Iowa Western Community College

LEARNING INITIATIVES CENTER
SERVICE-LEARNING FACULTY HANDBOOK

"No doubt that a small group of thoughtful, committed, caring citizens can change the world. Indeed it is the only thing that ever has."

-Margaret Mead-

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Please turn in Faculty Service-Learning Project Information Form to Learning Initiatives Center
(Clark Hall 000-8)

PREFACE

Since you are reading this, you probably have an interest in service-learning. Perhaps you are presently a volunteer in your community or had a fulfilling experience with activism as a college student. Maybe you have been incorporating community service in your teaching and are looking for some new ideas. Possibly you are searching for a new approach to bring more life to the classroom or just recharge your batteries. Whatever the motive, the proven pedagogical strategy of service-learning may be for you.

Service-learning is an effective teaching strategy which is now being widely utilized in higher education. Its effectiveness has been demonstrated by research and reports of faculty at this college and across the country. The strategy is endorsed by the
American Association of University Professors, The American Association of Community Colleges, College Campus Compact, and many other learned societies and professional organizations.

Service-learning is not for everyone. It is not intended to be the "new curriculum" which must be adopted by all "truly concerned and committed teachers." Hopefully, it will not be the latest in a series of fads promising to finally educate our students. It is just one powerful and proven teaching strategy which can enrich student learning, enhance your teaching, and revitalize the community. Our hope is that more of our students, faculty members, and neighbors can experience the revitalization and transformation that comes with service-learning.

This handbook is designed to provide you with the basics for integrating service-learning into your teaching. Reading this should give you a good understanding of what service-learning is and provide specific guidelines on how to utilize the strategy in your classes. This handbook is a work in progress, and I invite any suggestions for additions or improvements.
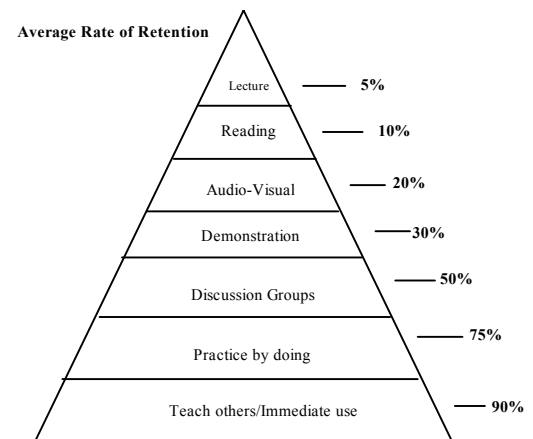
WHAT IS SERVICE LEARNING?

Service-learning is the process of integrating volunteer community service combined with active guided reflection into the curriculum to enhance and enrich student learning of course material.

It builds on a tradition of activism and volunteerism which was popular in the sixties but which greatly subsided during the seventies and eighties. The tradition of volunteer service saw a rebirth in the late eighties as cultural, educational, and civic leaders challenged higher education to fulfill its historic mission to promote civic responsibility. Many colleges accepted this challenge and created a support network (Campus Compact) to develop and promote service-learning as a pedagogical strategy. Service-learning is now a national movement and is utilized in the majority of colleges and universities in the United States.

The philosophical antecedent and academic parent of service-learning is experiential learning. As in all types of experiential learning such as cooperative education, internships, and field placements, service-learning directly engages the learner in the phenomena being studied with the hope that richer learning will result. The critical difference and distinguishing characteristic of service-learning is its twofold emphasis on both enriching student learning and revitalizing the community.

Average Rate of Retention

Lecture	5%
Reading	10%
Audio-Visual	20%
Demonstration	30%
Discussion Groups	50%
Practice by doing	75%
Teach others/Immediate use	90%

Source:
National Training Laboratory, Bethel, MA

To accomplish this, effective service-learning initiatives involve students in course-relevant activities which address the real human, safety, educational, and environmental needs of the community. Students' course materials such as texts, lectures, discussions, and reflection inform their service, and the service experience is brought back to the classroom to inform the academic dialogue and the quest for knowledge. This reciprocal process is based on the logical continuity between experience and knowledge.
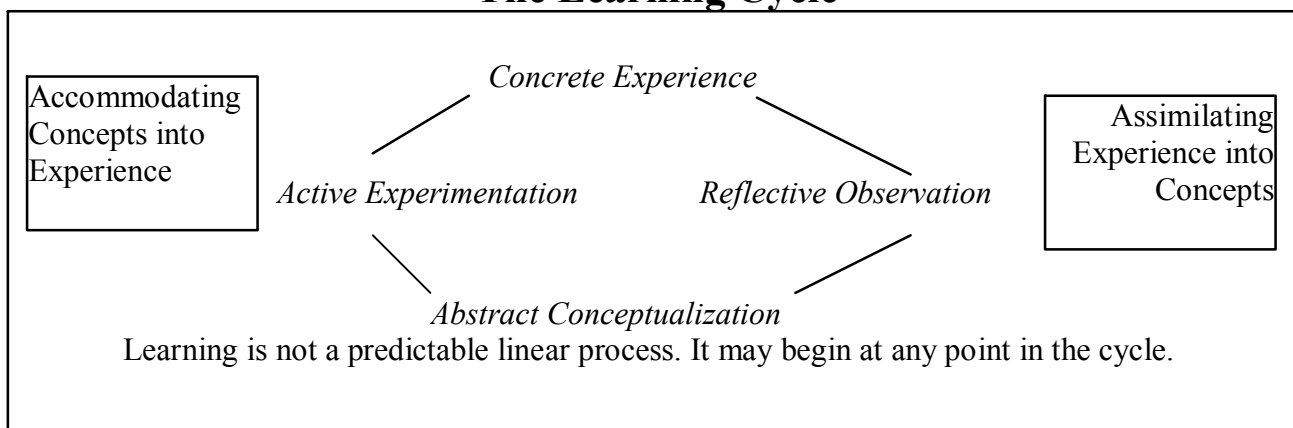
The pedagogy of service-learning represents a substantial change from the traditional lecture driven, content based, and faculty centered curriculum. Despite the fact that research has shown

that we remember only 10% of what we hear, 15% of what we see, and a mere 20% of what we see and hear, these remain the basic sense modalities stimulated in most educational experiences. Service-learning strategies recognize that we retain 60% of what we do, 80% of what we do with active guided reflection, and 90% of what we teach or give to others. It views education as a process of living, not a preparation for life. It also rejects the notion that students are empty vessels waiting to be filled. In a culture characterized by information overload, effective teaching must encourage information processing as well as accumulation. In a complex society, it is almost impossible to determine what information will be necessary to solve particular problems. All too often, the content students learn in class is obsolete by the time they finished their degree. With this in mind, it seems much more important to "light the fire than to fill the bucket."

Service-learning does this by providing students with real-life, meaningful experiences which by their very nature force critical thinking. In service, students encounter events which conflict with their assumptions. They deal with issues or incidents, which challenge their competency or understanding. These experiences create perplexity or dissonance, which is often the beginning of learning. In service-learning courses, real life comes tumbling into the classroom as students' service experiences provide the content for purposeful dialogue leading to real understanding of academic concepts. Unlike most pedagogies, which are deductive, relying on presenting theory and then encouraging application to specifics, service-learning is more inductive, using experience provided by students to lead to conceptual or theoretical understanding.

Service-learning is best understood in the context a continuous learning cycle where meaning is created through concrete experience, reflection or assimilation, abstract conceptualization or theory building, and active experimentation or problem solving.

The Learning Cycle

Accommodating Concepts into Experience

Concrete Experience

Assimilating Experience into Concepts

Active Experimentation   *Reflective Observation*

Abstract Conceptualization
Learning is not a predictable linear process. It may begin at any point in the cycle.

Students may have to apply their limited knowledge in a service situation before consciously setting out to gain or comprehend a body of facts related to that situation. The discomfort experienced from the lack of knowledge may encourage further accumulation of facts or the development or changing of a personal theory for future application. To assure that this kind of learning takes place however, skilled guidance in reflection on the experience must occur. This facilitation of reflection is the critical responsibility of the service-learning teacher.

Based on the belief that learning is the constant restructuring of experience, service-learning exemplifies the continuity that exists between experience and knowledge. By providing students the opportunity to have a concrete experience and then assisting them in the intellectual processing of this experience, service-learning not only takes advantage of the natural learning cycle, but also allows students to provide a meaningful contribution to the community. This twofold emphasis on both learning and civic responsibility is the overall objective of the strategy, and our success in meeting this objective leads to the fulfillment of the general mission of higher education.

PRINCIPLES OF GOOD PRACTICE
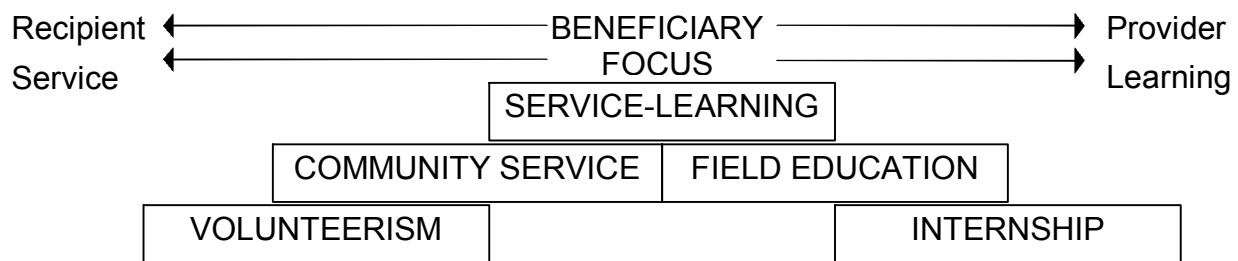# IN COMBINING SERVICE-AND-LEARNING

1. An effective program engages people in responsible and challenging actions for the common good.

2. An effect program provides structured opportunities for people to reflect critically on their service experience.

3. An effective program articulates clear service and learning goals for everyone involved. From the outset of the project, participants and service recipients alike must have a clear sense of: (1) what is to be accomplished and (2) what is to be learned.

4. An effective program allows for those with needs to define those needs.

5. An effective program clarifies the responsibilities of each person and organization involved.

6. An effective program matches service providers and service needs through a process that recognizes changing circumstances.

7. An effective program expects genuine, active, and sustained organizational commitment.

8. An effective program includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.

9. An effective program insures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.

10. An effective program is committed to program participation by and with diverse populations.

* from the Wingspread Special Report (1989)

SERVICE LEARNING - vs. - VOLUNTEERISM:
A DEFINITION OF SERVICE-LEARNING

S service Learning programs are distinguished from other approaches to experiential learning in that they are intended to benefit the provider and the recipient of the service. They also involve an equal focus on both the service being provided and the learning that is occurring. There is a deliberate and explicit connection made between service and learning experiences with conscious and thoughtful preparation for, and reflection of, the experience.

| Recipient ←─────── | BENEFICIARY ─────────→ Provider |
| Service ←───────── | FOCUS ──────────────→ Learning |

	SERVICE-LEARNING	
COMMUNITY SERVICE	FIELD EDUCATION
VOLUNTEERISM		INTERNSHIP

Community Service

Community service is the engagement of students in activities that primarily focus on the service being provided as well as the benefits the service activities have on the recipients (e.g., providing food to the homeless during the holidays). The students receive some benefits by learning more about how their service makes a difference in the lives of the service recipients.

Volunteerism

Volunteerism is the engagement of students in activities where the primary emphasis is on the service being provided and the primary intended beneficiary is clearly the recipient.

Field Education

Field education programs provide students with co-curricular service opportunities that are related, but not fully integrated, with their academic studies. Students perform the service as part of a program that is designed primarily to enhance students' understanding of a field of study, while also providing substantial emphasis on the service being provided.

Internship

Internship programs engage students in service activities primarily for the purpose of providing students with hands-on experiences that enhance their learning or understanding of issues relevant to a particular area of study.

WHY DO IT?

The only justification for any activity in an institution is its effective contribution to the fulfillment of that institution's mission. The historic mission of higher education in this country beginning with the establishment of Harvard to the founding of our own college has been to help individuals responsibly and intelligently achieve satisfaction in their lives and to promote effective citizenship. Our own mission and accompanying goals are consistent with this historic mission.

Service-learning leads to the fulfillment of these goals by effectively and efficiently taking advantage of the reciprocity that exists in the learning partnership between the community and the college. Effective application of the service-learning pedagogy benefits the student, the community, and the faculty practitioner as follows:

BENEFITS TO THE STUDENT

- Service-learning enriches student learning of course material by moving them from the margin of the classroom experience to the center. It "brings books to life and life to books."
- Students come to see the relevance and importance of academic work in their real life experience.
- It enhances students' self-esteem by allowing them to "make a difference" through their active and meaningful contribution to their communities.
- It broadens perspectives and enhances critical thinking skills.
- It improves interpersonal and human relations skills which are increasingly viewed as the most important skills in achieving success in professional and personal spheres.
- It provides guidance and experience for future career choice.

BENEFITS TO THE COMMUNITY

- Service-learning initiatives provide the community with substantial human resources to meet its educational, human, safety, and environmental needs. The talent, energy, and enthusiasm of our college students are applied to meet these ever increasing needs.

- Many students commit to a lifetime of volunteering after this experience, creating a democracy of participation. Service-learning creates a spirit of civic responsibility that replaces the current state of dependence on government programs and altruism by the experts. It results in a renewed sense of community and encourages participative democracy.

- Community agencies gain the opportunity to participate in an educational partnership.

BENEFITS TO THE FACULTY MEMBER

- Service-learning enriches and enlivens teaching.

- It changes our role from the expert on top to the expert on tap, and with that change we enjoy a new relationship with our students and a new understanding of how learning occurs.

- As we connect the community with the curriculum, we become more aware of current societal issues as they relate to our academic areas of interest.

- We identify new areas for research and publication, and thus increase our opportunities for professional recognition and reward

HOW?

Now that you are sufficiently motivated to try service-learning, here are ten simple steps to execute the strategy in your own class. Obviously, this represents only an outline, which you will fill in as you progress through the experience. For assistance at any point, call the Learning Initiatives Center.

⇒ *Ten Steps to Develop and Execute a Service-Learning Strategy*

1.) Consider the courses you teach and determine how community service might be helpful in enriching learning in that discipline. Service-learning can be effectively used in every academic discipline. Some applications require a little more imagination than others, and often the best are not immediately obvious. At this point, don't worry about whether they will work. Just **brainstorm about the application potential to your course.** Think about how your course content connects with the community, and what kinds of volunteer opportunities might be available at that linkage point.

2.) Submit the syllabus for a course to which you would like to add a service-learning component to the **Learning Initiatives Center**. The **LIC** has a formal connection with **Volunteer Council Bluffs** and through this connection, has identified several community agencies that need and want service-learning partnerships with IWCC faculty. We can help you make a connection to an agency. If you already have an agency in mind, provide the agency's name and contact information and the **LIC** can establish the formal connection for you.

3.) With service sites or activities in mind, **consider your goals and motives** in using the application. What are you trying to accomplish for your students, your self, and the community? Review your course objectives to determine those that can be linked to service. Before going further, list two or three specific and measurable service and learning goals and objectives for your initiative. Be clear at this point of your desired destination. "If we don't know where we're going, we're likely to wind up someplace else."

4.) Based upon your motives, goals, and objectives **choose a course service option,** decide how you will incorporate community service into your course. Course service options can range from a one-time special project (Habitat for Humanity, Special Olympics, river clean-up) to a forty + hour volunteer commitment to an agency. You can offer the option as extra-credit, an alternative to a library research paper or other required project, or a requirement for course completion. For those who choose to make service-learning a course requirement, promotion or advertisement of your course and its service component will attract students who are motivated to learn in this way.

5.) You may wish to register for the **Service-Learning Syllabus Construction Workshop and Service-Learning Reflection Activities Workshop**. These workshops will aid you in the completion of your project planning.

6.) On the first day of class, **explain and promote the ideas behind including service-learning in your class.** Explain the twofold benefits to the student and the community. Make your commitment very clear and encourage them to take advantage of the opportunity for both the personal and academic growth that service affords. Make the decision to volunteer easy and provide specifics on the locations, hours, and length of commitment of each service option. Have student handbooks (**provided by LIC**) and handouts available to describe service-learning and opportunities available. For those offering more extensive term-long commitments, be sure to get your students placed in service early. The **Learning Initiatives Center** can conduct the Student Orientation for you if you wish.

7.) Work with students to develop specific service and learning objectives for their volunteer experiences. Students must be guided in their development of these objectives so that they are

clearly linked with the academic objectives of your course. Most students are not skilled in developing objectives and are not familiar with your specific course learning objectives or how to link them to a seemingly non-academic experience. Typically students will develop more affective objectives (improve self-esteem, feel better about the community) or general non-course related objectives (improve the community, learn about hospice care, learn how to build a house). To improve fulfillment of your courses' academic goals, you must help them link the service to specific course objectives. In a business course, students working with Habitat for Humanity might learn about managerial communication, or "just-in-time" supply strategies. For a psychology course, the objective might be understanding the dynamics of group formation or gender roles and functioning in a project.

In some cases you may wish to delay this step until after students have been oriented to their volunteer placements so that they have some idea of what kinds of service they will be doing. In other cases, where you are familiar with the placement, you can have them do this prior to the service. Some faculty prescribe the learning and service objectives for the entire class. Establishing these student learning objectives up-front is a critical step in assuring the effectiveness of the service-learning in enriching student learning of course material. This step requires creativity and focus, but success here will lead to better learning.

8.) Teach students how to harvest the service experience for knowledge. Experiential learning requires that we learn where we are. We can learn a variety of things in many different situations depending on the questions we are asking. Many of our students are not skilled in this practice. With their learning objectives in mind, students must be taught to focus on these objectives and related questions as they participate in the service setting (participant observation). While the math student is working on a Habitat for Humanity project, she thinks about the algebra or geometry used in developing the architectural plans. The business student may listen to workers' communication patterns and draw conclusions about the managerial structure as he helps patients into the pool at the rehabilitation center. The human relations student observes families interacting as she delivers mail to the hospice patients. Because many students lack experience and confidence in learning in nontraditional, non-classroom environments, we must teach them these skills.

While we do want our students prepared and oriented to service, we must be careful not to over prepare them for their service experience. We all enjoy the adventure of discovery, and we can destroy that for our students by telling them exactly what to expect. Then their experience becomes a comparison instead of an adventure. Give them a good overview and set them free.

9.) Link the service experience to your academic course content through deliberate and guided reflection. The practice of reflection is what combines the learning to the service. We cannot assume that learning will automatically result from experience. If it did we'd all be a lot wiser, wouldn't we? Like us, our students may not learn from their experience. They may even learn the wrong thing or reinforce existing prejudices.

Reflection helps prevent this from occurring. Reflection can be in the form of journals, essays, class presentations, analytic papers, artwork, drama, dialogue, or any other expressive act. The key to effectiveness is structure and direction. The nature and type of reflection determines its outcome. An unstructured personal journal or group discussion is a great way to elicit affective disclosure. More specific academic outcomes will result from structuring these exercises with specific curriculum related questions. For example, a biology student might be directed to comment on ecological balance in her journal account of prairie restoration. Written reflection is a productive approach which helps improve basic communication skills at the same time it leads to critical thinking about the academic focus (through questions) you have prescribed. It is the most common and the least intrusive in terms of taking up class time.

A more powerful, and in many ways more effective, approach is the purposeful dialogue or the reflective class session. This dialogue provides an opportunity for students to share experiences and exchange ideas and critical insights about the information being shared. To achieve academic outcomes, the dialogue while spirited and free should be bounded by the learning objectives of the course. The faculty member must serve both as a facilitator to maintain the flow of ideas and a commentator who jumps on the relevant item and develops it into a teachable moment. This is not an easy task, but with practice the rewards are great. When we seem to be losing control, the process can be threatening, but it is often at these critical moments that the real learning occurs. The real advantage of the reflective session over the written forms is its power to develop a sense of community, which is one of the general goals of service-learning. Whatever form of reflection is chosen, it is important to do it early in the experience to assure that

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students understand the process. It should then be followed up regularly to monitor their progress. This type of deliberate and guided reflection is what leads to academic learning, improved service, and personal development. From the description of the learning cycle presented earlier, we know that reflection is the key element in creating meaning. This topic requires more than can be presented here, so you are encouraged to contact the **Learning Initiatives Center** for more information on reflective strategies and techniques or to register to take the **Service-Learning Reflection Activities Workshop**.

10.) Evaluate your service-learning outcomes as you would any other academic product. Remember, students are being graded on the academic product, not their hours of service. Many of us feel uncertain when it comes to evaluating or assessing the outcomes of experiences we did not completely structure or present. By designing flexible measures, however, you can use the same standard used in evaluating any other written or oral presentation: Did the student master the course material? This is the only way to assure academic integrity of the strategy.

You may also wish to utilize formative and summative research techniques to measure your success in achieving your objectives. Formative assessment can be achieved through reading student journals with an eye toward answering your initial questions (Are they learning algebra? Is their writing more alive? Is the service setting appropriate?). Periodic quick surveys can provide specific answers to issues such as student satisfaction with the process, utility of experimental techniques, etc. Summative techniques might be employed to compare learning outcomes for service-learning sections with those from traditionally taught sections. For quantitative research, you could collect data on the number and type of people served by your students and the number of hours provided. Collecting stories and gleaning information related to your objectives is a possible qualitative approach. The opportunities for research in the area of service-learning abound, and any contribution to this body of knowledge will help us improve and expand the application of the strategy.

MODELS FOR SERVICE LEARNING

Individual Placement

The most frequently used model, in which the student is placed as a volunteer in a nonprofit organization. Examples of individual placement are as diverse as the students who have experienced them:

- Student shadows a social worker at a domestic violence intervention program.
- Student helps care for an injured hawk at a wildlife rehabilitation program.
- Student sets up a web page or a LAN for local literacy programs.

Classroom reflection asks students to identify information or theoretical elements from the class that may have been observable or practicable during their placement activities. Reflection also gives students the opportunity to examine issues of social structure, justice and the student's role as a citizen. "No student should serve in a soup kitchen without asking why there are soup kitchens." --Frank Newman.

Service Project

Small groups in a class select their projects, which require them as a group to organize and implement a community project.

- Group creates an outing or party for a group of children or seniors.
- Group collects books for children's program.
- Groups adopt a family for a holiday donation.

Classroom reflection asks students to identify information or theoretical elements from the class that may have been observable or practicable during their project.

One-shots

Students (perhaps as an entire class) participate in a pre-scheduled one-time event, such as "Into the Streets," a neighborhood or park cleanups, a 10K run, or any similar nonprofit, community-related activity.

After the event, classroom reflection asks students to identify information or theoretical elements from the class that may have been observable or practicable during the event. Students are also asked to identify ways in which elements of the experience may have been personally meaningful to them.

WHAT CAN YOU DEVELOP?

Service-Learning has often been called a "messy business." The possibilities for combining the above models and developing new ideas, new sites, and new forms of classroom or community interaction are nearly infinite. As you think through the possibilities, keep in mind:

- Student learning - what aspects of the curriculum will you highlight?
- Student safety issues, liability and risks.
- Opportunities for student growth and leadership development

The Learning Initiatives Center is here to assist you in creating opportunities for your students. We can help you with:

- Contacting community partners that meet the instructor's course objectives
- Providing training and orientation for community partners
- Providing training and orientation for students who participate in service-learning projects
- Providing workshops on course construction
- Providing support framework of other faculty members who are implementing service-learning
- Providing service-learning resources to faculty (web resources, newsletter, list servs, etc...)
- Tracking student activity hours
- Providing vehicle by which community partners evaluate service-learning students placed in their organization
- Providing vehicle by which students evaluate the community partner organizations they are placed with

COMMON FACULTY CONCERNS

1.) Academic Rigor:

Is this another feel-good excuse to water down academic standards?

This is an important and legitimate concern for all who are concerned with quality higher education, and it is the focus of much of the past and current research on service-learning. Unless real academic learning results, service-learning has no place in our college. Academic credit should never be given for service, only for learning.

If applied properly, this pedagogy is actually more rigorous than the traditional teaching strategies. Students are not only required to master the standard text and lecture material, but they must also integrate their service experience into that context. This is a high level skill requiring effective reflection techniques designed to accomplish academic as well as affective outcomes. It is important to emphasize that incorporating service-learning does not change what we teach, but how we teach it. With this change comes a new set of challenges for both the student and the teacher.

2.) Competence in application of the strategy:
Will I be able to apply the strategy successfully?

Trying anything new is a risk, and it challenges our competencies. Most practitioners report a steep learning curve with confidence developing fairly rapidly once the strategy is allowed to work. Relinquishing full control of the classroom is hard for many of us to do, but once we move from being the "sage on the stage to the guide on the side," we find that students can and will play an active role in their learning if given the right structure.

The path to becoming effective in using the service-learning strategy is not always clearly marked. We often find ourselves "making the road by walking." Fortunately, you are not alone on the road. There is considerable literature on the subject, and many people

right here at the College can help you on your way. The guidelines presented in the "How To Do It" section should help you begin the journey. Reading some of the material suggested in the bibliography should also help, as will conversing with some of your colleagues who are currently using the strategy. Attending a few workshops and seminars dealing with service-learning will provide an opportunity for more active exploration of some of the skills and philosophy of the pedagogy. Members of the Learning Initiatives Center and faculty present these workshops. Participating in "Taste of Service" events or attending statewide or national conferences can also deepen your understanding of the strategy and provide an opportunity to meet other involved professionals. Finally, coming to the **Learning Initiatives Center** to discuss ideas and to review course syllabi or relevant critical readings might help you in your skill development.

3.) Students' ability to contribute meaningful service. *How can my students who are taking remedial courses in reading, writing, or math help?*

Many faculty are concerned that their students lack adequate preparation or skill to help others in a meaningful way. Our experience and the research literature suggests that this is not a problem; in fact, several authors cite impressive contributions in a variety of roles made by previously underachieving, marginal students. Obviously we, in concert with the Learning Initiatives Center and community agencies, must use judgment in choosing appropriate placements and establishing levels of responsibility. The agencies must also orient and train our students to perform their specific service. But when it comes to meeting the unsuspected challenges that we worry about, we find that students will generally rise to the occasion. When faced with the challenge of teaching a younger student to read or reading to the blind, students will exert extra effort to be able to succeed at the task because it means something to them and to someone else. This is the very beauty of the strategy -- it motivates students to learn and gain higher levels of competence. They see that more knowledge is tied to higher effectiveness in the real world.
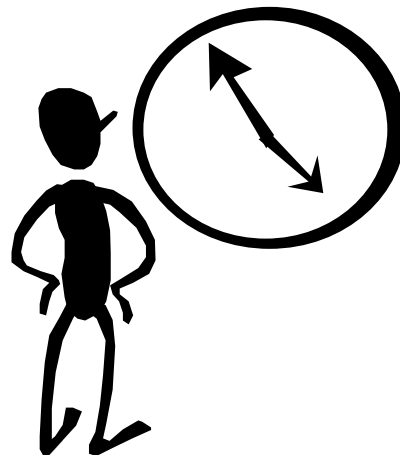
4.) Time Constraints

⇒ **Yours:** *How can I fit something new into an already cramped curriculum?*
Service-Learning is not an add-on to your current course requirements. It does not change
or add to what we teach; it only changes how we teach it. Some of the traditional
classroom content accumulation activity is replaced with more dynamic information
processing activity. Some "seat time" is replaced with action and meaningful involvement
of students in experiential learning.

⇒ **Students**: ***Most of our students work in addition to their school attendance.
How can they fit community service into their already busy schedule?***
Service-learning faculty report that most students are willing and able to volunteer in the
community. In fact, our research reveals that 67% of our participating students said that
the workload in their service-learning course was manageable. Because of the variety of
our volunteer placements, there are opportunities and needs for students twenty-four
hours a day, seven days a week. As faculty, we must be flexible in our hour requirements,
recognizing the demands placed on our students.

SERVICE-LEARNING ACTION PLAN

1. Submit current course syllabus to LIC
2. Faculty Course Objectives matched to agency needs
3. Service-Learning Syllabus Construction
4. Reflection Activity Planning
5. Submit Revised Syllabus and <u>Faculty Information Form</u> (pg. 27-30) to LIC
6. Orient Students (Handbook)-LIC
7. Orient Agency (Handbook)-LIC
8. Track and supervise students-LIC
9. Progress Updates provided to faculty by LIC
10. Mid-Term Student Evaluation-LIC
11. End of Project Evaluation-LIC
12. Student Evaluation of Agency-LIC
13. Celebration/Recognition-LIC

LIC= Learning Initiatives Center (Clark Hall 000-8)

QUESTIONS?

Contact:

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RESOURCES

Iowa Western Community College Service-Learning Syllabi Bank (by Discipline)

Iowa Western Community College Service-Learning Reflection Activities Bank

Iowa Western Community College Service-Learning Program Models

This bibliography is composed of books and articles that can be checked out from the Learning Initiatives Center.

Journals:

Campus Compact Reader: Service Learning and Civic Education. Campus Compact.

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Gottlieb, Karla & Robinson, Gail. *A Practical guide for Integrating Civic Responsibility into the Curriculum*. Community College Press.

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President's Declaration on the Civic Responsibility of Higher Education. Providence: Campus Compact, 2000.

Ritter-Smith, Kathryn & Saltmarsh, John. *When Community Enters the Equation: Enhancing Science, Mathematics, and Engineering Education Through*. Providence: Campus Compact.

The Engaged Department Toolkit. Providence: Campus Compact, 2003.

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LEARNING INITIATIVES CENTER

Faculty,

We would appreciate it if you would submit this form and your current course syllabus to the Learning Initiatives Center. This information is necessary for informing community agencies of possible service-learning partnerships and in building the service-learning program at IWCC. We appreciate your support.

Thank you!

Service-Learning Project Information

Instructor: _____

Course Name: _____ **Course Number:** _____

Credit Hours: _____ **Semester/Year:** _____

Course Fulfills *(check all that apply)***:** ☐**GE** ☐**Major** ☐**Minor** ☐ **Elective**

Service Model:

☐ **Individual Student S-L Projects**   ☐ **Class or Group S-L Project**

Step: 1
Your learning objectives/outcomes for having students do service-learning in this course:

Course Related Objectives/Outcomes:	Service Sites
1.	
2.	
3.	
4.	

Number of service hours necessary to meet the learning objectives/outcomes for your course:＿＿＿＿＿＿＿＿

Which agency(ies) are you working with?

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

Have you had contact with the agency supervisor designated for your students?

Name: ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿   Phone: ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

E-mail:＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿   Fax: ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

Have you visited the agency site?＿＿＿＿＿Have you worked with this agency before?＿＿＿＿＿

If possible, please supply full agency information to the Learning Initiatives Center.

Step: 2
Reflection tools you will use to integrate course concepts with students' service experiences:

In-Class:	Schedule/Frequency:

Out-of-Class:	Schedule/Frequency:

Discussion groups, guided reflection journal, field journal, portfolio, or special project.

Step: 3
How will you evaluate the service component?

Assignments	Percentage of Grade

Assignments would include any special presentations, projects, journals, etc. that contribute to the grade.

Step 4:

How can the Learning Initiatives Center assist you with this course?

- ☐ Provide you with resources or suggestions for integrative activities.
- ☐ Identify service placement sites.
- ☐ Identify projects for your class.
- ☐ Give an in-class presentation on service-learning during the first week of class.
- ☐ Coordinate an orientation or training.
- ☐ Provide consultation for pre-post attitudinal survey of your students.
- ☐ Provide consultation for evaluation and assessment.
- ☐ Provide assistance for end of semester evaluation surveys.
- ☐ Keep you informed of Service-Learning opportunities:

    - ➢ Provide info about Service-Learning conferences.
    - ➢ Provide info about Service-Learning research.
    - ➢ Provide info about Service-Learning grants.

- ☐ Other

Service-Learning Agreements:

- ☐ I will use the forms provided by the Learning Initiatives Center.
- ☐ I will develop my own forms for my class.

Course Journal

"Just because something does not work as you have planned, does not mean it is useless."
-Thomas Alva Edison-

What Worked:

_____

_____

_____

_____

_____

_____

_____

What Did Not Work:

_____

_____

_____

_____

_____

_____