Minor Curriculum Change Proposal

Service-Learning Office, Student Affairs
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Nature of Change: Service-Learning Integration

A. To add a service-learning model: the "fully integrated service-learning class."
B. To change the description of service-learning in the catalogue to reflect the expansion of service-learning to include other nationally tested models such as the fully integrated model.
C. To clarify the nine-credit limit (for "Service-Learning Credit")
D. To change the name of "Service-Learning Credit" to "Service-Learning Lab"

Current Catalog Statement and Proposed Catalog Statement

Current 2000/2001 catalog statements located in chapter 11 (p. 45), "Obtaining a degree at BSU, sub-section Credit Limitations" and chapter 12 (p. 53), "Summary of Programs and Courses, sub-section University-Wide Course Numbers" of the BSU catalogue.

Chapter 11, Current Catalog Statement:

Service-Learning

Service-Learning provides you with a way to link community service to your course work. You can become involved by enrolling in a designated service-learning course which is linked to a specific section of an already established course. In the Directory of Classes, the service-learning credit will be designated by the base course prefix and number followed by the suffix SL (i.e. MKTG 307 base course; MKTG 307SL service-learning component). Through service-learning, you will receive course credit for participating in service opportunities that are intentionally designed to promote learning while helping meet human and community needs. You may take up to three service-learning credits in a semester. You may apply no more than nine service-learning credits toward your degree. For more information, contact the Service-Learning Program office at 208 426-1004.

Chapter 12, Current Heading and Heading Description:

SL Service-Learning Credit (1 credit). A student may earn a service-learning credit by enrolling in a base course whose instructor offers the option of registering for one additional credit designated by SL. The service-learning credit is earned for participating in service opportunities that are intentionally designed to promote learning while helping meet human and community needs. The assigned amount of credits for the base course remains the same, but the student receives additional service-learning credit for meeting
the learning and service requirements. A student may take up to three service-learning credits in a semester and may apply no more than nine service-learning credits towards his/her degree.

Proposed Catalog Statements to be located in Chapter 11, “Obtaining a Degree at BSU” sub-section Credit Limitations, and Chapter 12, “Summary of Programs and Courses” sub-section University-Wide Course Numbers of the BSU catalog

Chapter 11, Proposed Catalog Statement:

**Service-Learning**

Service-learning provides a way to link your course work to real-life experiences while meeting a community need. Service relates to coursework and deepens the understanding of course material. Some classes offer the opportunity to enroll in a Service-Learning Lab. These optional one-credit labs are linked to established courses. Service-Learning Labs are designated by the suffix SL in the *Directory of Classes* (i.e. MKTG 307 base course; MKTG 307SL Service-Learning Lab). You may take up to three Service-Learning Labs each semester. You may apply no more than nine Service-Learning Lab credits toward your degree.

Many classes integrate service-learning as a teaching method. In these courses, service-learning is an integral part of the coursework. These "fully-integrated" service-learning classes are identified with a note indicating Service-Learning Integration below the course name in the *Directory of Classes*. There is no limit to the number of fully integrated service-learning courses you can take. For more information, contact the Service-Learning Program office at 208-426-1004.

Chapter 12, Proposed Heading Description and Catalog Statement:

**SL Service-Learning Lab (1 credit)**. Service-Learning Laboratories offer credit for participating in service activities that are designed to enhance learning while helping meet human and community needs. Service-Learning Labs are only offered in conjunction with selected base courses and are designated in the *Directory of Classes* by SL. Students may earn one credit toward graduation for each SL lab they successfully complete. A student may enroll in no more than three Service-Learning Laboratories per semester and may apply no more than nine SL lab credits toward his/her degree.
Justification of Change

A. Reason for Change
The "Service-Learning Credit" option has become a solid service-learning (SL) course model at Boise State University. Now that this foundation has been set, Boise State -- like most institutions with SL programs at this developmental stage -- can benefit from exploring other SL course models. The established designation process and criteria (based on national principles of good practice in service-learning) will remain the same.

The "Fully Integrated" course model has distinct advantages that accommodate the needs of many Boise State faculty and students. (See Appendix A). Classes using this model include a service component that is used as the basis for papers, class presentations, discussion, and other assignments. Instructors deliberately link the academic content with the service experience, learning about an issue, and reflection on the cognitive and developmental aspects of the experience. Service involvement in fully integrated service-learning classes ranges from ten to thirty hours, and is at the discretion of the faculty member in consultation with the Service-Learning Coordinator.

The Definition of service-learning remains the same.
On our campus service-learning is defined as a course-based, credit-bearing educational experience in which students participate in organized service activities that meet identified community needs. Students then reflect on the service in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility (Hatcher, Bringle, 1994).

B. Faculty Interest
Discussions with BSU faculty indicate that faculty interest and participation in service-learning will increase three-fold with the inclusion of the fully-integrated model. Faculty from six departments (History, Economics, English, Nursing, Education, and Gateway) are actively hoping to integrate service-learning with their courses using this fully integrated model.

C. Student Interest
Demand for service-learning courses on the Boise State University campus was made evident four years ago when a group of students from ASBSU and the Volunteer Services Board requested and received a student fee increase of $3.50 per full-time student and .35 per credit hour for part-time students. These funds were primarily requested to support a Coordinator position and the development and implementation of service-learning courses on the BSU campus.

D. Benefits to Boise State and the Community from service-learning courses

BENEFITS TO STUDENTS:
Service-learning provides scholarly, personal and professional benefits for students. It helps to develop critical thinking skills, allows students to develop a greater
understanding of their role as a citizen, and provides those applying for advanced professional degrees, such as in Medicine, with a required and relevant service experience.

Research and anecdotal information about service-learning has demonstrated that there are many benefits to students including:

- Increases retention
- Stimulates unique application of course content
- Provides vision for professional roles
- Develops a student’s ability to incorporate ideas across the curriculum
- Increases the relevancy of education to students “living in the real world”
- Enhances personalized education of students
- Empowers students as learners, teachers, achievers, and leaders
- Teaches positive values, leadership, citizenship and personal responsibility
- Invites students to become members of their own community
- Stimulates students to trust their judgements in problem solving

As demonstrated in the following quotes, Boise State University students have recognized many of the benefits listed above:

“I have gained a tremendous appreciation for everything I have in my life. I also have a new perspective on the challenges people face in their lives and that with empathy one can try to understand. But, it is very difficult to actually understand.”

“The class material sticks with me, it is more concrete because of the experience. It is more meaningful and more memorable.”

“Provides a great understanding of children and their learning. Going outside of the text with debates and projects really makes the learning exciting and involved. I know I’m going to take a lot with me when I’m done with this class.”

“I have discovered that contrary to stereotype, most homeless persons are not ‘scary.’ I have more respect for the plight of the homeless. I understand exactly how low-income affects every facet of a family’s life.”

“I think my retention and understanding of theories is better than they would be without my participation. Also, I’ve learned techniques of handling children and difficult situations from the other Head Start teachers and volunteers. . . .You’re able to see what you’ve learned operate in the real world.”

BENEFITS TO FACULTY:
Service-learning provides faculty with opportunities to meet all three of their professional responsibilities of teaching, research and service thereby participating in what Ernest Boyer has defined as the scholarships of application, integration, and teaching. Faculty at BSU have utilized the information from their service-learning courses to develop articles for publication in scholarly journals, such as the Journal for Marketing Education, and for
presentation at scholarly conferences (Western Region Campus Compact Conference and
American Psychological Association). They have utilized the questions that have
evolved from their students’ experiences to develop research projects, such as Dr. Susan
Amato’s work with the WIC Program. Service-learning also provides faculty with direct
interaction with the community allowing them to serve in areas of need that are relevant
to their field, such as Dr. Ed Petkus’ work at the Boise Art Museum.

Service-learning also provides faculty with new means of development through
conferences and peer interaction and stimulates knowledge growth in the area of teaching
and learning methodology. It also makes available a variety of funding opportunities
through such entities as the Fund for the Improvement of Post Secondary Education
(FIPSE) and the Pew Charitable Trust.

BENEFITS TO THE COMMUNITY:
As an integral component of its methodology, the community members partner with the
faculty and students to define needs and develop the methods to appropriately address
those needs. It is a matter of “doing with” not “doing to.” In this role, community
members serve as co-facilitators of student learning, thereby demonstrating the
applicability of the course information to specific community needs. This provides the
community with informed volunteers who potentially gain a life-long understanding of
the value of their civic involvement.

BENEFITS TO THE UNIVERSITY:
Service-learning provides Boise State University with positive recognition of student
activities and faculty involvement. Service-learning demonstrates the attachment of
faculty and students to the broader community. It also fulfills the university’s mission to
“foster an intellectual atmosphere that produces educated, literate people--people
knowledgeable of public affairs, committed to life-long learning, and capable of creative
problem solving,” students capable of participating “in society as active, informed
citizens.” Service-learning literature has consistently reported these exact benefits to
students.

E. Accreditation

Service-learning is not required for accreditation. However, service-learning is
recognized nationally and accreditation teams view its use favorably.

Projected Enrollment

With the inclusion of the fully integrated model of service-learning, enrollment in service-
learning is expected to reach 400-500 students for Fall 2001. This is an eight-fold increase
in enrollment in the "service-learning credit" course. It is expected that 80% of this growth
is expected from two departments: Gateway and Nursing. Janey Barnes of Gateway is
applying to integrate service-learning with all Freshman Seminar courses (to be listed in the
Directory of Classes under UNIV 101) beginning Fall 2001. It is anticipated that 14
sections of UNIV 101 be offered for the 2001/2002 academic year with 30 students in each
section. Anne Payne, Department Chair of Nursing, is proposing to integrate service-learning into all 100, 200, and 300 level clinical labs beginning Fall 2001.

**Resources Required**

**A. Faculty resources.**
No new faculty resources are required. However, the Service-Learning Program offers a $300 planning grant to each faculty who applies for new service-learning designation. With anticipated growth, this line-item in the Service-Learning Program budget will have to increase.

**B. Staff resources.**
Student Affairs, through the designated student fee discussed above in the Student Interest section (III. C.), provides the administrative support for the faculty who offer service-learning. The student fees are utilized to support a Coordinator position and the development and implementation of service-learning courses on the BSU campus.

Growth will eventually require additional staff support. Growth in the program is limited by the Coordinator’s availability of time to assist in guiding faculty through the course development process, interacting with students and agencies, administrative responsibilities, etc. These limitations are recognized and the Service-Learning Coordinator is writing grant proposals to retain a graduate assistant and a group of students assistants.

Based on current course projections, an additional staff person would be required to develop, coordinator, and strengthen community partnerships for faculty and students, to troubleshoot student placements, and to conduct ongoing Service-Learning Assistant training. A budget request with funding alternatives will be developed during FY2002.

**Library Resources Required**
No additional library resources will be needed.

**Semester Offered**
Service-learning courses (both fully integrated and lab) will be available every semester, F/S/SU.

**Implementation Date**
Fall 2001
Appendix A.

"FULLY INTEGRATED" COURSE MODEL

The "Service-Learning Credit" option has become a solid service-learning course model at Boise State University. Now that this foundation has been set, Boise State -- like most institutions with service-learning programs at this developmental stage-- can benefit from exploring other service-learning (SL) course models. The "Fully Integrated" SL Course* has distinct advantages which accommodate the needs of many Boise State faculty and students.

"Fully Integrated" SL Course:
Classes using this model include a service component that is used as the basis for papers, class presentations, discussion, and other assignments. Instructors deliberately link the academic content with the service experience, learning about an issue, and reflection on the cognitive and developmental aspects of the experience. Service involvement in fully integrated service-learning classes ranges from ten to thirty hours, and is the discretion of the faculty member in consultation with the Service-Learning Coordinator.

EXAMPLES: for more specific class examples, please contact the Kara Hartmann @ 426-2380.

- A nonprofit-based project may fill the "class project" requirement
- Course-relevant service may be substituted for other course requirements
- Students may elect to write a synthesis paper based on their service experience instead of a customary research paper.
- Students write descriptive and analytical reports identifying issues, programs, and problems faced by clients and those addressing community needs.
- Service could range from one-shot service activities to weekly service interactions.

Advantages:

- More flexibility for faculty (easier to implement; consumes less time)
- Reflection can be more fluid and part of normal class discussions
  - In-class discussion is enriched with students pulling from community contexts
- Better student SL outcomes
- Easier model to integrate into the curriculum, e.g. into Core or Gen-Ed
- Appeals to deans, dept chairs, and faculty: No add-on extra credit (no added teaching load, no extra sessions to schedule)
- More faculty will try SL; more students will participate in SL
- Nationwide this is the most popular model

Disadvantages:

- Briefer exposure to service might reinforce students' negative stereotypes
- Fewer or less focused reflection sessions might result in insufficient intellectual analysis.

*All SL course models must meet the BSU-approved "Nine service-learning criteria" and the Principles of Good Practice in Community Service-Learning, and must move through the Board of Education's approved SL application processes.