Examples of CBL Activities and Classes
Art, CSU Monterey Bay
Large-Scale Digital Mural
“In this course students research public art, collect images, relevant readings and materials pertaining to public art in the community to assist them as they develop a digital mural/public art project....After completing several digital images students create one large final, digital work that seeks to inform the public about a relevant issue or community concern (Heffernan, 2001, p. 89).

Environmental Science, CSU Monterey Bay,
Watershed Restoration in the Schools and Community
“This course asks students to share the relevance and importance of their environmental science knowledge. Assignments involve implementing projects or teaching course-related topics at local schools: landscaping a native plant garden, designing a nature trail, or coordinating an Earth Day event” (Heffernan, 2001, p. 86).
Computer Science, San Francisco State University
*Web Site Design and Management*
“Students design and build fully functioning websites for a non-profit organization” (Heffernan, 2001, p. 95).

Political Science, Syracuse University
*Practicum in Public Policy*
“Students work in a government or non-profit organization in an effort to gain an understanding of public policy processes as they relate to the government and non-profit sector....Students complete an agency mission paper in which students comment on their agency’s mission and purpose, goals, activities, funding and sources and its “customers”—and a final project, in which the student identifies an area of financial need and develops a lobbying strategy to access funds from state or local government.
Biology, Kapiolani Community College, Microbiology

“You may receive credit for performing a community service project that reinforces and applies some of the principles of microbiology you are learning in this course... Suitable service learning projects can be chosen by first discussing your interests and ideas with me or by discussing your interests with the counselors at the Service Learning Office and looking over their listing of placement opportunities. HIV/AIDS prevention and education as well support for people infected with HIV and opportunistic pathogens are obvious areas of service for students in this class and there are several opportunities available with agencies that work in these areas. There are also teaching and tutoring opportunities for high school and intermediate school students about infectious disease and HIV as well as other aspects of microbiology.” Retrieved from http://www.compact.org/syllabi/biology/microbiology-130/4167/

Economics, Lehigh University
Regional Economic Development Practicum

“Student responsibilities include documenting the extent to which women living in the inner city of Allentown are limited in their search for employment by the current configuration of bus routes. The study team meets with LANTA planners to identify the ways in which routes could be changed or new services developed to enhance the possibility of successful transitions from welfare to work” (Heffernan, 2001, p. 97).
This class “will enable students to produce a portfolio of writings that engage a serious social concern... Students early on will identify an issue they wish to pursue in depth through the course of the semester. At the same time, they will select a genre they want to develop and to work in: non-fiction, fiction, journalism or poetry. (Students may expand on an issue that has affected them personally, or one which they have observed in service work).” Retrieved from:  
http://www.bc.edu/content/bc/schools/cas/pulse/courses.html