

## Application for SL Designation:

**Course Number, Title, & Credit Hours:** IND 333 (1-6) – Interior Design Service Learning

**Semester(s) offered:** This course was developed because one of the strengths of the CMU interior design program is its desire to provide service learning opportunities for its students. Often this occurs by providing design solutions that address specific needs of community partners. Some of those projects have amazing, inherent characteristics that we would like our faculty/students to be able to engage in so, rather than offering a standard independent study class that does not clearly spell out the service learning aspect of the course, we have developed this course so that it is very clear on a transcript. To clarify, we do not always know in advance when a community partner may be selected to provide a working relationship/project for this course. In short, if this course is offered, a practicum component is being offered in the experience.

**Faculty Name(s), Faculty Email & Telephone:**

Sue Bowlby 774-7622 [bowlb1sk@cmich.edu](mailto:bowlb1sk@cmich.edu);

Brenda Skeel 774-2379 [skeel1bb@cmich.edu](mailto:skeel1bb@cmich.edu);

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Julie Zuo 774-1146 [zuo1jq@cmich.edu](mailto:zuo1jq@cmich.edu)

We are in the process of a search for one more tenure track faculty member. This team member will also engage in teaching this course sometimes.

**Agency Contact Person(s), Agency Contact Person(s) Email:** Will likely change with each project.

**Explanation of how the course meets the “Criteria for Designation as a Service-Learning Course”:**

This course was set up in order to offer service learning experiences by the program. By nature of its formation, it meets all of the criteria established as described in the criteria of this document, e.g., criteria 1 – 6. There is no way to know in advance who or what needs will be met. Nor is there a way to know in advance exactly what reflection projects will be incorporated. For example, recent projects have included work at a Women’s Aid Center in Midland, Michigan; development of a nearby library with Honors students; development and grant writing for a nearby barrier-free, inclusive playground; programming and development of well-designed learning spaces within the EHS building as requested by the Dean ... the needs, and requests, are diverse.

Please remember to include the following items with this application:

1. **Master Course Syllabus** – approved Fall 2014.

**CENTRAL MICHIGAN UNIVERSITY**  
**College of Education and Human Services**  
**Department of Human Environmental Studies**

IND 333	Interior Design Service Learning	1-6 (SPEC)
Desig & #	Full Title of Course	Credits(Mode)

**I. Bulletin Description:**

This course offers an opportunity for Interior Design students to perform targeted academic-based service work under the supervision of a CMU faculty member.

**II. Prerequisites, Pre/Co-requisites, Co-requisites, Recommended:**

Prerequisite: IND 131, IND 138, IND 139

**III. Rationale for Course Level:**

Previous foundational knowledge from earlier courses is needed for this course.

**IV. Suggested Textbooks:**

1. Service Learning Readings Course-Pack
2. Academic Content Course Readings

**V. Other Requirements and / or Materials for the Course**

Field service is an essential component of this course. Credit is assigned based on the number of hours worked within the field, e.g., 1 credit: minimum of 20 hours throughout the semester, 2 credits: minimum of 40 hours throughout the semester, 3 credits: minimum of 60 hours throughout the semester, 4 credits: minimum of 80 hours throughout the semester, 5 credits: minimum of 100 hours throughout the semester, and 6 credits: minimum of 120 hours throughout the semester. Incompletion of field service hours will result in failure in the course.

This course may be offered in a service learning format as community partnerships become available. The instructor of record is responsible for overseeing the affiliation agreement between CMU and the hosting organization. Students will be responsible for arranging transportation to the service learning site, as applicable.

**VI. Student Learning Course Objectives**

After successful completion of this course, the student will:

1. Explain how their civic engagement contributed to the greater good of society.
2. Apply course content as an active service component which is meaningful/useful to community partner.
3. Integrate course content knowledge into the service experience.
4. Incorporate ideas from multiple participants, e.g., students, faculty, community partner.
5. Synthesize learning experiences.
6. Demonstrate leadership skills through team-based experiential learning.

## **VII. Course Outline:**

Specific content will vary based on the site needs of the agency partner but will generally be structured as follows:

### **Unit 1 (20% of course content)**

Introduction to Civic Engagement and Academic Learning-Course Instructor

### **Unit 2 (60% of course content)**

Civic Engagement, Application of Course Content, and Critical Reflection-Course Instructor

### **Unit 3 (20% of course content)**

Synthesis, Post Civic Engagement Reflection Activities, Evaluation/Assessment-Course Instructor

## **VIII. Suggested course evaluation:**

- I. Pre-Service Learning: Readings, written reflection, and integration of select readings contained in a course pack and/ or textbook: a) civic responsibility, b) issue education, c) content knowledge, d) pre-reflection integration – 20%
- II. Service Experience: Application of content in active service component, purposeful civic engagement, leadership reflection - 60%
- III. Post service reflection – Synthesis paper - 20%

**Total:** 100%

## **IX. Bibliography**

- Allen, M.D., Parker, S.A., & DeLorenzo, T. (2012). Civic engagement in the community: Undergraduate clinical legal education. *Journal of Political Science Education, 8*(1), 35-49.
- Britt, L.L. (2011). Why we use service-learning: A report outlining a typology of three approaches to this form of communication pedagogy. *Communication Education, 61*(1), 80-88.
- DeHart, M., & Ham, J. (2011). Statistics in action: The story of a successful service-learning project. *MathAMATYC Educator, 3*(1), 4-9.
- Lahman, M. (2012). Appreciative inquiry: Guided reflection to generate change in service-learning courses. *Communication Teacher, 26*(1), 1-4.
- Porter, M.C. (2011). Assessment matters: Assessing alternative breaks: Moving beyond sleeping on floors and pass-the-candle reflection. *About Campus, 16*(5), 21-24.
- Saitta, E. K.H., Bowdon, M.A., & Geiger, C.L. (2011). Incorporating service-learning, technology, and research supportive teaching techniques into the university chemistry classroom. *Journal of Science Education and Technology, 20*(6), 790-795.
- Smith, B.H., Gahagan, J., McQuillin, A., Haywood, B., Pender Cole, C., Bolton, C., Wampler, M.K. (2011). The development of a service-learning program for first-year students based on the hallmarks of high quality service-learning and rigorous program evaluation. *Innovative Higher Education, 36*(5), 317-329.

### **Syllabus Prepared By:**

**Jeanneane Wood-Nartker, Ph.D.; Interior Design Program Director**

**Faculty, Credentials**

**August 22, 2014      Date**

2. **Artifact to demonstrate an affiliation agreement is in place/current/signed or plan to obtain one.** Will be available as a project arises.
3. **Evidence of communication with contact person representing proposed/secured community partners, if possible.**
  - a. Email communication, letter, formal or informal acknowledgement of secured partnership  
Will be available with each diverse project.
4. Approval of request for SL designation by the department Chair (Once approved SL Designation will be "turned on or off" at their discretion)
  - a. Letter or email from department chair

SERVICE-LEARNING EXPERIENCE AGREEMENT BETWEEN

Central Michigan University Board of Trustees

*And*

(Agency Name)

(fill in items in parenthesis, complete signature lines, and remove these instructions before sending)

As the faculty member for (specific course name and number) at Central Michigan University (CMU) in Mount Pleasant, Michigan, I want to thank you for providing CMU students with service-learning opportunities at (name of agency or company), hereinafter referred to as Agency. To assure that we are all working from the same framework, I would like to outline for you the nature of the service-learning requirements that the University places on its students and what we hope you can provide.

This agreement will be in effect from (date) until (date plus 7 years) and shall apply to any future students who may fulfill their service-learning requirements at the Agency until the agreement expires.

Responsibilities of Central Michigan University:

1. Plan and administer, in consultation with the Agency and the student, a service-learning experience that will qualify for the intended academic experience and benefit the Agency.
2. Provide the Agency with the name(s) of student(s) to be assigned to the Agency.
3. Inform all students that they shall be required to abide by the rules of the Agency.
4. Maintain all education records and reports relating to the educational program of its students, and comply with all applicable statutes, rules, and regulations respecting the maintenance of and release of information from such records. The Agency shall have no responsibility regarding such records and shall refer all requests regarding such information to CMU.
5. Inform each student of the importance of maintaining health insurance to defray the cost of hospital or medical care that might be required during the period of the service-learning experience. CMU shall also inform each student of the potential monetary liability the student might incur as a result of failure to maintain sufficient coverage.
6. Maintain Comprehensive General Liability Insurance for all students.

Responsibilities of the Agency:

1. Make the final determination as to whether to accept a particular student for the service-learning experience.
2. Provide qualified supervision of each student during their service-learning experience.
3. Promptly notify the service-learning coordinator or faculty member of any inappropriate behavior on the part of the student. The Agency shall have the authority to request the withdrawal of any student for reasonable cause and CMU will immediately investigate and take appropriate action.
4. Provide periodic reports and/or evaluations of the student's work to the CMU faculty member when requested.
5. Maintain Comprehensive General Liability Insurance or its equivalent.

Faculty member	Agency:	Central Michigan University
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Name: (printed)	Name: (Name of Contact)	Claudia B. Douglass, PhD Interim Vice Provost Academic Affairs
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Department: _____	Title : _____	
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Date: _____	Date: _____	Date: _____
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cc: Agreements Coordinator, Academic Affairs, WA 312  
Service-Learning Coordinator, FaCIT, Park 413

## **Responsibilities of Participants in Academic Service-Learning Course Delivery at CMU**

**Course:**

### **Responsibilities of Participating Faculty**

- Develop course-specific syllabus in accordance with CASL's established "Criteria for Designation of a Service-Learning Course."
- Submit approved MCS to CASL, with attached completed green curricular form (to show dated approval)
- Maintain the service learning attributes of the course including Affiliation Agreement for five-year interval re-approval by CASL.
- Reporting SL data to CASL at the end of a semester's course.
- Provide letter of support from current department chair.

### **Responsibilities of Participating Departments**

- Support participating Service-Learning faculty through the curricular process in anticipation of SL designation.
- Oversee approved department SL course offerings.
- Maintain clear distinction between SL and non-SL designated course sections of the same course, if such exist.
- Document responsibility for agreeing to follow the Service-Learning elements of course section among participating faculty.

### **Responsibilities of CASL**

- Maintain and evolve the criteria for delivery of Service-Learning courses at CMU.
- Oversee and approve appropriately submitted courses for the SL designator.
- Establish a five-year review cycle for re-approval of SL courses.

### **Responsibilities of Service-Learning Coordinator** (in keeping with CASL's mission)

- Collaborate with other university units toward the attainment of a Carnegie Classification for Community Engagement.
- Provide administrative support and management of the activities and responsibilities required by the charge to CASL.
- Promote and market CMU's Service-Learning programs and activities.
- Maintain and nurture Service-Learning on campus and within the community.
- Promote the best practices in the development, design, and assessment of service-learning pedagogy while collaborating with CASL on the process of SL course designation and retention.

In signing this document, I acknowledge my responsibilities with regard to my role in the offering the course listed above with a Service-Learning designation.

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Faculty Signature

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Date

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Department Chair Signature

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Date

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CASL Signature

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Date

**Application for Service- Learning (SL) Designation**  
**Committee Evaluation Form**  
**(for committee use only)**

Provides needed service	Yes    No	Comments:
Service relates to goals and objectives of course	Yes    No	Comments:
Provides students opportunity to reflect	Yes    No	Comments:
Assesses learning gained from experience	Yes    No	Comments:
At least 10% of course grade comes from SL component	Yes    No	Comments:
Provides service recipient opportunity to give feedback	Yes    No	Comments:
Includes Master Course Syllabus	Yes    No	Comments:
Provides Affiliation or Service- Learning Agreement	Yes    No	Comments:
Includes Department Chair approval	Yes    No	Comments: