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## Purpose

The *Faculty Guide to Service-Learning* is designed to be a reference tool for faculty involved in service-learning. This guide will provide you with necessary resources for your service-learning course.

Service-learning is embedded in CI's mission and defined by the University as 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 learned and experienced, and how the community benefited. *(Adapted from the National Commission on Service-learning definition)*

Service-learning benefits our students by enhancing their learning of course material through real-world application. Service-learning can also provide them an opportunity to actively learn more about our community and the larger social, cultural and political issues that make up the world around them, while becoming civically involved in our community, building student leadership skills and forging professional networks. These service-learning experiences and contributions are invaluable to our students' academic and civic education.

If we may be of any assistance to you or your students, please do not hesitate to contact our offices.

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## Who Are We?

The Center for Community Engagement (CCE) is the hub of curricular and co-curricular service-learning experiences at CSU Channel Islands. The CCE provides resources and support for faculty engaging in purposeful educational opportunities that serve the community while enhancing student-learning. The following are resources available to faculty incorporating service-learning into their course(s).

- **Faculty Consultations:** The CCE staff is available to discuss community partners, service-learning curriculum and projects, service-learning resources, and more. Please schedule a consultation by visiting: [go.csuci.edu/CCEconsult](http://go.csuci.edu/CCEconsult)
- **CI SERVES:** An online database which assists faculty in selecting service-learning community partners and tracking student placements. Faculty can also view student's service-learning placement forms, such as liability waivers and time log entries. The database can be found at [go.csuci.edu/CCEserves](http://go.csuci.edu/CCEserves)
- **Classroom Orientations:** The CCE provides staff to conduct in-class orientations to introduce students to service-learning concepts, methods and purpose. Please submit a request for an orientation here: [go.csuci.edu/SLclass](http://go.csuci.edu/SLclass)
- **Parking Permits:** If you are inviting community partners to present in-class service-learning orientations, CCE staff will arrange parking permits and have them waiting at Placer Hall on the date requested. Parking permits must be requested 48 hours in advance. Request a parking permit at [go.csuci.edu/CCEparking](http://go.csuci.edu/CCEparking)
- **Service-learning Course Support Fund:** Faculty teaching a service-learning course(s) are eligible to apply for funds to support high impact service-learning practices and projects. Grants are awarded up to \$500 for essential associated costs. For more information visit: [go.csuci.edu/CCEgrant](http://go.csuci.edu/CCEgrant)
- **Conference Registration:** The CCE will cover conference registration for faculty to attend or present at a service-learning conference. These funds are offered on a first-come, first-served basis. For a partial list of related conferences, please visit: [go.csuci.edu/CCEfunds](http://go.csuci.edu/CCEfunds)
- **Resource Library:** A collection of books, compact discs, and videos pertaining to service-learning and related topics can be found in our Resource Library, located in Ojai Hall, 1943. Items may be borrowed via campus mail or pick-up. To view the contents of our resource library please go to our service-learning webpage at [go.csuci.edu/SL](http://go.csuci.edu/SL)
- **Evaluation:** The CCE provides evaluation forms for faculty involved in service-learning in order to assess community impact, improve services, and provide strong community placements. Faculty will be asked to complete the survey before the end of each semester.

## Mission of the Center for Community Engagement

The CCE supports and promotes high impact service-learning in our communities by cultivating long-term sustainable partnerships that address societal challenges and foster engaged citizenship.

## Service-Learning and the CI Mission

The CI 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.”*

## CI Service-Learning Policy

The following criteria, established and approved by Academic Senate, have been determined to be necessary for courses designated as service-learning, service-learning internships or courses with service-learning components.

All service-learning courses must:

- serve a genuine community issue/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 CI and the CBO must be on file before any students are placed at the CBO.*

## What is Service-Learning?

The CCE uses community engagement as a general umbrella term that refers to any activities, events, or programs in which CI campus members engage with and in service to our communities, both on and off campus. Educating for community engagement is "enhancing the understanding, the skills, and the motivation that students need to be thoughtful, well-informed, active, and responsible members of their communities." Community engagement encompasses the following overlapping component areas:

**Service-learning:** Service-learning, as defined by CI policy, 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." The defining characteristic of service-learning is the balance of service with learning, taking place under the auspices of university coursework.

**Co-curricular Service:** Co-curricular service encompasses service activities that take place outside of university coursework. Such service activities assist and engage with the community in some way and, while not associated with any particular course, also link service to broader learning and developmental opportunities.

**Community-based Research (CBR):** Community-based research constitutes research conducted by campus members working in association with community partners in some manner to address needs in the community. CBR can be undertaken by faculty, by students, or (most often) through collaborations between faculty and students; it may be in or outside of the context of coursework.

### *Service-Learning is Not*

- An add-on to an otherwise unaltered academic course. Simply adding a service component to an already existing course with no ties to academic content and no strategies to link service activities with learning outcomes, fails to consider the community as a full partner and co-educator, fails to insure that the community will benefit and not be burdened or harmed by the students' service, and precludes the possibility of integrating the service experience with course content and learning outcomes.
- A one or two-time volunteer service event.
- A community service program where the primary focus is on providing a service and the primary or sole beneficiary is the service recipient (e.g., AmeriCorps programs).

- Logging an existing number of service hours in order to graduate.
- A Practicum or Internship intended to provide students with hands-on experience and to develop and socialize students for careers or professions. Such internships emphasize benefits to the student rather than the community. This differs from service-learning internships which are reciprocal in nature emphasizing benefits to both students and the community, promotes civic development/engagement, and are linked to learning outcomes.
- Field Education which provides 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 designed primarily to enhance students' understanding of a field of study.

## **Potential Benefits of Service-Learning**

### **Potential Benefits to the Faculty:**

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

### **Potential Benefits to the Student:**

- Takes students out of the classroom and into the community.
- Provides students with “real-life” experiences that support and contribute to academic learning and outcomes.
- Gives students an opportunity to become active citizens; to be part of the political process and participate in problem-solving activities 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:**

- Allows community partners to contribute to the education and preparation of the next generation of community leaders, non-profit employees, and public servants.
- Provides networking with colleagues in other organizations and agencies.
- Helps establish access and connections to other resources available at the University.
- Increases volunteer resources.

## Service-Learning Course Design

In, *Service-Learning Course Design: What Faculty Need to Know*, Barbara Jacoby provided a step-by-step guide to help faculty design a service-learning course from scratch, or revise a current course. What follows is a brief outline of these steps, along with a few key questions to answer along the way:

### **Step I: Consider how service-learning will help students achieve your desired learning outcomes.**

- What are your desired learning outcomes for the course?
- What pedagogies align with the desired learning outcomes (e.g., research papers, lecture, demonstration, problem based learning, class discussions, service-learning)?
- What desired learning outcomes are best achieved through service-learning? Why?

### **Step II: Determine how the combination of service and academic content will enable students to achieve the learning outcomes.**

- What types of service are appropriate for the course? How frequently? What duration?
- What readings and other materials will complement the service?
- What kinds of reflection activities will students engage in?

### **Step III: Initiate community partnerships.**

- How will you identify community organization partner(s)?
- Who will be responsible for initiating and developing the partnership?
- How many students does the organization need? With what knowledge and skills? To do what tasks?

### **Step IV: Establish assessment and evaluation standards.**

- How will students demonstrate learning from their service experiences and other assignments? What measures will you use?
- At what points during the term will you assess learning?
- What will be the community organization's role in evaluating students' performance at the service site?

### **Step V: Develop the syllabus.**

- Prepare a draft syllabus detailing rationale for service-learning, students' roles and responsibilities, how the service experience will be assessed, readings, course materials, and reflection activities. As you prepare your syllabus to include a service-learning component, be sure that you think through each of these elements.
- When meeting with the community partner, be sure to share the syllabus with them. **NOTE:** See Constructing a Service-Learning Syllabus

### **Step VI: Prepare to manage the process.**

- What logistical issues need to be addressed?
- Have you addressed appropriate dress and behavior, transportation, and safety issues?
- What campus resources are available to assist you along the way?

*Dr. Barbara Jacoby is the author of Service-Learning in Higher Education: Concepts and Practices (Jossey-Bass, 1996), Building Partnerships for Service-Learning (Jossey-Bass, 2003), and Looking In / Reaching Out: A Reflective Guide for Community Service-Learning (with Pamela Mutascio, Campus Compact, in press).*



## Guiding Questions for Service-Learning Partnership

A service-learning experience is a collaborative partnership between a faculty member and a community organization(s). The faculty member and community organization(s) together identify a project or activity that addresses a community need or contributes to the necessary work of the organization. The service-learning project is directly related to learning goals that the students are already working to achieve. The project contributes to their understanding and knowledge of academic concepts or skills. Service-learning students participate in a structured reflection or assessment process which facilitates the integration of the service experience and course content (learning).

These questions are meant to be a guide to discuss the objectives and details of the project and establish partnership expectations. This is a working document and as such, the Center for Community Engagement welcomes your feedback and ways to improve upon this stakeholder resource.

Meeting Date:

Faculty Member's Name:

Community Organization(s) Name:

Community Partner(s') name, phone number and email:

Course Name:

Community issue or need being addressed:

**COURSE LEARNING OUTCOMES:** What do all stakeholders want students to learn from this service-learning course (academic content, professional application, service/social justice/civic engagement skills, leadership, etc)?

- Faculty member discusses course goals and objectives of the course, shares course syllabus.
- Community partner shares information about their history, mission, client-base, and goals of your organization; and a list of essential procedures and guidelines for working with your agency or organization.

**SERVICE OUTCOMES:**

- What do all the stakeholders (especially people working most closely with the service learners) want the impact of the student service to be in the community)?
- What do stakeholders want students to learn as a result of their service?
- How does the service connect to the course content?

**SERVICE-LEARNING PROJECT DESCRIPTION:** Describe the service-learning project(s) students will be involved in at the partner site(s).

**PREPARING FOR SERVICE** increases the likelihood that there will be positive outcomes for all stakeholders, including students. What kinds of preparation are needed for students to be engaged in service and reflection, and what preparation activities will be the responsibility of the faculty member, students or community partners?

- How many students will/can be placed at the community partner site?
- What times and dates are available?
- Is there a certain number of hours students will serve?
- When will students begin their service-learning? When will they end it?
- Will students be working in groups?
- How many students will it realistically require to complete the project?
- How many students can we handle at once?
- What staff members will supervise and coordinate student work?
- Does the student need training? When/where will the training take place?
- What types of orientation occur prior to service?
- Who will supervise the students? How can this person be contacted? Is there a backup supervisor?
- Who should students call if they will be absent or late?
- Do students need to be fingerprinted or have a background check?
- Is there a dress code students should adhere to?
- Discuss any important dates:
  - In-class orientation date:
  - Mid-semester check-in date:
  - End of semester presentations/posters:
- What is the protocol for discussing any concerns?
- What is the best way to get in touch with faculty member/community partner?
- Will the faculty member check-in during the semester?

**REFLECTION** establishes connections between students' service experience and the academic curriculum. The most effective system is to have participant's reflection occur before, during, and after their service-learning experience.

- What type(s) of structured reflection will be integrated into the course? The service site?
- How will the partners be involved in designing, implementing, evaluating and benefiting from on-going reflection activities?

**ASSESSMENT AND EVALUATION** built into the initial design of the service-learning project is essential so the impact on students, faculty, and the community can be measured and reevaluated for the remainder of the present, and for the next, semester.

- How will student learning and the value of the service to the community be assessed (e.g. presentations, evaluations, papers, etc)?
- How will stakeholders assess the partnerships and identify strategies for improvement? Will there be an end of the semester meeting?

## **Constructing a Service-Learning Syllabus**

The following is a list of concerns to address when articulating a service-learning experience in your course syllabus. Please note that this is not a discussion of how to integrate service-learning and community-based work into a specific curriculum or discipline. This document simply presents a list of items your syllabus should include in order to clearly present a well-structured assignment to students. These items can be in the actual syllabus or, if necessary or preferred, in a supplemental memorandum. If the discussion of service-learning does appear in an addendum to the actual syllabus, the syllabus should still reference service-learning and refer students to the supplemental document(s).

### **Best Practices for Service-Learning Syllabi**

#### **Frame the experience**

- Indicate service-learning early on and often. Make service-learning an integral part of the syllabus, weaving discussions of service work, course learning objectives, reflection assignments and community partnerships throughout the document.
- Include a definition of service-learning. Service-learning, as defined by CI policy, 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."
- Include a discussion of civic responsibility and why life-long learning is important. This discussion can revolve around your specific discipline or be a general discussion about participation in a healthy democracy.
- Discuss which course objectives students will address through their service work in the community. This requires that community needs are identified and then linked to appropriate course objectives. The syllabus should explicitly tell students how the assigned service work meets course learning objectives and fulfills a need in the community.
- State the number of service hours required of each student. Always delineate direct service hours, or contact hours with the community partner, versus time spent working on reflection and other service-learning assignments. Another model is to require completion of a certain product for the community partner, irrespective of the time it takes to complete. Consider which option is best for your course, students and community partners.
- Carefully consider adjusting the workload of students. It is crucial that service work and related assignments are not an add-on to existing course work, but

rather, in place of existing course work. Identify assignments that can be replaced or re-focused. Consider fewer readings, or at least make the readings more closely related to community issues and civic engagement. Replace papers with service-learning reflection journals and writing assignments. If there is a major research assignment in your course, consider integrating the community experience and oral interviews as a major primary source.

### **Critical Reflection Assignments**

- Students should not be given a grade for the service hours performed. They are given a grade based on the learning that happens because of the service and therefore, the manifestation of that knowledge. In other words, the reflection assignments are the evaluative measure of a service-learning experience.
- Reflection assignments should be structured. When reflection is guided by the instructor, students connect their service work to course content more easily. Clearly define the methods of reflection and remember to use multiple reflective methods, respecting different student learning styles. Consider leading course discussions, creating journal prompts, paper topics, supplemental reading assignments and other methods that ask students to directly relate their service with course content (**see CCE website for reflection resources**).
- As with any academic assignment, do not forget the logistics. Include a list of due dates, formatting, and length requirements for each reflection assignment.
- Determine the worth and weight of reflection assignments. Tell students what percentage of their final grade will be represented by reflection assignments and the service learning project.

### **Community Partnerships**

- Set a due date as to when the community partnerships must be formed and students must start working in the community.
- Involve your community partner(s) in the learning process. They are co-educators in a service-learning context. Invite them to participate in reflection discussions, group presentations, project orientation day at the beginning of the semester, as well as evaluation and assessment effort at the end of the course.
- Educate students (and yourself) as to the realities of the non-profit world. Non-profit personnel tend to be overworked and underpaid. Communication takes time and it's best to make frequent and early contact both by phone and by e-mail. Allow for a reasonable response time. Students should be flexible and respectful in understanding the needs and on-going projects of community partners. There

are significant cultural differences between the community and higher academia and all parties should be aware of that. If the instructor selects the community partner(s):

- Discuss how the selected partners fit with course content.
- Whether there is one community partner organization or several, include contact, scheduling or location information you discussed with the organization.

*Created by Gail Jessen, AACC Horizons Mentor and Service-Learning Coordinator at the Thayne Center for Service & Learning at Salt Lake Community College, and Sean Brumfield, AACC Horizons Mentor and Instructor of English, Chattahoochee Technical College; adapted in part from "Syllabus Revision Procedures" (Edward Zlotkowski).*

## Preparing Students for Service-learning

Based on experience and input of community partners, students and faculty, CI service-learning consultant Dr. Kathleen Rice has identified 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.



## Critical Reflection

Structured critical 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 can promote 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 provide an idea of how reflection may be structured in a 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. If possible, discussions at the site placements can prove equally 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?
- 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.

Example 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?).
- 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>1</sup>

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<sup>1</sup>Adapted with permission from Susan Bender, Monroe Community College.

## Faculty Checklist

### **6-8 weeks before the semester begins the 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 new community partners.

*NOTE: If you would like to work with a community partner that is not already registered as an official CI Community Partner, please give the CCE at least 1 months notice prior to the beginning of the semester. Contracts often take 2 months or more to secure.*

- ☐ visits site(s) and meets 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 the semester the faculty member:**

- ☐ orients students to course goals and placement sites.
- ☐ distributes to students a list of Community Partners/projects 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 log their site placement through the CI SERVES database. Students must complete the Student Learning Plan and Liability waiver before their site placement is confirmed.
- ☐ sets a deadline for service to begin and end.

**During the semester the faculty member:**

- ☐ discusses the service in class and conducts reflection activities.
- ☐ checks in with students regarding placement sites and service:
  - Do they need help logging their placement on CI SERVES? Contact Kaitlyn Cotton at [Kaitlyn.cotton@csuci.edu](mailto:Kaitlyn.cotton@csuci.edu).
  - Have they completed their placement forms?
  - Have they received an onsite orientation?
  - How many hours have they completed?
  - 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 (sent by the CCE).
- ☐ have students complete a service-learning student survey (sent by the CCE).
- ☐ 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.

## NOTES

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