

Dear CSU Faculty Colleagues,

As you prepare your syllabus and prepare for the fall, I would like to provide a snap shot of Service Learning Course Projects from other colleges and universities. Visit the Career Center's Faculty Resource Web page at <http://www.csuniv.edu/careers/faculty-resources.html> for complete sample syllabi on these and many other subjects. As always, I remain available for consultations.

SNAP-SHOT OF SERVICE LEARNING COURSE PROJECTS

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FOR COMPLETE SERVICE LEARNING SYLLABI AND PROJECTS GO TO

FACULTY RESOURCES: <http://www.csuniv.edu/careers/faculty-resources.html>

1. BUSINESS (SIFE)

Students in Free Enterprise (SIFE)

School: Belmont University

Students in Free Enterprise (SIFE) is an experiential learning (Service-Learning (SL) category) course open to all students from any discipline who have achieved sophomore status. Service-learning is an important component of experiential learning and is intentionally integrated into the undergraduate learning experience by giving students the opportunity to use what they're learning in the classroom and make a difference in the lives of others through education and the equipping of various life and job skills. As a result, SIFE student teams develop, innovate, and implement an assortment of sustainable projects and programs for the benefit of the Belmont, Nashville, Middle Tennessee, and global community.

2. HONORS: INTRODUCTION TO COLLEGE LIFE

Honors Introduction to College Life

School: Florida Atlantic University

The purpose of this course is to help develop academic and social skills in first year students that can lead to a more successful college career. Each student will select an FAU partner agency through the Weppner Center for Civic Engagement & Service. (A list of opportunities and options will be provided.) With such a broad range of possible projects and/or partners, the academic service-learning project can work for any schedule or limitation(s) you might have. No student is required to participate in a service placement to which s/he has a religious, moral, or political objection. If such an objection does arise, the student will contact the instructor immediately to arrange an alternative placement site.

Academic service-learning is not simply volunteer work. In addition to serving the community, your project should assist you in exploring career goals, becoming oriented to the University and local community, and in developing important life skills.

3. SPEECH COMMUNICATION

Speech Communication – Children’s Communication Development

School: Humboldt State University

This course will be offered fall semester for the first time as a four semester unit course with at least one full semester unit devoted wholly to service-learning. Students will be introduced to service-learning pedagogy through lecture, discussion, readings, and in-class presentations. They will experience service-learning by engaging in a service-learning project involving preparation, action, reflection, and celebration (PARC).

This 3-semester-unit course covers the language and communication behavior of children from birth through early adolescence. Strategies for facilitating language development in children and for improving communication with children are emphasized.

4. PHYSICAL EDUCATION

Physical education for home schoolers

Manchester College - IN, Indiana

Evidence shows that home-schooled children often do not have a healthy regimen of physical education in their home curriculum. In response to this problem, a professor of health at Manchester College asked students in a course on physical education to provide services to home-schooled children and their parents. Students apply motor learning theory to develop activities for home schooling families, then work with families to devise a physical education schedule that will properly develop their children s abilities and health.

5. GENERAL STUDIES

General Studies curriculum

Elon College - NC, North Carolina

Elon College s distinctive General Studies curriculum helps students develop civic competencies and habits for leadership in their local and global communities. The four-year, fifty-nine hour General Studies program invites students to commit to their own belief systems and actions as they are confronted with cultures and beliefs other than their own. Through experiential and collaborative learning, General Studies courses and activities emphasize critical and connected thinking, foundational skills (communication, quantitative, and computing), an appreciation for a diversity of ideas and people, and the development of the whole person. The program s overriding goal is leadership development.

6. SCIENCE

FOCUS (Fostering Our Community's Understanding of Science): Service Learning Experience

School: University of Georgia

This course facilitates a partnership between area public schools and the University of Georgia. Students enrolled in this course will spend significant time in a local elementary school assisting a classroom teacher in science instruction.

7. ENGLISH

English as a second language tutors and mentors

Moorhead State University - MN, Minnesota

Every year, Jody Euteneuer, the service-learning coordinator at Moorhead State University in Minnesota, makes the rounds to education classes recruiting students to serve as tutors in English as a second language. Between 200 and 400 students participate in the program each semester. The program starts with training from local organizations that serve non-English speaking populations. Students then enter high school classrooms, where they serve as mentors to youth while providing them ESL education. The mentors, many of whom are current or potential education majors and often find that the time helps them evaluate their own ability as teachers.

8. LEADERSHIP

Service-Leadership course and other service learning courses

Neumann College - PA, Pennsylvania

In the past two years 27 classes with a total of 403 students engaged in service-learning activities totaling 7,229 hours of service. These classes spanned the Academic Divisions including Business, Education and Human Services, Liberal Studies, and Arts & Sciences.

An interdisciplinary course, "Service-Leadership", has as its goal the development and enhancement of students leadership skills through community service activities. Students become familiar with concepts, terminology and principles of servant leadership and apply them with at least 30 hours of community service projects. Representative projects included teaching non-violence and conflict resolution in an elementary school, setting up "peace corners" in another, tutoring programs, Habitat for Humanity, and equipping a playroom in a homeless shelter. Students also studied poverty and homelessness issues culminating in food and clothing drives. In Environmental Education Lab students develop and implement educational strategies that highlight and address environmental issues and the development of environmental stewardship.

9. SENIOR CAPSTONE

Self & World: The Fate of the City

School: Mercer University

This course explores the balance in American life between personal happiness and civic virtue, individual freedom and community responsibilities, market capitalism and social justice, and consumerism and citizenship. The implications of these democratic (im)balances for our communities and ourselves in the 21st Century will be examined through the spatial lens of the decline of the city, the rise of suburban sprawl, and the potential for recovery of urban community. Macon will be our local case study in the civic arts and civilization, with Charleston, SC as a point of comparison. The course will require a team-based service-learning project.

You are finishing your careers as undergraduates at Mercer. This course is intended to help you reflect on the studies of the past few years and to think cogently and critically about issues that will affect you for the rest of your lives. You will bring to bear the knowledge and insight gained through your major subjects, as well as other academic and personal experiences, and through your fresh reading of the required texts. This is not a lecture course that seeks to provide right or wrong answers to the questions raised. Rather, you yourselves and the several other teachers and professionals involved in the course as guest speakers and mentors will be the primary instructors. My task is to guide you through some of the material, to keep the discussions focused and productive, and to serve as a resource for your service-learning projects. I am looking forward to a rich experience for all of us.

10. TEACHER EDUCATION

SLATE Subgrantee Institutions: Service-Learning & Teacher Ed Project

University of South Carolina - SC, South Carolina

The University of South Carolina's Service-Learning and Teacher Education Project (SLATE) is examining the significant influence service-learning has on the education of teachers. The project also helps to support new

initiatives that strengthen the linkages between service-learning and teacher education. Teacher education at USC includes a strong service-learning and teacher education through three means:

- 1) The description and analysis of unique features, promising practices, and significant outcomes of existing service-learning in USC's teacher education program and in other teacher education programs in South Carolina.
 - 2) The study of the knowledge and attitudes of USC faculty and students in teacher education as related to service-learning.
 - 3) Development of technical assistance capability to assist other teacher education programs in South Carolina to further strengthen their service-learning activities.
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11. MATHEMATICS

Mathematics Tutoring for Students Grades 1-8

School: Northeastern State University

Based on the philosophy that not all learning resides within the walls of the university and framed by the P-A-R-C Model for Service Learning, this course will be divided into four sections. Preparation Phase of Service Learning Process: The first part of the course will consist of classroom instruction regarding best teaching practices for tutoring mathematics students in grades 1 – 8. Students remain engaged in all components of the servicing from planning to implementation to final dissemination of ideas and findings.

Action Phase of Service Learning Process [Engagement]: The second part of the course will consist of tutoring mathematics students in the Mathematics Clinic on the NSU-Broken Arrow campus.

Reflection Phase of Service Learning Process: The third part of the course will be routine and on-going reflection about the service experience with teacher education candidates and the instructor. Technology available through Blackboard services will serve as one vehicle by which the reflection process will occur. Reflection will also be a part of the student-led, parent-teacher conference that will take place on the last night of the tutoring semester.

Celebration Phase of Service Learning Process/ Public Dissemination: The final part of this service experience will be the celebration phase. An end of semester reception with invited guests [students, parents, principals, pre-service teachers, and university administrators] will provide the opportunity to celebrate both teaching and academic gains in mathematics. During the reception program, teacher candidates will individually recognize their students through the presentation of unique mathematics awards. Through reflection, conversation, district media, social media, and written dissemination of the reciprocal service arrangement, our community and our partners remain informed about what we do. Public dissemination is in part the rationale for such a lengthy wait list in our clinic each semester.

This course will be a hybrid course, a blend of on-site experiential based math tutoring opportunities with technology based experiences intended for diverse forms of reflection.
