

**A Compilation of General Information  
on  
Documenting Service and Service Learning in Higher Education**

**Notating Service on the Transcript**

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There seem to be three different ways students can get notation on their transcripts for service:

- ❖ **Non-Credit Internships:** Internship duties are performed in a community service position and do not generally receive academic credit but appear with a non-credit notation on the transcript.
- ❖ **Service-designated Course:** Service-learning courses are designated on the transcript either by the course title (for example, at University of Redlands, CSAC is the abbreviation for Community Service Activity Course, and that is the way students' service experiences are noted on the transcript), or by the addition of a letter (for example, at California State University, Fresno, faculty submit a request for the designation—an "S" next to the course title—that goes into the bulletin, the schedule, and also onto the students' transcript as service notation). Faculty must get approval for a course to be designated as a service-learning course (see common criteria below).
- ❖ **Unit Add-Ons:** Some universities allow students to add a one-unit course to any regular course they are taking, and this one unit is earned through participation in community service. The campus' community service office is typically responsible for coordinating these add-on courses, including assisting students with agency placement and leading reflection sessions.

**Common Criteria for Designating a Course as a Service-Learning course**

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Faculty generally must submit an application to a review panel in order to designate their courses as service-learning courses. Below, compiled from several colleges and universities nationwide, are common criteria that faculty must meet to receive the designation for their courses:

- ❖ The syllabus must reflect incorporation of service experience into teaching and learning objectives for the course, as well as an explanation of the service-learning component and pedagogy.
- ❖ Partner agencies identify needs to be met by students performing service and are involved in planning for the service and evaluation of service; some schools also require that the partner agencies are involved in organizing the course itself.
- ❖ Faculty and students become acquainted with agencies students are to be placed with prior to students commencing service, understanding agency mission, clientele, location; additionally students receive some training and have a full understanding of their rights and responsibilities in the agency.
- ❖ Academic credit is earned for learning gained from the experience, not for the service itself; the courses are academically rigorous, as determined by department

- and college curriculum committees, and are appropriate for students' academic preparation.
- ❖ The service experience is informed by knowledge from the discipline and is integrated into the course through readings, projects, class presentations, meaningful and on-going reflection (including dialogues about community issues and the need for service).
  - ❖ The service opportunities are designed to further students' civic education.
  - ❖ The course must offer students an opportunity to learn from each other in addition to learning from the instructor.
  - ❖ Students must complete a minimum number of hours of service and the community service component must comprise a minimum/maximum (i.e. no less than 15% and no more than 30%) percentage of the total course grade.
  - ❖ The community partnership does not represent a conflict of interest for students or faculty.

**Colleges and Universities that Note Service on Formal Transcripts (this is not a comprehensive list)**

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***In California—***

California State University, Bakersfield  
 California State University, Fresno  
 California State University, Fullerton  
 San Diego Mesa College  
 University of Redlands  
 University of San Francisco

***Outside of California—***

Alaska: University of Alaska, Anchorage  
 Arizona: Mesa Community College  
 Arkansas: Ouachita Baptist University  
 Colorado: Colorado College, The University of Denver  
 Connecticut: Connecticut College  
 Florida: Brevard Community College, Florida Gulf Coast University, Florida State University, Jacksonville University, University of West Florida  
 Georgia: Brenau University  
 Iowa: Central College  
 Illinois: Dominican University, Rockford College  
 Indiana: DePauw University, Taylor University  
 Louisiana: Tulane University  
 Massachusetts: Mount Ida College, Mount Wachusett Community College, Wheaton College  
 Maryland: University of Maryland, Baltimore County  
 Maine: University of Maine at Machias  
 Michigan: Central Michigan University, Michigan State University, University of Michigan-Flint  
 Minnesota: Century College, Inver Hills Community College, Fergus Falls Community College  
 Missouri: Southwest Missouri State University, University of Missouri  
 Montana: Flathead Valley Community College

North Carolina: North Carolina Central University  
 New Jersey: Ramapo College of New Jersey, Richard Stockton College of New Jersey  
 New York: Adelphi University, Elmira College, St. John's University  
 Ohio: Defiance College  
 Pennsylvania: Allegheny College, Alvernia College, Cabrini College, College  
 Misericordia, Juniata College, Lycoming College, Saint Joseph's University  
 Rhode Island: Johnson & Wales University, New England Institute of Technology,  
 Roger Williams University  
 Utah: Brigham Young University, Salt Lake Community College  
 Virginia: Appalachian School of Law  
 Vermont: Champlain College, Goddard College, Southern Vermont College,  
 Sterling College  
 Washington: Central Washington University, Seattle Central Community College  
 West Virginia: Fairmont State College, University of Charleston

### **Web Resources on Service-Learning in Faculty Review, Tenure & Promotion**

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The following resources focus primarily on the review, tenure and promotion process among four-year college and university faculty, though many links include general information that is applicable to both the two-year and four-year system. Those interested in information specific to the community college should check with the Campus Compact National Center for Community Colleges (<http://www.mc.maricopa.edu/organizations/community/compact/>) or with the American Association of community colleges (<http://www.aacc.nche.edu/>).

- Service-Learning Scholarship and the Faculty Review, Promotion and Tenure Process in the NSLC Fact Sheet entitled "Opportunities for Service-Learning Research and Scholarship in Higher Education": <http://www.servicelearning.org/article/archive/97/#faculty>
- Service-Learning and Tenure:  
<http://csf.colorado.edu/forums/service-learning/96/apr96/0034.html>
- Service Learning and the Retention, Tenure, and Promotion (RTP) Process, Center for Service Learning at San Jose State University:  
[http://csl.cob.sjsu.edu/fac-topics\\_rtp.html](http://csl.cob.sjsu.edu/fac-topics_rtp.html)
- Service Learning and RTP Guide, California State University, Long Beach Community Service Learning Center:  
<http://www.csulb.edu/centers/cslc/mythanh/rtp2003.htm>; pdf version at [http://www.futurehealth.ucsf.edu/pdf\\_files/Service%20Learning%20and%20RTP%20Guide.pdf](http://www.futurehealth.ucsf.edu/pdf_files/Service%20Learning%20and%20RTP%20Guide.pdf)
- Faculty Rewards, Promotion and Tenure (RPT) Resources, UCLA Service Learning Clearinghouse Project: <http://www.gseis.ucla.edu/slc/modelp.html#rewards>
- Guidelines for Retention Tenure Promotion (RTP) Files, California State University, Fresno: <http://www.csufresno.edu/aps/forms/rtpguidelines.pdf>
- Center for Service Learning: Promotion and Tenure, Western Washington University: <http://www.ac.wvu.edu/~csl/promotion.htm>

## **Print Resources on Service-Learning in Faculty Review, Tenure & Promotion**

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*The following are all published by Anker Publishing*

- Serving on Promotion, Tenure, and Faculty Review Committees: A Faculty Guide (2003)
- Aligning Faculty Rewards with Institutional Mission: Statements, Policies & Guidelines (1999)
- Policies & Guidelines (1999)
- Preparing for Promotion and Tenure Review: A Faculty Guide (1995)
- Serving on Promotion and Tenure Committees: A Faculty Guide (1994)

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Communications for a Sustainable Future, the csf.colorado.edu listserv

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