

~~DEFINITION OF A COMMUNITY SERVICE LEARNING COURSES~~

**POLICY
APC 245-02**

Effective Date: 10/13/2004

Revised: 00/00/00

Definition This policy defines a Community Service Learning (CSL) course, provides a procedure for recognizing existing courses, and provides a recommendation for the use of companion CSL courses

Authority [President of CSU San Marcos.](#) ~~Please complete~~

Scope The curriculum of CSU San Marcos.

I. POLICY DEFINITION

Community Service Learning (CSLS) is a structured learning experience within an academic course. The service work is directed toward the achievement of course learning objectives and also toward making meaningful contributions to the areas of need identified by the community being served.

The service activity is used to clarify, illustrate, challenge, or stimulate additional thought about the topics covered in the classroom. Structured Written and/or oral reflection ties the service experiences to the academic content of the course and also provides students with the opportunity to develop or strengthen their awareness of the relationship between the course material and societal needs, a service ethic, and their role as citizens.

The community service could take on a variety of forms. Examples include the following:

- Direct service to people in need
- Policy analysis
- Community outreach and education
- Program assessment and improvement of community resources;
- Organization for action on social, health, safety, or environmental issues.

The service activity should correspond with and must be appropriate to the student’s level of academic preparation. Activities must take place only at sites approved by the instructor and under contract with the University in accordance with University risk management procedures. An “Informed Consent Waiver” must be completed when a non-CSUSM-approved site is selected, and should only be considered by the instructor under extraordinary and compelling circumstances.

A Community Service Learning course includes:

- Explicit learning objectives and explanation in the syllabus of the role of the service experience in attaining those objectives;
- Preparation in class for the service activity to increase the student’s understanding of the community context that the student will be entering, needs and issues they may encounter, standards of conduct expected of them, etc.;
- Ongoing, structured, critical reflection with regular instructor feedback that ties the community experience with the academic course content, thus enhancing both; and

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- Evaluation that is based on the quality of the student's learning, not just the completion of certain hours of service, and a grading weight that is proportionate to the community service learning component of the course.

The time allotted to the community service learning portion of the course includes the preparation and analysis time and the time for written and oral reflection as well as the actual time spent in the community. While, typically, the largest portion of time in community service learning would be in the service activity, time allotted for ongoing critical reflection should be substantial as well.

The criterion used to determine whether the community service learning makes enough of a contribution to the achievement of course objective for the course to qualify for designation as a Community Service Learning course is that at least 15% of the student's grades will be based on the community service learning portion of the course. It is suggested that the service consist of at least 20 hours of direct, academically-relevant community service.

All courses and/or sections meeting the definition above must be identified as such in the class schedule so that students can enroll in courses knowing in advance of this expectation.

II. PROCEDURES

A. If all sections of an existing course will meet the definition given above, then the department chair (or program director, or associate dean) must submit a brief memo to that effect to the Catalog and Curriculum Coordinator in the Curriculum and Scheduling Office so that the course can be so coded at the course level. (Then all sections subsequently created sections will automatically be identified as Community Service Learning section in the class schedule.)

B. If some, but not all, sections of a course will meet the definition, then the instructors of the community service learning sections must identify those sections (possibly through their department chairs, program directors and associate deans) to the Office of Community Service Learning (OCSL). OCSL will consolidate the requests to have sections identified as Community Service Learning sections and relay this information to the Academic Scheduler in the Curriculum and Scheduling Office so that these sections are properly identified in the class schedule.

1. If a Community Service Learning section is identified to the Academic Scheduler in time for the section to appear as such in the class schedule prior to any students registering for the section, then no further action is necessary.

2. In the event that a faculty member receives a class assignment or reaches the decision to employ Community Service Learning pedagogy after some students have already registered into the section, it may still be identified as a Community Service Learning section, but the instructor must offer students the opportunity to replace participation in the Community Service Learning component with alternative coursework (e.g., additional reading and writing assignments).

<< Section III was removed since it was neither a policy nor a procedure >>

~~II. PROCEDURES (Previous version follows)~~

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If all sections of an existing course will meet the definition given above, then the department chair (or program director, or associate dean) should submit a brief memo to that effect to the Catalog and Curriculum Coordinator in the Office of Academic Programs so that the courses can be so coded at the course level.

If some sections, but not all sections, of a course will meet the definition, then the department chair (or program director, or associate dean) should identify the community service learning section(s) to the Academic Scheduler in the Office of Academic Programs when the class schedule is under construction.

Recommendation: Creating Companions to Existing Courses

There are situations where it may be desirable to create a community service learning course that would operate in tandem with, and supplement another course (referred to here as the "primary" course) which may or may not itself be a community service learning course. This recommendation suggests how such a companion CSL course might be used to reinforce the academic material and learning objectives in the primary established course. If the primary course did not already have a community service learning component, then the companion CSL course would offer the additional learning strategy of community service learning, and if the primary course did already include community service learning, then the companion course would provide an opportunity to increase the quantity of the community service learning.

The proposal for a CSL companion course should specify that the primary course is a co-requisite. When both the primary and companion courses are offered, students registering for the primary course would have the option of also registering for the CSL companion course, in which they would participate in community service learning (or in additional community service learning) and the reflection activity associated with the service experience or the additional service experience. For instance, there could be a primary course called XYZ 350 carrying 3 units of credit, and a community service learning companion course called XYZ 350C, carrying an additional unit of credit; students could register for either XYZ 350 alone, or the pair: XYZ 350 and XYZ 350C.

Like other service learning courses, the companion CSL course syllabus would explicitly integrate the role of the service activity in attaining the overall primary course objectives. The course would include preparation for entry into the service; ongoing structured critical reflection with instructor feedback to tie the service experience to the academic course content; and evaluation that is based on the quality of the student's learning and not just the completion of certain hours of service. In the case where there was no community service learning in the primary course, the CSL companion course might include in-class time as well as in-the-community time, in order to include the necessary preparation and reflection. If, however, the established, primary course is also a community service learning course with in-class reflection, it is possible that the companion course might consist primarily of additional service hours with which to deepen the student's experience. It would be important, however, to ensure sufficient student reflection and feedback and enough contact to support the students with their increased community involvement. A one-unit CSL companion course should include 45 hours of direct academically relevant community service.

**GEC Resolution Regarding the
Language Other Than English Requirement**

WHEREAS, The current Language Other Than English Requirement (LOTER) does not contain provisions for students demonstrating proficiency via a sufficiently high score on International Baccalaureate (IB) Higher-Level Language examinations or College Level Examination Program (CLEP) examinations; and

WHEREAS, The current LOTER recognizes that students who are required to take the Test of English as a Foreign Language (TOEFL) have already met this requirement, but does not similarly recognize similar exams such as the International English Language Testing System (IELTS); and

WHEREAS, Students who have completed three or more years of full-time study at a high school or university in which the principal language of instruction was not English have achieved intermediate-level language proficiency; and

WHEREAS, CSUSM considers proficiency in American Sign Language to be a means of satisfying the LOTER, but the criteria for gauging this proficiency are not part of the current LOTER policy; now, therefore be it

RESOLVED, That the Academic Senate endorse the proposed Policy and Procedures governing the Language other Than English Requirement; and be it further

RESOLVED, That the new description of this requirement attached to the Policy and Procedure be published in the next General Catalog.

Definition	This policy governs the Language Other Than English Requirement.
Authority	Academic Senate Recommendation
Scope	The curriculum of CSU San Marcos.

Policy:

Before graduating, every CSUSM undergraduate student must demonstrate proficiency in a language other than English.

American Sign Language is accepted as a language that can be used to fulfill this requirement.

Computer languages may not be used to satisfy this requirement

Procedures:

For languages other than American Sign Language, students may demonstrate the required proficiency by

- Having completed the equivalent of an intermediate-level course in a language other than English at the college level, with a C grade or better (including study-abroad); or;
- Demonstrating intermediate-level language proficiency according to the latest American Council on the Teaching of Foreign Languages (ACTFL) guidelines; or
- Successfully challenging the equivalent of an intermediate-level course in a language other than English at the college level; or
- Having successfully received a score of 3 or better on an Advanced Placement Foreign Language Examination; or
- Having successfully received a score of 4 or better on an International Baccalaureate (IB) Higher-Level Language Examination; or
- Having taken a College Level Examination Program (CLEP) Language Examination and received the following minimum score:
 - French Level II: 47
 - German Level II: 48
 - Spanish Level II: 50; or
- Having been required to take the TOEFL or other CSUSM-approved English language exam as a condition for admission into the University; or
- Having completed at least three years full-time at a high-school or university where English was not the principal language of instruction.

Students may demonstrate the required proficiency in American Sign Language by

- Having completed the equivalent of an intermediate-level ASL course at the college level, with a C grade or better; or
- Demonstrating the above intermediate-level ASL proficiency according to a CSUSM diagnostic; or
- Having completed a K-12 mainstream program using ASL interpreters; or
- Having completed a K-12 deaf and hard-of-hearing full-time program.

**CURRENT CATALOG LANGUAGE:
Language Other Than English Requirement**

Before graduating, Cal State San Marcos students must demonstrate proficiency in a language other than English in any one of the following ways:

- having completed the equivalent of an intermediate-level course in a language other than English at the college level, with a C grade or better;
- successfully challenging the equivalent of an intermediate-level courses in a language other than English at the college level;
- having successfully received a score of 3 or better on the Advanced Placement Foreign Language Examination.
- having been required to take the TOEFL as a condition for admission into the University;
- demonstrating Stage 3 proficiency level according to the latest American Council on the Teaching of Foreign Languages (ACTFL) guidelines.

Certain courses used to meet this requirement may be used to partially satisfy three (3) units of the lower-division General Education requirement in the Arts and Humanities area.

CSUSM accepts American Sign Language (ASL) in fulfillment of this requirement, but does not accept computer languages.

Students are encouraged to contact the Language Proficiency Assessor at (760) 750-4197 regarding any questions about the requirement or to arrange for proficiency testing. Some of your questions about testing might also be answered by viewing our web site: <http://www.csusm/iits/CCR/>

A fee is required for proficiency testing.
Please see page 31 for fee information.

**PROPOSED CATALOG LANGUAGE:
Language Other Than English Requirement**

Before graduating, CSUSM undergraduates must demonstrate proficiency in a language other than English in any one of the following ways:

- having completed the equivalent of an intermediate-level course in a language other than English at the college level, with a C grade or better (including study-abroad). Certain courses used to meet this requirement may be used to satisfy the C (Arts and/or Humanities) General Education requirement;
- demonstrating intermediate-level language proficiency according to the latest American Council on the Teaching of Foreign Languages (ACTFL) guidelines.
- successfully challenging the equivalent of an intermediate-level course in a language other than English at the college level;
- having successfully received a score of 3 or better on an Advanced Placement Foreign Language Examination;
- having successfully received a score of 4 or better on an International Baccalaureate (IB) Higher-Level Language Examination;
- having taken a College Level Examination Program (CLEP) Language Examination and received the following minimum score:
 - French Level II: 47
 - German Level II: 48
 - Spanish Level II: 50;
- having been required to take the TOEFL or other CSUSM-approved English language exam as a condition for admission into the University;
- having completed at least three years full-time at a high-school or university where English was not the principal language of instruction;

CSUSM accepts American Sign Language (ASL) in fulfillment of this requirement. Proficiency in ASL may be demonstrated by the following:

- having completed the equivalent of an intermediate-level ASL course at the college level, with a C grade or better;
- demonstrating the above intermediate-level ASL proficiency according to a CSUSM diagnostic;
- having completed a K-12 mainstream program using ASL interpreters;
- having completed a K-12 deaf and hard-of-hearing full-time program.

CSUSM does not accept computer languages.

As part of their major, some students may be required to demonstrate a level of language proficiency that is higher than the graduation requirement. By meeting that major requirement, those students also meet the graduation requirement. Students should contact their major advisor for how to meet a major's specific language requirement.

Students are encouraged to refer to the Language Learning Center website with questions about the requirement or to arrange for proficiency testing: <http://www.csusm.edu/lhc>.

A fee is required for proficiency testing.
Please see page 31 for fee information.