



Center for Community Engagement

## A Faculty Resource Guide to Service Learning



*"This material is based upon work supported by the Corporation for National and Community Service under Learn and Serve Grant No. 03LHCA003. Opinions or points of view expressed in this document are those of the authors and do not necessarily reflect the official position of the Corporation or Learn and Serve America."*

## Table of Contents

Purpose .....	1
Who Are We? .....	2
Components of CSUCI Service Learning Policy .....	4
What is Service Learning? .....	5
What Service Learning is Not .....	5
Potential Benefits of Service Learning .....	6
Frequently Asked Questions .....	7
Core Components of Service Learning Preparation .....	9
Reflection.....	11
Getting Started .....	15
6-8 Weeks Before the Semester Begins: .....	15
During the First Weeks of Semester:.....	15
During the Semester:.....	16
End of Semester:.....	16

## Purpose

The Faculty Guide to Service Learning is designed to be a reference tool for CSUCI Faculty incorporating Service Learning into their course curriculum. The Resource Guide provides you with step-by-step instructions to get you started with the Service Learning process. Resource guide includes

- Services offered by the Center for Community Engagement
- CSUCI's Service Learning mission
- Benefits of Service Learning

The Center for Community Engagement (CCE) will provide as much support as possible. If you have any questions about this guide or the community sites you will be working with, please feel free to contact our office.

**Office Contact Information:**  
Center for Community Engagement  
Lindero Hall, Room 3214  
**Main Line: (805) 437.8851**

Andrea Grove  
Co-Faculty Director

Trudy Milburn  
Co-Faculty Director

Pilar Pacheco  
Assistant Director

## Who Are We?

The CCE provides resources and campus-wide support for Faculty who want to incorporate Service Learning into the course curriculum. Below are resources available to you.

### 1) Community Partner Site Referrals

The CCE maintains a database of community based agencies and organizations, within Ventura County. CCE will:

- Negotiate a Service Learning Contract with Community Partners that will address issues related to Service Learning course requirements and Risk Management / Insurance.
- Conduct a Community Partner placement site assessment and complete a “Site Review Checklist” to ensure that the environment is safe for Service Learning activity.
- Prepare Community Partner profiles for selected partners in advance to assist with informing students of screening requirements of agencies and organizations such as, LIFESCAN and/or TB test.

### 2) Student Orientations

The CCE can provide staff to conduct orientations during class or at other pre-arranged times to introduce students to Service Learning concepts, methods, and purpose.

### 3) Resource Development

The CCE informs interested faculty of service-related funding opportunities. The CCE provides funding for Faculty, Community Partners and students to

- Attend Service Learning /Civic Engagement related conferences
- Develop Service Learning curriculum through Faculty mini-grants
- Conduct community based research in the fields of Service Learning and Civic Engagement

#### 4) Resource Library

The CCE maintains a collection of books, website articles, syllabi, compact discs, and videos pertaining to Service Learning and related topics. Items may be borrowed via campus mail or pick-up. Call or email for availability.

#### 6) Evaluation

The CCE provides evaluation forms for faculty involved in Service Learning in order to assess academic and community impact, improve services and provide strong community placements. Each semester, assessment surveys will be completed online. Faculty will be asked to complete the survey before the end of each semester.

## Mission of the Center for Community Engagement

To foster a learning community that facilitates learning for civic engagement in our local and global communities; and that addresses societal challenges through long term sustainable partnerships.

## Service Learning and the CSUCI Mission

The CSUCI mission statement emphasizes a strong commitment to the community through Service Learning: *“Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and **Service Learning**, and graduates students with multicultural and international perspectives.”*

## CSUCI Service Learning Policy

The following policies will be adhered to at CSUCI for all courses designated as Service Learning , Service Learning Internships or courses with Service Learning components.

All Service Learning Courses must:

- ◆ Serve a genuine community need.
- ◆ Integrate course learning and teaching objectives with the Service Learning activities.
- ◆ Provide activities to engage students in reflection about the service experience and the achievement of learning outcomes.
- ◆ Generate for each student, before service placement, a *Student Learning Plan*, signed by the student, faculty instructor and authorized Community Based Organization (“CBO”) representative, which identifies course goals and risks.
- ◆ Complete feedback forms on the value and effectiveness of the Service Learning experience from the perspective of the student, faculty instructor and CBO.
- ◆ Provide a description of the Service Learning component of the class in the syllabus, stating whether Service Learning is a required component or not and what percentage of the course grade the Service Learning component comprises.

Important note:

A signed *Service Learning Contract* between CSUCI and the CBO must be on file before any students are placed at the CBO.

## What is Service Learning?

The CCE has adapted the definition of Service Learning as stated by the National Commission of Service Learning:

- Service Learning is a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities, while engaging students in reflection upon what was experienced, how the community was benefited, and what was learned.

## What Service Learning is Not

There are many types of community involvement. However, it is important to note some vital distinctions between service-learning and these other forms of participation:

- *Volunteerism*...where the primary emphasis is on the service being provided and the primary intended beneficiary is clearly the service recipient.
- *Community Service*...where the primary focus [is] on the service being provided as well as the benefits the service activities have on the recipients. The students receive some benefits by learning more about how their service makes a difference.
- *Internships*...[that] 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.
- *Field Education*...[that] provide students with co-curricular service opportunities that are related, but not fully integrated, with their formal academic studies. Students perform the service as a 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<sup>1</sup>.

---

<sup>1</sup> From: Andrew Furco. (1996). *Service-Learning: A Balance Approach to Experiential Education*. Expanding Boundaries: Service and Learning. Corporation for National Service

## Potential Benefits of Service Learning

### Potential Benefits to Faculty:

- ◆ Enriches and enlivens teaching while keeping it academically rigorous
- ◆ Connects the community with the curriculum and the academic mission of the University
- ◆ Provides opportunities to identify new areas for research and publication, and thus increasing opportunities for professional recognition and reward.

### Potential Benefits to Student:

- ◆ Takes students out of the classroom and into the community
- ◆ Provide students with “real-life” experiences that in turn supports and contributes to academic learning and outcomes
- ◆ Gives students an opportunity to become active citizens; to be part of the political process and part of the problem solving solutions that impact the community
- ◆ Provides students with political, social and professional resources by:
  - Broadening perspectives and enhancing critical thinking skills
  - Improving interpersonal and human relations skills
  - Forging professional networks

### Potential Benefits to the Community Partners:

- ◆ Provides an opportunity for community to participate in an educational partnership,
- ◆ Allows community to contribute to the education and preparation of the next generation of community leaders, non-profit employees and public servants
- ◆ Provides opportunities to educate students about current issues that impact surrounding communities
- ◆ Increases volunteer resources
- ◆ Provides opportunities for collaborative funding projects

## Frequently Asked Questions<sup>2</sup>

### How is Service Learning different from community service and internships?

The key to Service Learning is the **link between community service and course content**. Student service is specifically designed to meet course objectives. Students improve their academic skills by applying what they learn in the classroom to real world experience; they then reflect on their experiences to reinforce the link between their service and their learning. While internships and community service are “experiential” and include a classroom component, the focus of the service is generally not in response to a community identified need; nor does it include a critical thinking reflection component.

### Isn't Service Learning like mandatory service?

Service Learning is very different from mandatory service. Mandatory service is a school, district or state requirement which often is not closely linked with classroom instruction. Most often, it takes place after school or on the weekends and is typically a stand-alone volunteer activity. Service Learning is not necessarily mandatory. Because it is intimately connected to classroom learning, it is a natural part of a student's everyday classroom curriculum. With quality Service Learning, the focus is more on meeting a real community need while also providing a hands-on learning experience. Mandatory service often focuses on completing a required number of hours.

### Are students receiving academic credit for community service hours?

No. In Service Learning, the students are given credit for the learning, not the service. This learning can be assessed in many ways, but is typically done through an evaluation of reflective journals, final papers, class presentations, etc. which integrate their experiences with the course curriculum.

### Is student “reflection” required?

Yes. This is an important component that distinguishes Service Learning from other forms of experiential education. It is “reflection” which enables students to integrate their experiences with the course material. In addition, the “reflection” is what is typically assessed by the instructor. Reflection is characteristically conducted through journal writing, final papers, and/or class discussions.

---

<sup>2</sup> Adapted from Learning in Deed and Frequently Asked Questions Regarding Service-Learning by Guido L. Davis Del Piccolo (2001)

**Is Service Learning applicable in all disciplines or is it “discipline specific”?**

Service Learning has been applied to ALL disciplines. While Service Learning has a more “natural” fit with some disciplines, it has been applied across the curriculum. What is essential is recognition of the particular objectives of a course and the degree to which these objectives might be met and/or enhanced through Service Learning.

**What are the documented benefits of Service Learning?**

There are many studies available. Recently (1/2000), the Higher Education Research Institute (UCLA) completed a longitudinal study: “How Service Learning Affects Students”. The data reveal that community service participation shows “significant positive effects on all 11 outcome measures” of academic performance, values, self-efficacy, leadership, choice of a service career, and plans to participate in service after college.

Performing service as part of a course (**Service-Learning**) *adds significantly* to the benefits associated with community service for 8 of the 11 outcome measures. Moreover, benefits associated with course-based service learning were strongest for the academic outcomes, especially writing skills. Copies of the Executive Summary can be downloaded from: <http://www.gseis.ucla.edu/slc/rhowas>

## Preparing Students for Service Learning

Based on experience and input of community partners, students and faculty, CSUCI Service Learning consultant Dr. Kathleen Rice has identified four critical components of service learning preparation for students. Designing activities that guide students through these components can better prepare them to fully engage in Service Learning pedagogy which is often new to them. Preparation can also help students provide high quality service that is of genuine benefit to the community. Preparation activities are most effective when they occur in both the classroom and in the community.

Faculty and community partners who engage in these preparation processes themselves are better prepared to guide students through them as well.

### Understanding Service Learning and the Links Between Learning and Service Outcomes

- What is service learning and why is this course utilizing this pedagogy? How will students be prepared for reflecting on their learning and applying it to new experiences?
- What are the course learning outcomes (academic outcomes as well as service/social justice/civic engagement outcomes) and what is their connection to the activities students will be involved with in the community? What additional outcomes does the student have for her/himself?
- How will the course content help the student provide effective, quality service?
- What are all the partners' expectations/needs of one another?

### Knowledge and Understanding of Self

Preparation activities that guide students through gaining deeper awareness of themselves can increase their capacity to enter, participate in, and exit communities sensitively, and can lead to deeper learning from the service learning course. In particular, the following reflection questions can help students recognize what they bring to the community:

- My Assets: What skills, experience, awareness and knowledge do I already have that can help me be of service effectively and help me grasp course content successfully? What do I have to give and share? What is my experience of being served by others?
- My Lenses: Knowing we all have assumptions, attitudes, beliefs, stereotypes, biases, and fears -- what are mine that might impact the service experience (even unintentionally)? How can I be aware of my assumptions and not act from them in ways that are harmful to myself or others? What are my feelings

and beliefs about service? What do I think people want and need? What assumptions do I have about myself and others based on societal conditioning about age, class, disability, ethnicity, gender, language race, religion, sexual identity, career/job/work status, life situation, etc. What have I heard or what are my beliefs about the agency, neighborhood, or people I will be working with?

- My Expectations, Motivations, Emotions: What are my expectations of myself, the community partners, faculty, and of the experience? What are my motivations? Why am I involved in service? How might my motivations impact how I engage in service? How do I view myself in relation to community members I will be engaged with? What apprehensions, discomfort, fears might I have? What am I excited about?
- My Social Identities: How am I similar and different from people I will work with in the community, in terms of my identities? What do I need to be aware of and know to work effectively across our differences and similarities? How might my age, class, disability status, ethnicity, gender, language, national identity, race, sexual identity, etc. and the power attached to them, impact what I bring to the community (assets and challenges)? How might they impact what I value, what is familiar, how I work with the unfamiliar, etc.?

### **Knowledge and Understanding of the Community and of the Service**

What do students need to understand about:

- The community organization, its purpose and vision, the staff;
- The community members who utilize the services;
- The service tasks/projects they will be involved with and the larger context;
- The surrounding neighborhood and larger context (town, city, etc.);
- The local community assets and challenges and how they can best be responsive to them;
- The history between the community, the agency and the higher education institution?
- How can they be of service and be open to being served as well?
- What might others have to teach them in this experience?
- How can they be responsive to what the community needs from me?

## Reflection

Structured reflection time is integral to the Service Learning pedagogy because it connects and reinforces in-class work and readings, and service learning experiences. It provides an opportunity for students to think critically about civic experiences, examine and challenge personal values, beliefs, and opinions. It provides a platform for students to ask questions, share ideas and experiences, challenge current solutions to community issues and develop plans to address community needs.

It is important to incorporate structured reflection time so that students develop a deeper understanding of course subject matter outside of the traditional classroom environment. Reflection promotes; interpersonal communication, problem solving skills, self-awareness, a sense of civic responsibility, and a sense of belonging.

### Types of Reflection

The sample questions below are meant to give you an idea of how reflection may be structured in your classroom.

#### 1) Group Discussions

In-class group discussions can occur in several small groups or as one large group. Topics can vary but should be structured. **NOTE: Should you have time discussions at the site placements can prove equally, if not more valuable.**

Examples for discussions at the **beginning** of the semester (may be used in journaling assignments as well):

- What is the identified problem/community need?
- How are you going to address that need?
- What are some of your perceptions or beliefs about the population you will be working with?
- What fears, if any do you have about working in the community?
- What do you hope to gain from this experience?
- Why are you needed?

Examples for discussion **during** the semester (may be used in journaling assignments as well):

- How does your service learning experience relate to the learning objectives of the course?
- What did you do at the site since the last reflection discussion?
- What did you observe?
- What did you learn?
- How has the experience affected you (how did you feel)?

- What has worked?
- What hasn't worked?
- What do you think is (will be) the most valuable service you can offer at your site?
- What has been particularly rewarding about your service?
- How could you improve your individual service contribution?
- Have you taken any risks at your service site? If so, what did you do? What were the results?
- What would you change about your service assignment that would make it more meaningful for you or other service-learning students?
- What have you learned about yourself?
- Has your service experience, so far, changed any of your perceptions or beliefs?
- Is there something more you could do to contribute to the solution?

Toward the **end** of the semester (May be used in journaling assignments as well):

- What have you learned about yourself?
- What have you learned about your community?
- What have you contributed to the community site?
- What values, opinions, beliefs have changed?
- How has your willingness to help others changed?
- What was the most important lesson learned?
- How have you been challenged?
- What impact did you have on the community?
- What should others do about this issue?
- What else can be done to address this issue?

## 2) Journaling

A journal is a record of meaningful events, thoughts, feelings, interpretations and ideas. In this class your journal will be focused on service experiences and the learning you gain from the experience. Journaling offers students an opportunity to practice writing, analyze and articulate their service experience and record and document their progress toward their learning objectives.

Examples of a journaling assignment:

- In small groups or individually have students conduct a community scan. A community scan allows students to describe the community where they will be working. Have students take a drive or walk around the community and describe what they see. For example, have students take notes of the people (age, gender, ethnicity, etc), activities and problems (e.g., litter, pollution, graffiti, and

homelessness) and where it is located. Count the number of businesses, government agencies, housing units, churches, etc.

After have students reflect on the following (can be done as an in class discussion) recording their answers in their journals.

- ◆ What have you learned?
- ◆ Do you have a different picture of your community than you had before you began your search? Describe before and after picture. How are they different?
- ◆ What are the best things you discovered about your community?
- ◆ What new questions do you have?
- ◆ What would you like to change about your community?

### Other Journaling assignments

- ◆ Describe your service learning project. Include a description of the agency or organization you will be working for (i.e. what is their purpose? How big are they? What is their history? What is their mission? What are their goals?). Describe the
  - ◆ How is your service learning experience related to the readings, discussions, and lectures in class?
  - ◆ How does the service learning experience connect to your long-term goals?
  - ◆ What new skills have you learned since beginning your service?
  - ◆ What have you done this week to make a difference?
  - ◆ What characteristics make a community successful?
  - ◆ Report a civic experience you have had in the past. Include comments about what type of difference you made to those you served. How did you feel about your service? What if any attitudes or beliefs changed for you as a result of your service?
  - ◆ Describe what you have learned about yourself as a result of your service.

### 3) Papers

A final paper or several small papers throughout the semester may be an alternative to journaling or may be a way to organize what has been written in a journal.

Example: Describe the community site where you served, including the site's mission and goals. What were your duties and responsibilities at the site? How has this experience changed your value and belief system? How has your service affected your own sense of civic responsibility? In what ways has your service-learning experience made the course material relevant? Be specific and provide concrete examples. Explain why your service was important to you and the service-learning site.

#### 4) Portfolios

This is a way to present a collection of information obtained throughout the semester. It may include portions of your journal, pictures, community site information, brochures, etc. Portfolios may be used in a formal presentation or to hand in for grading.

#### 5) Presentations

Presentations may or may not be a part of the course. This medium can be used for you to showcase to your class, community site and/or college community your service learning experience. This can be accomplished in a large group, several small groups, or individually.<sup>3</sup>

---

<sup>3</sup>Adapted with permission from Susan Bender, Monroe Community College.

## Getting Started

### 6-8 Weeks before the semester begins faculty member:

- schedules an appointment with the CCE to:
  - discuss goals, objectives and Service Learning logistics for your course.
  - discuss existing community partnerships or potential Community Partners. **NOTE: Should you want to develop new Community Partners please give the CCE at least 2 months notice prior to the beginning of the semester. Contracts often take 3 months or more to secure.**
- visits site(s) or meet with Community Partner(s) in order to judge appropriateness, discuss learning/service objectives, and plan in-class orientations for students.
- establishes what learning outcomes you want to meet through Service Learning.
- designs syllabus describing service learning project, identifying community need, linking learning goals to service learning project, incorporating reflection exercises and feedback component.
- schedules an in-class Service Learning presentation with CCE.
- schedules time with chosen Community Partners to give in-class site orientation. *This orientation should include information regarding any risks or special situations at the service site and how to minimize the possibility of any problems.*

### During the First Weeks of Semester:

- orients students to course goals and placement sites.
- distributes to students a list of Community Partners you will be using for this course.
- invites Community Partner(s) to present in class orientations and has students choose which site they will serve.
- has students complete a Student Learning Plan (see Appendix A), which is then signed by the student, Faculty member, and community partner. Students can download a copy of the Service Learning Plan at [www.csuci.edu/servicelearning/studentresources.htm](http://www.csuci.edu/servicelearning/studentresources.htm) (**Student Learning Plans are intercampused mailed to the CCE at the end of the semester and kept on file for 1 year**).
- sets a deadline for service to begin and end.

During the Semester:

- discusses the service in class and conducts reflection activities (Students not involved in Service Learning will still gain insight and knowledge).
- checks in with students regarding placement sites and service:
  - Have they received an onsite orientation?
  - How many hours have they completed?
  - Do they need help finding a placement site?
  - What challenges are they encountering?
- contacts the community partner(s) at least once mid-semester to exchange feedback and, if possible, visit the service site(s) to gain first-hand exposure to the experience.

End of Semester:

- completes a Service Learning Faculty survey administered online.
- Has students complete a Service Learning Student survey administered online
- lets the CCE know who your Community Partners are so they can be recognized with a thank you letter.
- speaks to the Community Partners to share strengths and challenges of the project. Perhaps inviting them to class as part of a closure project with students.



APPENDIX A:

CSU CHANNEL ISLANDS  
Student Learning Plan

---

Student Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_  
Address: \_\_\_\_\_

Phone # \_\_\_\_\_ Email: \_\_\_\_\_  
Course Instructor: \_\_\_\_\_ Semester/Quarter: \_\_\_\_\_

Agency/Site: \_\_\_\_\_  
Site Supervisor: \_\_\_\_\_ Phone #: \_\_\_\_\_  
Address: \_\_\_\_\_  
Approximate # of Hours \_\_\_\_\_ Beg. Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Learning Objectives: What are the learning objectives of this service experience? (*Note: Include class assignment objectives*)

---

---

---

---

Service Objectives: Identify and describe the nature of the service activities in which you will be engaged. The service objectives should be designed to help you work toward your learning objectives. (*Note: Student should fill out this section after securing a service assignment.*)

---

---

---

---

The Site Supervisor:

Site Supervisor  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty/Course Supervisor:

I have examined and approved this learning plan.

Faculty/Course

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

The Student agrees to abide by the following Guidelines and Limitations

#### Guidelines

- ◆ Ask for help when in doubt: Your site supervisor understands the issues at your site and you are encouraged to approach him/her with problems or questions as they arise. He/She can assist you in determining the best way to respond to difficult or uncomfortable situations. Feel free to contact your professor or the Service Learning office with questions concerning your placement.
- ◆ Be punctual and responsible: Although you are volunteering your time, you are participating in the organization as a reliable, trustworthy and contributing member of the team. Both the administrators and the person(s) whom you serve rely on your punctuality and commitment to completing your service hours/project throughout your partnership.
- ◆ Call if you anticipate lateness or absence: Call the site supervisor if you are unable to come in or if you anticipate being late. Be mindful of your commitment, people are counting on you.
- ◆ Respect the privacy of all clients: If you are privy to confidential information with regard to the person(s) with whom you are working (i.e. organizational files, diagnostics, personal stories, etc), it is vital that you treat it as privileged information. You should use pseudonyms in your course assignments if you are referring to clients or the people you work with at the service site.
- ◆ Show respect for the community-based organization you work for: Placement within community programs is an educational opportunity and a privilege. Keep in mind, not only are you serving the community but the community is service you by investing valuable resources in your learning.

- ◆ Be appropriate: You are in a work situation and are expected to treat your supervisor and others with courtesy and kindness. Dress neatly and appropriately. Use formal names unless instructed otherwise. Set a positive standard for other students to follow as part of CSU's ongoing Service Learning Program.
- ◆ Be flexible: The level or intensity of activity at a service site is not always predictable. Your flexibility to changing situations can assist the partnership in working smoothly and producing positive outcomes for everyone involved.

### Limitations

- ◆ DON'T report to your service site under the influence of drugs or alcohol.
- ◆ DON'T give or loan a client, money or other personal belongings.
- ◆ DON'T make promises or commitments to a client you cannot keep.
- ◆ DON'T give a client or agency representative a ride in a personal vehicle.
- ◆ DON'T tolerate verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or community organization representative.
- ◆ DON'T tolerate verbal exchange or engage in behavior that might be perceived as discriminating against an individual on the basis of their age, race, gender, sexual orientation, ability, or ethnicity.
- ◆ DON'T engage in any type of business with clients during the term of your service.
- ◆ DON'T enter into personal relationships with a client or community partner representative during the term of your service.

\* If you feel that your rights have been or may be violated, or that any of the above stated limitations have been violated please contact the site supervisor and/or instructor.

The Student:

Agrees to act in a responsible manner while representing California State University at the Service Learning placement site, and abide by all rules and regulations that govern the site in which he/she has been placed.

Understands the connection between the service-learning course, and the service and learning objectives to be fulfilled at the service site.

Has or will participate in an orientation and read the above stated guidelines and limitations and understands his/her role as a service-learning student in working with the community partner.

Understands and acknowledges the risks involved with this service placement, and enters into this service-learning placement fully informed and aware. *(Note to Faculty: If specific and/or considerable risk factors are present at this agency and/or placement, it is advisable to list them here.)*

- 1.
- 2.

Agrees to devote a total of \_\_\_\_ hours during the \_\_\_\_\_ semester in order to fulfill the service objectives described above.

Agree to complete any forms, evaluations or other paperwork required by either the course or the site supervisor.

I have read and understand the entire learning plan.

Student

Signature: \_\_\_\_\_

Date: \_\_\_\_\_