

NOTE: using the syllabus template from the Provost's office as a guide, we (Service-Learning) have added the required Service-Learning information with notes and suggestions in red. Additional notes in blue are from the original template.



Department of \_\_\_\_\_  
Quarter, 20\_\_

**Instructor:**  
**Office phone:** 951-785-\_\_\_\_  
**Dept phone:** 951-785-\_\_\_\_  
**e-mail:**

**Office Location:** Building & Office Number  
**Office Hours:** (At least 4 hours per week)

**UNST 123 Service-Learning required (or optional) Course Title (credits)**

Location:  
Days/Times:

**I. COURSE DESCRIPTION:**

**A. Bulletin Course Description:**

Insert the course description found in the current bulletin.  
These descriptions can also be found online at <http://lasierra.edu/bulletins/>

It is good to include an introductory statement about this being a Service-Learning course and if the service component is "required" or "optional". If your course is Service-Learning "optional", it is important to inform students that they must sign up for the SL "option" with their professor in conjunction with the Office of Service-Learning and must complete the required information and/or paperwork with the Office of Service-Learning by the required deadline (usually Friday of the 1<sup>st</sup> week of the quarter). If they do not do this, they will not be in the SL section and will not receive SL credit for the course.

It is also important for students to know that the Service-Learning component is an integral part of supporting the goals of this course, etc. If you want to introduce that information here but elaborate more later, you might include a statement such as, "Please refer to the Service-Learning section of this syllabus for more specific information..."

**B. Instructional Materials:**  
Books, etc.

**C. Service Learning:**  
You may wish to begin with a general statement that addresses how Service-Learning supports the mission of the university. You may also choose to list that La Sierra University students are required to take three Service-Learning courses to graduate.

You should definitely discuss how and why SL is integral to your course. You should list the nature of the planned SL experience for the students along with the collaborating community partner/partners that you will be working with. Will everyone have the same service experience at the same community partner site or will there be options? If so, how will that be organized?

Students should be informed of not only the service project, but the required hours of service along with required attendance at a community partner orientation. The general SL requirement is 14 hours of service over a 7 week period (2 hours/week). Some project based service experiences are handled differently in terms of time. In this case, you, as professor, are responsible for keeping track of student hours.

Reflections are an important and required portion of SL classes. You may choose to discuss them in the “Service-Learning” portion of the syllabus OR to just include them among the regular assignments. At any rate, students should be aware of the frequency and format of reflection assignments. How are reflections assessed? Are there specific reflection guidelines? Is there a specific grading rubric for reflections? Will you include actual reflection assignments within the syllabus or will you have additional guidelines for reflections throughout the quarter?

It is suggested that you include or discuss in class the importance of attending all “service” experiences. If a student must miss a scheduled SL appointment for an emergency they must contact their community partner site supervisor in advance and arrange to make up the time if possible.

**D. Student Learning Outcomes:**  
**Your course student learning outcomes as they relate to your department, etc.**

**In addition to your other SLO’s, all Service-Learning courses should also include the following two measurable SL specific SLO’s:**

•Students will participate in Service-Learning activities within the community that respond to identified community needs.

•Students will integrate learning from the service experience with course content through critical reflection, in-class discussions and/or papers.

**II. COURSE REQUIREMENTS:**

**Note to Instructor: The requirements listed below are merely examples. You will need to stipulate your course expectations as appropriate.**

**You will need to decide how to address the Service-Learning portion of the course in terms of course requirements. Do you want to keep everything under a “Service-Learning” heading or integrate it throughout your syllabus? Both have been done successfully.**

**A. Class participation ....**

**B. Formative activities ...**

C. A summative project, ...

D. The final examination ...

E. **Relative values of assignments, projects, and exams:**

In-class participation	= % of the course grade
Formative assignments	= % of the course grade
Summative project	= % of the course grade
Service-Learning	= % of the course grade
Final exam	= % of the course grade

What portion of the grade is allotted to Service-Learning? It is recommended that at least 20% be designated for the SL component. Students not satisfactorily completing the Service-Learning hours and assignments will NOT pass even if they have a high grade for the rest of the class. This information must be conveyed to the students. You may choose to put it here or with the grading scale.

F. **Grading scale:**

III. **Additional Information:**

A. **Academic Honesty**

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**Note to Instructor: ...the following paragraphs must be included in your syllabus verbatim:**

To be sure that you have no misunderstandings about the definitions of academic honesty or academic dishonesty, refer to your *La Sierra University Student Handbook*. The University has significant penalties for academic dishonesty, so please take this suggestion seriously. La Sierra University's policy and other important information regarding academic honesty can be found at <http://lasierra.edu/academic-integrity/> .

All members of the community of scholars (students and faculty) at the university must agree to the following Academic Integrity Statement.

Understand that enrolling in this course constitutes your agreement with the following statements:

- ✓ I will act with integrity and responsibility in my activities as a La Sierra University student or faculty member.
- ✓ I will not participate in violations of academic integrity, including plagiarism, cheating, or fabricating information.
- ✓ I will not stand by when others do these things.
- ✓ I will follow the academic integrity policy.

**B. Recording Class or Lab Sessions:**

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For additional information on this policy, please see the Academic Bulletin, the Student Handbook, or the Faculty Handbook.

**C. Attendance / excused absences**

(including any application of the “20% rule” or variation thereof)

You may choose to address attendance for SL appointments here or under “Service-Learning”.

**D. Make-up and late work**

**E. Special Assistance:**

**Note to Instructor: The following statement must be included in your syllabus verbatim:**

It is the policy of La Sierra University to accommodate students with disabilities. Any student with a documented disability who requires reasonable accommodations should contact the Director, Office of Disability Services at (951) 785-2453 or <http://lasierra.edu/ods/>.

**Note to SL professors:**

In many of the Service-Learning courses someone from our office will attend class during the first week of the quarter to help students better understand Service-Learning, describe their community partners and to have them fill out the necessary paperwork (Service-Learning registration). In some cases faculty handle this orientation themselves and have their students complete the Online Student Registration for Service Learning. In this case, students must complete this online registration form by the last day to add a class (usually the first Friday of the quarter) in order to attend the partner orientation and participate in service. If students have not completed the required registration forms (hard copy or online) by this date they will not be allowed to begin the service and in classes where the service is “required” they will have to drop the class. Please make certain that students understand the importance of completing the registration forms by the deadlines.

If your class has been designated as one to use the online registration students may access the online form from this page: <http://lasierra.edu/academics/service-learning#c2988>.

Many professors include contact information for the Office of Service-Learning. Director, Susan Patt, 785-2185 and Asst. Director, Renee Hess, 785-2186. Email is the best way to get the fastest response. We both receive emails at [service@lasierra.edu](mailto:service@lasierra.edu). The physical office is in La Sierra Hall Suite 115.

**IV. TENTATIVE<sup>1</sup> COURSE SCHEDULE: - UNST 123:  
 Fall Quarter, 2011; M T Th F, 9:00 – 9:50 AM  
 Building, Classroom #123**

Please complete the assignments prior to the class session for which they are listed.

<b>Date:</b>	<b>Focus of each class session:</b> As you prepare for class, pay special attention to these topics:	<b>Readings &amp; Assignment(s):</b> Due at the beginning of the class session:
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It is a good idea to include the SL partner orientation date (if known), reflection assignment due dates, as well as any other SL specific assignments within the course schedule.

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<sup>1</sup> This course schedule may be modified once we begin meeting as a class. It serves as a general indicator of what the professor hopes can be accomplished during our time together.

**Appendix A...**

You may want to include a rubric for the grading of the student reflections and/or final integrative SL paper.