

(#07-95/96-EP)

RESOLUTION ON THE UCC REPORT ON SERVICE LEARNING
(#07-95/96-EP)

- WHEREAS. The March 1995 UCC Report and Recommendations on Service Learning was distributed as an information item in the April 18, 1995 Senate agenda packet; and
- WHEREAS. A UCC recommendation in the aforementioned report is that "the method and philosophy of service/experiential learning be supported by the university and applied, as appropriate, within the curriculum across the colleges"; and
- WHEREAS. The fulfillment of Humboldt State University's mission and goals includes the provision of "an environment where learning takes place both inside and outside the classroom . . ." (HSU 1995-96 catalog, p. 23); and
- WHEREAS. The Humboldt State University community has a rich tradition of participation in community service learning; and
- WHEREAS. An institutional commitment to service learning will facilitate the pursuit of service learning grants; therefore, be it
- RESOLVED: That the Academic Senate of Humboldt State University supports the method and philosophy of service/experiential learning; and be it further
- RESOLVED: That the Academic Senate of Humboldt State University supports a clearly defined institutional commitment to service/experiential learning; and be it further
- RESOLVED: That the Academic Senate of Humboldt State University recommends that the UCC establish broad guidelines for courses in service learning.

**HUMBOLDT STATE UNIVERSITY
OFFICE FOR ACADEMIC AFFAIRS**

- M E M O R A N D U M -

April 5, 1995

**TO: Alfred J. Guillaume, Jr., P&VPAA
John Travis, Faculty Senate Chair**

FROM: Barry Dalsant, Chair *gd*
University Curriculum Committee

RE: Report and Recommendations on Service Learning

The UCC has reviewed and endorses the report and recommendations on Service Learning and forwards it for information and discussion.

cc. UCC members

HUMBOLDT STATE UNIVERSITY
OFFICE FOR ACADEMIC AFFAIRS

- M E M O R A N D U M -

UCC Report and Recommendations on Service Learning
March, 1995

In keeping with the mission and goals of HSU as a public-supported institution, and to provide an environment where learning takes place both inside and outside the classroom (HSU, 1994-95 catalog), the following definition of service learning is adapted from Roles for Higher Education):

I. Service learning:

Service Learning is a method and philosophy of experiential learning through which participants meet community needs while developing their abilities for critical thinking and group problem-solving, their commitments and values, and the skills they need for effective citizenship. The core elements of service learning are: (1) service activities that help meet community needs that the community finds important, and (2) structured educational components that challenge participants to think critically about and learn from their experiences. Service activities give rise to learning opportunities, and what participants learn further informs their service. Indeed, service learning is a continuous process of reciprocity that, when implemented with care and expertise, results in high quality service in communities and personal and intellectual development among students.

II. Chronology of HSU initiatives in community service learning:

1988-1991 - Human Corps Program and Community Service Project sponsored through state lottery monies. Additional information is available in Suzanne Hendry's Masters thesis. Other participants were Lee Bowker and the CBSS, Y.E.S. program.

1990-91 - Federal level support through Points of Light initiative toward selected campus projects (Y.E.S. programs)

Spring '94 - teleconference on campus about Campus Compact and Service Learning bringing together community leaders, Y.E.S., Rees Hughes, Bette Lowery, (Dean, CoPS), and Lily Owyang.

HSU renews institutional membership in Campus Compact.

Campus Compact director visits HSU in preparation of National Community Service Act and forthcoming grants with potential for HSU.

Associated Student resolution on Experiential Learning.

III. Additional discussions:

As a result of the meetings and events during April, 94, it became clear that HSU was not ready to apply for potential grants under the National Community Service Act until an institutional commitment was more clearly defined and in place. At the same time, it was equally clear that the campus possessed wonderful examples and expertise toward grant eligibility. As a result, during the remainder of Spring '94 semester, Joy Hardin (former Y.E.S. Director), Rees Hughes, Bette Lowery and Lily Owyang met to identify processes and procedures which were in place or might need to be put in place toward defining an institutional commitment.

The processes and procedures identified were:

- 1. The CoPS offered students the opportunity to enroll in student leadership, and some Y.E.S. programs for academic unit. In fact, since the Teacher Preparation programs reside in the college, students were already involved in aspects of community partnership, service, and learning.**
- 2. Students had also the opportunity to gain academic unit through other departments such as the Y.E.S. Community Partners program with Psychology, and additional opportunities through the departments Natural Resources, Business and others. Opportunities for internships, paid and unpaid, were also available through the Career Services.**
- 3. The campus lacked a formal structure whereby information and the principles of community/service/experiential learning opportunities could be disseminated, encouraged and supported. It became clear that the CoPS was already functioning, albeit, informally, as a college unit and in collaboration with the Office of Undergraduate Studies could form a cohesive unit and contribute further to a more visible sign of institutional commitment.**

IV. Status:

1. At the beginning of fall semester '94, and as a result of the events and activities of the past year, it was timely that the UCC began its work toward formulating a policy on experiential and service learning for the campus. The UCC formed a subcommittee to gather information on the subject. Sharon Ferratt, Coordinator of Special Projects for Undergraduate Studies, assisted the subcommittee with information on campus opportunities in service learning and provided examples and Annie Bollick (new Director of Y.E.S.), Ann Divers-Starnes (who has been released to teach a course in Experiential/Service Learning in Spring '95), and Sharon Ferratt for a meeting with Suzy Hendry, now on the staff of the Redwood Community Action Agency which has recently received a federal planning grant for community service learning under the AMERICORPS program.

V. Recommendations:

1. that the UCC recommend that the method and philosophy of service/experiential learning be supported by the university and applied, as appropriate, within the curriculum across the colleges.

2. that the UCC recommend that the policies which affect the implementation of service/experiential learning in the curriculum be incorporated into the RTP process.

3. that the UCC recommend that a follow-up meeting with community leaders be scheduled following the evaluation of the course on Experiential/Service Learning scheduled for Spring '95.

4. that the UCC communicate with the Associated Students the results of the subcommittee report.

5. that broad guidelines be established for courses in service learning:

- to meet community needs
- to develop critical thinking
- commitment to values
- skills for effective citizenship
- to maintain a continuous process of reciprocity.