-Learning and Director, CSLCE</i> caseyk@msu.edu <i>Response by: Karen McKnight Casey</i> <i>*The MSU Center for Service-Learning and Civic Engagement (CSLCE) reports jointly through University Outreach and Engagement (Associate Provost for) (UOE), and Student Affairs and Services (Vice President for), and is a distinctly different unit in UOE than the National Collaborative for the Study of University Engagement (NCSUE). The CSLCE and NSCUE work closely together but, again, are different units/departments.</i></p>	<p>http://outreach.msu.edu/documents/flyers/CSLCEflyer_Oct09.pdf Academic service-learning is a teaching method that combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. Service-learning programs involve students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility and commitment to the community. <i>(Definition adapted from Campus Compact, a national coalition of college and university presidents that promotes civic engagement and service-learning in higher education.)</i> Curricular service-learning MSU defines curricular service learning as service related to a particular academic major or field of study in which the service is attached to the discipline rather than a specific course. Co-curricular service-learning Co-curricular service experiences provide students with opportunities to volunteer through community-based placements in personal areas of interest that may be unrelated to courses or academic majors. Many of these opportunities are available through student-led initiatives dedicated to service, community and civic engagement, and advocacy.</p> <p>Question 3) Who on your campus applies the definition and makes the determination or decision? The CSLCE director and assistant director work closely with individual faculty, departments and associate deans re: the pedagogy and design of service-learning-based courses.</p> <p>Question 4) Are they identified as such in your timetable/ schedule of course offerings each semester? Some are, some are not: Some courses are approved through department and college curriculum committees with service-learning pedagogy and requirements clearly articulated in the official course description. These courses appear in the course catalog with service-learning existing/required in all sections. In other cases, the decision to integrate service-learning is faculty dependent, and, therefore, service-learning, therefore, does not appear in the standard course description. – The CSLCE does keep the official Record of Service for each student, so that students have the opportunity to credential all service-learning and civic engagement experiences registered with and through the CSLCE.</p> <p>Question 5) Are there a specific number of hours required at the agency or organization off campus where the students are placed or select? MSU generally works with a standard of 20-30 consistent hours</p>
<p>North Carolina State University, Center for Excellence in Curricular Engagement http://www.ncsu.edu/curricular_engagement/ (919) 513.0650 James J. Zuiches, Vice Chancellor for Extension,</p>	<p>Question 1) Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components? No. (Hope to)</p> <p>Question 2) If the answer is 'yes,' what is your definition?</p> <p>Question 3) Who on your campus applies the definition and makes the determination or decision?</p> <p>Question 4) Are they identified as such in your timetable/ schedule of course offerings each semester?</p> <p>Question 5) Are there a specific number of hours required at the agency or organization off campus where the students are</p>

<p>Engagement, Economic Development James_Zuiches@ncsu.edu (919) 513-0388 <i>Response by: James J. Zuiches</i></p>	<p>placed or select?</p>
<p>Ohio State University, Service Learning Initiative, http://service-learning.osu.edu/index.php (614) 688.3041 Mindy Wright, Interim Director and Assistant Provost Office of Academic Affairs 614-688-5557 wright.7@osu.edu <i>Response by: Mindy Wright*</i></p>	<p>Question 1) Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components? Yes.</p> <p>Question 2) If the answer is 'yes," what is your definition? Service-Learning is a form of experiential education characterized by student participation in an organized service activity that—</p> <ul style="list-style-type: none"> * is connected to specific learning outcomes * meets identified community needs * provides structured time for student reflection and connection of the service experience to learning <p>Undergraduate Community-Based Research. Ohio State is just beginning discussion of a specific community-based research "arm" of our Undergraduate Research Office. Next month, we will have our first meeting of faculty who will help design this program. This program will not be administered out of SLI but will be an "arm" of URO. We are undergoing a move from quarters to semesters. As part of that transition, two items related to service-learning are changing. One is that service-learning courses will be eligible to count for our new general education requirements. Our gen ed program is overseen by our College of Arts and Sciences. The second change leads from the first. We are in the process of setting up a joint review committee that will consist of members of the Service-Learning Scholars Roundtable (including the director) and members of the Arts and Sciences Committee on Curriculum and Instruction. The guidelines for that review can be found at http://service-learning.osu.edu/checklist.php and http://service-learning.osu.edu/elements.php</p> <p>Question 3) Who on your campus applies the definition and makes the determination or decision? In the past, a sub-committee of members of our Service-Learning Scholars Roundtable served as the review committee and made recommendations to college curriculum committees about approval.</p> <p>Question 4) Are they identified as such in your timetable/ schedule of course offerings each semester? Since 2007, we have had a more specific "S" designation that requires review and approval. Our goal for developing an S review process was to help students identify these courses more easily and to ensure that the courses they identified would have common principles and practices. This procedure was approved by our Council on Academic Affairs in 2007. The S suffix allows courses to be identified in the electronic master schedule. Short but consistent statement about service-learning is included in the electronic master schedule course description. Semester courses that are approved for the S designation will be so identified--beginning for Autumn semester 2012.</p>

	<p>Question 5) Are there a specific number of hours required at the agency or organization off campus where the students are placed or select?</p> <p>We do not have a required number of hours for courses to qualify for the S. We believe that our review process ensures hours of community service are a substantial, integrated element of all service-learning courses.</p>
<p>Princeton University, Pace Center for Civic Engagement, http://www.princeton.edu/pace/home/ (609) 258-7260 , Director, <i>Beth K. Jamieson</i> (609) 258-7266 bjamieso@princeton.edu <i>Response by: Beth K. Jamieson</i></p>	<p>Question 1) Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components? Yes, (for community-based research courses)</p> <p>Question 2) If the answer is 'yes,' what is your definition? Students have the opportunity to engage in community-driven research projects. These are carried out in partnership with a community organization as part of the students' academic work for the class.</p> <p>Question 3) Who on your campus applies the definition and makes the determination or decision? Assistant Director of the Community-Based Learning Initiative</p> <p>Question 4) Are they identified as such in your timetable/ schedule of course offerings each semester? Yes, in a section entitled "Community-Based Learning Initiative Courses".</p> <p>Question 5) Are there a specific number of hours required at the agency or organization off campus where the students are placed or select? No. We prefer that the CBR assignment(s) account for 25% or more of the grade but are flexible in that regard.</p>
<p>Stanford University Haas Center for Public Service http://haas.stanford.edu (650) 723-0992</p> <p><u>Peter E. Haas Faculty Co-Directors</u> Larry Diamond ldiamond@stanford.edu Julie Kennedy juliek@stanford.edu, <u>Executive Director</u> Thomas Schnaubelt</p>	<p>Question 1) Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components?</p> <p>Yes; the Haas Center coordinates a process by which academic credit-based service-learning courses are identified and tagged. This is coordinated by Julie Reed, our Associate Director for Community Engaged Scholarship.</p> <p>Question 2) If the answer is 'yes,' what is your definition? Criteria for service-learning course tagging are listed here: http://studentaffairs.stanford.edu/haas/faculty/servicelearning/designation The Haas Center provides the following definition on its website: "a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are key concepts of service-learning." Jacoby, <i>Service-Learning in Higher Education</i>, 1996. The Haas Center views academic credit based service-learning courses as one manifestation of "community-engaged scholarship" which is in turn one of five public service pathways promoted by the Center. The other pathways include direct service, philanthropy, politics/policy, and community activism.</p>

<p>thomasjs@stanford.edu</p> <p><i>Updated response by Tom Schnaubelt; Executive Director, Haas Center for Public Service</i></p>	<p>Question 3) Who on your campus applies the definition and makes the determination or decision? Haas Center Faculty Steering Committee (FSC)</p> <p>Question 4) Are they identified as such in your timetable/ schedule of course offerings each semester? Yes, with professor approval, courses are “tagged” service-learning.</p> <p>Question 5) Are there a specific number of hours required at the agency or organization off campus where the students are placed or select? No, this is done on a course-by-course basis.</p>
<p>Tufts University, Jonathan M. Tisch College of Citizenship & Public Service http://activecitizen.tufts.edu Robert Hollister, Director <i>Response by: Nancy Wilson, Director & Associate Dean Jonathan M. Tisch College of Citizenship & Public Service Nancy.Wilson@tufts.edu</i></p>	<p>Question 1) Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components? Tufts does not have a university-wide definition of academic credit-based service-learning or community-based research courses. However, we do have two lists of courses that in some way support development of civic engagement capacity among students. These include “Active Citizenship in the Curriculum” a broad list of undergraduate courses that develop student civic capacity and the Project PERIS course list, which includes courses specifically supported by a federal grant for service learning and economic recovery in Somerville.</p> <p>Question 2) If the answer is 'yes,' what is your definition? “Tisch College has compiled this initial list of undergraduate courses that teach knowledge, skills and /or values of active citizenship. The faculty members who teach these courses proposed to have them included in this list. Each listing includes a statement written by the faculty member that describes how the course enables students to develop as effective active citizens. There is not one path to active citizenship, but countless ways depending on your goals and experiences. However, there are distinct bodies of knowledge, practical skills, and sustaining values that contribute to your ability to be effective contributors to society. We encourage students interested in active citizenship to utilize this list to identify courses that they may find of interest. In keeping with Tufts’ broad definition of “active citizenship,” we encourage faculty members to interpret this phrase in terms that fit their own interests and disciplinary backgrounds. we ask faculty to “describe how this course enables your students to develop as effective active citizens,” and we refer them to our Civic Learning Outcomes to indicate which of these outcomes their course seeks to achieve. http://activecitizen.tufts.edu/?pid=796</p> <p>Question 3) Who on your campus applies the definition and makes the determination or decision? Tisch College is responsible for both of these lists. For Active Citizenship in the Curriculum, the course identification process was “developed by a task force of Arts & Sciences and Engineering faculty members who are on the adjunct faculty of Tisch College”.</p> <p>Question 4) Are they identified as such in your timetable/ schedule of course offerings each semester? They are identified on the Tisch College website.</p>

	<p>Question 5) Are there a specific number of hours required at the agency or organization off campus where the students are placed or select?</p> <p>The Tufts University Medical School (TUSM) requires all students to complete 50 hours of community service at some point during their four years of medical school. These are not for credit and are not course based. However, the school does have an online preparatory course students are expected to complete prior to undertaking their hours of community service. Some undergraduate majors require a certain number of hours of communit- based internships. For instance, the Community Health Program requires a one-credit field placement internship.</p>
<p>Tulane University Center for Public Service http://tulane.edu/cps/students/service-learning.cfm (504) 862-8060 Vincent Ilustr, vilustr@tulane.edu Executive Director <i>Response by: Dr. Agnieszka Nance, Asst Director for Faculty Training & Support</i> anance@tulane.edu</p>	<p>Question 1) Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components? Yes.</p> <p>Question 2) If the answer is 'yes,' what is your definition? Academic Service Learning is an educational experience based upon a collaborative partnership between the university and the community. "Learning by doing" enables students to apply academic knowledge and critical thinking skills to meet genuine community needs. Through reflection and assessment, students gain deeper understanding of course content and the importance of civic engagement.</p> <p>Question 3) Who on your campus applies the definition and makes the determination or decision? Center for Public Service Curriculum Committee & University wide - Newcomb Tulane College Curriculum Committee</p> <p>Question 4) Are they identified as such in your timetable/ schedule of course offerings each semester? Yes, all service learning courses have a special designation in addition to the regular call number.</p> <p>Question 5) Are there a specific number of hours required at the agency or organization off campus where the students are placed or select? Yes, minimum of 20hrs/ semester. Students can also complete 40 hrs per semester to receive one additional credit hour. Internships require 60 to 70 hrs of service (in conjunction with an academic internship seminar).</p>
<p>University at Buffalo, SUNY 716-645-8462 rgranfie@buffalo.edu Robert Granfield</p>	<p>No Response.</p>
<p>University of CA, Berkeley Cal Corps Public Service Center, http://publicservice.berkeley.e</p>	<p>Question 1) Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components? No approved campus definition.</p>

<p>du Megan Voorhees, Director, Assistant Dean of Students (510) 642-1081 Voorhees@berkeley.edu</p>	<p>Question 2) If the answer is 'yes," what is your definition?</p> <p>Question 3) Who on your campus applies the definition and makes the determination or decision?</p> <p>Question 4) Are they identified as such in your timetable/ schedule of course offerings each semester?</p> <p>Question 5) Are there a specific number of hours required at the agency or organization off campus where the students are placed or select?</p>
<p>UCLA, Center for Community Learning http://www.communitylearning.ucla.edu/servicelearning.htm (310) 825-7867 Kathy O'Byrne, Ph.D., Director, UCLA Center for Community Learning kobyrne@college.ucla.edu <i>Response by: Kathy O'Byrne</i></p>	<p>Question 1) Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components? Yes.</p> <p>Question 2) If the answer is 'yes," what is your definition? We use the national definitions of service learning.</p> <p>Question 3) Who on your campus applies the definition and makes the determination or decision? Center for Community Learning and its Faculty Advisory Committee.</p> <p>Question 4) Are they identified as such in your timetable/ schedule of course offerings each semester? Yes.</p> <p>Question 5) Are there a specific number of hours required at the agency or organization off campus where the students are placed or select? A minimum of 20 hrs/quarter are required. Some courses require more.</p>
<p>University of Connecticut r.mccarthy@uconn.edu 860-486-2128 Robert McCarthy <i>Response by: Preston A. Britner, Ph.D. Co-Chair, UConn's Public Engagement Forum, & Exec. Cmte. Member, Provost's Commission on Public Engagement (860) 486-3765</i></p>	<p>Question 1) Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components? Yes, the University of Connecticut has a university-wide definition of academic-based service-learning that has been adopted formally by the Provost's Commission on Public Engagement (PCPE) that is used by the University Office of Service-Learning (OS-L).</p> <p>Question 2) If the answer is 'yes," what is your definition?At UConn, the PCPE and OS-L have adopted the Carnegie Foundation for the Advancement of Teaching definition: "Service-Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities."</p> <p>Question 3) Who on your campus applies the definition and makes the determination or decision? The Office of Service-Learning applies the definition in working with faculty on course development and makes the final determination as to whether or not a course is, in fact, service-learning. The PCPE and OS-L have collaborated to share the definition and to survey</p>

<p><i>Preston.Britner@UConn.edu</i> <i>tinyurl.com/britner</i></p>	<p>faculty, Departments, and Schools/Colleges as to courses that currently meet the definition.</p> <p>Question 4) Are they identified as such in your timetable/ schedule of course offerings each semester? Currently, the Office of Service-Learning advertises which service-learning courses (but only those self-identified by interested faculty) are being offered throughout the University. The Provost's Commission on Public Engagement, however, is in the early stages of a process of creating a systematic approach to have service-learning courses listed in the course catalog, tagged in the registrar's online registration system, and identified on student transcripts.</p> <p>Question 5) Are there a specific number of hours required at the agency or organization off campus where the students are placed or select? No. At this time, there is no required number of hours where students either are placed or choose to implement their service-learning activity. It is strongly encouraged by the Office of Service-Learning that students are asked to provide a minimum of 12 hours of service. Placement requirements vary greatly by setting, number of course credits, and discipline.</p>
<p>University of Georgia, Office of the Vice President for Public Service and Outreach, http://outreach.uga.edu/ (706) 542-6167 Shannon Wilder, Director of the Office of Service Learning, swilder@uga.edu <i>Response by: Trish Kalivoda, Senior Associate Vice President for Public Service & Outreach, & Editor, Journal of Higher Education Outreach and Engagement, Office of the Vice President for Public Service & Outreach, (706) 542-3946 tlk@uga.edu</i></p>	<p>Question 1) Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components? Yes.</p> <p>Question 2) If the answer is 'yes,' what is your definition? Academic service-learning is a method of teaching and learning which integrates relevant community service with academic coursework to enhance learning, teach civic responsibility, and strengthen communities.</p> <p>Question 3) Who on your campus applies the definition and makes the determination or decision? Education curriculum committee of university council</p> <p>Question 4) Are they identified as such in your timetable/ schedule of course offerings each semester? UGA uses an "S" designation that can be attached to the course number.</p> <p>Question 5) Are there a specific number of hours required at the agency or organization off campus where the students are placed or select?</p>

<p>University of Iowa, Center for Teaching Staff http://centeach.uiowa.edu/ (319) 335-6048 Jean Florman, Director, jean-florman@uiowa.edu (319) 335 - 6048 <i>Response by: Jean Florman</i></p>	<p>Question 1) Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components? Yes.</p> <p>Question 2) If the answer is 'yes,' what is your definition? The Center for Teaching’s definition of service learning is this: Service learning is a way of teaching and learning that incorporates community engagement into academic coursework. Guided reflection links community-based student experience to course learning goals and objectives. Service-learning experiences respond to real community needs and enhance students’ civic responsibility. <i>Thus, students not only learn to serve but also serve to learn.</i> Service learning is a deliberate, adaptable, interdisciplinary pedagogy. It is based on <i>intellectual rigor, civic involvement, and lifelong learning.</i></p> <p>Question 3) Who on your campus applies the definition and makes the determination or decision?</p> <p>Question 4) Are they identified as such in your timetable/ schedule of course offerings each semester? SL courses are not officially identified in Course Catalogue, but the Center for Teaching is working on getting a list of courses published on its web site.</p> <p>Question 5) Are there a specific number of hours required at the agency or organization off campus where the students are placed or select? Nothing specific regarding the number of hours. That is something that needs to be worked out collaboratively by the community partner and the instructor, taking into account the learning needs of students, logistics, organizational needs of the community partner, etc.</p>
<p>University of Kansas Andrea Witczak awitczak@ku.edu 785.864.0965</p>	<p>No Response.</p>
<p>University of Kentucky Phil Greasley, Associate Vice President , University Engagement Suite 100 40517-4024 2347 Sterlington Rd. Phone 859.257.3381 Katherine McCormick, Associate Professor in Interdisciplinary Early</p>	<p>Question 1) Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components? Not yet. Waiting for Senate approval in Fall.</p> <p>Question 2) If the answer is 'yes,' what is your definition? Credit-bearing learning experiences designed to enhance mastery of course concepts and content, gain appreciation of the discipline within the societal context, and promote civic responsibility through meaningful community service that meets a community-identified need.</p>

<p>Childhood Education ,James W. & Diane V. Stuckert Endowed Professor of Service-Learning, 229 Taylor Education Building 40506-0051 Phone: 859.257.9573</p> <p><i>Response by: Phil Greasley* greasle@email.uky.edu & Katherine McCormick,* kmcco2@email.uky.edu</i></p>	<p>Question 3) Who on your campus applies the definition and makes the determination or decision? Faculty and their department chairs will apply the definitions and make the determination.</p> <p>Question 4) Are they identified as such in your timetable/ schedule of course offerings each semester? No.</p> <p>Question 5) Are there a specific number of hours required at the agency or organization off campus where the students are placed or select? No.</p>
<p>University of Maryland College Park Community Service-Learning http://www.csl.umd.edu/index.htm (301) 314-CARE Dr. Barbara Jacoby, Senior Scholar, Adele H. Stamp Student Union - Center for Campus Life, <i>Response by: Barbara Jacoby bjacoby@umd.edu</i></p>	<p>Question 1) Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components? No (hoping to develop one)</p> <p>Question 2) If the answer is 'yes," what is your definition?</p> <p>Question 3) Who on your campus applies the definition and makes the determination or decision?</p> <p>Question 4) Are they identified as such in your timetable/ schedule of course offerings each semester?</p> <p>Question 5) Are there a specific number of hours required at the agency or organization off campus where the students are placed or select?</p>
<p>University of Massachusetts Amherst, Commonwealth Honors College, http://www.honors.umass.edu/ John Reiff Director, Community Engagement Program Lecturer 413.577.1207 jureiff@honors.umass.edu <i>Response by: John Reiff</i></p>	<p>Question 1) Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components? Yes.</p> <p>Question 2) If the answer is 'yes," what is your definition? Criteria: For a course (undergraduate or graduate level) to bear the service-learning designation, <i>service</i> and <i>learning</i> must be integrated in order to enhance both. At a minimum, the course should have:</p> <ul style="list-style-type: none"> • <i>Service:</i> significant community-based work defined in response to a need or aspiration presented by a community partner organization. • <i>Clear linkage</i> between the service and course learning goals, including both academic and civic learning. (Civic learning entails the knowledge, skills and attitudes one needs to be an effective citizen in a democratic society. It includes such things as the ability to take the perspective of someone different from oneself and the ability to participate in deliberation of alternative courses of action.) • <i>Preparation for service:</i> a plan to prepare students for the roles they will occupy, and also to prepare them to enter with respect a

	<p>community that may not be their own and to work with people who may differ from them significantly in terms of race, class, or other elements of social identity.</p> <ul style="list-style-type: none"> • <i>Structured reflection:</i> a plan to engage students in systematic reflection on their experience in the community—through talking, writing, or other means—in order to make of their experience a text for the course and take from it what it can teach them. <p><i>Evaluation of both the service and the learning:</i> at a minimum, a plan for assessing whether the students’ service provides something of value to the community, and for assessing what students learn from this combination of service and academic work.</p> <p>Question 3) Who on your campus applies the definition and makes the determination or decision? Provost’s Committee on Service-Learning</p> <p>Question 4) Are they identified as such in your timetable/ schedule of course offerings each semester? Waiting for Faculty Senate approval.</p> <p>Question 5) Are there a specific number of hours required at the agency or organization off campus where the students are placed or select? We discussed what amount of time would be the minimum to constitute “significant community-based work” and haven’t decided on an absolute threshold. For the faculty fellows program, we would suggest a minimum of 30 hours over the semester.</p>
<p>University of Michigan, The Ginsberg Center for Community Service and Learning, http://ginsberg.umich.edu/index.html (734) 647-7402</p> <p>Theresa Cusimano, Director cusimano@umich.edu (734) 647-7801, & William Schultz, Faculty Director, schultz@umich.edu (734) 936-6287</p> <p><i>Response by: William Schultz</i></p>	<p>Question 1) Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components? No.</p> <p>Question 2) If the answer is 'yes," what is your definition? Not applicable. Hope to use results to make progress.</p> <p>Question 3) Who on your campus applies the definition and makes the determination or decision?</p> <p>Question 4) Are they identified as such in your timetable/ schedule of course offerings each semester?</p> <p>Question 5) Are there a specific number of hours required at the agency or organization off campus where the students are placed or select?</p>

<p>University of Minnesota Office for Public Engagement public@umn.edu http://www.engagement.umn.edu/index.html (612) 624-1562 public@umn.edu Andy Furco Associate Vice President, <i>Response by: Michelle Wittcoff Kuhl, M.A.</i> witt0160@umn.edu <i>Assistant Director for Public Engagement Initiatives Office for Public Engagement Senior Vice President for System Academic Administration</i></p> <p>(612) 624-156</p>	<p>Question 1) Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components? We have an informal definition that has been adopted.</p> <p>Question 2) If the answer is 'yes," what is your definition? Service-learning is a teaching strategy that integrates community-based learning experiences with the academic curriculum to enhance student learning and address community issues. This form of experiential learning emphasizes analysis and reflection, and allows students to meet their learning goals while engaged in projects identified by community organizations in collaboration with faculty. Service-learning fosters the interaction of experiences with disciplinary knowledge and theory-based scholarship. As an instructional approach, service-learning enhances students' knowledge of academic disciplines, expands understanding of self, and links learning to the current and future civic roles students will assume in a multicultural democracy.</p> <p>Question 3) Who on your campus applies the definition and makes the determination or decision? Informally, the Office for Community and Service-Learning Center</p> <p>Question 4) Are they identified as such in your timetable/ schedule of course offerings each semester? NO</p> <p>Question 5) Are there a specific number of hours required at the agency or organization off campus where the students are placed or select? Usually, it is requested a minimum of 2 hours per week.</p>
<p>University of North Carolina, Chapel Hill, Carolina Center for Public Service, 27599-3142 http://www.unc.edu/ccps/index.php 919.843.7568 Lynn Blanchard Director, CCPS blanchard@unc.edu (919) 843-7570 Jenny Huq Associate Director, CCPS huq@email.unc.edu</p>	<p>Question 1) Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components? Yes. (essential components not a definition)</p> <p>Question 2) If the answer is 'yes," what is your definition?</p> <ul style="list-style-type: none"> • Pedagogy embracing experiential and reflective education • Intentionally integrates academic learning and relevant community service • Reciprocal collaboration between campus and community partners • Purpose is to enhance learning and never compromise academic rigor • Includes structured time for critical reflection <p>Question 3) Who on your campus applies the definition and makes the determination or decision? The staff of the APPLES Service-Learning Program at UNC, www.unc.edu/apples, make the determination for undergraduate service-learning courses for any faculty interested in identifying their course as an APPLES course.</p>

<p>(919) 843-7567 <i>Response by:</i> <i>Jenny Huq & Lynn Blanchard</i></p>	<p>Question 4) Are they identified as such in your timetable/ schedule of course offerings each semester? Yes, they are flagged as Public Service courses and footnoted that they require a minimum of an additional 30 hours of service, outside of the class, during the semester</p> <p>Question 5) Are there a specific number of hours required at the agency or organization off campus where the students are placed or select? A minimum of 30, ideally over the course of at least 10 weeks in the semester.</p>
<p>University of Notre Dame, Center for Social Concerns http://socialconcerns.nd.edu/ (574) 631-5293 Rev. William M. Lies, C.S.C. Executive Director</p> <p><i>Response by: Jay W. Brandenberger, Ph.D. Director Assistant Director of the Center for Social Concerns</i></p> <p>Director of Research and Assessment jbranden@nd.edu</p>	<p>Question 1) Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components? Yes. The University, through the Office of the Registrar, officially designates Community Engagement Courses. To be listed as such, courses must integrate a form of service or community-based learning or community-based research.</p> <p>Question 2) If the answer is 'yes,' what is your definition? We are flexible here; there is no set definition of community based learning or research. In its work with faculty, the Center for Social Concerns (via one-on-one meetings, workshops, and the like) presents models of SL, CBL, and community-based research to guide course development and pedagogy, though faculty adapt methods to their course goals, and choose if they want their course listed.</p> <p>Question 3) Who on your campus applies the definition and makes the determination or decision? The Center for Social Concerns facilitates the designation in collaboration with the Office of the Registrar, and asks faculty if they want courses so listed.</p> <p>Question 4) Are they identified as such in your timetable/ schedule of course offerings each semester? Yes, the Community Engagement attribute can be viewed by many constituencies. This attribute may be searched/viewed by students within the University online database during course selection. Faculty and administrators also may use the attribute to track a service-learning (SL) or community-based learning (CBL) course toward requirements for a particular major or minor. The Center for Social Concerns uses the attribute to monitor the number of courses and students engaged. For over two decades, the University has offered each semester a guide for students that outlines community engagement courses (see: http://socialconcerns.nd.edu/faculty/cblcourses.shtml). Hundreds of such courses have been offered. At this point, no marker of community engagement or service learning appears on student transcripts.</p> <p>Question 5) Are there a specific number of hours required at the agency or organization off campus where the students are placed or select? There is no set number of required hours, as contexts and goals vary widely.</p>
<p>University of Oklahoma, Learning and Teaching http://teach.ou.edu/index.php?</p>	<p>Question 1) Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components? Informally we are using a model as a definition communicated through our the teach.ou.edu webpage</p>

<p>option=com_content&task=blogcategory&id=2&Itemid=8 (405) 325-2323 D. Kent Johnson, PhD Director Learning and Teaching Program, kentjohnson@ou.edu <i>Response by: D. Kent Johnson, PhD*</i></p>	<p>Question 2) If the answer is 'yes," what is your definition? "...an educational methodology which combines community service with academic learning objectives, preparation for community work, and deliberate reflection" (Campus Compact, 2001, p. v)."...a credit bearing educational experience in which students participate in an organized service activity that meets identified community needs in such a way to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility (Bringle and Hatcher, 1996, p. 222). "Service learning seeks to prepare students with knowledge, skills, and propensities for active involvement in their future communities" (Howard, 2001). A model for service learning at OU places emphasis on how integrating a service experience in a class leads to mutually supportive learning gains in both disciplinary and civic knowledge. These gains are facilitated by increased academic and civic engagement. http://teach.ou.edu/index.php?option=com_content&task=blogcategory&id=2&Itemid=8</p> <p>Question 3) Who on your campus applies the definition and makes the determination or decision? Presently we have an informal working committee trying to advise the campus as we begin to develop our emphasis. Presently faculty "self identify" courses as service learning.</p> <p>Question 4) Are they identified as such in your timetable/ schedule of course offerings each semester? No.</p> <p>Question 5) Are there a specific number of hours required at the agency or organization off campus where the students are placed or select? No.</p>
<p>University of Pennsylvania, Barbara and Edward Netter Center for Community Partnerships http://www.upenn.edu/ogca/ccp.html (215) 898-5351 Ira Harkavy, Ph.D. Associate Vice President and Director, Netter Center for Community Partnerships harkavy@pobox.upenn.edu <i>Response by: Ira Harkavy & Matt Hartley, Associate Professor</i></p>	<p>Question 1) Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components? Yes.</p> <p>Question 2) If the answer is 'yes," what is your definition? Supported by the Netter Center for Community Partnerships, Academically Based Community Service (ABCS) courses involve hands-on, real-world problem solving and work to build a sustained engagement that transforms students into active community members and citizens. Through their work with West Philadelphia public schools, communities of faith and community organizations, ABCS faculty and students work to solve critical community issues in a variety of areas, such as the environment, health, arts and education. Over 160 ABCS courses from diverse schools and disciplines across the University have engaged in work in West Philadelphia through the Netter Center for Community Partnerships.</p> <p>Question 3) Who on your campus applies the definition and makes the determination or decision? Any faculty member can develop an ABCS course and they are listed by the Netter Center to the extent that they conform to the overall definition of the course.</p>

<p><i>Chair, Higher Education</i> hartley@gse.upenn.edu</p>	<p>Question 4) Are they identified as such in your timetable/ schedule of course offerings each semester? Yes. http://www.college.upenn.edu/courses/abcs.php</p> <p>Question 5) Are there a specific number of hours required at the agency or organization off campus where the students are placed or select? No</p>
<p>University of Southern California, Office of Government and Civic Engagement http://communities.usc.edu/ Tom Sayles Vice President, Government and Civic Engagement (213) 821 2549 sayles@usc.edu <i>Response by: Melissa Gaeke, Executive Director, Academic Partnerships</i> (213) 821-1101 gaeke@usc.edu</p>	<p>Question 1) Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components? Yes.</p> <p>Question 2) If the answer is 'yes," what is your definition? Community Based Learning (CBL) courses may include a community placement used to help students learn how to develop and apply knowledge, to work in diverse social settings, to become engaged in civic affairs, and to explore possible career paths and make professional contacts.</p> <p>Question 3) Who on your campus applies the definition and makes the determination or decision? The Community Based Learning Collaborative works closely with the Office of Undergraduate Programs to identify the courses.</p> <p>Question 4) Are they identified as such in your timetable/ schedule of course offerings each semester? Yes there is a table that is included in our schedule of classes for each semester.</p> <p>Question 5) Are there a specific number of hours required at the agency or organization off campus where the students are placed or select? No, it varies depending on the nature of the experience. EX: our formal service learning programs operated out of the Joint Educational Project require 16 hours per semester. The students involved in our project based service learning classes spend a widely disparate amount of time on their projects and it depends on the nature of the assignment, etc.</p>
<p>University of Tennessee, Knoxville Dr. Bob Rider, Dean College of Education, Health, and Human Sciences 865-974-2201 brider@utk.edu <i>Responses by: Dr. Bob Rider</i></p>	<p>Question 1) Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components? YES.</p> <p>Question 2) If the answer is 'yes," what is your definition? Service Learning is defined as a form of experiential education in which students engage in activities that are grounded in academic theory and address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Reflection and Reciprocity are key concepts within the Service Learning paradigm.</p> <p>Question 3) Who on your campus applies the definition and makes the determination or decision?</p>

	<p>On the campus of the University of Tennessee, the Office of the Vice Provost for Academic Affairs oversees service-learning curricula. In addition, the UT Outreach and Engagement Council assists in identifying service learning opportunities and works to assist the deans of the various colleges in the implementation of their service learning courses.</p> <p>Question 4) Are they identified as such in your timetable/ schedule of course offerings each semester? As we have not as yet formalized academically based service learning on our campus, we do not have specific course numbers or prefixes to denote service-learning courses. We identify these courses through our advising process.</p> <p>Question 5) Are there a specific number of hours required at the agency or organization off campus where the students are placed or select? The required hours students are expected to spend on-site or off campus is regulated by the Professor of each course. Some colleges have also made service learning participation a requirement for receiving an honors degree, but once again, the number of hours varies by department and college.</p>
<p>University of Texas at Austin, Volunteer and Service Learning Center http://www.utexas.edu/diversity/ddce/vslc/index.php (512) 471-6161 Rose Cahalan Academic Service Learning Coordinator Division of Diversity & Community Engagement (512) 471-6368 r.cahalan@austin.utexas.edu <i>Response by: Rose Cahalan*</i></p>	<p>Question 1) Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components? informal guidelines</p> <p>Question 2) If the answer is 'yes,' what is your definition? For the most part, I would say that all concerned agree that academic service learning is a pedagogical practice that integrates service into the academic content and learning outcomes of a course. However, the application of that definition will vary widely. I encourage faculty to envision and practice academic service learning that either: 1) directly provides a service to a selected community(ies); 2) provides service to a community partner (non-profit) that provides service to a community or 3) conducts research that will in turn provide a foundation for service to a community. I also emphasize that ASL courses must include reflection before, during, and after service. We offer these informal guidelines on our website and in faculty consultations. In the past, under the previous academic service-learning director, there was a formal approval process. However, the additional time and effort required of faculty to go through that process discouraged faculty from seeking approval in the first place. Our goal is to make it as easy as possible for faculty who want help to get it, so there is no longer a formal approval process.</p> <p>Question 3) Who on your campus applies the definition and makes the determination or decision? Dr. Lanese Aggrey, Director of Academic Service Learning http://www.utexas.edu/diversity/ddce/vslc/sl.php</p> <p>Question 4) Are they identified as such in your timetable/ schedule of course offerings each semester? No. Our office maintains a list of current courses and posts that list on our website each semester. We are currently beginning the process of working with our registrar to get a formal designation or keyword in the university-wide course catalog.</p> <p>Question 5) Are there a specific number of hours required at the agency or organization off campus where the students are placed or select?</p>

	No, we leave that up to the instructor to decide. We do, however, collect that piece of data from all our ASL instructors.
<p>University of Washington Carlson Leadership and Public Service Center http://depts.washington.edu/leader/index.html (206)616-2885 Michaelann Jundt, <i>Director</i> mjundt@u.washington.edu (206) 685.2705 Response by: Michaelann Jundt</p>	<p>Question 1) Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components? Yes, we have an informal definition.</p> <p>Question 2) If the answer is 'yes," what is your definition? There is not a university-wide definition, but the Carlson Center uses the following with our students, faculty, and community partners: “Service-learning is a learning experience that combines service with the community with structured preparation and reflection opportunities. Service opportunities are tied to academic coursework and address concerns that are identified and articulated by the community.”</p> <p>Question 3) Who on your campus applies the definition and makes the determination or decision? The Carlson Center staff (particularly the service-learning team) determines service-learning courses that are supported through our Center, but there are other courses around the university that may call themselves “service-learning” and there is no official agreement (or disagreement) with that phrase.</p> <p>Question 4) Are they identified as such in your timetable/ schedule of course offerings each semester? Service-learning courses are inconsistently noted (with an “S”) in our quarterly time schedule. Courses that always have a service-learning requirement usually have the notation, and we are working on transcript notations for those students who choose service-learning in a service-learning-optional course.</p> <p>Question 5) Are there a specific number of hours required at the agency or organization off campus where the students are placed or select? The Carlson Center guidelines are 20-40 hours per academic quarter (10 weeks) but we put an emphasis on “fulfilling your (the student’s) commitment to the organization” and less on a minimum hours requirement. [There are departments that are requiring a longer commitment than this.]</p>

<p>University of Wisconsin Madison, Morgridge Center for Public Service, info@morgridge.wisc.edu 608-263-2432 http://www.morgridge.wisc.edu/ Nancy Mathews, Director (608) 262-0787 nemathew@wisc.edu <i>Response by: Elizabeth Tryon</i> <i>Assistant Director,</i> etryon@wisc.edu</p>	<p>Question 1) Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components? Currently working with the Provost Office, Academic Planning Office & Analysis and the Registrar's Office to establish a formal campus –wide definition for service-learning.</p> <p>Question 2) If the answer is 'yes," what is your definition? The Morgridge Center already employs this definition to vet course development and other funding proposals that come to our office. We hope to have this definition formally adopted by campus this fall (Fall 2010); and within a year service-learning courses will be officially identified on student transcripts. Service-learning is a credit-bearing educational experience that integrates meaningful community service with guided reflection to enhance students' understanding of course content as well as their sense of civic responsibility while strengthening communities.</p> <p>Question 3) Who on your campus applies the definition and makes the determination or decision? The Morgridge Center for Public Service with initial approval by the Office of Academic Planning and Analysis.</p> <p>Question 4) Are they identified as such in your timetable/ schedule of course offerings each semester? Starting in Fall 2010, students will be able to search for service- learning classes by using a new “Special Designation” filter in the on-line Course Guide.</p> <p>Question 5) Are there a specific number of hours required at the agency or organization off campus where the students are placed or select? 25 hours or more in a semester in order to receive the official service-learning designation.</p>
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<p>Vanderbilt University, The Center for Teaching http://cft.vanderbilt.edu/ (615) 322-7290 Allison Pingree, Director, <i>Response by: Joe Bandy,</i> Assistant Director at the Center for Teaching, joe.bandy@Vanderbilt.Edu</p>	<p>Question 1) Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components? No singular institutionalized definition of service learning or community based courses, but instead various faculty from across the campus's many schools & departments practice it in their own ways & use varying terminology in doing so.</p> <p>Question 2) If the answer is 'yes," what is your definition? -there is no one definition, informally or formally, that has emerged, and no one set of practices that would serve as a litmus test for community engagement or service learning. -In the past, the university has had working groups of faculty who have helped each other to develop sets of best practices using their experience, literature on civic engagement, and some local experts including Janet Eyler at VU's Peabody College. As for representatives, there are various people in different locations who are helping to facilitate discussions on service learning, especially myself at VU's Center for Teaching, the VU Department of Human and Organizational Development that has a series of undergraduate and graduate programs on community action and runs its own Center for Community Studies, the Medical Center's community-based research efforts, the Office of Active Citizenship and Service that organizes student internships and volunteerism, the Center for Nashville Studies research projects, and various faculty across the Arts & Science and Professional Schools who do their own project coordination.</p> <p>Question 3) Who on your campus applies the definition and makes the determination or decision? there is no single entity</p> <p>Question 4) Are they identified as such in your timetable/ schedule of course offerings each semester? not even a single database, that would link these efforts at present.</p> <p>Question 5) Are there a specific number of hours required at the agency or organization off campus where the students are placed or select?</p>
<p>Washington University in St. Louis, Gephardt Institute for Public Service http://www.gephardtinsitute.wustl.edu/Pages/default.aspx (314) 935-</p>	<p>Question 1) Do you have a university-wide definition of academic credit-based service-learning and community-based research courses which is used or has been adopted informally or formally on your campus to designate whether a course(s) has these components? Yes.</p> <p>Question 2) If the answer is 'yes," what is your definition? Community-based teaching and learning (CBTL), also referred to as service-learning, has three key elements including: * learning activities in service to an organization or community, * course content and assignments connected to the service, and * faculty oversight.</p>

<p>9104</p> <p>Amanda Moore McBride, PhD Director,(314) 935-9778, ammcbride@wustl.edu</p> <p><i>Response by: Jennifer Harpring, Program Manager, Gephardt Institute for Public Service, (314) 935-8182 JHarpring@WUSTL.EDU</i></p>	<p>Question 3) Who on your campus applies the definition and makes the determination or decision? The Gephardt Institute for Public Service. http://www.gephardt institute.wustl.edu</p> <p>Question 4) Are they identified as such in your timetable/ schedule of course offerings each semester? We produce a booklet of CBTL courses each semester and are working with the office of the registrar to include a designation in the online course bulletin which is updated every 2 years.</p> <p>Question 5) Are there a specific number of hours required at the agency or organization off campus where the students are placed or select? No.</p>
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* Agreement between Representative & response department undetermined

