MINUTES OF THE SERVICE-LEARNING SUBCOMMITTEE

CALIFORNIA STATE UNIVERSITY, FRESNO

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October 11, 2019

Present: Sharlet Rafacz, Zhanna Bagdasarov, Wei Wu, Erika Castañon, Ana Soltero Lopez, Amy Rickman, Marcus Shaw, Ben Boone and Chris Fiorentino.

Absent: Nicole Smith, Fernando Parra, Bernadette Muscat, Alison Mandaville

The meeting was called to order at 1:33 pm by Sharlet Rafacz.

It was moved, seconded and carried (MSC) to approve the meeting agenda.

MSC to approve the minutes from the September 13, 2019 meeting.

Jim Mullooly, Chair of AP&P, met with the subcommittee to discuss the proposed move of the SL Subcommittee from AP&P to UGC. Based on Jim’s comments and subsequent discussion, it was unanimously agreed that Sharlet should share with the Executive Committee of the Senate our belief that the SL Subcommittee should remain under AP&P. This is based on the fact that:

1. The charge of the SL Subcommittee clearly indicates that we will be involved in the review and initiation of policy related to service-learning and that we are regularly involved in this work.
2. The SL Subcommittee regularly works to review new and existing graduate and undergraduate level S courses.
3. The SL Subcommittee effectively works with AP&P currently and that there appears to be no compelling reason to change this reporting line.

As part of the required five-year review, Chris Fiorentino shared his working group’s evaluation of AGED 120S. While the course appears to be a natural one for service-learning, there are numerous issues with the syllabus provided, both in terms the syllabus not meeting S requirements and not being in alignment with university guidelines for course syllabi. MSC for Chris to reword the draft evaluation and share it with the department, offering our assistance in the revision of the syllabus. Should the department choose to revise and resubmit the syllabus, it will need to be reviewed by the entire working group and brought back to the full committee for reconsideration.

Ben Boone shared his working group’s five-year review of GERON 10S. MSC to approve the course for recertification as an S course. Chris will communicate the recommendation that the department to use the hyphenated “service-learning” throughout the syllabus, and that they consider adjusting wording in the syllabus that infers some separation between course content (the study of aging) and the SL component of the course.

Marcus Shaw shared his working group’s five-year review of SOC 1S. MSC to approve the course for recertification as an S class. Chris will communicate recommended changes, including: SL should be included in course description; adding course objective(s) and learning outcome(s) specific to SL; clarifying how RAD posts are related to SL and suggest that there be mandatory reflection on SL as part of those posts.

The review of SOC 3S will be postponed until the November 1st meeting.

Chris shared a revised version of the S Evaluation Matrix Form that was discussed by the subcommittee during the September 13th meeting. MSC to approve the newly revised form, which is attached.

Chris discussed the need for a second student representative on the subcommittee and nominated Jessica Pablo. Jessica is a junior in standing, Richter Center Student Leader, and in her second year in the Scholars In Service program. MSC to approve Jessica’s nomination. Chris will share the nomination/appointment with Jim Mullooly and AP&P.

Sharlet reminded everyone of the remaining committee meetings, which are:

 Friday, November 1, 2019, 1:30-2:30pm in Thomas 117

 Friday, December 6, 2019, 1:30-2:30pm in Thomas 117

The meeting was officially adjourned at 2:35 pm.

Minutes respectfully submitted by Chris Fiorentino on October 13, 2019.

**S Course Evaluation Form**

**Course: Evaluator:**

Please evaluate the course syllabus and/or memorandum based on the following S course requirements. Rate by indicating “Yes”, “No” or “Unclear.”

**Yes/No/Unclear**

|  |  |
| --- | --- |
|  | **Service-learning component is integral to and supportive of the academic focus of the course**. |
|  | **A mechanism(s) introduces the service-learning component to the students.** This may be done through various methods including, but not limited to: class discussions, guided readings, experiential class periods, or utilizing the Richter Center for Community Engagement and Service-Learning as a resource |
|  | **Course materials describe the:**  |
|  | 1. **type of agencies where the service-learning assignment will be completed.** (Agencies benefiting from the service should extend beyond the department offering the course.)
 |
|  | 1. **typical service activities that will meet the service requirement.** (Service activities should extend beyond those benefiting the faculty, staff, or students within the department offering the course.)
 |
|  |  **(c) length of time students will be required to serve (minimum of 15 hours, with 20 hours being optimal, regardless of unit value of course.)** |
|  |  **(d) process for verification of service hours.**  |
|  | **Structured opportunities for ongoing reflection and mechanism(s) requiring students to integrate the service-learning component with course content** (e.g., class discussions, journals, papers, presentations) **are clearly explained**. |
|  | **Service-learning component accounts for a significant portion of the total course grade (minimum of 15%, with 20% or more being optimal).** |
|  | **Syllabus specifically references the fact that all students must submit a completed Fresno State “Service-Learning Plan” prior to starting their service hours and include a copy of that plan as an appendix to the syllabus.** |

General comments/suggestions:

**Do you recommend S Designation approval of this course (please circle one):**

**Yes Yes, with suggested changes Not at this time**

(See comments above)