

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE
805.756.1258

Meeting of the ACADEMIC SENATE EXECUTIVE COMMITTEE
Tuesday, January 30, 2001
UU220, 3:00 to 5:00pm

- I. Minutes: **Approval of minutes for the Academic Senate Executive Committee meeting of January 9, 2001** (pp. 2-3).
- II. Communication(s) and Announcement(s):
- III. Reports:
 - A. Academic Senate Chair:
 - B. President's Office:
 - C. Provost's Office:
 - D. Statewide Senators:
 - E. CFA Campus President:
 - F. ASI Representatives:
 - G. Other:
- IV. Consent Agenda:
- V. Business Item(s):
 - A. **Academic Senate committee vacancy:** (p. 4).
 - B. **Appointment of Academic Senate Representative for Part Time Employees:** (names transmitted via email).
 - C. **Resolution on Election of the Academic Senate Representative for Part-time Academic Employees:** (pp. 5-6).
 - D. **Resolution to Update the Campus Administrative Manual Senior Project Section:** Breitenbach, chair of Instruction Committee, (pp. 7-11).
 - E. **Resolution on Strategic Plan for Service Learning and Policy and Procedures:** Evans, chair of Ad Hoc Service Learning Committee/Keesey, chair of Curriculum Committee, (pp. 12-24).
 - F. **Resolution on Incomplete "I" Contracts:** Breitenbach, chair of Instruction Committee, (to be distributed at meeting).
- VI. Discussion Item(s):
- VII. Adjournment:

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

MINUTES OF
The Academic Senate Executive Committee
Tuesday, January 9, 2001
UU220, 3:00 – 5:00 p.m.

Preparatory: the meeting was opened at 3:17 p.m.

- I. Minutes: The minutes of Academic Senate Executive Committee meetings of October 31 and November 21, 2000 were approved without change. One correction was made to the Executive Committee minutes of November 7, 2000, agenda page 5, lines 4-6:
(Lucas) In Architecture, the students are doubled up in labs. The plan to add space for the college has been postponed indefinitely, and the recent WASC-NAAB (National Architectural Accreditation Board) report states that campus facilities are below par.
- II. Communication(s) and Announcement(s): none.
- III. Reports:
 - A. Academic Senate Chair: none.
 - B. President's Office: none.
 - C. Provost's Office: (1) The number of Cal Poly student applications increased 8-9% this year including a 83% increase in African-American applicants and 45% increase in Hispanic applicants. (2) Within the next six months, Chancellor Reed is expected to announce that all CSU campuses are to operate on a semester calendar. The calendar changeover for Cal Poly will not take place until 2004-2005 at the earliest because Cal Poly is committed to having time to evaluate its new GE program. The hope is that Chancellor Reed will give Cal Poly (and the other four CSU campuses on quarter system) adequate funding to facilitate the change. (3) Cal Poly is moving forward with various strategies to increase summer enrollment.
 - D. Statewide Senators: (Hood) about 4,000 faculty members will be receiving a survey regarding faculty workload. Finding ways of reducing faculty workload is being sought since this is considered a major hindrance in hiring and retaining new faculty. It is very important that faculty who receive a survey complete and return it as soon as possible.
 - E. CFA campus president: FMI negotiations can be followed at www.calfact.org. The fact-finder's conclusions were in line with CFA's perspective regarding the FMI program. The fact-finder stated the FMI program was not workable and should be rethought. The CSU rejected this finding saying it was not helpful to negotiations. Imposition is expected soon.
 - F. ASI Representatives: A Winter Welcome Reception is schedule for January 24 to be held in the UU204 from 4-6 p.m. Please RSVP by Friday, January 19 to 756-1291.
 - G. Other: none.
- IV. Consent Agenda:

V. Business Items:

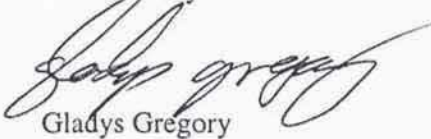
- A. **Academic Senate/Senate committee/university-wide committee vacancies:** M/S/P to appoint Dave Hannings (Environmental Horticultural Science) as the representative to the University Union Advisory Board.
- B. **Appointment to the Academic Council on International Programs (ACIP):** M/S/P to appoint Safwat Moustafa (Mechanical Engineering) for the 2001-2004 term.
- C. **Resolution on Voting Status for the Academic Senate Representative of Part-time Lecturers and Part-time PCS Employees:** This resolution was sent back for some editorial changes and will come back at the next Executive Committee meeting.

VI. Discussion Item(s):

Resolution on Consultation Procedures for FMI Criteria: Agendized for the next full Senate meeting.

VII. Adjournment: The meeting was adjourned at 4:30 p.m.

Submitted by:



Gladys Gregory

01.16.01

Academic Senate Committee Vacancies for 2000-2001

COLLEGE OF ARCHITECTURE

Faculty Ethics Committee

Adopted:

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

AS-____-01/CFA
RESOLUTION ON ELECTION OF THE ACADEMIC SENATE
REPRESENTATIVE FOR PART-TIME ACADEMIC EMPLOYEES

1 WHEREAS, Part-time academic employees presently have a voting, nonelected representative on the
2 Academic Senate; and

3
4 WHEREAS, Voting by secret ballot is the most democratic means of selecting representation by any
5 organized group; therefore, be it

6
7 RESOLVED: That this position be an elected position rather than an appointed position as is current
8 procedure; and, be it further

9
10 RESOLVED: That the Academic Senate of Cal Poly, San Luis Obispo, modify Articles I.B.4, I.B.5,
11 II.A.3, II.B, III.B.8, and VII.B.8 of the *Bylaws of the Academic Senate* as follows:

12
13 I.B.4. ~~Temporary Part-time Academic Employees: Faculty members~~ Part-time
14 lecturers in academic departments/teaching areas in the University and ~~personnel~~
15 part-time employees in Professional Consultative Services ~~who are not full-~~
16 ~~academic employees as defined above~~ (PCS) classifications [librarians,
17 counselors, student service professionals I-, II-, III-academically related, student
18 service professionals III and IV, Cooperative Education lecturers, physicians, and
19 coaches] who are not members of the General Faculty as defined in Article I of
20 the Constitution of the Faculty.

21
22 I.B.5. **College Caucus:** All of the senators from each college or Professional
23 Consultative Services shall constitute the caucus of that college or Professional
24 Consultative Services. Part-time academic employees shall not be part of any
25 college caucus.

26
27 II.A.3. **Representative of ~~Temporary Part-time Academic Employees:~~** A nonvoting
28 voting member of the Academic Senate representing ~~temporary~~ part-time
29 academic employees shall be ~~appointed each quarter or for the academic year~~
30 ~~contingent upon the representative's continuing appointment~~ elected by vote of all
31 University part-time academic employees during fall quarter of each academic
32 year. Such representative must have an academic year appointment in order to
33 serve in this position.
34

34 II.B. **Terms of Office:** The elected term of office shall be two years. A senator can
35 serve a maximum of two consecutive, elected terms and shall not again be eligible
36 for election until one year has elapsed. A senator appointed to fill a temporary
37 vacancy for an elected position shall serve until the completion of that term, or
38 until the senator being temporarily replaced returns, whichever occurs first. If this
39 temporary appointment is for one year or less, it shall not be counted as part of the
40 two-term maximum for elected senators. The representative for part-time
41 academic employees shall serve a one-year term with a maximum of four
42 consecutive one-year terms.

43
44 III.B.8. **Election of representative for part-time academic employees:**

45 (a) During the first weeks of fall quarter, the Academic Senate office shall solicit
46 nominations for the position of Academic Senate representative for part-time
47 academic employees.

48 (b) After nominations have been received, election to this position shall be
49 conducted. Said position shall be elected by vote of all University part-time
50 academic employees. A runoff election, if needed, shall be conducted the week
51 following the conclusion of the election.

52 (c) The elected member shall serve until the end of the academic year.

53
54 ~~VII.B.8. **Executive Committee:** The Executive Committee shall appoint one~~
55 ~~representative of the temporary part time academic employees to serve during that~~
56 ~~quarter or academic year in accordance with Article I.B.4 and II.A.3 of these~~
57 ~~Bylaws.~~

Proposed by: The California Faculty
Association Executive Committee
Date: April 26, 2000
Revised: May 2, 2000
Revised: May 22, 2000
Revised: January 17, 2001

Adopted:

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

**AS-____-00/
RESOLUTION TO UPDATE THE
CAMPUS ADMINISTRATIVE MANUAL SENIOR PROJECT SECTION**

- 1 WHEREAS The Campus Administrative Manual (CAM) Senior Project section 412.2 was last
2 updated in April 1982; and
3
4 WHEREAS The vagueness of the current CAM Senior Project section contributes, by its lack
5 of guidance, to the continuing problem of students who do not understand how to
6 complete the senior project in a timely fashion; therefore, be it
7
8 RESOLVED That Cal Poly adopt the attached, more specific senior project guidelines as a
9 revision of CAM Senior Project section 412.2.

Proposed by: Academic Senate Instruction Committee
Date: November 20, 2000

412 211.4 Guidelines for Senior Project

412.1 211.41 Definition

The Senior Project at the California Polytechnic State University, San Luis Obispo is a formal report of the results of a study or experiment selected and completed under faculty supervision by each student prior to the receipt of the bachelor's degree. The types of problems which form the bases of the study or experiment are directly related to the student's fields of employment or intended employment. The senior project is a capstone experience required for all Cal Poly students receiving a baccalaureate degree. It integrates theory and application from across the student's undergraduate educational experiences. The senior project consists of written documentation based on the execution of one or more of the following: 1) a design experience, 2) an experiment, 3) a self-guided study or research project, 4) a presentation, 5) a report based on internship/coop experience, 6) a public portfolio display or performance. The precise nature or form of a senior project is to be determined by the department or program of the student's major. The senior project is normally related to the student's field of study, future employment and/or scholastic goals, and is carried out under direct faculty supervision.

412.2 211.42 Expected Outcomes

1. ~~Ability to reduce a general problem to specific points of analysis~~ Ability to reduce a topic to specific points of analysis
2. ~~Ability to organize points of analysis into a logical sequence~~ Ability to organize the points of analysis into a logical sequence
3. ~~Ability to estimate hours of labor and cost of materials necessary to complete a project~~ Ability to apply acquired competencies to the successful completion of a project
4. ~~Ability to apply competencies acquired in other courses to the successful completion of a specific project.~~
5. ~~Ability to obtain information necessary to the solution of a problem by library study, experimentation, and/or correspondence and personal contact with people who have had experience in the field~~
4. Ability to obtain, evaluate, synthesize, and apply project-related information
6. ~~Ability to follow a work outline without overlooking any major points or significant details~~
5. Ability to develop and follow a project plan
7. ~~Recognition of the fact that completion of a project on schedule is an essential~~

element of successful work

6. Ability to estimate hours of labor and/or cost of materials necessary to complete a project
8. ~~Ability to organize, illustrate, and write clear, concise, and correct report of the investigation~~
7. Ability to organize, illustrate, and write clear and concise project documentation
9. ~~Ability to work for a supervisor who desires quality performance with a minimum of supervision~~
8. Ability to accept supervision when needed

412.3

211.43

Requirements

1. ~~Every student must complete satisfactorily the Senior Project prior to the receipt of the bachelor's degree.~~
1. The total number of senior project units must be between 1 and 6 units (quarter system)
2. ~~The number of quarter units of credit for Senior Project must be within the range of 2 to 4.~~
2. The senior project requirements would be the same for all students in a given curriculum, but not for all students in the university, because of the nature of the various curricula.
3. ~~The specific number of units required would be the same for all students in a given curriculum, but not for all students in the university, because of the nature of the various curricula.~~
3. Normally 30 hours of student work will be required for each unit of credit granted.
4. ~~A minimum of 30 hours of student work will be required for each unit of credit granted.~~
4. Projects requiring an excessive amount of time are discouraged.
5. ~~The character of each curriculum will determine the method of organization of the course requirement, i.e., lecture or activity.~~
5. The number of students participating in a group senior project should not be so large as to unduly limit individual experience or responsibility and initiative.

6. ~~One or two quarters of work may be specified for the various curricula depending upon the nature of the curricula.~~
6. The student is responsible for identifying costs and potential funding sources for senior project prior to initiation of the project. Costly projects are discouraged.
7. ~~The responsibility for costs for materials and supplies used in the project will be determined in advance by the university. Costs should be borne by the student when the product of the project is for personal use.~~
7. It is the student's responsibility to become informed about the university's intellectual properties policy.
8. ~~The number of students involved in any given project should not be so large as to limit individual experiences or responsibility and initiative. Each student should be required to meet meaningfully the 30 hours per unit of credit minimum.~~

412.4

211.44

Library Copy

1. ~~One copy of each Senior Project will be sent by the academic department to the University Library where it will be copied on microfiche. A microfiche copy of the project will become part of the Library's collection where it will be available for public use. One copy of each microfiche project will also be deposited in the University archives.~~
1. The academic department will send one copy of each senior project to the University Library where it will be reproduced on microfiche or in an electronic format. A microfiche or electronic copy of the project will become part of the Library's archival collection where it will be available for public use.

Archival copies of senior projects will be available either on microfiche or in an electronic format.
3. ~~After being copied on microfiche, the original project will be returned to the academic department of its origin. Non-print media (slides, audio/video tapes), however, comprising all or part of a project will be permanently retained in the Library collection.~~
2. After being copied on microfiche or electronically, the original project will be returned to the academic department of its origin as applicable. Non-print media (slides, audio/video tapes, CD's, floppy disks, etc.) however, comprising all or part of a project will be permanently retained in the Library collection.
4. ~~All projects submitted to the Library will follow a standardized format for title page, approval page, and abstract. Details of this format are found in Procedures for Submitting Senior Projects to the Library, available from the University Archives in the Library.~~

3. All projects submitted to the Library will include a completed Senior Project Requirement Form and a title page. The Senior Project Requirement Form must be signed by the student's advisor or academic department head before it can be accepted for processing by the Library. The title page should follow a standardized format.

2.

~~Each student is required to pay a fee for copying his/her Senior Project on microfiche.~~

4. Each student is required to pay a library processing fee for making her/his senior project available.

Adopted:

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

**AS-__-01/CC
RESOLUTION ON
STRATEGIC PLAN FOR SERVICE LEARNING
AND POLICY AND PROCEDURES**

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

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



THE CALIFORNIA STATE UNIVERSITY

BAKERSFIELD • CHICO • DOMINGUEZ HILLS • FRESNO • FULLERTON • HAYWARD • HUMBOLDT • LONG BEACH • LOS ANGELES • MARITIME ACADEMY • MONTEREY BAY
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Board of Trustees' Resolution Community Service and Service Learning in the California State University March 15, 2000

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

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

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

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

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

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

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

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

CALIFORNIA POLYTECHNIC STATE UNIVERSITY

STRATEGIC PLAN

For

SERVICE LEARNING

Proposed by The Ad Hoc Faculty Service Learning Development Committee May 23, 2000
Reviewed by the Academic Senate Curriculum Committee October 19, 2000

MISSION

The Mission of Service Learning at California Polytechnic State University

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

DEFINITION

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

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

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

Service Learning

- has its theoretical roots in experiential learning theory
- is developed, implemented, and evaluated in collaboration with the community
- responds to concerns identified by the community
- enhances the curriculum by extending beyond the lecture hall and allowing students to apply what they are learning in real-world situations
- provides opportunities for critical reflection
- may address a variety of community needs including direct service to people in need, improvement of community resources, community outreach and education, research, or policy analysis
- may or may not include compensation

VISION

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

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

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

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

TIMELINE

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

GOALS AND OBJECTIVES

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

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

GOAL 2: Broaden and Sustain Faculty Support for Service Learning

- Objective 1:** Recognize participation in Service Learning positively in the RTP process
- Objective 2:** Recognize faculty contributions to Service Learning through an annual Service Learning Awards ceremony
- Objective 3:** Provide mini-grants or release time to support faculty and departments to develop and sustain Service Learning courses
- Objective 4:** Designate a contact person in each department to provide faculty support and expertise and to promote Service Learning
- Objective 5:** Increase funding for student mentors to support faculty commensurate with growth in the number of Service Learning courses
- Objective 6:** Offer Service Learning Seminars to faculty and staff to teach the techniques and pedagogy of Service Learning
- Objective 7:** Fund at least one full-time Faculty Service Learning Development Director position and appropriate support staff

Objective 8: Strengthen the evaluation and assessment of Service Learning and disseminate findings

Objective 9: Submit an Annual Report on the Status of Service Learning to the Academic Senate and the Deans' Council

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

Objective 1: Offer enough Service Learning courses that every student can take at least one during their studies at Cal Poly

Objective 2: Offer at least one Service Learning opportunity in every major

Objective 3: Offer more Service Learning courses in General Education

Objective 4: Work with the University Center for Teacher Education to offer a course or a portion of a course that deals with Service Learning as a teaching methodology

Objective 5: Develop interdisciplinary Service Learning projects and courses

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

Objective 1: Create a Service Learning community advisory panel composed of faculty, students, staff, and representatives from the community to help identify and address community needs

Objective 2: Demonstrate a commitment to program participation by and with diverse populations

Objective 3: Draw on the research expertise of the academic community to help identify and address community needs

ORGANIZATIONAL STRUCTURE

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

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

It is proposed that the **Service Learning Advisory Council**

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

It is proposed that the **Service and Learning Center**

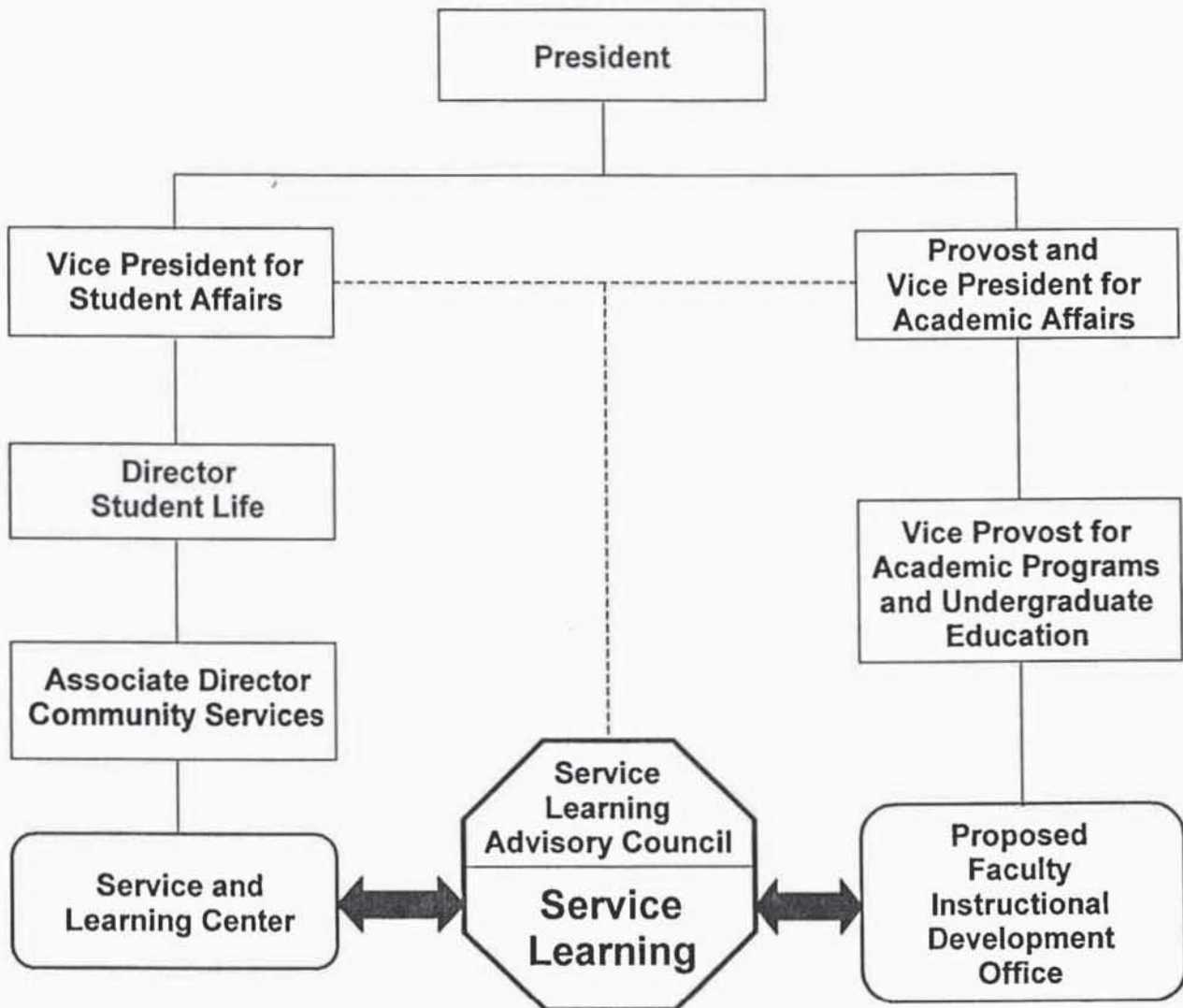
- develop resources for Service Learning,
- recruit and develop agencies for service placements,
- maintain relations with those agencies,
- place students in agencies and manage their service activities,
- provide student mentors to work with students enrolled in Service Learning courses, and
- represent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

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

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

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

Service Learning Organizational Chart



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

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

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



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

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

Definition

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

Listing

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

Catalog Statement

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

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

Service-Learning Faculty Liaison

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

Procedures

A. Adding a Service-Learning Component to an Existing Course

A proposal to add a Service-Learning component to an existing course shall first be submitted to the proposing faculty member's Department Chair/Head. With the prior approval of the proposing faculty member's Department Chair/Head, the course shall then be submitted to the faculty serving on the Service-Learning Advisory Council sitting as the Faculty Subcommittee of the Council. The Subcommittee shall apply the **Criteria** specified in the following section to review and recommend or reject the proposed course as a Designated Service-Learning Course.

The Faculty Subcommittee of the Service-Learning Advisory Council shall recommend an existing course with an added Service-Learning component approved by the Subcommittee to the Provost and President as a Designated Service-Learning Course. The Subcommittee shall notify the following of its recommendation to the Provost and President:

- (1) Proposing Faculty Member's Department Chair/Head
- (2) Chair of the Proposing Faculty Member's College Curriculum Committee
- (3) Associate Dean of the Proposing Faculty Member's College
- (4) Chair of the Academic Senate Curriculum Committee
- (5) Academic Programs

See **FLOWCHART A.**

B. Creating a New Course with a Service-Learning Component

A proposal for a new course with a Service-Learning component shall first be submitted to the proposing faculty member's Department Chair/Head and Dean. With the prior approval of the proposing faculty member's Department Chair/Head and Dean, the course shall then be submitted to the faculty serving on the Service-Learning Advisory Council sitting as the Faculty Subcommittee of the Council. The Subcommittee shall apply the **Criteria** specified in the following section to review and recommend or reject the proposed course as a Designated Service-Learning Course.

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

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

See **FLOWCHART B.**

Criteria

Designated Service-Learning Courses shall meet the following criteria:

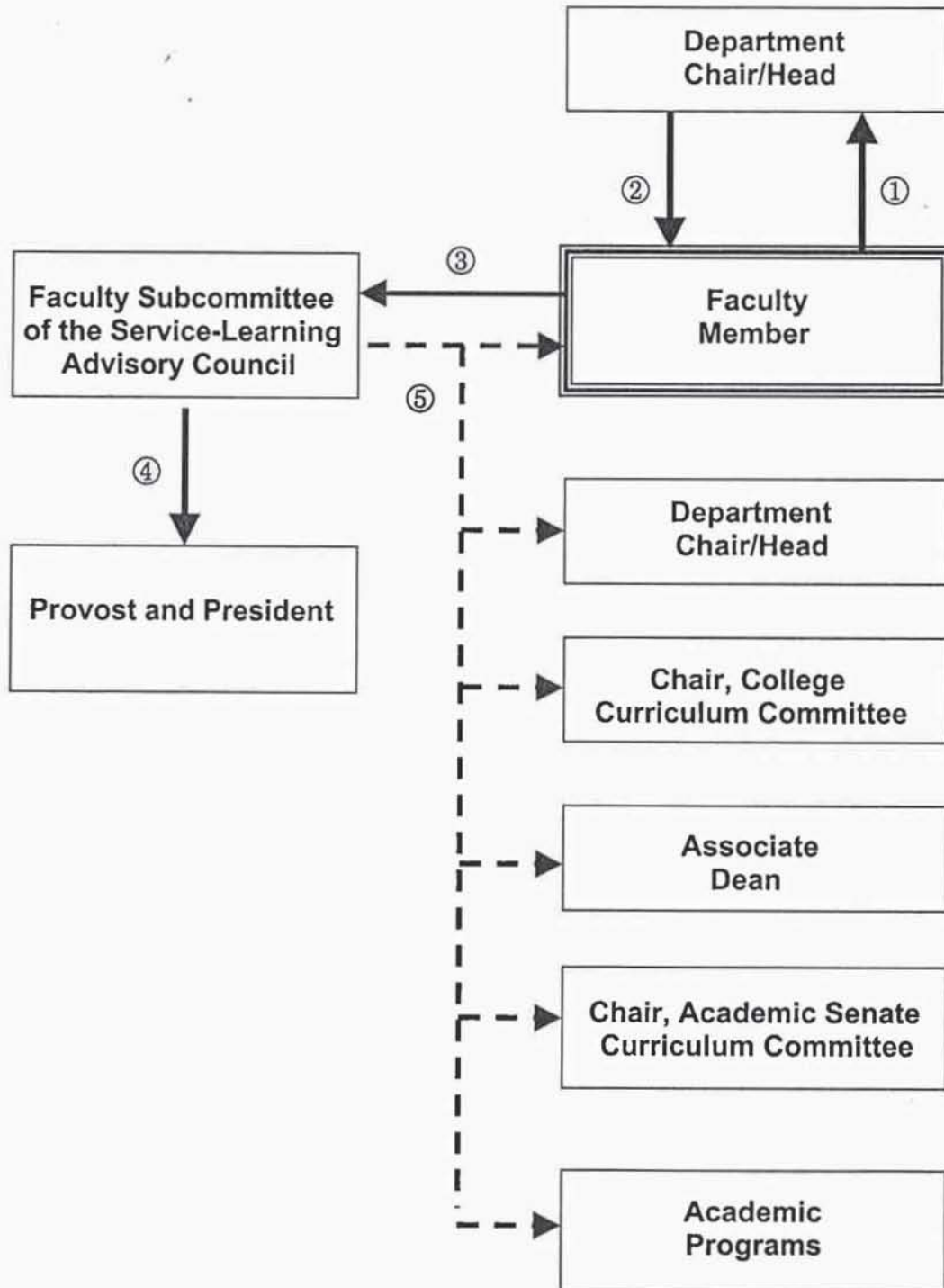
1. Academic learning is the primary focus of the course; the Service-Learning component is a support to the academic focus.
2. The course requires at least 10 hours of academically relevant service to the community.
3. The Service-Learning activities and requirements of the course are described in the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

Risk Assessment and Waiver

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

FLOWCHART A

Adding a Service-Learning Component to an Existing Course



FLOWCHART B

Creating a New Course With a Service-Learning Component

