ST. NORBERT COLLEGE
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**Sturzl Center for
Community Service
and Learning**

Academic Service-Learning Faculty Handbook

A resource for the development and implementation
of a service-learning course experience
for St. Norbert College faculty and students

Contact Information

Acknowledgements

Contributors

Preface

Colleagues,

The Sturzl Center for Community Service and Learning is designed to promote and support academic and co-curricular service-learning and community engagement for the common good. One key element is providing resources to faculty interested in adding a service-learning component to existing courses or creating new courses. In that spirit, we are pleased to provide you with the *Faculty Handbook on Academic Service-Learning*. As you read through the *Handbook*, you will see that the Sturzl Center can provide:

- general course development assistance
- service-learning resources
- connection with community agencies
- service-learning training
- assistance with designing critical analysis/reflection
- information on assessment and evaluation
- collaboration with other campus departments

We look forward to working with you.

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Section One: Get Informed

1.1 Center for Community Service & Learning

Vision

The Center for Community Service & Learning seeks to deepen the experience of *communio* by engaging with the wider community through works of service and social justice, and by building relationships of mutuality. We do so inspired by our Catholic, liberal arts, and Norbertine traditions.

Mission

Fostering a lifetime of serving the common good in Brown County and beyond.

1.2   Defining Service-Learning

Service-learning is a multifaceted concept that embraces both curricular and co-curricular approaches to service and educational opportunities. The hyphen between the words "service" and "learning" strongly suggests a balance between learning goals and service outcomes that can be achieved only through an integration of each. The Council for the Advancement of Standard (CAS) in Higher Education defines service-learning as "a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development."[1] While there are various definitions and interpretations of service-learning, this definition most accurately represents the concept in action at St. Norbert College.

Since St. Norbert College values a holistic approach to student development that encompasses both academic and co-curricular learning objectives, the Center for Community Service & Learning (CCSL) has consciously chosen to apply service-learning principles to both the curricular and co-curricular realms; therefore instituting a differentiation between Academic Service-Learning (ASL) and Co-Curricular Service-Learning (CoSL)[2]. Academic Service-Learning at St. Norbert College is defined as "a pedagogical method that enhances the curriculum by integrating academic and civic learning with authentic community service."[3]

Academic Service-Learning and Co-Curricular Service-Learning[4]
Academic service-learning is not the same as student community service or co-curricular service-learning. While sharing the word "service," these models of student involvement in the community are distinguished by their learning agenda. Student community service, illustrated by a student organization adopting a local elementary school, rarely involves a learning agenda. In contrast, both forms of service-learning – academic and co-curricular – make intentional efforts to engage students in planned and purposeful learning related to the service experiences. Co-curricular service-learning, illustrated by many alternative spring break programs, is concerned with raising students' consciousness and familiarity with issues related to various communities. Academic service-learning, illustrated by student community service integrated into an academic course, utilizes the service experience as a course "text" for both academic learning and civic learning.

Three Necessary Criteria for Academic Service-Learning[5]
The definition of Academic Service-Learning at St. Norbert College (*a pedagogical method that enhances the curriculum by integrating academic and civic learning with authentic community service*) reflects the three criteria set forth by Jeffrey Howard,

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[1] *CAS Professional Standards for Higher Education*, p. 302
[2] It is important to note that the use of the term 'service-learning' varies among institutions of higher education. Some institutions, such as Marquette University, use 'service-learning' strictly for academic purposes and not in reference to co-curricular service activities.
[3] ASL Proposal, p. 1
[4] Service-Learning Course Design Workbook, *Michigan Journal of Community Service Learning*, p. 10
[5] Service-Learning Course Design Workbook, *Michigan Journal of Community Service Learning* p. 12

Editor of the *Michigan Journal of Community Service Learning*, for determining whether or not a course is considered service-learning. The three criteria are as follows:

    (1)   Relevant and Meaningful Service with the Community – there must be service provided in the community that is both relevant and meaningful to all stakeholder parties.

    (2)   Enhanced Academic Learning – the addition of relevant and meaningful service with the community must not only serve the community but also enhance student academic learning in the course.

    (3)   Purposeful Civic Learning – the addition of relevant and meaningful service with the community must not only service the community and enhance student academic learning in the course, but also directly and intentionally prepare students for active civic participation in a diverse democratic society.

Academic Service-Learning Compared to Other Forms of Experiential Learning

The following table illustrates the differences between popular community-based learning methods in relation to Howard's necessary criteria mentioned above.

Matrix 1	Distinguishing Characteristics of Some Common Student Community-Based Experiences		
	Community Service	**Enhanced Academic Learning**	**Purposeful Civic Learning**
Volunteering or Community Service	**Yes**	No	No
Co-Curricular Service-Learning	**Yes**	No	**Yes**
Academic Service-Learning	**Yes**	**Yes**	**Yes**
Internship	**Yes***	**Yes**	No
Not all internships involve service in the community.			

Academic and Co-Curricular Service-Learning focus equally on learning objectives (academic or not) and service activities and are designed to benefit both the student and the community. Volunteerism and community service activities focus on the service being performed and place less emphasis on structured reflection and/or learning opportunities for students, which results in the community being the main beneficiary of the service activities. Internships and field education focus more on providing students with experience in a particular field of study and focus less on intentional service to the community, resulting in students being the main beneficiaries.

1.3 Benefits of Academic Service-Learning[6]

...for Faculty Members and the Institution
- Allows faculty to be innovative and creative in their teaching approach
- Enriches and enlivens teaching and learning by extending learning beyond the classroom
- Builds reciprocal partnerships with the local community
- Creates new areas for research and scholarship
- Increases opportunities for professional recognition and reward
- Extends campus resources into the community and reinforces the value of the scholarship of engagement
- Supports the College's mission of "...embracing the Norbertine ideal of *communio*" through service that responds to particular needs of people and organizations in the community (St. Norbert College Mission Statement)
- Encourages a reflective process that connects with our mission and our deep belief in the concept of vocation

...for Students
- Enriches student learning of theory through solving real-world problems in the local community
- Engages students in active learning that demonstrates the relevance and importance of academic work for their life experience and career choices
- Increases awareness of current societal issues as they relate to academic areas of interest
- Broadens perspectives of diversity issues and enhances critical thinking skills
- Improves interpersonal skills that are increasingly viewed as important skills in achieving success in professional and personal spheres
- Increases interaction with faculty
- Develops civic responsibility through active community involvement
- Enables student to apply the Norbertine value of being "prepared for every good work"

...for the Community
- Provides additional human resources to meet educational, human, safety, and environmental needs within the local community
- Allows the energy and enthusiasm of college students to contribute to meeting needs in the local community
- Fosters an ethic of service and civic participation in students who will be tomorrow's volunteers and civic leaders
- Provides access to the College through educational partnerships and collaborations

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[6] Adapted from: Almonte Paul, Dorell, Hafflin et. al. Service Learning at Salt Lake Community College, A Faculty Handbook and the University of Notre Dame

1.4   Supporting the Mission of St. Norbert College[7]

Academic Service-Learning is consistent with the three traditions of St. Norbert College: Catholic, Norbertine, and liberal arts.

Catholic
As a Catholic institution of higher learning, St. Norbert College is called to be of service to the Church and to the world. Our tradition of Catholic Social Teaching is stated clearly in <u>*Ex Corde Ecclesiae*</u> (From the Heart of the Church): "The Christian spirit of service to others for the *promotion of social justice* is of particular importance for each Catholic University, to be shared by its teachers and developed in its students… In its service to society, a Catholic University will *relate especially to the academic, cultural and scientific world* of the region in which it is located" (ital. in original).

Norbertine
The Norbertines, as Canons Regular, are called to a specific way of life and ministry. Unlike many other religious communities, the Norbertines take a vow of stability, remaining associated with a particular abbey for life. Further, each abbey is asked to determine the needs of the community it serves, and then provide ministry based on the motto, "Prepared for Every Good Work."

Abbot Bernard Pennings founded St. Norbert College in 1898 to meet the need for higher education in Northeastern Wisconsin. Through its history, the College's faculty, staff, and students have provided service within the local community; however, the service was more frequently co-curricular rather than integrated within academic programs. A systematic and academically rigorous program of service-learning at St. Norbert will enhance the potential of graduates both learning and living the values of the College.

Liberal Arts
Academic Service-Learning has two dimensions that are tied to the liberal arts tradition: the application of learning to action and to virtue. As a liberal arts college, we seek to impart to our students critical thinking and effective communication skills, an understanding of the interdisciplinary nature of knowledge, and an ability to make wise and ethical choices. A truly liberal education fosters a well-grounded intellectual resilience and allows students to explore the connections among formal learning, service to the community, and citizenship. Academic service-learning further facilitates these connections through the intersection of the classroom experience and service to the community.

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[7] Adapted from ASL Proposal p. 5-6

1.5 History of Service-Learning in the United States[8]

The concept of service-learning dates back to 1862 when President Abraham Lincoln passed and signed the First Morrill Act that would support and maintain a college where the focus would be to promote practical education of a variety of pursuits and professions. Community service and civic engagement have a long history on American campuses beginning in the 19th century and finding revitalization in the 1960s, 1980s, and today.

The term 'service-learning' was coined in 1967 by educators Robert Sigmon and William Ramsey. In 1969, service-learning scholars and participants concerned with higher education and community service met in Atlanta to discuss the pros and cons of service-learning and the importance of implementing these types of programs in American colleges and universities. Since that first conference, higher education and community educators have continued to advocate for best practices and ideas for service-learning.

Service-learning during the 1960s was marked by numerous initiatives. Governmental initiatives during this time included the creation of the Peace Corps, VISTA, college-work-study, and the White House Fellows program. In addition, the Union Corps emerged, along with state government internship programs. In higher education, learning became further linked to service through professional clinical training, experiments, and connections to practice settings.

During the 1970s, the concept of service learning evolved even further. The government formed the Action Agency in 1971, and the White House Conference on Youth report called for a solid link between service and learning. In 1972, Area Health Education Centers received extended funding for manpower training into rural and community settings in order for students to be able to learn and serve at the same time. In 1979 the National Student Volunteer Program became the National Center for Service-Learning. Specific to higher education, the Urban Semester Program emerged and private colleges created specialized service-learning programs. It was during the 1970s that research on experiential learning and service-learning increased, and associations focusing on these concepts emerged.

The 1980s introduced various modern developments that are integral to the service-learning concept. For example, an increase in numbers could be noted in secondary school service and learning programs and the Campus Outreach Opportunity League was formed in 1984. Notably the Campus Compact, which supports ASL in higher education, was formed by college presidents in 1985. In addition, the Points of Light Foundation began to honor service providers, and National Youth Leadership Council was formed. Colleges and high schools continued forth with programming and affiliations that were previously created. The concept of using spring and fall breaks for service emerged in the 1980s as well. 1987 marked the creation of the Carnegie Unit on service. In 1989, over

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[8] Adapted from *Sigmon, R. (1996).* Journey to service-learning: Experiences from independent liberal arts colleges and universities. *Washington, D.C.*

70 organizations collaborated to produce ten principles of good practice in service-learning, which are described in the next section.

The time period from the 1990s to the present marked several milestones in the history of service-learning. The National and Community Service Act of 1990 was passed. In addition, the National Service Bill was passed in 1993 which led to the development of AmeriCorps and other programs which linked service to learning. Campus Compact greatly expanded during this time period, which resulted in an increased level of state organizations, national institutes, journals, and members. St. Norbert College joined Campus Compact in 1991, and the Wisconsin Campus Compact in 2004. The Stanford Service-Learning Institute was created in 1994, and dozens of state, regional, and national conferences and workshops encompassing service and learning were organized. Overall, there was an emergence of civic arts and a citizenship education focus in higher education. During this time, the Association of Supervision and Curriculum Development also endorsed the importance of linking service and learning. Publications focusing on service-learning increased, including Campus Compact publications and the Michigan Journal for Community Service-Learning. The CIC Serving to Learn/Learning to Serve project, which included the National Institute on Learning and Service in Chicago, began during this time. The AAHE National Conference emerged, in addition to the Ford Foundation /United Negro College Fund Community Service Partnership Project. Through the work of the University of Colorado Peace Studies Center, a service-learning network on the Internet evolved. These developments have supported an increasing number of service-learning programs in higher education institutions.

1.6   Principles of Good Practice for Service-Learning Pedagogy

Principle 1: Academic Credit is for Learning, Not for Service
This first principle speaks to those who puzzle over how to assess students' service in the community, or what weight to assign community involvement in final grades.

In traditional courses, academic credit and grades are assigned based on students' demonstration of academic learning as measured by the instructor. It is no different in service-learning courses. While in traditional courses we assess students' learning from traditional course resources, e.g., textbooks, class discussions, library research, etc., in service-learning courses we evaluate students' learning from traditional resources, from the community service, and from the blending of the two.

So, academic credit is not awarded for doing service or for the quality of the service, but rather for the students' demonstration of academic and civic learning.

Principle 2: Do Not Compromise Academic Rigor
Since there is a widespread perception in academic circles that community service is a "soft" learning resource, there may be a temptation to compromise the academic rigor in a service-learning course.

Labeling community service as a "soft" learning stimulus reflects a gross misperception. The perceived "soft" service component actually raises the learning challenge in a course. Service-learning students must not only master academic material as in traditional courses, but also learn how to learn from often unstructured and ill-structured community experiences and merge that learning with the learning from other course resources. Furthermore, while in traditional courses students must satisfy only academic learning objectives, in service-learning courses students must satisfy both academic and civic learning objectives. All of this makes for challenging intellectual work, commensurate with rigorous academic standards.

Principle 3: Establish Learning Objectives
It is a service-learning maxim that one cannot develop a quality service-learning course without first setting very explicit learning objectives. This principle is foundational to service-learning.

While establishing learning objectives for students is a standard to which all courses are accountable, in fact, it is especially necessary and advantageous to establish learning objectives in service-learning courses. The addition of the community as a learning context multiplies the learning possibilities. To sort out those of greatest priority, as well as to leverage the bounty of learning opportunities offered by community service

experiences, deliberate planning of course academic *and* civic learning objectives is required.

Principle 4: Establish Criteria for the Selection of Service Placements
Requiring students to serve in *any* community-based organization as part of a service-learning courses is tantamount to requiring students to read *any* book as part of a traditional course.

Faculty who are deliberate about establishing criteria for selecting community service placements will find that students are able to extract more relevant learning from their respective service experiences, and are more likely to meet course learning objectives. We recommend four criteria for selecting service placements:

(1) Circumscribe the range of acceptable service placements around the content of the course (e.g., for a course on homelessness, homeless shelters and soup kitchens are learning-appropriate placements, but serving in a hospice is not).

(2) Limit specific service activities and contexts to those with the potential to meet course-relevant academic and civic learning objectives (e.g., filing papers in a warehouse, while of service to a school district, will offer little to stimulate either academic or civic learning in a course on elementary school education).

(3) Correlate the required duration of service with its role in the realization of academic and civic learning objectives (e.g., one two-hour shift at a hospital will do little to contribute to academic or civic learning in a course on institutional healthcare).

(4) Assign community projects that meet real needs in the community as determined by the community.

Principle 5: Provide Educationally Sound Learning Strategies to Harvest Community Learning and Realize Course Learning Objectives
Requiring service-learning students to merely record their service activities and hours as their journal assignment is tantamount to requiring students in an engineering course to log their activities and hours in a lab.
Learning in any course is realized by an appropriate mix and level of learning strategies and assignments that correspond with the learning objectives for the course. Given that in service-learning courses we want to utilize students' service experiences in part to achieve academic and civic course learning objectives, learning strategies must be employed that support learning from service experiences and enable its use toward meeting course learning objectives.

Learning interventions that promote critical reflection, analysis, and application of service experiences enable learning. To make certain that service does not underachieve in its role as an instrument of learning, careful thought must be given to learning activities that encourage the integration of experiential and academic learning. These

activities include classroom discussions, presentations, and journals and paper assignments that support critical analysis of service experiences in the context of the course academic and civic learning objectives. Of course, clarity about course learning objectives is a prerequisite for identifying educationally sound learning strategies.

Principle 6: Prepare Students for Learning from the Community
Most students lack experience with both extracting and making meaning from experience and in merging it with other academic and civic course learning strategies. Therefore, even an exemplary reflection journal assignment will yield, without sufficient support, uneven responses.

Faculty can provide: (1) learning supports such as opportunities to acquire skills for gleaning the learning from the service context (e.g., participant-observer skills), and/or (2) examples of how to successfully complete assignments (e.g., make past exemplary student papers and reflection journals available to current students to peruse). Menlo (1993) identifies four competencies to accentuate student learning from the community: reflective listening, seeking feedback, acuity in observation, and mindfulness in thinking.

Principle 7: Minimize the Distinction between the Students' Community Learning Role and Classroom Learning Role
Classrooms and communities are very different learning contexts. Each requires students to assume a different learner role. Generally, classrooms provide a high level of teacher direction, with students expected to assume mostly a passive learning role. In contrast, service communities usually provide a low level of teaching direction, with students expected to assume mostly an active learner role. Alternating between the passive learning role in the classroom and the active learner role in the community may challenge and even impede student learning. The solution is to shape the learning environments so that students assume similar learning roles in both contexts.

While one solution is to intervene so that the service community provides a high level of teaching direction, we recommend, for several reasons, re-norming the traditional classroom toward one that values students as active learners. First, active learning is consistent with active civic participation that service-learning seeks to foster. Second, students bring information from the community to the classroom that can be utilized on behalf of others' learning. Finally, we know from recent research in the field of cognitive science that students develop deeper understanding of course material if they have an opportunity to actively construct knowledge (Eyler & Giles, 1999).

Principle 8: Rethink the Faculty Instructional Role
If faculty encourage students' active learning in the classroom, what would be a concomitant and consistent change in one's teaching role?

Commensurate with the preceding principle's recommendation for an active students' learning posture, this principle advocates that service-learning teachers, too, rethink their roles. An instructor role that would be most compatible with an active student role shifts away from a singular reliance on transmission of knowledge and toward mixed

pedagogical methods that include learning facilitation and guidance. Exclusive or even primary use of traditional instructional models, e.g., a banking model (Freire, 1970), interferes with the promise of learning in service-learning courses.

To re-shape one's classroom role to capitalize on the learning bounty in service-learning, faculty will find Howard's (1998) model of "Transforming the Classroom" helpful. This four-stage model begins with the traditional classroom in which students are passive, teachers are directive, and all conform to the learned rules of the classroom. In the second stage, the instructor begins to re-socialize toward a more facilitative role; but the students, socialized for many years to be passive learners, are slow to change to a more active mode. In the third stage, with the perseverance of the instructor, the students begin to develop and acquire the skills and propensities to be active in the classroom. Frequently, during this phase, faculty will become concerned that the learning is not as rich and rigorous as when they are using the more popular lecture format, and may regress to a more directive posture. Over time homeostasis is established, and the instructor and the students achieve an environment in which mixed pedagogical methods lead to students who are active learners, instructors fluent in multiple teaching methods, and strong academic and civic learning outcomes.

Principle 9: Be Prepared for Variation in, and Some Loss of Control with, Student Learning Outcomes
For those faculty who value homogeneity in student learning outcomes, as well as control of the learning environment, service-learning may not be a good fit.

 In college courses, learning strategies largely determine student outcomes, and this is true in service-learning courses, too. However, in traditional courses, the learning strategies (i.e., lectures, labs, and readings) are constant for all enrolled students and under the watchful eye of the faculty member. In service-learning courses, given variability in service experiences and their influential role in student learning, one can anticipate greater heterogeneity in student learning outcomes and compromises to faculty control. Even when service-learning students are exposed to the same presentations and the same readings, instructors can expect that classroom discussions will be less predictable and the content of student papers/projects less homogeneous than in courses without a service assignment. As an instructor, are you prepared for greater heterogeneity in student learning outcomes and some degree of loss in control over student learning stimuli?

Principle 10: Maximize the Community Responsibility Orientation of the Course
This principle is for those who think that civic learning can only spring from the community service component of a course.

One of the necessary conditions of a service-learning course is purposeful civic learning. Designing classroom norms and learning strategies that not only enhance academic learning but also encourage civic learning are essential to purposeful civic learning. While most traditional courses are organized for private learning that advances the individual student, service-learning instructors should consider employing learning

strategies that will complement and reinforce the civic lessons from the community experience. For example, efforts to convert from individual to group assignments, and from instructor-only to instructor and student review of student assignments, re-norms the teaching-learning process to be consistent with the civic orientation of service-learning.

1.7 Common Faculty Concerns

Academic rigor: Is service-learning just another way of attempting to water down academic standards at the college?

One of the most important points to keep in mind when thinking about service-learning is that at no time does service *take the place of* learning. What students are learning in the classroom should drive their service activities. If a service-learning class is designed and carried out properly, it will actually be *even more* rigorous than traditionally-structured courses. In service-learning courses, students are not only being asked to master course material, they are also being asked to take the information that they are being taught in the classroom and apply it to the experiences that they are having at their site placement. Remember: Using service-learning pedagogy does not change the content that you teach, it only changes *how* you teach it.

Will I be able to apply service-learning pedagogy successfully?

Any time you incorporate new pedagogical strategies into your teaching, your competencies are going to be challenged. With service-learning, this is also the case. Many educators will have to assume an entirely different role in the teaching-learning process, moving from that of teacher to that of guide. Academic service-learning demonstrates the shift away from the traditional focus on teaching in higher education to the new emphasis on learning. The table below illustrates the emphasis shift from 'Teaching' to 'Learning' as it relates to core concepts of teaching and learning.[9]

Core Concept	Teaching Emphasis	Learning Emphasis
Knowledge	Acquisition $\Longrightarrow$	Application
Focus	Individual $\Longrightarrow$	Team/Community
Curriculum Definition	By Faculty $\Longrightarrow$	By faculty, community, & students
Instruction	Teacher centered $\Longrightarrow$	Collective
Design	Prescribed courses $\Longrightarrow$	Integrated sequence
Student Learning	Passive $\Longrightarrow$	Active
Change	Sporadic reform $\Longrightarrow$	Continuous improvement

How do I fit something entirely new into a course with a full syllabus?

Academic service-learning is not an add-on to the current requirements of your course. As you begin to incorporate service-learning into your teaching, some of your traditional teaching techniques may be replaced with more dynamic learning activities (as indicated by the table on this page). Many professors note that there is an initial "set-up time" required with service-learning classes that may exceed the time professors generally spend preparing for a course, but are quick to point out that the higher levels of student engagement in their courses more than make up for any extra time they spend doing the initial planning.

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[9] Adapted from Gelmon, Sherril B., et al. *Assessing Service-Learning and Civic Engagement: Principles and Techniques*. (2001) Provicence, RI: Campus Compact , p. 2

Many students at the College work in addition to carrying heavy course loads. How can I ask that they find space for community service in their already jam-packed schedules?
Faculty who use service-learning as a teaching method report that their students are attracted to their courses by the service component. However, if you find that your students are struggling to meet the time requirements, there are a few options that you might want to consider: 1) Make the service-learning component of your course optional; 2) Try to develop a varied list of site placements which allow students to serve at different times of day, on weekends, and at night. More flexibility enables students to fit service-learning into their schedules at their convenience, and 3) Consider scheduling the service-learning course as a course with a lab. Students could then use the designated "lab" time to go to their service site.

What if the connection between service and learning is not understood well in my discipline?
Many professors in the "hard" sciences, such as Chemistry, Physics, and Biology, are initially resistant to using service-learning as a teaching method in their classes because they are unable to imagine site placements directly related to their course content areas. Students in the hard sciences do their learning in lectures and labs, and labs are where the experiential learning takes place. However, while finding a connection between learning in the classroom and service to the community may be easier in some subject areas, and more difficult in others, it can be effective in any field.

1.8   Common Community Concerns

When planning a service-learning course it is important for faculty to be aware of the common concerns community organizations have about short-term service-learning commitments that last a semester or less. A study of 64 community organizations and their experiences with service-learners, published in the *Michigan Journal of Community Service Learning*, revealed the frequent challenges encountered by community organizations which are grouped into the following five categories.[10]

Time Investment
A lot of short-term service-learning is done as a class requirement, creating a dual sense of frustration for the community organization. First, the experience is often too brief to greatly benefit either the organization's mission or satisfy significant learning objectives. Second, the often mandatory nature of such short-term service-learning requires the organization to deal with the potential for student resistance or resentment and less-than-quality performance. Nine organization representatives said they were hesitant to invest time in service-learners who treated their service experience as a class requirement or obligation, and thus lacked altruistic dedication and commitment. Even when the students are thrilled to be there, the simple fact is that these brief service-learning relationships lack continuity, and thus are sometimes a poor time investment for the agency. Many nonprofit organizations are operating within tight or precarious budgets and can not afford to spend a lot of time and energy planning and implementing service-learning projects that do not give them a good return.

Capacity to Supervise and Train
The biggest part of the service-learning time investment for organization staff is in training and supervision. Since many cash-strapped small- and medium-sized nonprofit organizations need to rely at least somewhat on skilled volunteers, their meager staff often must spend significant time in managing them. With short-term service-learners it is not efficient to spend 20 hours training someone but then only receive 15 hours of service. In many cases it is simply not time efficient for the organization staff to provide the same formal training and oversight to short-term service-learners that it gives to people who make a longer commitment.

Direct-Service Difficulties
Short-term service is often a particularly bad fit or inappropriate for direct service, especially when working with youth. Oftentimes, programs for young people are aimed at correcting problems associated with lack of good role models and other inconsistencies in their lives. The short-term service-learners' transient nature, and their potential to be unreliable and lack commitment, only exacerbates those problems.

Timing and Project Management
The challenges with managing service-learning placements include having ample time to prepare for working with students, delegating work to them, and finding time for

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[10] Adapted from "The Challenge of Short-Term Service-Learning," *Michigan Journal of Community Service Learning* p. 16-26

reflecting with students and evaluating their projects. Nearly one-third of the organizations noted the difficulty of designing a meaningful service-learning project to fit a semester-long or shorter period. Some staff expressed doubt in their ability to provide educational support for short-term service-learners, noting that their own stressful jobs prevented the depth of planning and thought they would have liked to put into service-learning projects. On the whole it seems that service-learning projects are more successful when there is a clear, realistic goal between the higher education institution, the student, and the site supervisor – or as one organization put it, a "shared possible goal." Along the same lines, another organization staff member noted that both parties' satisfaction is contingent upon "mutually agreed-upon objectives."

Calendar Issues
There is certainly recognition out there that campus and community calendars do not correspond very well. This is actually a problem with all service-learners, including even those who commit to an entire year. What we have not recognized is that the incompatibility of the two settings can create serious problems in a short-term service-learning context. Midterms, finals, school breaks, and lack of continuity in the academic workload present challenges for consistency in short-term service-learning projects. Agencies have to find ways to fill in during those times when students are not technically in session and don't feel any obligation to work at their service-learning site. [Additionally,] if a class does not consistently send approximately the same number of service-learners each semester, there will be holes in the volunteer pool of the organization.

Section Two: Developing & Implementing a Service-Learning Course

2.1   Steps for Integrating Service-Learning into the Curriculum

Incorporating service-learning into a course requires thoughtful pre-planning and thorough follow-up. Remember that the service activity is not an additional component, but an alternative way to teach course concepts. Successful learning and effective community contributions depend upon a well-integrated package of syllabus, orientation, reflection, and assessment.

Step 1: Reflect and Gather Resources The faculty member should reflect upon the call or motivation to teach an Academic Service-Learning course. A helpful reflection and preparation tool is the *Thinking About Academic Service-Learning?* worksheet (Appendix A). This worksheet will assist the faculty member in considering community needs, brainstorming ideas for service-learning projects, and determining learning goals for students. The Faculty member should review the College's definition of Academic Service-Learning, benefits of ASL, Principles of Good Practice for Service-Learning Pedagogy, and common faculty and community partner concerns, all of which can be found in **Section One** of this handbook. Faculty members may also find it useful to review sample syllabi and course projects which can be found in Appendix D or in the Faculty resources on the CCSL website www.snc.edu/ccsl

Step 2: Seek Consultation & Training The faculty member is invited to seek one-on-one consultation from the CCSL. The Academic Service-Learning Coordinator and CCSL staff will assist faculty with any step of planning and/or implementing a service-learning course. Faculty members might consider taking advantage of professional development opportunities, such as workshops and conferences when possible. A list of upcoming conferences and training opportunities can be obtained by visiting the CCSL website www.snc.edu/ccsl or contacting the CCSL at ext. 3374 or ccsl@snc.edu.

Step 3: Explore Partnerships with Community With support from the CCSL, the faculty member should research local community agencies that would be appropriate partners for his/her service-learning course. The CCSL can provide a list of community agencies that may accommodate the type of service-learning project the faculty member is interested in developing. The CCSL can help determine an appropriate match with a community partner.

Helpful Tips for Faculty[11]:
- Research an agency's history, mission, and related social issues before making contact.
- Meet agency representatives at their office whenever possible. When visiting the agency or service site, note details on location, transportation, and parking that will be pertinent to your students.

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[11] Adapted from Lousianna State University, CCELL Service-Learning Faculty Partner Handbook. Pg 10

- When inviting community partners to campus, make sure they have directions to the College and send them a campus map as well as parking instructions for visitors. (http://www.snc.edu/communications/aboutsnc/images/directions/campusmap.pdf)
- Ask the agency how what you have to offer might be useful to them and be sure to have a clear understanding of the agency's needs. It is important to approach the community organization with an attitude of mutual respect and openness in order to foster clear communication.
- Be open to indirect service projects. Consider how you can help students see the value of service that provides support to community with little direct contact.
- Be sure to discuss the following with the community agency: main contact person, location, orientation and training requirements, hours of operation or need, and number of students they can accommodate. Learn all you can about the agency's mission and needs.
- Learn about the assets of the agency and its clientele. Explore the organizations' capacities and abilities and relate this to your students. Remember that reciprocity is integral to service-learning.
- Keep in mind that the community and the clientele are not a teaching or research laboratory. The notion of community as laboratory assumes a false hierarchy of power and perpetuates an attitude of institutional superiority. Basic goals of service-learning include community development and empowerment. For these goals to be realized, faculty and community must be equal partners and view themselves as co-educators.
- Invite community partners to be a part of reflections, presentations, awards ceremonies, and related activities.

Step 4: Design or Redesign the Course Once a faculty member has found an appropriate community agency to partner with, the specific details of the course can be established. The faculty member should work as closely as possible with the community partner to design or redesign the service-learning course, *especially when solidifying student learning goals and details about the service experience.*

There are four common service-learning course models from which faculty members can choose:

Placement Model: Students are placed at or choose a community agency and work with client(s) regularly for the duration of the course. The service provided by the students is a learning tool. Students gain access to populations or issues related to their courses and, in turn, provide needed assistance to the community. Students may be placed at the same site or multiple, depending on the course structure.

Presentation Model: Students work in small groups to create presentations from material they are learning in the course and present to local community agencies and/or members that may benefit from their information. Faculty may require students to present in class before going into the community. Typically, presentations are youth-centered and include topics such as nutrition, exercise,

college/career exploration, etc. Presentations could also be used to raise awareness about various issues such as the environment, politics, diversity, etc.

Product Model: Students utilize knowledge gained from the class to create a tangible result such as brochures or other written materials, a video, advertisement, website, etc. The product is then given to a community agency for a specific purpose. Students can work in small groups to develop products for multiple agencies or the class as a whole can create a product for one agency.

Project Model: Students collaborate with community agencies to devise and implement a project that incorporates course materials and meets a community-identified need.

As Faculty members plan their courses, they should consider which model will best serve the learning goals of the course and meet the community-identified needs. Faculty members might ask themselves the following questions:

What are my learning objectives for this service-learning course?
- Do I want my students to deepen their understanding of a particular concept or of the overriding theories of this course?
- What kinds of activities would help them achieve that goal?
- How can I structure the project to insure that it will call on my students to use all their knowledge and skills?

What knowledge/skills must my students (and I) have prior to beginning the project?
- Am I sure all of the students enrolled in the class will be ready (course content thus far, pre-requisite courses, etc.)?
- Based on the typical draw of students for this course, what kind of 'crew' will I have to work with?
- Will I have advanced students within the major?
- Will I have too many students for one group project?
- Does the project require some levels of expertise my students do not possess?
- Are my students likely to have any biases, fears, or other barriers to committing to the community partner and the population it serves?
- How can I help them overcome or at least manage those barriers?
- Can I involve outside experts in some way to help cover any knowledge/skills gaps?
- Do I have expertise (in some cases credentials) to function effectively and responsibly as a "consultant" on this project to insure that the community partner is satisfied with the quality of results?

What is the project scope?
- What does the community partner need our class to accomplish?
- What is the minimum necessary outcome? What is the ideal outcome?
- Will the community partner suffer any tangible negative consequences if the class fails to meet the minimum outcome?

- Is it important that every student is involved in the service component of the course, or do I want to offer an equally rigorous alternative project for some students?
- Will student learning goals be best achieved through completing the service experience individually, in small groups, or as a whole class?
- Will all students in the course serve at the same community agency or will there be multiple service sites?
- Can my learning goals be accomplished with a one-shot project, or do I expect a long-term engagement with the community partner?
- Could the project be divided between two classes? Might the project be too small for my class-can I safely commit to something bigger or more challenging?
- Will the project be a unit within the course or be integrated throughout the semester?
- Should I expect a minimum number of hours, or is it more important that students provide consistent and dependable service or a deliverable project?
- Does my plan provide opportunities for students to discover community assets as well as problems? Will students work *with* the community rather than *for* it?

Helpful tips for Faculty:
- Maintain clear communication with the community partner and make sure there is consistency between your learning goals and their needs.
- Be sure that the community partner understands what types of service are appropriate and inappropriate to your goals. Encourage the community partner to accept only as many students for whom it can provide meaningful work.
- Discuss the need for students to have adequate orientation and supervision and a safe working environment.
- Engage the agencies in a teaching partnership by suggesting that they look for opportunities to share what they have learned with your students.
- Discuss the best method for maintaining communication with the community partner throughout the semester (phone call, email, scheduled follow-ups or as needed) and what the students' role is in maintaining communication.
- Discuss a method for evaluating students' service activities
- Sign the *Faculty/Community Partner/Student Service-Learning Agreement* (See Useful Forms Section) with your partner.

Step 5: Develop a Syllabus. Faculty members are encouraged to seek assistance from the CCSL when developing a service-learning syllabus. In addition to meeting with CCSL staff, faculty members can check out print resources to guide them in course and syllabi development. Visit the CCSL website at www.snc.edu/ccsl to view sample syllabi.

General advice for developing a service-learning syllabus[12]:
- Consult the community agency/agencies to ensure that proposed learning goals will be integrated with meeting community needs through the service project(s).
- Provide students with a rationale for the use of service-learning in the course.
- Identify the service activity and learning goals of the service.
- If service is offered as an option, provide alternatives that are equally rigorous. Service should not be an unfair burden to students.

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[12] Adapted from Lousianna State University, CCELL Service-Learning Faculty Partner Handbook. Pg 11

- Link the service to course content with writing assignments, discussion topics, readings, presentations, and other activities listed in the syllabus.
- Clearly explain the incentive(s) for successful completion of the experience.
- Provide clear links between course content, service activity, and student success.
- Describe how students will be assessed on the experience. Clarify that the grade is for processing their experience – through papers, journals, portfolios, discussions, presentations, etc. – not for the service hours alone.
- Review the syllabus with the community agency/agencies and provide them with a finalized copy.
- Faculty are encouraged to email finalized service-learning course syllabi to ccsl@snc.edu for the course to be identified as service-learning.

An exemplary service-learning syllabus will contain the following:[13]
- Include service as an expressed goal
- Clearly describe how the service experience will be measured and what will be measured
- Describe the nature of the service placement and/or project
- Describe learning goals and objectives of the service-learning and anticipated outcomes of the experiences for both students and the community agency/agencies
- Specify the roles and responsibilities of students in the placement and/or service project (e.g. time requirements, community contacts, etc.)
- Define the need(s) the service placement or project meets
- Clearly describe the community agency's role as *co-educator*
- Specify how students will be expected to demonstrate what they have learned in the placement/project (structured journal, papers, presentations, etc.)
- Present course assignments that link the service placement or project and the course content
- Include a description of the reflective process
- Include a description of the expectations for the public dissemination of students' work (e.g. if students are doing a project, how will the project be presented to the community?)

Step 6: Provide Orientation & Training for Students The service experience should be discussed on the first day of class. Faculty members should walk students through the syllabus to explain learning goals and clarify the expectations of students for the course in and out of the classroom. Faculty members should prepare students, as much a possible, with the appropriate skills and brief them on their responsibilities regarding communication, follow-through, and professionalism. Student concerns, fears, and expectations regarding the service experience should also be addressed prior to beginning service-learning projects.

It is critical that the students, not only the faculty member, are familiar with the community agency before beginning their service-learning project. Students should understand the agency's mission statement and the services provided. Additionally,

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[13] *Adapted from Heffernan, K. (2001).* Fundamentals of service-learning course construction. *Providence, RI: Campus Compact.*

students should possess knowledge of the population that is served by the agency. Faculty members can present this information to the class or assign the *Community Agency Background Information* (Appendix A) worksheet for students to complete. If the students will be working with different community agencies, assigning the worksheet may be more efficient and provide an opportunity for each student to briefly present his/her service site to the class. The following section, ***Diversity and Academic Service-Learning***, will also serve as a helpful guide for faculty members to provide thorough preparation for their students and community partners.

Diversity and Academic Service-Learning[14]

Academic service-learning provides rich opportunities for students to experience and understand diversity in meaningful ways. It is a vehicle for students to learn from other cultures and explore differences beyond ethnicity. Planning, processing, and identifying common hurdles will optimize your students' opportunities to learn about diversity.

Expand the definition of culture and diversity. Culture and diversity are often defined in terms of ethnicity, race, or gender. Consider the following factors and the ways they influence your students' perceptions and reflections:
- Socio-economic status
- Geographic place
- Atmosphere or environment
- Values
- Beliefs
- Traditions

Take an inventory to understand the culture of your class:
- What are the different ethnicities represented?
- What are the geographic places your students call home?
- What is the age range?
- Where are they in terms of student development?
- What are their learning styles—visual, auditory, or kinesthetic?

Take an inventory to understand the culture of the agency:
- What is the size of the organization?
- What is their history?
- What is the environment or atmosphere of the organization? Formal? Informal?

Take an inventory to understand the culture of the recipients:
- How would you describe the clients being served?
- What are their stories?
- What are the stereotypes and what are the realities?
- What opportunities do you have to demystify stereotypes?

Prepare the agency, recipients, and students for diversity issues:
- Help the students understand what has shaped their own cultural identity.

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[14] Adapted from Louisiana State University, CCELL Service-Learning Faculty Partner Handbook. Pg 17

- Define and create an atmosphere that respects and nurtures differences.
- Model the type of behavior that supports respect for diversity.
- Facilitate exercises and activities that create awareness of the diversity issues present in the service-learning activity.
- Provide orientations that demystify stereotypes of students to agencies, and vice versa.
- Explain the differences between the culture of the non-profit and the culture of student life.

Step 7: Supervise Students Students should be provided with a timeline that includes benchmarks for contacting the community partner, meetings with supervisors, signing agreements and waivers, beginning and completing the service, and completing evaluations. A schedule will help prevent students from procrastinating and trying to complete their service at the end of the semester. For students who are legitimately unable to participate in or complete the service, faculty should consider providing an alternative project or assignment. Faculty members should contact the community partner at least once mid-semester to seek feedback and, when possible, visit the service site(s) to observe the student-community partnership in action. Maintaining communication with the community partner is not only important for the service-learning partnership, but also contributes to student accountability. On request, the CCSL staff can assist with follow-up. The CCSL should be notified of any serious concerns or problems that arise with students at the service sites.

Step 8: Implement Critical Reflection and Analysis Activities[15] According to John Dewey, "truly educative" experiences generate interest, are intrinsically worthwhile, present problems that awaken new curiosity and create a demand for new information, and take sufficient time to foster development. Critical reflection and analysis are crucial to the process of transforming experiences gained from the service activities and the course materials into genuine learning. Reflection is essential for integrating the service experience with the classroom topics. It fosters learning about larger social issues such as the political, economic, and sociological characteristics of our communities. Reflection enhances students' critical understanding of the course topics and their ability to assess their own values, goals, and progress.

Critical Reflection
Reflection is a process designed to promote the examination and interpretation of experience and the promotion of cognitive learning. It is "a process by which service-learners think critically about their experiences." It is the process of looking back on the implications of actions taken - good and bad - and determining what has been gained, lost, or achieved and connecting these conclusions to future actions and larger societal contexts. Through reflection students analyze concepts, evaluate experiences, and postulate theory. Critical reflection provides students with the opportunity to examine and question their beliefs, opinions, and values. It involves observation, asking questions, and putting facts, ideas, and experiences together to derive new meaning.

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[15] Adapted from Lousianna State University, CCELL Service-Learning Faculty Partner Handbook. Pg 13-16

Benefits of Critical Reflection
Reflection improves basic academic skills and promotes a deeper understanding of course subject matter and its relations to the non-academic world; it improves higher level thinking and problem solving and students' ability to learn from experience. Critical reflection promotes personal development by enhancing students' self-awareness, their sense of community, and their sense of their own capacities.

Facilitating Critical Reflection and Analysis
Effective reflection depends on appropriate contexts and real problems and issues. The culture of the class community must be one in which students feel included, respected, and safe. The dialogue between instructor and students must be meaningful to the students. Students are helped to feel respected and included in the class community through small groups in which they can exchange concerns, experiences, and expectations about the service and the class. By involving them in real community problems, service-learning provides students with a need to know, a desire to enhance their skills and a commitment to solving problems of importance to them. Visit the CCSL website at www.snc.edu/ccsl for reflection resources.

Helpful tips for Faculty:
- Prepare a framework for guiding the discussion.
- Lead the group by actively engaging each student.
- Clarify students' responsibilities and expectations. Write them down and copy for all.
- Set the tone by establishing norms of behavior.
- Insist that responses are clear and coherent.
- Arouse interest and commitment to service-learning.
- Assess the values, knowledge, and skills that each student brings to the project.
- Develop background information about the people and problems the students will encounter in the service situations to sensitize them and help to revise any misconceptions.
- Develop and practice with students any skills that will be required, including being active observers and questioners of experience.
- Explore emotional/affective issues as appropriate.
- Leave some cognitive/topical issues open until the next session to give group members an opportunity to think more about them.
- Caution students about protecting the confidentiality and integrity of persons at their worksite.

Effective Academic Service-Learning reflection will:
- Occur before, during, and after the service component of the course.
- Clearly link the service experience to the course content and learning objectives
- Be structured in terms of description, expectation, and the criteria for assessing the activity
- Occur regularly during the semester so that students can practice reflection and develop the capacity to engage in deeper and broader reflection

- Provide feedback from the instructor about at least some of the reflection activities so that students learn how to improve their critical analysis and develop from reflective practice
- Include the opportunity for students to explore, clarify, and alter their values.

Activities for Critical Analysis and Reflection in the Classroom
When facilitating reflection, vary the activities to accommodate multiple learning styles; create a reflective classroom – do not just add a reflective component. Listed below are examples of activities faculty members can use to facilitate critical analysis and reflection in their service-learning courses.

Journals
Students may be asked to keep a journal as they engage in the service experience. The journals should not merely be simple inventories of events. They should address situations objectively, subjectively, and analytically. Instructors may provide questions to guide students in addressing issues and they should review the journals periodically. It is helpful to offer written comments, questions, and feedback that will encourage, challenge, and provide a dialogue that deepens the students' thought processes. Taking up an entry each week or reading a weekly online posting can ameliorate worksite problems and challenge students to rigorous intellectual inquiry.

The ORID Model
The ORID model provides a progression of question types designed to move students from reflecting on the concrete experience to analytical and subjective reasoning. It may be used to create journal or discussion questions and to guide assignments and activity types. The progression may be completed within one assignment and/or over the whole semester.
- **Objective**: Begin with questions related to the concrete experience. What did students do, observe, read, and hear? Who was involved? What was said? What happened as a result of their work?
- **Reflective**: Next introduce questions that address the affective experience. How did the experience feel? What did it remind students of? How did their apprehension change or their confidence grow? Did they feel successful, effective, and knowledgeable?
- **Interpretive**: Ask questions that explore the cognitive experience. What did the experience make them think? How did it change their thinking? What did they learn? What worked? How does the experience connect with classroom learning?
- **Decisional**: Finally, students are prepared to incorporate their experience into a new paradigm. They may have a shift in knowledge, awareness, or understanding that affects how they see things and, ultimately, how they will act. What will they do differently next time? What decisions or opinions have they formed? How will the experience affect their career path, their personal life choices, or their use of new information, skills or technology?

Group Discussions
The groups may involve either the entire class or just small numbers of students. The instructor may allow students to choose their own group members, or he/she can set criteria for group composition (e.g., no groups composed of a single ethnicity or gender), or he/she can assign students to groups. The group members exchange ideas about the course topics and/or the service experiences. The instructor may either pose general or narrowly focused questions for discussion. A scribe may be assigned to submit a summary of the discussion to the instructor or to the rest of the class.

Analytic Papers
Analytic papers provide students with an opportunity to describe their service experience, to evaluate the experience and what they learned from it, and to integrate their experiences with course topics. If the papers are assigned at the end of the course, students can make use of ideas derived from class discussion, journals, and other reflective activities provided during the course. Papers may include traditional library research, interviews, or other quantitative and qualitative methods.

Portfolios and Notebooks
Students may be asked to compile materials relevant to the service-learning experience and the course of which it is a part. These materials may include journals, analytic papers, scripts/notes for class presentations, items created or collected as part of the service, pictures, agency brochures, handbooks, time-sheets, service agreement, and training materials. Portfolios provide a focus for reflection on the service experience and its documentation. Introductory letters or papers addressed to the reader can help students to discover meaning through writing.

Presentations
Students may be asked to make presentations to their classmates (and/or to broader audiences) describing their service-learning experiences, evaluating them and integrating them with the course topics. Community partners may be invited and/or students may present at the work site. Presentations may be videotaped to share with other audiences.

Reading Responses
Students may be asked to write responses to course readings, connecting them with service experiences. Students can be allowed greater or less freedom in how they respond, by posing either general or more focused questions.

Electronic Forum
Students may be asked to contribute to electronic discussion on service-learning and course topics using a listserv, discussion board, or blog. They may respond to questions posed by the instructor, to points raised by other students, or to readings posted on the site. They may prepare websites that document and reflect on their work. Remember, public discussions work best with formal rules of engagement and clear expectations for type, frequency, and content of postings.

Simulations and Role Playing
Students may problem-solve by acting out potential problems or issues at the worksite. Games can simulate challenging situations.

Letters
Students may write letters to community partners, parents, or other appropriate audiences to help them process their learning.

Engaging the Community
Enrich reflection activities by inviting community partners to participate in class reflection or to suggest topics. Ask partners to share in the teaching role by reflecting informally with service-learners on the site when the opportunity arises. Invite community partners into the classroom during the course to reflect on ongoing projects. Invite community partners into the classroom at the end of the course to reflect on the events of the semester. Meet with community partners after the semester is complete to reflect and discuss the service-learning partnership experience.

Step 9: Assess, Evaluate, and Disseminate At the end of the academic service-learning course faculty members should seek feedback from students and community partners about the course. Useful resource: *Assessing Service-Learning and Civic Engagement: Principles and Techniques* Campus Compact: 2001
- Use reflection assignments to assess student learning and evaluate performance.
- Evaluate analytical skills, communication skills, critical thinking, and judgment from students' reflection papers and presentations. Grading rubrics are useful to clarify your expectations.
- Create individual or group assignments that require students to integrate the course content and the service experience.
- While points may be provided for successfully completing the service contract and obtaining supervisor evaluation, the grade should be based upon rigorous assessment of student learning and skill application.
- Use the evaluations to plan and refine your next service-learning course.
- Share assessment results with community partners and the CCSL as appropriate.

2.2   Risk Management

Colleges and universities are expanding learning opportunities that assist students in their development outside the classroom. In doing so, the institution relies on faculty and staff members to go beyond the traditional academic advising. Faculty members are expected to supervise their students in many different experiences. These new programs do provide additional educational opportunities, but they also increase the chance of injuries and college liability, unless risks associated with the program are carefully managed.

Many advisers don't realize that they are expected to understand a broad range of other risk management issues when planning activities such as field trips, research, and internships, that place students in environments outside the traditional classroom. These risk management issues include transportation and safety to, from and at the site.

Here are some guidelines/requirements to minimize personal and College risks when planning or organizing activities off campus:

- Contact the Director of Risk and Property Management (kristee.becker@snc.edu) for a waiver for your activity at least two weeks in advance.
- Give specific details regarding the trip, such as the class name, destination, date(s), activities involved, level of risk (low, medium, high), mode of transportation, and if any of the students are under the age of 18.
- Risk Management encourages faculty and staff to contract with an outside vendor, such as Lamers, for transporting students whenever it is feasible. This transfers risks to the vendor should an accident occur.
- If the decision to drive personal cars is made, everyone must understand that the liability falls on the driver and/or owner of the vehicle first, and that the driver/owner of the vehicle can be named personally in a lawsuit should an incident occur. Each driver must have a current and valid license held in.
- If campus vehicles are used, or should a rental vehicle be used, the risk falls on the College. Therefore, anyone using a college owned or a vehicle rented under the name of St. Norbert College for college business must register for and take the Defensive Driving Course, which includes a nationwide vehicle background check. Anyone not falling within the guidelines of the college's insurance company will not be allowed to drive a vehicle either owned by the College or rented for college purposes.
- Never transport children under the age of 18 without written parental consent. The appropriate forms can be obtained from the Director of Risk and Property Management.
- Public transportation is an option as well. The Green Bay Metro bus line offers services in De Pere. With a student ID, customers are offered discounted rates. The City of Green Bay website at http://www.ci.green-bay.wi.us/ features a direct link to bus detours and routes. Taxi cab services offered through Packerland Shuttle LLC is another transportation option for students.

For more information or should you have any questions, comments or concerns, please contact the Director of Risk and Property Management at extension 3066.

Appendix A

Faculty Service-Learning Checklist[16]

This checklist coincides with the forms and information located in the Academic Service-Learning Faculty Handbook. This checklist may be used as a guide for addressing deadlines for your course.

Idea Exploration	Due	Meet with the CCSL staff to explore options	Check when Completed
Syllabus	Well before the first week of the semester	Review with CCSL staff upon completion	
Faculty Course Development Worksheet	First week of the semester	Review with CCSL staff upon completion	
Community Organization Background Information Worksheet	Before the first week of the semester with syllabus	If students are assigned to different organizations, students should share information about their organization with the class	
Request for Service-Learning Liability Waiver from the college's Risk Management Staff	Three weeks before the first student meeting with the community organization when syllabus is handed out	Waivers should be kept on file with the faculty member for three years.	
Faculty/Student/Community Partner Agreement Form	After first student meeting with the community organization	Student should keep original copy. Copies should be given to the community organization and the faculty member	
Service-Learning Time Sheet	End of the Semester	Check periodically throughout the semester, based on your course deadlines	
Faculty Service-Learning Checklist	End of the semester	Review with CCSL staff upon completion	
Evaluation of Service-Learner	End of the semester	Review results with CCSL staff upon completion	
Evaluation of the Service-Learning Experience	End of the Semester	Review results with CCSL staff upon completion	

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[16] Adapted from Louisiana State University, CCELL Service-Learning Faculty Partner Handbook p. 24

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Faculty Course Development Worksheet

This worksheet coincides with the information presented in section two of the Academic Service-Learning Faculty Handbook, beginning on p. 18. Section two presents information on developing and implementing a service-learning course.

Step 1: Reflect and Gather Resources	
My motivation for wanting to teach an academic service-learning course is:	The needs of the community are:
Ideas for service-learning projects are:	The learning goals for my students are:

Points to remember:
- Review the College's definition of Academic Service-Learning, benefits of ASL, Principles of Good Practice for Service-Learning Pedagogy, and common faculty and community partner concerns
- Review sample syllabi and course projects

Step 2: Seek Consultation & Training

The main issues discussed while seeking one-on-one consultation from the CCSL were:

Ways that the Academic Service-Learning Coordinator and the CCSL staff are assisting me:

Professional development opportunities (such as workshops and conferences) that I can attend that would be beneficial to the development of my course:

Step 3: Explore Partnerships with Community

List all appropriate community organizations for your course:

Step 4: Design or Redesign the Course

Model that I will be using (Placement Model, Presentation Model, Product Model, or the Project Model as described on p. 19-20):

My learning objectives for this service-learning course are as follows:

The knowledge/skills my students (and I) must have prior to beginning the project:

The project scope:

Step 5: Develop a Syllabus

On your syllabus, how will service be expressed as a goal?

How the service experience will be measured:	Description of the nature of the service placement/project:
What will be measured:	
Description of the learning goals and objectives of the service learning:	List the roles and responsibilities of students in the placement and/or service project:
Anticipated outcomes of the experiences for students and community organizations:	

Describe the need(s) of the service placement or project:	Description of the community Organization's role as co-educator:
Description of how students will be expected to demonstrate what they have learned in the placement/project:	Course assignments that link the service placement or project and the course content:
Description of the critical reflection and analysis process:	Description of the expectations for the public dissemination of students' work:

Step 6: Provide Orientation & Training for Students

Points to remember:

- Discuss the service-learning experience on the first day of class
- Discuss the syllabus (explain learning goals and clarify student expectations)
- Prepare your students (appropriate skills and briefing on responsibilities)
- Address your students' concerns, fears, and expectations

After addressing the above points, what student concerns, fears, and expectations were present?:

How did you approach addressing these concerns, fears, and expectations?

Points to remember:

- Students and faculty member should be familiar with the community organization before project begins
- Students should understand the organization's mission statement
- Students should possess knowledge of the population being served by the organization
- Faculty member should present this information using the Community Organization Background sheet
- Each student may present the information on their Community Organization Background sheets to the class

Step 7: Supervise Students

Points to remember:

- Provide students with a timeline which should include the following: benchmarks for contacting the community partner, meetings with supervisors, signing agreements and waivers, beginning and completing the service, and completing evaluations

Are there any other things that you could include in your timeline? If so, what?

If there are students who are unable to participate, what are alternative projects or assignments which could be considered?

Points to remember:

- Faculty members should contact the community partner at least once mid-semester to seek feedback and, when possible, visit the service site(s) to observe the student-community partnership in action
- Maintaining communication with the community partner is not only important for the service-learning partnership, but also contributes to student accountability
- On request, the Sturzl Center staff can assist with follow-up
- The Sturzl Center should be notified of any serious concerns or problems that arise with students at the service sites

Step 8: Implement Critical Reflection and Analysis Activities

Points to remember about critical reflection:

- It allows students to analyze concepts, evaluate experiences, and postulate theory
- Provides students with the opportunity to examine and question their beliefs, opinions, and values
- It involves observation, asking questions, and putting facts, ideas, and experiences together to derive new meaning

Points to remember about the benefits of critical reflection:

- It improves basic academic skills and promotes a deeper understanding of course subject matter and its relations to the non-academic world
- It improves higher level thinking and problem solving and students' ability to learn from experience
- It promotes personal development by enhancing students' self-awareness, their sense of community, and their sense of their own capacities

Points to remember about facilitating critical reflection and analysis:

- The culture of the class community must be one in which students feel included, respected, and safe
- The dialogue between instructor and students must be meaningful to the students
- Students are helped to feel respected and included in the class community through small groups in which they can exchange concerns, experiences, and expectations about the service and the class
- By involving them in real community problems, service-learning provides students with a need to know, a desire to enhance their skills and a commitment to solving problems of importance to them
- When facilitating reflection, vary the activities to accommodate multiple learning styles

What activities will you use to facilitate critical analysis and reflection in your service-learning course? If selected, write a brief description of how you would approach each activity:

Journals
The ORID Model (see p. 26)
Group Discussions
Analytic Papers
Portfolios and Notebooks
Presentations

Reading Responses
Electronic Forum
Simulations and Role Playing
Letters
Engaging the Community
Other

Step 9: Assess, Evaluate, and Disseminate	
Describe the reflection assignments that you will use to assess student learning and evaluate performance:	Describe how you will evaluate analytical skills, communication skills, critical thinking, and judgment from reflection papers and presentations:

Describe individual or group assignments that require students to integrate course content and service experience:	List the approaches that you will use to make sure that the grade will be based on assessment of student learning and skill application:
Describe how you will use evaluations to plan and refine your next service-learning course:	List how you plan to share assessment results with community partners and the CCSL:

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Service-Learning Course Reporting Form[17]

Faculty may use this form to report their service-learning course to the CCSL.

Faculty Member: _____   Date: _____

E-Mail Address: _____   Phone Extension: _____

Projected Start Date: _____   Projected End Date: _____

1. Course Title
_____

2. CRN, Course ID/Section
_____

3. Semester and year you plan to teach
_____

4. Do you plan a project or extended service?   □ DELIVERABLE PROJECT
(Please check one.)   □ EXTENDED SERVICE PLACEMENT

9. What is the total number of students that you
anticipate doing service or service project?
_____

10. Will you require service from each student   □ REQUIRED   □ OPTIONAL
or will it be optional?

11. What learning goal do you hope to
accomplish through service-learning?
_____

12. Name of agency or site(s) of service if you
already have someone in mind
_____

13. Have you already contacted the above   □ YES   □ NO
community partner(s)?

Other comments or requests:
_____
_____
_____

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[17] Adapted from Louisiana State University, CCELL Service-Learning Faculty Partner Handbook p. 25
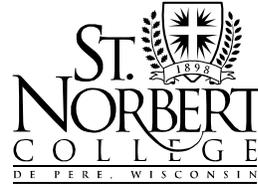
Community Organization Background Information[18]

Service-Learning Course: _____

Community Organization: _____

Location of Organization: _____

Community Partner Supervisor: _____

Mission or Purpose Statement of Community Organization: _____

Briefly summarize the history of this organization.

_____

Describe the population served by the organization.

_____

What community needs are met by the organization?

_____

List the possible activities/tasks that students may engage in.

_____

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[18] Some of this information may be located at www.snc.edu/ccsl. Please contact the CCSL staff for more information about this worksheet if you have any questions.
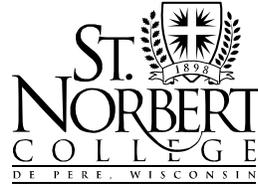
Service-Learning Partnership Agreement

The Community Partner and St. Norbert faculty member should complete this form before the student(s) begin their service-learning hours or project. Students are responsible for obtaining all required signatures by the due date and should present copies to the faculty member, Community Partner, and any other parties designated by the faculty member. Students should keep the original copy.

Due Date: _____   Term: _____

Course Number and Title: _____   Student Name(s): _____

Faculty Member: _____   Community Partner Supervisor: _____

Start Date: _____   End Date: _____

Student time commitment (weekly hours at site or other): _____

Expectations

Student:
- Make contact with the organization in order to arrange a meeting with the community partner supervisor and discuss the service-learning project
- Make sure that the community partner is fully aware of when the student will be present
- Follow the rules and procedures of the organization
- Student should be punctual, meet all deadlines, and meet the expectations of the supervisor
- Student should notify faculty member of any concern
- Student should engage in all aspects of the PARE model (preparation, action, reflection, and evaluation) as addressed by the faculty member.

Faculty:
- Offer adequate structure and guidance to the student throughout the experience
- Make sure that student has an understanding of the learning objectives before the experience begins
- Make sure that student understands the project in its entirety and what is expected of them
- Faculty members should utilize the PARE model (preparation, action, reflection, and evaluation)

Organization:
- Provide proper orientation and training to the student as requested
- Clarify the role of the student. Provide supervision and make sure that student has the resources and information that is needed to engage in the experience
- Provide feedback and assessment when necessary and notify the faculty member of any concerns
- Make sure that the experiences are both relevant and significant to the learning objectives
- Participate in the PARE model (preparation, action, reflection, and evaluation) as requested by the faculty member.

Description of Project

Describe the project as it has been defined by the community partner supervisor, faculty member, and student. List all tasks and deadlines, if applicable.
_____

Objectives for Project[19]

Academic Learning Objectives (obtain from syllabus): _____

Civic Learning Objectives (complete with community partner supervisor): _____

Signatures

I HAVE READ THE INFORMATION IN THIS DOCUMENT. I UNDERSTAND AND I COMMIT TO FULFILLING MY ROLE IN THIS SERVICE-LEARNING PARTNERSHIP. I AM AWARE THAT THE PURPOSE OF THIS PARTNERSHIP IS TO BOTH ADVANCE STUDENT LEARNING AND MEET THE GOALS OF COMMUNITY AGENCIES IN BROWN COUNTY.

Faculty Signature: _____

Community Partner Supervisor Signature: _____

Student Signature: _____

_____

[19] See p. 12 of the *handbook* for more information on objectives

Center for Community Service and Learning

ST. NORBERT COLLEGE
DE PERE, WISCONSIN

Student Service-Learning Time Sheet[20]

Date: _____   Term: _____

Course Number and Title: _____   Student Name(s): _____

Faculty Member: _____   Community Partner Supervisor: _____

Instructions.

1. Sign-in and sign-out each time you work at your organization and have your community partner supervisor initial your hours.

2. Prior to your mid-term (mid-semester) due date make a *photocopy* of this form showing total hours worked. Turn in photocopy to faculty member by the following date:

| MIDTERM (MID-SEMESTER) DUE DATE: |

3. Turn in *original* of this form showing total hours by the following date:

| FINAL DUE DATE: |

4. Make copies for your files and for the organization.

Date	Sign-in time	Sign-out time	Hours	Supervisor's signature	Date	Sign-in time	Sign-out time	Hours	Supervisor's signature
Total Mid-term Hours					Total Final Hours				

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[20] Adapted from Louisiana State University, CCELL Service-Learning Faculty Partner Handbook p. 28

Evaluation of the Service-Learner[21]

Date: _____   Term: _____

Course Number and Title: _____   Student(s) Name: _____

Faculty Member: _____   Community Partner Supervisor: _____

Directions: Community Partner Supervisor should complete this form prior to final due date. Supervisor and student should meet together to discuss the evaluation.

FINAL due date:

Rate the student's performance on a scale of 1 to 5 in each of the areas listed:
1 = Strongly Agree   2 = Agree   3 = Neutral   4 = Disagree   5 = Strongly Disagree

CRITERIA	1	2	3	4	5	COMMENTS
Was the student's attendance regular?						
Was the student's attendance punctual?						
If the student missed a scheduled time, was the matter handled responsibly by the student?						
SKILLS						
Was the student helpful?						
Was the student a considerate listener?						
Was the student organized with his/her belongings?						
Was the student organized with his/her time?						
WORKING RELATIONS						
Did the student cooperate and support staff?						
Did the student cooperate and support guests/clients?						
Was the student able to accept criticism?						
PERSONAL CHARACTERISTICS						
Did the student demonstrate resourcefulness?						
Did the student demonstrate initiative during service?						
Did the student demonstrate thoughtfulness of judgment?						
Did the student work with enthusiasm and positivity?						
Did the student demonstrate patience?						

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[21] Adapted from Louisiana State University, CCELL Service-Learning Faculty Partner Handbook p. 30

Evaluation of Service-Learning Experience[22]

Date: _____   Term: _____

Course Number and Title: _____   Faculty Member: _____

Directions: Students should complete this form during a class session. Responses should remain confidential.

Rate the service-learning Course experience on a scale of 1 to 5 in each of the areas listed:
1 = Strongly Agree   2 = Agree   3 = Neutral   4 = Disagree   5 = Strongly Disagree

WE WOULD LIKE TO GAIN YOUR PERSPECTIVE ABOUT THIS COURSE.	1	2	3	4	5	COMMENTS
The community participation aspect of this course helped me to envision how the subject matter I learned can be used everyday.						
The community service I completed helped me to better understand the lectures and readings in this course.						
The idea of combining work in the community with course work should be practiced in more courses at this college.						
THE NEXT SET OF QUESTIONS RELATES TO YOUR ATTITUDE TOWARD COMMUNITY INVOLVEMENT.						
I was already volunteering in the community before taking this course.						
I feel that the community service I did through this course benefited the community.						
I felt a personal responsibility to meet the needs of the community partner.						
I probably will not volunteer in the community after this course.						
My interactions with the community partner enhanced my learning in this course.						
NEXT WE WOULD LIKE TO KNOW ABOUT THE INFLUENCE OF YOUR SERVICE EXPERIENCE ON YOUR CHOICE OF MAJOR AND PROFESSION.						
Doing service in the community helped me become aware of my strengths and weaknesses.						
The community service in this course helped me clarify my career plans.						

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[22] Adapted from *Gelmon, S. et al. (2001). Assessing service learning and civic engagement. Providence, RI: Campus Compact.*

The community service I performed in this class improved my relationship with the faculty member.						
The community work involved in this course made me more aware of my own biases and prejudices.						
The work I performed in the community enhanced my ability to communicate in a "real world" setting.						
The community aspect of this course helped me to develop my problem-solving skills.						
FINALLY, WE WOULD LIKE SOME OF YOUR PERSONAL REFLECTIONS ON THIS EXPERIENCE.						
The course syllabus outlined the objectives of the community service.						
The other students in this class played an important role in my learning.						
I had the opportunity to discuss my community service and its relationship to the course content.						

*Thank you for your comments. Your participation in this survey is appreciated.*

Thinking About Academic Service-Learning?

Faculty members interested in incorporating service-learning pedagogy into a course should complete this worksheet and schedule a consultation with the Center for Community Service and Learning (x3374).

Faculty Member: _____   Discipline: _____

1. What are some of your reasons for wanting to incorporate service activities into your teaching?

2. What changes would you like to see occur in your students by incorporating service-learning pedagogy into your course?

3. What community need(s) do you hope to address through your service-learning course? (If you already have a community agency in mind and/or project ideas, please describe.)

4. If you successfully implement service-learning pedagogy in this course, how would it alter the course? What would you need to do to make sure the course alterations are positive? And are you willing to have the course change somewhat?

5. Which of your skills, knowledge, resources, and/or values will help you incorporate service-learning pedagogy? What will you need assistance with?

6. What knowledge, skills, interests should students posses to use service-learning in this course? Are there any students who would be better off not choosing a service option?

7. What, if any, controversial topics may come up as a result of students being out in the community? How do you anticipate addressing these potential issues?

Center for Community Service and Learning

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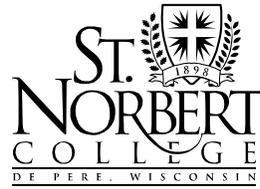
Service-Learning Experience Summary Form

Please provide the following information as it relates to your course's service-learning experience/project. This data will be used by St. Norbert College for tracking purposes.

1. Preparation (describe how preparation for your experience occurred):

_____
_____
_____
_____

2. Reflection (describe the approaches used for reflection):

_____
_____
_____
_____

3. Name of your course/department:

_____

4. Name of community partner served:

_____

5. Service-learning experience/project name:

_____

6. Service provided (briefly describe project):

_____
_____
_____

7. Years of participation in service-learning at this organization: _____
8. Number of students who completed service-learning experience: _____
9. Total hours spent at site: _____
10. Money raised (if applicable): _____
11.Impact of service on St. Norbert College:

_____
_____
_____

12. Impact of service on the community:

_____
_____
_____

The History of Service-Learning
Resources at St. Norbert College[23]

Previous to 2004, there were sporadic efforts at establishing a centralized service-learning program at St. Norbert College. Past attempts include the January 2002 proposal made by Visiting Assistant Professor of Religious Studies Alex Mikulich for a faculty liaison and facilitator for community-based service-learning curricula, the development of a service-learning-focused internship in LSI (the last one was held in the late 1990s), and the Service at SNC Committee in the mid-1990's. While there has been interest in exploring centralized service-learning at the College, the momentum needed to sustain these attempts was not generated.

More recently, LSI has attempted to provide a centralized resource center for faculty interested in pursuing service-learning. Starting in 2004, grant funds (provided by the Corporation for National and Community Service AmeriCorps*VISTA program with additional financial and/or advisory support provided by the University of Wisconsin-Parkside, Wisconsin Campus Compact, and the Wisconsin Department of Public Instruction) have created a temporary community-based-learning coordinator position, housed in LSI.

Past St. Norbert College VISTA members have included Jill Peerenboom (2004-2005), Maribeth Frinzi (2005-2006), and Sarah Rozmarenoski (2006). In 2007, St. Norbert College received two VISTA members: one housed in Residential Life to develop a formalized partnership between the College and the Boys & Girls Club of Green Bay (Andrea Gouin), and one housed in LSI to formally develop a partnership between the College and The Fort Howard Family Resource Center (Jenna Hamersky).These VISTA positions have created and continue to create an opportunity for St. Norbert College to build an infrastructure to ensure long-term sustainability of service-learning programs and provide support for faculty service-learning endeavors.

In 2005, our first VISTA Member Jill Peerenboom created a service-learning survey that was distributed by the Office of Institutional Effectiveness to gauge interest in the development of a service-learning program and to gain a greater understanding of potential roadblocks which have hindered such development in the past. Of all 648 faculty and staff asked to participate in the survey, a total of 44 responses were submitted, including 18 faculty, 23 staff, and three "other." In addition to the problematic low response rate, the broad definition of service-learning that accompanied the survey might have caused some confusion: "a component of a course or program where learning takes place outside the classroom by way of student interaction with community organizations and

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[23] Some information for this section was taken from "A Case for a Sustainable Service Learning Program at St. Norbert College" by Maribeth Frinzi, and "Service Leaning: Finding a Common Ground," a LSI report which described the results of a May 2005 survey on Service Leaning..

members." Based on this definition, some events that might best be described as volunteerism/community service were likely considered service-learning. Overall, the survey suggested that service-learning is underused because no universal understanding of the concept exists at St. Norbert College.

In 2005-2006, VISTA Member Maribeth Frinzi worked with faculty members to increase awareness of and interest in service-learning and

- met with 11 faculty members and provided service-learning support to three classes in Spring 2006: Introduction to Peace and Justice, Leadership Studies Capstone, and Social Inequalities.
- developed a Service-Learning Advisory Council (2005-2006) with six faculty members (representing Art, Communication, English, Humanities, Mathematics, and Peace and Justice), two students, and one community member.
- created faculty resources via a service-learning handbook and website.[24] She also developed an internal grant process that will provide funding for faculty sponsored service-learning trips.
- wrote "A Case for a Sustainable Service Learning Program at St. Norbert College" and analyzed the results of the May 2005 service-learning survey

In Fall 2006, VISTA member Sarah Rozmarenoski worked with four faculty (business, English, leadership studies, and peace and justice) to develop service-learning projects and presented to or met with students, faculty, and community members to improve awareness of service-learning. Our current two VISTA members are working to strengthen our campus-community partnerships to lay the foundation for future academic service-learning opportunities and continue to provide support for faculty who are utilizing academic service-learning in the classroom. Specifically, one of the current VISTA members' goals is "to document and create awareness of the service-learning and civic engagement efforts of SNC."

These VISTA members have worked hard to provide resources and services to faculty who are currently engaged in academic service-learning. However, Sarah's early departure in 2006 highlights problems with relying exclusively on VISTA members to be the College's service-learning coordinators. When a VISTA member leaves or the grant is finished, suddenly the College is left without a coordinator. VISTA members also typically serve one-year terms, which means that there is a new coordinator and a new learning curve every year.

Building off of the momentum from the VISTA grants and in the hopes of creating a long-term, permanent infrastructure and resource center, a Service-Learning Task Force, composed of faculty, staff, and VISTA members, was developed in 2006 and is chaired by the Vice President of Mission and Heritage. Its goal is to establish a formal academic service-learning program at SNC and to support faculty efforts toward civic engagement with their students.

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[24] The Service Learning web page (http://www.snc.edu/lsi/programs/servicelearning.html) answers the question "What is Service Learning?" and contains service learning ideas by discipline, frequently asked questions, questions to consider when developing a service learning course, and a checklist for service learning.

Examples of Past Service-Learning Courses and Instructors

Examples of recent courses that fall along the continuum between volunteerism/community service and service-learning; the dates and titles of the courses are listed if known. [25] Please contact us if you have information to add to this list.

- AMER/ENGL 319 Literature of Service (Spring 2007) – Dr. Deirdre Egan's students learn concepts of American culture through the dual lenses of literary texts and community-based learning.

- BA242 (Fall 2003) – Dr. Kathy Molnar's students created web pages for local businesses: Kerkoff Interior Design, Transpro Contract Carrier, SNC Society for Human Resource Management, SNC Football database, etc.

- BUAD 337 Behavior in Organizations (Spring 2008) – Dr. Jason Senjem's students learn about group behavior by working in small groups to research, plan and manage a fundraising project for a non-profit of their choice.

- BUAD 445 Systems Project – Dr. Kathy Molnar's students learned about computer systems by creating De Pere Building Permits and the Community Center's interactive web page, SNC Faculty Nominations and Voting programs and a Database for the Pulaski Community Middle School Parent Network.

- BUAD 468/9 IBLAS Senior Seminar (annually since 1978) – Dr. Joy Pahl's students learn international business skills by operating Discoveries International, a non-profit store.

- EDUC 272 A Multicultural Approach to Early Education Curricular Issues and Instructional Methods (1999) – Dr. Bola Delano's students learned about multicultural issues that emerge in schooling and society by visiting and working with the Harambe School in Milwaukee.

- GENS 408 Social Inequalities: Race and Minority Relations (ongoing) – Dr. Bola Delano's students learn about prejudice and discrimination in the past and present experiences of minority groups by working directly with people experiencing inequality in the Green Bay area, assessing the needs of the people they work with, and developing a presentation that integrates what they learned with what research shows.

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[25] This list does not include fieldwork/clinical placement or internship courses.

- IDIS 363 Poverty and Social Justice (J-term 2007) – Dr. Sally Ann Brickner's students learned concepts of poverty and its relationship to social justice through 20 hours of direct service to people experiencing poverty in Green Bay and other cities across the country

- LS400 Leadership Studies Capstone – Many different faculty have used community sites where students apply their leadership skills and knowledge by teaching area youth to lead. Shelly Mumma's class has proposed working with Green Bay's Multicultural Achievement Committee Scholars to provide a leadership development conference for 50 youth.
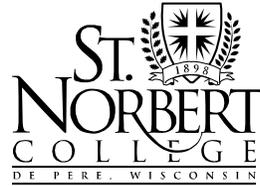
Service-Learning Ideas by Discipline

Accounting:

- Assist low-income families in preparing their tax forms (the Salvation Army has a tax assistance program).
- Create a finance organization system for a non-profit agency or group.
- Assist in 501C3 status designation.

Adaptive Education:

- Participate in the Wisconsin Early Autism Project (Visit www.wiautism.com/ for more information), working regularly with an autistic child.
- Serve as a sign language translator for a deaf student in an elementary school classroom.

American Studies:

- Have students volunteer at community agencies centered around some key causes in American society today: homelessness, healthcare, education and the achievement gap for minority students, etc.
- Study the history and root causes of social problems in America and make a presentation to community groups.
- Discuss the idea of community in America, including visions of community, the evolution of community, and civic engagement. Serve at an agency that promotes community involvement, such as a neighborhood resource center.

Art:

- Empty Bowls project painting bowls and then selling them full of soup at a hunger awareness event, then donating profits to a hunger-related charity (see http://www.emptybowls.net/ for more information)
- Mural painting in elementary school-look for grants to cover cost of paints/supplies.
- Work with an after-school program for low-income students, teaching a simple lesson on art history and/or completing an art project (i.e. Connecticut College, New London, CT).
- Graphic design/marketing campaign for non-profit agency.
- Service Project using recycled art as medium (combine with Environmental Studies course, could potentially display finish pieces in the galleries on campus).
- Have students use a service experience as artistic inspiration. Students volunteer, then create a piece that reflects on their service experience.
- Photography students capture images that display their perceptions of community. The

photographs are then displayed in a community center and/or gallery.
- Artist in residence program.

Biology:

- Work with local high schools to present workshops on the pathology of HIV/AIDS and sexually transmitted diseases.
- Assist a nature preserve in identifying plant species; help remove invasive plant species.

Business Administration:

- Work with the Junior Achievement Program to give students an overview of the free enterprise system and basic principles of business and economics. Lessons range in difficulty, as students can be placed in elementary, middle, and high school classrooms.
- Present workshops for low-income participants at a local neighborhood resource. Topics might include budgeting and financial management, wise investing, tax preparation, etc.
- Design and implement a marketing plan for a non-profit community agency.
- Students prepare business plans for small profit-making businesses and non-profit agencies. Students could also consult with agencies that have existing business plans and generate ideas on how financial plans could be improved (both are course descriptions from the Yale University School of Business).
- Students may write up a business plan or marketing strategy to assist high school students in art/shop classes sell their works. Monies would go into scholarships for which the high students may later apply.

Chemistry:

- Students go door to door distributing brochures about the dangers of lead-based paint in older homes, then ask for the homeowner's permission to take a paint sample. Later, the paint samples are analyzed in a laboratory for the presence of lead. The information is then distributed to the homeowners and government officials (service learning course at the University of Utah. See www.compact.org/syllabi/syllabus.php?viewsyllabus=388 for more information).
- Students in a basic chemistry course present a chemistry-related topic to elementary school students, working in teams of six and visiting the classroom three times during the semester (service learning course at Colorado State University. See www.compact.org/syllabi/syllabus.php?viewsyllabus=605 for more information).

Communications, Media, and Theatre:

- Conduct a communications training session with a non-profit agency. Students seek out an agency, assess their needs, then develop a 1-2 hour training session for agency staff that will help them to communicate more effectively with agency clients (service learning course at Humboldt State University. See www.compact.org/syllabi/syllabus.php?viewsyllabus=650 for more information).
- Conduct media literacy workshops for students in local elementary schools (service

learning course at California State University, Monterey Bay. See
www.compact.org/syllabi/syllabus.php?viewsyllabus=595 for more information).

- Conduct workshops on interpersonal communication and effective conflict resolution for students in an elementary school or after school program.
- Develop theatre workshops that encourage participants to use theatre as a means of dealing with their emotions.
- Allow students in technical theatre courses to receive credit for volunteering with a community theatre company.
- Develop a Theatre of Diversity course in which students studies plays which deal with issues of diversity, then develop their own skits and present them to students in local elementary schools
- Organizational communication: Evaluate and help with committee functions and set-up

Computer Science/Computer Information Systems:

- Assist a non-profit agency in developing a website to inform both its clients and the general public of its purpose and activities.
- Design a computer program to assist students in matching interests and skills to find appropriate volunteer placement sites within the community.
- Assist LSI staff in developing and maintaining a service learning resource website.
- Volunteer database set-up.

Economics:

- Analyze statistics and finances gathered by a non-profit community organization.
- Students in a Labor Economics course work with a community agency that helps he unemployed find jobs that fit their needs (service learning course at Calvin College, see www.compact.org/syllabi/syllabus.php?viewsyllabus=405 for more information).
- Conduct a workshop in a low-income elementary school teaching its students about free enterprise and financial management.

Education:

- Work with a program tutoring low-income elementary school students on a weekly basis.
- Develop and implement a strategy for teaching reading to adults at a community center or neighborhood resource center.
- Volunteer at a daycare center for low-income children, assisting teachers and developing appropriate activities.
- Address a community need by developing a program for children and families that speaks to a particular community interest.
- The Grancare Nursing Home's Nursery Hour brings together preschool students with elderly residents for activities and shared learning .

English:

- Pen pal program with elementary school students.

- Writing letters to government officials lobbying them to support a specific issue within the community.
- Creative writing course writing/publishing books to donate to local elementary school students.
- Partnering with middle school classroom to teach about journal writing.
- Literature of Service course examining themes of social justice through the written word.
- Learning the practice of documentary writing by volunteering at any community agency, then writing a documentary piece. Students should first study the work of documentary writers, possibly including Let us Now Praise Famous Men by James Agee Doctor Stories by William Carlos Williams, and Tell Me a Riddle by Tillie Olsen.

English as a Second Language/International Education:

- Allow students to volunteer in the community to foster interaction with native English speakers
- Environmental Science/Environmental Policy.
- Document and publicize local businesses who are violating environmental quality regulations.
- Research alternative energy sources and create a plan which the college can adopt to create a more environmentally friendly campus.
- Make a presentation in local elementary schools teaching children strategies to protect the environment.
- Collaborate with the art department on creating art using recycled materials.
- Create and distribute educational pamphlets to distribute to the public, teaching homeowners to install low-flow showerheads, compost, plant trees, recycle, etc.

Geography:

- Work with an elementary school to create a geocache program, in which students use a global positioning system. Place educational prizes within the cache (See www.geocaching.com for more information).
- Create a map of Green Bay/De Pere based on average income. Disseminate the map to local government officials and assistance agencies with a view toward creating a more even wealth distribution.

Geology:

- Prepare a workshop to teach k-12 students about the geology of Northeastern Wisconsin.
- Analyze Northeastern Wisconsin's water table to determine the resources and needs the area possesses.
- Analyze 100 year flood maps to assist potential homeowners in selecting a location for their home away from the flood plain (service learning course at Bates College, see www.compact.org/syllabi/syllabus.php?viewsyllabus=594 for more information).

History:

- Study the history of homelessness in the Green Bay/De Pere communities and disseminate findings to local homeless shelters.
- Develop a course on the history of philanthropy/social justice movements and have students serve at organizations that have been key in the areas, such as the YMCA and the Salvation Army.
- Develop a partnership with Heritage Hill State Historical Park in which history students, working in conjunction with park staff, develop living history programs and workshops for local elementary school students.
- Research the history of the De Pere community, interviewing elderly citizens and local historians, and present your findings to students in the k-12 school district.
- Volunteer at an agency that assists war veterans (service learning course at Rutgers University, see www.compact.org/syllabi/syllabus.php?viewsyllabus=500 for more information).
- De Pere Historical Society and De Pere Chamber of Commerce/Main Street

Humanities and Fine Arts:

- Research a particular artist/piece of art or composer/musical piece and present findings to students in an after-school program or k-12 school.
- Assist the community in understanding human expression through the fine arts by presenting a workshop at a local community center.

International Business and Language Area Studies:

- Assist foreign language speakers in preparing tax forms.
- Conduct a presentation on financial management for foreign language speakers.
- Assist in the operation of Discoveries International (current, ongoing service learning project).

International Studies:

- Complete a fundraising project for an international organization, such as the Zambia project or FUVIRESE, and learn the mission and functions of the organization.
- Work with international students, offering camaraderie cultural exchanges.

Leadership:

- Present a leadership workshop, offering information on leadership theory and practice, to students in an after school program for at-risk youth, then work with the students to implement a service project.
- Organize a voter education drive, display leadership in encouraging fellow students to vote.
- Plan and implement a national service event at St. Norbert College (past events have

included Turn Off the TWeek and National and Global Youth Service Day).

Mathematics:

- Assist a non-profit organization in developing and conducting a survey, based on the needs of that organization. Analyze the data collected from the survey and report back to the organization (service learning course at Union County College, see www.compact.org/syllabi/syllabus.php?viewsyllabus=580 for more information).
- Work with the America Counts program to tutor low-income children in mathematics.
- Develop a mathematics workshop, making math fun for students in a low-income elementary school.

Military Science:

- Teach elementary school students about the importance of respect for the American flag.
- Create an event or goods drive to raise funds and/or goods to support American troops overseas.
- Collaborate with the art department to create greeting cards to send to American troops overseas.

Modern Foreign Languages:

- Language education students spend several hours per week tutoring in a local elementary school.
- Students in an international business and language area studies course make a presentation (in their studied language) to community members on financial management and budgeting.
- Foreign Language students translate documents for the local school district so that community members who speak an alternate language are able to better communicate with the district and its teachers, and fully participate in their children's education.
- Students work with the local chapter of the Salvation Army translating vital tax information for clients who speak a foreign language.
- Spanish students could write opinion editorials to the local Hispanic newspaper, El Hispano, detailing a specific issue faced by the Green Bay Hispanic community.
- Present a specific aspect of language or culture to residents in a local nursing home.
- Students on a service learning trip conduct surveys of residents living on the Texas-Mexico border to gauge interest in participating on a co-op to life residents out of poverty (see Sr. Sally Ann Brickner for more information).

Music:

- Conduct music and theatre workshops with local elementary schools.
- Music program for underprivileged students, then using them as a children's chorus in that year's musical.
- Students teach piano lessons to at-risk students (service learning course at the University of Utah, see www.compact.org/syllabi/syllabus.php?viewsyllabus=483 for more

information).

- Students in an Opera workshop course develop and rehearse an opera, then take their opera on tour to several local schools. (service learning course at Southwest Missouri State University, see www.compact.org/syllabi/syllabus.php?viewsyllabus=706 for more information).

Natural Sciences:

- Students lead small groups of students in a low-income elementary school in fun, educational, and engaging science-related activities. Past examples have included making and shooting off rockets, designing and flying paper airplanes, designing Lego "Mars rovers," etc. (service learning course at Arizona State University, see universitycollege.asu.edu/servicelearning/descriptions.php?cd=phs402 for more information).
- Work with the Einstein Project to promote science education in elementary school classrooms (see www.einsteinproject.org/ for more information).

Peace and Justice:

- Work with a grassroots organization to protest or support a particular social justice cause.
- Lobby local, state, and national government to support a particular cause. Send letters, make phone calls, etc.
- Volunteer at a social-justice related organization.

Philippines Studies:

- Give presentations on Philippine culture to students in an elementary school or residents of a local nursing home.
- Study and document the presence of people of Philippine descent in Green Bay, then work to meet a particular need of people within that community.

Philosophy:

- Students put theory into practice by doing service that demonstrates an awareness of such causes as cultural diversity, social reform, and community esteem (service learning course at Brevard Community College, see http://www.fiu.edu/~time4chg/Library/ideas.html for more information).
- Students in a philosophy of human rights course could work with a human rights organization, such as Oxfam or the American Civil Liberties Union.

Physical Education:

- Conduct healthy eating and exercise clinics for students in a local elementary school.
- Develop a sports league for students in low-income elementary schools, stressing the importance of teamwork.

- Conduct sports clinics in a variety of sports.

Physics:

- Present workshops on physics basics to students in a local elementary school.
- Students in a nuclear physics class study the science of nuclear weapons, then lobby the government for stricter laws regulating weapons testing.
- Study alternative energy sources and provide a report to the college with recommendations on the best way the college can conserve energy.

Political Science:

- Work with a local government official to make your voice heard on a specific community concern.
- Develop a workshop on government structure for local elementary schools, focusing specifically on the importance of civic engagement.
- Develop a mock senate for elementary school students, carefully explaining governmental structure
- At election time, form a non-partisan watchdog group that provides readily accessible and easily understandable information on candidates so that voters can make informed decisions.
- Conduct a voter registration drive on campus.
- Volunteer two hours per week at a local non-profit agency or government aid agency.
- Educate high school seniors about the importance of voting and assist them in the voter registration process.

Psychology:

- Volunteer at a hospital for the mentally ill.
- Work to apply social psychological principles to promote positive behavioral changes, such as a change in recycling habits.
- Students apply class principles to work at a hotline for victims of sexual assault.
- Develop a pretest/posttest evaluating the effect the dissemination of drug prevention literature has on actual drug use within a community. (Service learning course at Miami Dade College, see www.compact.org/syllabi/syllabus.php?viewsyllabus=626 for more information).
- Volunteer with an agency that provides therapy to children with autism or other developmental disabilities.

Religious Studies:

- Assist with ministry at a local parish.
- In the Christian tradition, serve at any organization which cares for people in need.
- Develop a religious studies/Sunday school curriculum for children who come from low-income homes.

Sociology:

- Volunteer at any non-profit organization that places an emphasis on human services.
- Come to an understanding of the workings of the community by volunteering with a citizen group or neighborhood resource center.
- Students in a Society, Sex, and Marriage course could volunteer at an organization that provides mediation and support for families in crisis.
- Develop a program to teach elementary school students about gang prevention in their school.

Women's and Gender Studies:

- Volunteer with the YMCA Girl's Night Out program, which provides support and teaches positive developmental skills to adolescent girls.
- Assist in leading a Girl Scout Troop.
- Volunteer at a shelter for pregnant and parenting teenaged girls, such as Marion House and House of Hope.
- Develop a curriculum to teach middle school and high school students about breaking down gender stereotypes.

Appendix D

Center for Community
Service and Learning

ST. NORBERT
COLLEGE
DE PERE, WISCONSIN

Sample Syllabi[26]

The following sample syllabi may be useful when creating a syllabus for a service-learning course. Please refer to the Academic Service-Learning Handbook on p. 21 or the CCSL for assistance with creating a syllabus. Other sample syllabi can be found on the Campus Compact website at http://www.compact.org/syllabi/

Sample 1: Biology Course

BIOLOGICAL ENGINEERING 400

Instructor:
Dr. Joan H. Smith

Course Description:
This course is a service-learning course and a biology intensive course. The impact of biological systems on engineering, including problem-solving and engineering design will be explored. Laboratory demonstration in relation to engineering analysis will occur throughout the semester. The study of engineering units, report writing, and oral presentation will be emphasized.

Academic Learning Objectives:
1. Define and discuss biological engineering
2. Develop an enhanced appreciation of your own learning processes.
3. Understand the area of biological engineering you want to study further.

Civic Learning Objectives:
1. Effectively communicate with your community partner and classmates in order to apply techniques for working together, which in turn result in conflict resolution and success.
2. Understand the importance of service-learning, and how it impacts your success as an engineering student.
3. Understand how service-learning can increase your strengths by providing you with a hands-on learning experience in your community.

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[26] Modeled after sample syllabi from *Gelmon, S. et al. (2001).* Assessing service learning and civic engagement. *Providence, RI: Campus Compact.*

Course Approach:
This is a service-learning course. By completing your assigned service-learning project, you will in turn accomplish all of the learning objectives in this course. Your service-learning project will focus on Biological Engineering and address a community need, which represents a mutual exchange of service, information, and knowledge. During this semester, you will be working in groups of 4 to 5 students. You will be designing an exercise play area for children in your community, which will be constructed in the future.

Timeline for Course:

Module 1: Weeks 1 to 4
- Learn about engineering design methods
- Learn about children's exercise play areas
- Meet group members and create group "ground rules"
- Gather information about your community partner
- Meet your community partner and complete a site visit

Module 2: Weeks 5 to 8
- Continue to gather information on your project and on community partner needs
- Complete a second site visit
- Meet professional designers
- Create designs to be checked by professor

Module 3: Weeks 9 to 13
- With input from professor, community partner, and professional designers, create the final design.

Module 4: Weeks 14 to 15
- Presentation of final design
- Professor and community partners streamline all of the designs into one that addresses the needs of the children.

Community Partner:
Your community partner is Evergreen Community Center for Children. This center services children who are in grades K-12. This community center services a diverse population of children, including those with special needs.

Portfolio (80% of final grade):
Your portfolio will contain a collection of the work that you complete over the duration of this semester. This documentation will assist you in developing an understanding of yourself, your community, and your future profession.

Your portfolio will contain the following:

1. A personal web page which will developed throughout the semester.
2. A journal which will contain your writing assignments.
3. All homework assignments
4. Reflection narratives of your experience
5. The final design of your group's exercise play area, as well as drafts of the final design

Exams (20% of final grade):
A mid-term and final exam will be given. Exams will consist of multiple choice and essay questions.

SPANISH EXPLORATION 300
Instructor:
Dr. Joan H. Smith
Course Description:
This is a service-learning course which has been designed for Spanish majors and minors. During this course, you will be immersed within the Latin American community. You will be able to interact with others in the community which will result in an improved understanding of the language and the culture. Community partners in the Latin American Community, the professor, and the students will be involved in constructing this course.

Learning Objectives:
1. Students will possess the ability to communicate what they have learned about service-learning in the Latin American Community.
2. Readings, in-services, speakers, and reflections will allow students to analyze how they can help others.
3. Experiences will provide students with an opportunity to examine their own lives and interactions.

Timeline for the Course:
Module 1: Weeks 1 to 2
- Students will learn about the community partner they will be working with. They will learn about the services that they will be providing.

Module 2: Weeks 3 to 15
- They will work in teams. Students will go to the community center twice per week. Students will perform the following services:
    - Assist people with making appointments, locating available services, or finding information about services.

- o Translate brochures related to health care and social services.
- o Interpret for people if no interpreter is available.
- o Work with individuals or their families to assist with their English. This will involve tutoring and teaching in small classes.
- o Teach community members basic survival skills, such as how to ride a bus or use library facilities.
- o Assist with grocery or other shopping lists.
- o Assist with the organization of clothing, toy, and food donations as needed.

Community Partner:
Students will be completing their service-learning experience at the Lakeside Latin American Community Center. They will work with adults and their families.

Reflection Journal (80% of final grade)
Students will be expected to complete two journal entries per week. Students are to reference literature presented in the course, in addition to literature that they locate on their own. Reflection exercises will be assigned one week prior to due date, and assignments will be based on the needs and experiences of students. All reflections should be 2 pages long, double-spaced, and in 12 point font.

Final Reflection Paper (20% of final grade)
The final reflection paper will be a culmination of entries in the reflection journal. Students should discuss how the service-learning experience compared to their expectation of the course, discuss how their thinking has changed as a result of their experiences, and how this service-learning experience has impacted their Spanish proficiency. Students should cite assigned literature when appropriate. The final reflection paper should be 8 to 10 pages long, double-spaced, and in 12 point font.

Appendix E

Glossary of Service-Learning Terms

The following terms have been derived from the Academic Service-Learning Faculty Handbook.

Service-Learning: A form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development (p. 6)

Academic Service-Learning (ASL): A pedagogical method that enhances the curriculum by integrating academic and civic learning with authentic community service (p. 6)

Co-Curricular Service-Learning (CoSL): Concerned with raising students' consciousness and familiarity with issues related to various communities. An example would be an alternative Spring Breaks program (p. 7)

Ex Corde Ecclesiae: Meaning "From the Heart of the Church", where our tradition of Catholic Social Teaching is clearly stated. This statement is as follows on p. 9: "The Christian spirit of service to others for the *promotion of social justice* is of particular importance for each Catholic University, to be shared by its teachers and developed in its students… In its service to society, a Catholic University will *relate especially to the academic, cultural and scientific world* of the region in which it is located" (ital. in original)

Civic Learning Objective: Reflects learning opportunities offered by community service experiences through service-learning, as a result of the community being added as a learning context. Should be deliberately planned, along with academic learning objectives (p. 11)

Howard's (1998) Model of "Transforming the Classroom": Four-stage model which begins with the traditional classroom in which students are passive, teachers are directive, and all conform to the learned rules of the classroom. In the second stage, the instructor begins to re-socialize toward a more facilitative role; but the students, socialized for many years to be passive learners, are slow to change to a more active mode. In the third stage, with the perseverance of the instructor, the students begin to develop and acquire the skills and propensities to be active in the classroom. Frequently, during this phase, faculty will become concerned that the learning is not as rich and rigorous as when they are using the more popular lecture format, and may regress to a more directive posture. Over time homeostasis is established, and the instructor and the students achieve an environment in which mixed pedagogical methods lead to students who are

active learners, instructors fluent in multiple teaching methods, and strong academic and civic learning outcomes (p. 14)

There are four common service-learning course models from which faculty members can choose:

Placement Model: Students are placed at or choose a community agency and work with client(s) regularly for the duration of the course. The service provided by the students is a learning tool. Students gain access to populations or issues related to their courses and, in turn, provide needed assistance to the community. Students may be placed at the same site or multiple, depending on the course structure (p. 19)

Presentation Model: Students work in small groups to create presentations from material they are learning in the course and present to local community agencies and/or members that may benefit from their information. Faculty may require students to present in class before going into the community. Typically, presentations are youth-centered and include topics such as nutrition, exercise, college/career exploration, etc. Presentations could also be used to raise awareness about various issues such as the environment, politics, diversity, etc. (p. 19)

Product Model: Students utilize knowledge gained from the class to create a tangible result such as brochures or other written materials, a video, advertisement, website, etc. The product is then given to a community agency for a specific purpose. Students can work in small groups to develop products for multiple agencies or the class as a whole can create a product for one agency (p. 20)

Project Model: Students collaborate with community agencies to devise and implement a project that incorporates course materials and meets a community-identified need (p. 20)

Co-educator: The educational role that the community organization should play in a service-learning course. This role should be clearly described within the syllabus (p. 22)

Critical Reflection: Provides students with the opportunity to examine and question their beliefs, opinions, and values. It involves observation, asking questions, and putting facts, ideas, and experiences together to derive new meaning (p. 24)

The ORID Model: The ORID model provides a progression of question types designed to move students from reflecting on the concrete experience to analytical and subjective reasoning. It may be used to create journal or discussion questions and to guide assignments and activity types. The progression may be completed within one assignment and/or over the whole semester (p.25)

- **Objective**: Begin with questions related to the concrete experience. What did students do, observe, read, and hear? Who was involved? What was said? What happened as a result of their work?
- **Reflective**: Next introduce questions that address the affective experience. How did the experience feel? What did it remind students of? How did their apprehension change or their confidence grow? Did they feel successful, effective, and knowledgeable?

- **Interpretive**: Ask questions that explore the cognitive experience. What did the experience make them think? How did it change their thinking? What did they learn? What worked? How does the experience connect with classroom learning?
- **Decisional**: Finally, students are prepared to incorporate their experience into a new paradigm. They may have a shift in knowledge, awareness, or understanding that affects how they see things and, ultimately, how they will act. What will they do differently next time? What decisions or opinions have they formed? How will the experience affect their career path, their personal life choices, or their use of new information, skills or technology?

Electronic Forums: Electronic discussion on service-learning and course topics using a listserv, discussion board, or blog by which students contribute to. Students may respond to questions posed by the instructor, to points raised by other students, or to readings posted on the site. They may also prepare websites that document and reflect on their work.

Engaging the Community: In order to *engage* the community organization(s) where your students are learning, you may want to consider incorporating the following examples into your class activities:
- Invite community partners to participate in class reflection or to suggest topics
- Ask partners to share in the teaching role by reflecting informally with service-learners on the site when the opportunity arises
- Invite community partners into the classroom during the course to reflect on ongoing projects
- Invite community partners into the classroom at the end of the course to reflect on the events of the semester
- Meet with community partners after the semester is complete to reflect and discuss the service-learning partnership experience