Code # ED15

**New/Special Course Proposal-Bulletin Change Transmittal Form**

**Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

**Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

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| --- |
| **New Course or**  **Special Course (Check one box)**  *Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.* |

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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (If applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

~~PE~~ HPES 3001

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Student Leadership in Service Learning

Stu Ldshp in Svc Learning

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Methods of Instruction:

• The student will mutually benefit from both experiential learning and service-learning, with meaningful service being provided to the community and meaningful learning experiences provided for the student. The students will learn about community activism and local environmental issues through the service-learning component. In addition, they will use concepts and theories from the other methods of instruction to extract knowledge from the service learning experience. Students will be required to perform approximately 20 hours of service throughout the semester. Service-learning is one of the primary methods of instruction for this course, thus, the average 2 hours of service per week is considered part of the course’s overall workload.

• The student will benefit from class discussion, developing their own interpretations of the course material in conversations with the instructor and their classmates.

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.

This course introduces students to academic service-learning as an approach to experiential learning. Students actively participate in meaningful civic service-learning experiences that meet community needs and are coordinated with university and community partner organizations.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?

Yes. Admission to the Teacher Education Program

b. Why?

Service-learning is a teaching method that combines meaningful service to the community with curriculum-based learning. Students improve their academic skills by applying what they learn in school to real world issues; they then reflect on their experience to reinforce the link between their service and their learning. Due to the nature of the course, students should be able to demonstrate maturity in a variety of areas. Among these are skills in working with students in educational environments, ability to be successful in cooperative groups, ability to communicate effectively, experience with school and community programs, and ability to engage in effective problem solving. Therefore, it is vital students satisfy the Teacher Education Admission requirements.

9. Course frequency(e.g. Fall, Spring, Summer). Not applicable to Graduate courses.

Fall, Spring and Summer

10. Contact Person (Name, Email Address, Phone Number)

Blair Dean, [bdean@astate.edu](mailto:bdean@astate.edu), (870) 680-8112

11. Proposed Starting Term/Year

Fall 2014

12. Is this course in support of a new program? No

If yes, what program?

Enter text...

13. Does this course replace a course being deleted? No

If yes, what course?

Enter text...

Has this course number been used in the past? No

*Submit Course Deletion Proposal-Bulletin Change Transmittal Form.*

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

Research on the benefits of service-learning to students has been well documented. Expected student skills include but not limited to: the development of higher thinking skills, understanding problems in a more complex way, a more motivated and interested attitude toward education, continued community involvement and a heightened awareness of citizenship. The Department of Health and Kinesiology currently has no course offerings that incorporate service-learning. Thus, HPES 3001 fits into the Department’s curriculum by filling two significant gaps: it will allow students to integrate community service into their education and will provide the Department with a new course that represents a rapidly growing requirement in the field of education. The two chief goals for the course are: To enhance students' learning by enabling them to practice skills and test classroom knowledge through related service experiences in the local community; To enable students to provide needed assistance to community agencies and to the people served by the agencies.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course will offer a unique opportunity for students to live out ASU’s mission as a supporting learning environment. More specifically, this course will strengthen our department’s emphasis on quality teaching and service. To accomplish our mission of service we must create a path for our students to get out of the campus ‘bubble’ and into the community to see how what they are learning in the classroom relates to community issues.

This course facilitates student academic learning through meaningful service-learning experiences, which encourage and enable students to positively impact the community. The following course outcomes support the mission of the department:

• Educates students for participation in society

• Fosters habits of community engagement

• Promotes the common good

• Makes education a collaborative effort

• Exercises both the rights and responsibilities of citizenship

• Educates and challenges students

• Applies concepts and principles from college course work to real life experiences

• Applies experiential insights critically and creatively to their college learning

• Fosters academic and personal growth

• Prepares for a life of informed, active citizenship

In conclusion, the Department of Health and Kinesiology support a three-fold commitment to teaching, research, and service. Service is one leg of this three-legged stool, a feature that often has been ignored. However it is an integral part of what we do. Linking colleges and communities, faculty and students can result in collective action that enriches all who participate. Service-learning is a statement of faith in the power of humanity to take care of each other.

c. Student population served.

Service-Learning Leadership is housed in the Department of Health and Kinesiology and will serve the students enrolled in the Physical Education Teacher Education (PETE) program; however, is not limited to any one program in fact the application of this course can be shared across disciplines.

d. Rationale for the level of the course (lower, upper, or graduate).

The course is consistent with the upper-levels of Bloom’s Taxonomy in that students are expected to analyze, evaluate and create information. When fulfilling service-learning requirements within a community agency, students are representing ASU. This course will expect students to be mature, responsible, and exhibit a positive professional conduct. In order to foster leadership, responsibility, and accountability, students will have the opportunity to make strategies and decisions at every stage of the service-learning project, from assessing community needs, to planning activities, to implementing a program.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

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| **Week** | **Topic** | **Source** |
| 1 | * Syllabus * *Introduction to service, citizenship and community*: What is service learning? What does service mean in your life? | 1. Education for Democracy 2. Learning Through Service |
| 2 | * SERVICE 1 * Introduction: Placements, Learning Agreements * Entering the community safely and respectfully * Learning through service | 1. Syllabus 2. Community Partners Handout |
| 3 | * COMMUNITY 1 * What is community? What makes communities work? * Community Dialogue: United Way * Reading selection | 1. Education for Democracy 2. Learning Through Service 3. Guest Speaker |
| 4 | * COMMUNITY 1 (continued) * Does self-interest have a place in community? * Community Dialogue: City Team Youth Ministries * Reading selection | 1. Education for Democracy 2. Learning Through Service 3. Guest Speaker |
| 5 | * DEMOCRACY 1 * What is democracy? What is power? What is democratic leadership? * Community Dialogue: Big Brothers Big Sisters of NCA * Reading selection | 1. Education for Democracy 2. Learning Through Service 3. Guest Speaker |
| 6 | * SERVICE 2 * What is good service? How is good service organized? How is service organized at your host site? * Community Dialogue: Jonesboro Parks and Rec * Reading selection | 1. Education for Democracy 2. Learning Through Service 3. Guest Speaker |
| 7 | * COMMUNITY 2 * Diversity – what approaches to community promote or discourage inclusion? * Community Dialogue: Jonesboro Human Development Center * Reading selection | 1. Education for Democracy 2. Learning Through Service 3. Guest Speaker |
| 8 | * COMMUNITY 2 (continued) * Diversity – who belongs and who doesn’t? * How does your host site address diversity? * Community Dialogue: St Bernard’s Health and Wellness Institute | 1. Education for Democracy 2. Learning Through Service 3. Guest Speaker |
| 9 | * DEMOCRACY 2 * Citizenship and service – How does service lead to civic engagements? * Community Dialogue: Jonesboro Public Library | 1. Education for Democracy 2. Learning Through Service 3. Guest Speaker |
| 10 | * SERVICE 3 * Service challenged – Can servant-hood be bad? * Community Dialogue: Hispanic Community Services, Inc. | 1. Education for Democracy 2. Learning Through Service 3. Guest Speaker |
| 11 | * COMMUNITY 3 * Community challenged – Is community always a good thing? * Community Dialogue: Jonesboro Foundation of the Arts | 1. Education for Democracy 2. Learning Through Service 3. Guest Speaker |
| 12 | * DEMOCRACY 3 * Democracy challenged – Is democracy always a good thing? * Does our responsibility extend beyond human beings? | 1. Education for Democracy 2. Learning Through Service 3. Guest Speaker |
| 13 | * Placement presentations |  |
| 14 | * Placement presentations |  |
| 15 | * Final Draft of Digital Reflection Due, Journal and Community Index Assessment Due |  |

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

The course requirements are designed to encourage structured academic reflection upon the service-learning experiences outside the classroom, and to create an active learning community in class. Accordingly, the evaluation process is designed to match the multiple ways in which learning takes place. The course requirements are as follows:

• Journal (Community Service-Learning Log) – a reflection journal will be the primary method of formative assessment, and these journals will allow the instructor to evaluate students’ knowledge gained from the service-learning experience.

• Midterm Analysis Paper – a formal paper that analyzes one of the texts read sometime by mid-semester.

• Final Digital Reflection – the main form of summative assessment will be the service-learning project, which will take the form of a digital project, and must include a written substantial reflection detailing the service-learning experience.

• Community Responsibility Index – because this class is designed to be both experiential as well as academic, student participation is essential. The student will be asked to gauge the extent to which they have met course responsibilities, as well as to their host community partner. This self-evaluation, along with those of the instructor and the host community supervisor, will form the basis of the final grade.

18. Special features (e.g. labs, exhibits, site visitations, etc.)

Periodic site visitations will be required.

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Not at this time; however, this course has potential for growth and could experience future growing pains without additional faculty and resources.

20. What is the primary intended learning goal for students enrolled in this course?

The primary goal of this course is to bring campus and community together in partnership to share resources, meet real community needs, and help to educate students to become civically engaged and socially responsible.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

a. Learning through Serving: A Student Guidebook for Service-Learning Across the Disciplines. Cress, Christine, et al. (2005). Stylus Publishing.

b. Education for Democracy: A sourcebook for students and teachers - Benjamin R Barber, Richard M Battistoni (2007). Kendall-Hunt Publishing.

b. Number of pages of reading required per week: Minimum 40 pages – Maximum 70 pages

c. Number of pages of writing required over the course of the semester: Minimum 50 pages - Maximum 75 pages

22. High-Impact Activities (Check all that apply)

Collaborative assignments

Research with a faculty member

Diversity/Global learning experience

Service learning or community learning

Study abroad

Internship

Capstone or senior culminating experience

Other Explain: Enter text...

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)

Acquire expertise by broadening and deepening their understanding of the subject matter and gain a better understanding of how to apply this knowledge in a community context.

Learning Activity:(For example, what instructional processes do you plan to use to help students reach this outcome?)

The student will (TSW) draw one main idea from the texts read (Service, Community, and Democracy) and connect it to the challenge(s) encountered by their Community Partner. TSW use analysis and research to explain the concept and how it connects to community issues.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Final Digital Reflection – the main form of summative assessment will be the service-learning project, which will take the form of a digital project, and must include a written substantial reflection detailing the service-learning experience.)

*(Repeat if needed for additional outcomes 2 and 3)*

**Outcome #2:**

Understand the relevance and importance of their academic work in relation to everyday life, career choices, and lifelong learning.

Learning Activity:

TSW learn about community activism and local environmental issues through the service learning component. In addition, they will use concepts and theories from the other methods of instruction to extract knowledge from the service learning experience. Students will be required to perform approximately 20 hours of service throughout the semester.

Assessment Tool:

Journal (Community Service-Learning Log) – a reflection journal will be the primary method of formative assessment, and these journals will allow the instructor to evaluate students’ knowledge gained from the service-learning experience.

**Outcome #3**:

Develop valuable skills which will enhance and strengthen their capacity to be leaders as they work with community organizations.

Learning Activity:

In addition to the service learning component of this course, students will be exposed to a diverse community dialogue throughout the semester. The community dialogue forum will provide students an opportunity to listen to and exchange dialogue with experienced Community Partner Directors from the Jonesboro community. The purpose of this forum is to build community across a variety of contexts and to provide students with resources and educational opportunities.

Assessment Tool:

Community Responsibility Index – because this class is designed to be both experiential as well as academic, student participation is essential. The student will be asked to gauge the extent to which they have met course responsibilities, as well as to their host community partner. This self-evaluation, along with those of the instructor and the host community supervisor, will form the basis of the final grade

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

* 1. Global Awareness

Minimally  
Indirectly  
Directly

* 1. Thinking Critically

Minimally  
Indirectly  
Directly

* 1. Using Technology

Minimally  
Indirectly  
Directly

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

**HPES 1883. Foundations of Health, Physical Education and Sport Sciences** Introductory course for the prospective HPESS major. Provides insight to the history, sociological impact, and objectives of physical education and sport, with emphasis on current professional literature and vocational opportunities. HPESS majors must make a C or better in this course. Spring.

**HPES 3001. Student Leadership In Service-Learning** This course introduces students to academic service-learning as an approach to experiential learning. Students actively participate in meaningful civic service-learning experiences that meet community needs and are coordinated with university and community partner organizations. Spring, Fall.

**HPES 4863. Internship in HPESS I** Capstone experience for Exercise Science, Health Promo­tion, Sport Management majors. Enrollment must occur during the last semester of the degree program. Must have completed all departmental requirements, including C or better in all major courses. Insurance fee of $17.50. Prerequisite for Exercise Science majors only, ES 4843. Fall, Spring, Summer.