

ST. JOHN FISHER COLLEGE

Service-Learning Faculty Manual

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Preface

“Service-learning offers the promise of allowing higher education institutions to articulate their missions, to engage students more deeply in the learning process, to develop meaningful relationships with their host communities, and to educate men and women to take leadership roles in a changing world.”
(Butin 2005, p. 203)

Dear Service-Learning Faculty,

St. John Fisher College has a history of service with the success of the Service-Scholar and First Generation Scholar programs and formation of Students With A Vision and Center for Community Engagement. In the Spring of 2006, two of St. John Fisher’s leading service-scholars, responding to the positive benefits they had received from their experience, met with faculty members and proposed that service-learning be made available to all students. In the Fall of 2006, the Curriculum and Instruction Committee created and dispatched the Service-Learning Advisory Board (SLAB). Using a developed Service-Learning Proposal, SLAB was awarded the LeChase Family Fellowship and received a donation by Charlie Constantino, Trustee to fund the first two years of SLAB’s five-year plan. In spring of 2009, we applied for and were awarded the Corporation for National and Community Service Learn and Serve America Higher Education grant to fund a three-year program. As only 20 were awarded out of 250 applicants nation-wide, this was quite an honor. We were the only individual award in New York State. In the spring of 2012, the College funded a Center for Service-Learning and Civic Engagement and a full-time Director position as a strategic initiative. In the spring of 2013, the college fully operationalized the Center, communicating the college’s commitment to service-learning and civic engagement. The College was awarded the 2015 Carnegie Community Engagement Classification which recognized the breadth and depth of community engagement across the College.

We are excited about this opportunity to implement our vision: to provide service-learning and civic engagement opportunities to a larger and more diverse group of students while re-enforcing the core mission of the college. By extending the classroom into local agencies and neighborhoods, the Service-Learning Program will reaffirm and broadly institutionalize the concept of service as an essential component of Fisher’s mission, values, and goals.

This handbook was created to support faculty interested in integrating service-learning into existing courses or creating new service-learning courses in their respective disciplines. It will provide nuts and bolts tools for “doing” service-learning as well as explore the theoretical and conceptual issues surrounding this pedagogy. For further questions, a copy of this handbook, or service-learning consultation and service partnership contacts, please contact Dr. Lynn Donahue, Director. And welcome to the Service-Learning community!

Best regards,

Lynn

Understanding the Mission and Definition of Service-Learning

Mission of the Center for Service-Learning and Civic Development

Definition of Service-Learning

Our Vision:

Our students graduate prepared and motivated to make meaningful contributions in Rochester and beyond.

Our Mission:

Participation in civic engagement enables Fisher students to gain the knowledge, skills, and perspectives needed to become contributing citizens in a diverse and complex society. Sustained collaborations with community partners result in asset building and positive community change.

Our Goals:

- Students will develop academic knowledge and skills, civic and cultural awareness, and communication and professional skills that meet course and College-wide learning goals.
- Faculty will access new avenues of community-based teaching and research that will enrich the learning experience, enhance professional development and recognition, and provide opportunities for scholarship across the disciplines.
- Partnerships with community organizations, and shared resources and expertise, will lead to developed solutions to identified issues facing local and global communities.

Definition of Service-Learning:

Service-Learning is a method of teaching and learning in which students apply academic knowledge and skills from academic courses to client support or capacity-building projects, to meet identified needs of a community partner and enhance students' academic learning and civic and professional development. This service moves beyond the traditional understanding of community service, charity, or volunteerism through its integration in academic courses and focus on mutually beneficial outcomes.

- St. John Fisher College Service-Learning Advisory Board (SLAB)

Website: <https://www.sjfc.edu/major-minors/center-for-service-learning-and-civic-engagement/>

Best Practices in Service-Learning

Meaningful Service

- **The Service:** SL project work will meet an identified community need through **capacity-building (tangible product)** and/or **client support (direct client support)** that builds on clients' identified strengths.

The service can be **optional or required**. The **minimum number of hours is 15 with 20 as the average**.

- **The Partners:** Community partners (CPs) will be **schools, non-profits or small businesses**, ideally located in the **city of Rochester**, interested in bettering our community.

Focus will be on meeting needs regarding **health care, education and youth, the environment, poverty, ageing, and global issues**.

Meaningful Implementation

- **Deep and Sustainable:** Partnerships are designed to be **long lasting** and build on previous work.
- **Reciprocally Beneficial:** SL fosters meaningful connections between the college and community for **mutual benefit of partners and recipients**.
- **Well Supported:** CPs & faculty will participate in **pre-semester planning and provide orientation, project oversight**, and final project evaluation.

- **Well-Coordinated:** SL projects will be created collaboratively through a **Project Plan** and **assessed** on goal accomplishment.

Meaningful Learning

- **The Learning:** Students will gain **Civic Engagement Learning Goals** including Application of Knowledge, Intellectual Engagement, Communication, Diversity and Cultural Understanding, Ethical Integrity, and Civic and Community Engagement.

Purposeful course assignments **connect the SL work to academic content and vice versa** through reflection and assignments.

- **The Courses:** Service-learning is offered **across the disciplines, in all five Schools** at the College, and in required, core, and elective courses.

- **The Principles:** SL addresses issues of root causes, bias, barriers, inequity, democracy, and social justice.

A Sampling of Service-Learning Courses and Projects

ARTS AND SCIENCE

1. **BIOL 108C P4: Fundamentals of Nutrition – Jonathan Falanga (optional)**
Students will serve as an assistant for the Foodlink's healthy eating program Cooking Matters so kids and families have access to good nutrition and affordable meals.
2. **BIOL 408 Ecological Field Methods – Michael Boller**
Students will evaluate the biological and physical characteristics along the length of the Genesee River in partnership with Genesee River Watch.
3. **COMM 363: Media Research and Web Analytics – Ronen Shay**
Students will analyze and report on key performance indicators for the Rochester Fringe festival and CDS Wolf Foundation's interactive media platforms using industry standard analytics.
4. **ENGL 382: Digital Literacies – Wendi Sierra**
Students will apply understanding of digital literacy to the communication needs of College Club.

EDUCATION

5. **EDUC 440: Collaboration for Inclusion – Whitney Rapp**
Students will research topics of need for parents of children with exceptional needs with Starbridge.
6. **EDUC 350: C,I &A Math, Science, Technology I – Lucia Guarino**
Students will provide science enrichment to YMCA after-school program on hypothesis testing and development of conclusions using inquiry-based, interdisciplinary learning in the sciences.
7. **EDUC 229: Language Acquisition and Literacy Development – Sue Schultz**
Students will create and implement a language acquisition and literacy development project in partnership with VOA Children's Center.

MANAGEMENT

8. **MKGT 325:- Promotion Management – Ron Sicker**
Student teams will consult with small business or non-profit 'clients' to develop a promotion plan to address operating requirements, e.g. target markets, communications, product/services.
9. **GMGT 694: Capstone Experience - Derek Vanderlinde**
Students will develop a comprehensive business and marketing plans for clients including Mercy School for Girls and other partner nonprofits.

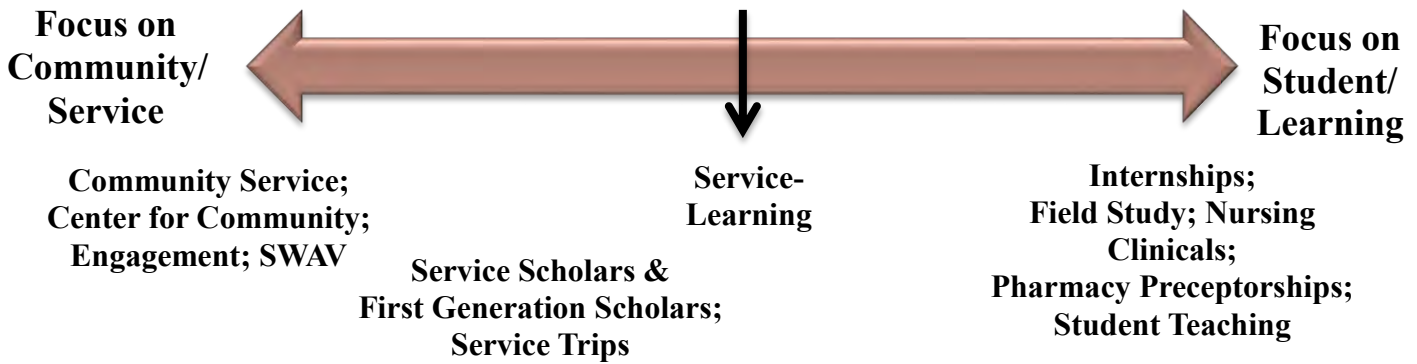
NURSING

10. **NURS 429: Population Health/Community Nursing – Kathleen Dever**
Students will provide clinical care and capacity building research for long-term care partners including St. Ann's, Friendly Home, Jewish Home, and Rochester Presbyterian Home.
11. **NURS 312: Palliative and End-of-Life Care – Jacqueline Coates, Susan Read, and Colleen Donegan**
Students will provide care giving and end of life support in partnership with Leo Center for Caring, Advent House, Aurora House, Benincasa, Shepard Home, Journey Home, and Webster Comfort Care Home.

PHARMACY

12. **PHARM 5526 01: Introduction to Cancer Biology and Treatment – Amy Parkhill**
Students will provide client, research, and educational support for families and individuals impacted by cancer in partnership with Teens Living with Cancer and Hope Lodge.

Community Engagement at SJFC Continuum



1. **Community Service Office:** The mission of the Community Service Office is to provide and promote a variety of community service activities to all members of the Fisher family as an extracurricular activity. The Director serves as the advisor to SWAV, the student-run volunteer club and runs the Scholarship programs and service trips.
2. **Center for Community Engagement (CCE):** The mission of the CCE is to enhance nonprofit leadership by providing programs and resources that strengthen the capabilities of boards of directors and professional staff. Special emphasis is placed on the needs of small and midsize organizations.
3. **Service Scholars and First Generation Scholars Program:** The mission of the Service Scholarship and First Generation Scholar program is to offer about 60 students an opportunity for service (and a scholarship) by partnering with individuals and organizations that identify a clear need. Students take a learning community their freshman year, a reflection seminar during their senior year, and one service-learning course during their time at Fisher.
4. **Center for Service-Learning and Civic Engagement:** The mission of the Center and Service-Learning is to cultivate students' intellectual, civic, and professional development, meet the needs of our community partners, and provide opportunities for faculty development across all disciplines. The service is integrated with a 3-credit academic course as an academic assignment and reciprocal benefit is the primary goal.
5. **Internships, Field Study, Clinicals, Preceptorships, Student Teaching:** Internships, Field Studies, Clinicals, Preceptorships, and Student Teaching at SJFC provide advanced students the opportunity to gain supervised practical experience related to their coursework and chosen profession. Many have an academic component and provide credit, but are not typically integrated with an academic course.

Theories that Inform Service-Learning

3 Types of Service-Learning (Morton, 1995)

- **Charity** - transfer of resources to those in need
- **Project** - working together to address a problem
- **Social Change** - empowering the disenfranchised to change the system

Problem-Based Learning: “PBL engages students working in teams in the solving of real, community-based problems. Through PBL, students are presented with problems and asked to seek authentic and viable solutions” (Gordon, 2003).

Neuropsychology and the Brain: Learning is profoundly influenced by the social relationships individuals engage in and is enhanced by “emotionally resonant, challenging situations involving multiplicity of inputs that allows students to make connections among ideas and experiences (Caine and Caine, 1997 as stated in Gordon, 2003).

Constructivism: Knowledge is not fixed, but “socially constructed” by individuals’ interactions with others and their environment. Cognitive conflict is the stimulus for learning and determines the natures of what is learned (Savery and Duffy, 1995).

Dewey and Freire: Their theories informed the emergence of service-learning and focused on the importance of experience, reflective activity, citizenship, community, and democracy (Giles and Eyer, 1994). Dewey focused on the ideological purposes of education and Freire engaged in critical reflections of race, class, and power.

Kolb: Illustrated the importance of combining individual action with reflective thinking to develop greater understanding of course content through an Experiential Learning Cycle (Kolb, 1994).

Social Change Model of Leadership Development: Increasing students’ ability to take initiative and serve as leaders can occur through the incorporation of three leadership principles: Community, Collaboration, and Common Purpose (Higher Education Research Institute of UCLA, 1993)

Developing the Course

3-Steps for Integrating SL in your Course

Preparation:

Create **meaningful service partners and projects** that address a real community need and meet student learning goals.

Define the **course goals** want to meet through SL. Decide how **service goals will meet course goals** and vice versa.

Determine how you will prepare students for tasks, expectations, and social/contextual issues and front-load with knowledge and skills.



Action:

Orient students to tasks, expectations and social/contextual issues.

Communicate logistics of **students, supervision, and project benchmarks.**

Provide **project support** through in-class meetings, and mid-semester written reports.

Assign **reflection assignments** to connect service with course content, problem-solve, reflect about perceptions, and foster personal, professional, and civic development.



Conclusion and Dissemination:

Create opportunities to **share outcomes, recognize, and thank** work done by students and community partners.

Disseminate results of service work to community partner.

Assess the impact and out come of the SL experience.

Service-Learning Course Development Worksheet

Course Goals: What are your primary course goals that will be met through the service-learning project?

Additional Learning Goals: What additional Civic Engagement Learning Goals will be met through SL (see CE Goals rubric)? Consider what you want your students to know, be able to do, and value at the conclusion of the semester.

Service-Learning Project: What roles and responsibilities will the students take on to meet the identified community needs? Provide a description of the service-learning client support or capacity-building project and desired outcome for the community.

Project Management: What logistics do you need to consider to make the experience a successful one (e.g. assigning students to teams, transportation of students and/or community clients, financing project resource needs)?

Community Partnership: How will you ensure a reciprocally beneficial and collaborative partnership (e.g. communication before, during and after the semester, required student feedback meetings middle of the semester, invite CP to final presentation, clear plan for handing over deliverable/celebration of work together)?

Student Preparation: How will you orient and prepare your students so they can be successful (e.g. SL expectations in syllabus, orientation by instructor/Lynn Donahue/community partner, pre-reflections, library research, role plays)?

Reflection and Assignments: What assignments and reflections will you integrate to help the students accomplish their learning and community goals (e.g. written reflections; class discussions; project drafts; presentations; team meetings)?

Assessment: How will you evaluate, assess, and grade the SL component (e.g. class participation, grades for written assignments, final PP presentation, and/or deliverable/product, community partner feedback).

1. Application of Knowledge (Application of Knowledge SJFC College-Wide Learning Goals)

Outcomes: Students will test experiences in the community against knowledge gained through academic work and apply course content to community issues in order to achieve solutions to civic dilemmas.

Example Evidence (Assignment/Assessment): Student Impact Assessment Survey (Enhanced Classroom Studies questions), writing on how SL relates to students' academic learning and how course context relates to their service.

Exemplary	Developing	Foundational
Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life.

2. Communication (Communication SJFC College-Wide Learning Goals)

Outcomes: Students will tailor communication strategies to effectively express, listen, and adapt to others in order to incorporate an understanding of their audience's diverse needs, establish relationships, and collaborate with others.

Example Evidence (Assignment/Assessment): Student Impact Assessment Survey (Professional Skills Questions); Reflective writing, meeting reports, presentation of scientific posters, videotape of workshop given to clients, marketing proposal.

Exemplary	Developing	Foundational
Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action.	Effectively communicates in civic context, showing ability to express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context in most of these areas: express, listen, and adapt ideas and messages based on others' perspectives.

3. Intellectual Engagement (Intellectual Engagement SJFC College-Wide Learning Goals)

Outcomes: Students will understand a problem, generate solutions, evaluate final outcomes, and reflect on academic, professional, and civic learning.

Example Evidence (Assignment/Assessment): Student Impact Assessment questions (Q&R), Faculty Impact Assessment (5f) in-class debrief on understanding the problem and finding a solution; analytical paper

Exemplary	Developing	Foundational
Demonstrates an enhanced understanding of the complexities of the issues and extent of the problems and ability to develop a solution that can address the primary issues. Shows adeptness at reflecting on their academic, professional, personal, & civic learning.	Demonstrates an awareness of the strengths and challenges of their community partner and the issues and proposes possible solutions. Shows some reflective insight concerning their academic, professional, personal, & civic learning.	Begins to identify information regarding the issues and solutions and reflect on academic, professional, personal, and civic learning.

4. Diversity and Cultural Understanding (Diversity and Cultural Understanding SJFC College-Wide Learning Goals)

Outcomes: Students will use a growing understanding of diversity and cultural differences and skills needed to work within diverse communities and cultures to solve community issues.

Example Evidence (Assignment/Assessment): Faculty Impact Assessment (5g), Final Projects, cultural communication writing assignments & journals, in-class debrief on cultural perceptions.

Exemplary	Developing	Foundational
Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement and diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities.

5. Ethical Integrity (Ethical Integrity SJFC College Wide Learning Outcomes)

Outcomes: Students will practice ethical decision-making and civic responsibility to achieve reciprocally beneficial partnerships and projects.

Example Evidence (Assignment/Assessment): Student Impact Assessment Survey (Civic Engagement Questions), Faculty Impact Assessment (5h), case study discussion in-class.

Exemplary	Developing	Foundational
Demonstrates ability to practice ethical decision-making and civic responsibility to achieve reciprocity.	Demonstrates an awareness of ethical decision-making and civic responsibility to achieve reciprocity.	Has been exposed to ethical decision-making and civic responsibility to achieve reciprocity.

6. Civic and Community Engagement (Application of Knowledge SJFC College-Wide Learning Goals)

Outcomes: Students will increase their awareness and concern about the needs in the community and will have the motivation to make a positive difference.

Example Evidence (Assignment/Assessment): Student Impact Assessment Survey (Civic Engagement Questions), Faculty Impact Assessment (5h), final Power Point presentation.

Exemplary	Developing	Foundational
Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.	Demonstrates ability and commitment to work actively within community contexts and structures to achieve a civic aim.	Performs the tasks in isolation of the context.

Service-Learning in Your Syllabus

ELEMENTS:

When modifying your syllabus, consider adding the following elements to maintain academic quality and communicate the link between service and learning.

- Course goals specifically related to the service and how SL will help accomplish them (use the learning outcomes chart to highlight the rationale of why service-learning has been chosen as an approach to meeting your course goals).
- A definition of service-learning (can use the one in this Manual).
- Service requirement for the course (assignment, reflections, and assessments.)
- Service expectations and professional behavior guidelines.

Misconceptions: These common misconceptions can be clarified in a syllabus or in-person.

1. Students' grade and academic credit is for the demonstration of academic and civic learning, not for service.
2. Experience and learning are not the same. Reflection through assignments and in-class discussions are used to harvest the academic linkages.
3. The service-learning component is not an "add-on" but will be integrated into the course and may replace previously existing assignments.
4. SL can include client or project-based, on or off campus work, and individual or group service.

Syllabus Time-Table

Week One:

The primary need of the first week is to **introduce the course goals that will be met through service-learning and the service-learning project as outlined in the Action Plan**. Suggest strategies for contacting the agency and professional behavior. Show the **Introduction to Service-Learning Video** and distribute and have the students sign the **Service-Learning Agreement Form**.

Week Two:

When possible, provide background information on the needs of the community-partner, information on the **population** students will be working with, and social/contextual issues. If relevant, provide opportunities for **team and community building** among students working at a common site and their community partners and clients.

Week Three:

Ideally, students should **make their initial contacts** (or be placed with a service site by the instructor) by the second or third week. In-class discussions and on-site meetings may focus on **students' service and learning goals and hopes and concerns about their site**.

Week Four:

Students are working at their site, beginning their client support or capacity-building project, and developing relationships and trust with their community partners and clients.

Week Five through Eight:

Students will have various degrees of “success” at their service site and will need in and out of class opportunities to **address concerns and link their experiences in the community with course concepts through reflection**. Lynn Donahue will contact all community partners to check in and will report feedback to instructors. Faculty should check in with partners regarding individual students and project details related to their course.

Week Nine through Twelve:

At this stage, students often communicate their commitment to their site and have developed **personal and professional relationships**. **Potential challenges with supervisors about their projects or with class team members** may also crop up and can be discussed. Students should be meeting with their community partner and **soliciting feedback** on their client work or product development. A **draft** may be created during these weeks for approval by the partner and faculty.

Week Thirteen and Fourteen:

The last two weeks should focus on **finalizing the requirements of their service and service assignments** like portfolios and final presentations and final assessments. Students should **distribute their “product” or final course assignment** to their service sites and instructors. Please contact Lynn Donahue to discuss other arrangements for distributing the final product if needed.

Working with Community Partners and Supporting Service-Learning Projects

Community Impact Pathways and Partners (subject to change)

Academic Success and College Success

- ❖ Starbridge
- ❖ Center for Youth
- ❖ West Irondequoit-Webster Postsecondary Program
- ❖ ARC Youth Leadership Program
- ❖ Rochester City School District
- ❖ East Rochester Schools
- ❖ Maplewood Library

Environmental Sustainability

- ❖ Genesee River Watch
- ❖ Neighborhood Soil Analysis
- ❖ Foodlink
- ❖ Ganondagan Environmental Field Office
- ❖ Headwater Food

Housing and Poverty Alleviation

- ❖ Catholic Family Center
- ❖ Neighbor Works Rochester
- ❖ Rochester Area Interfaith Hospitality Network
- ❖ Saint's Place
- ❖ Sojourner House
- ❖ Volunteers of America

Community Health

- ❖ American Red Cross
- ❖ CP Rochester
- ❖ Hope Lodge
- ❖ St. Joseph Neighborhood Center
- ❖ Teens Living With Cancer
- ❖ Trillium
- ❖ Comfort Care Homes like Aurora House, Shepard Home, and Webster Comfort Care

Intergenerational Learning

- ❖ St. John's Home Brickstone
- ❖ Glenmere Friendly Home
- ❖ The Community Place
- ❖ Episcopal Home Valley Manor
- ❖ Summit at Jewish Home
- ❖ St. Ann's Cherry Ridge

Non-Profit and Small Business Development

- ❖ Writers and Books
- ❖ Southeast Rochester Small Businesses
- ❖ Eight4 World Peace
- ❖ JASY Sports Camp

Tips for Working Effectively with Community Partners

(Based on the 3 C's by Stoeker & Tryon, Eds, 2009: *The Unheard Voices: Community Organizations and Service Learning*)

Tip #1: Hear the “voices from the community,” commit to understand your community partner’s needs, and design courses around those needs if possible. Clarify what are the desired outcomes for both you and the community partner. If possible, continue partnerships from past courses and continue projects worked on during prior semesters.

Tip #2: Use an Asset-Based Perspective by acknowledging that within the community-based partnerships exist the creativity, hope, and skills to address the community’s needs. Encourage your students to take note of the solutions, not just the problems that exist in the daily happenings at the SL site and seek out the lessons to be learned in each experience.

Tip #3: Facilitate good communication by holding pre-semester planning meetings with the partner. Use an Action Plan to clarify students’ expectations, desired outcomes, and the project plan with benchmarks and a time-line. Clarify the community partner’s role during the project and how they can support students. Then pass on and communicate the service-learning plan and expectations to students.

Tip #4: Require that students request feedback from their partners on product drafts or their client support work. Encourage students to be receptive to modifying their ideas to line up with the needs of the organization. Provide student reflection and debriefing opportunities in-class to address questions and concerns and find out about challenges before they become an issue. Keep partners updated when needed.

Tip #5: If relevant, provide opportunities for students to write on and discuss the complexities of the social issues impacting their community partner and integrate this understanding into their project. Having them learn about contextual issues and root causes will enhance their understanding and engagement and will reduce biases. Discuss the abilities/strengths of their organization and clients to shift perception from members as deficient and needy and focus on “collaboration with” vs. “service to.”

Tip #6: Anticipate that linking your course to community needs will result in some “messiness”. Try to greet change as an opportunity and consider new options and their potential for benefit to your students.

Project Management Questions



1. **Audience:** Who is your audience? (e.g. People whose lives are directly or indirectly affected. People charged with making the decisions.) What is the organization/program's mission and goals?
2. **Needs & Issues:** What are the needs of my audience (clients/organization/program)? Are there other issues (social justice related) that need to be considered?
3. **Goals:** What are the goals of the service-learning project? How will the service-learning project meet the identified needs and issues of my audience?



4. **Activities and Responsibilities:** What activities will students engage in to accomplish the project goals? Who is responsible for what?
5. **Benchmarks:** What are the benchmarks/deadlines for completing the activities? Create a time-line for the project.
6. **Assessment:** How will you determine if the project goals and needs of the CP were met (if the product/outcome met the needs of you community partner/clients)? Please be specific
7. **Resources:** What are the resource needs to accomplish this project? (e.g. information, supplies, people)

Project Support Toolkit:

Providing a plan and supporting students as they accomplish the project goals helps them avoid procrastination and can lead to greater quality. Use the time-line provided in the Action Plan to make decisions on what activities students should be engaged with at the beginning, middle, and end of the semester and how you might want to support students. Use the Project Support ideas below to determine what would work for your course.

- **Team Meetings:** In-class team meetings to debrief about issues or connection with course content.
- **Instructor Meetings:** One on one meeting in or out of class to debrief, answer questions, and ascertain accomplishment of service-learning goals.
- **On-line Discussions:** Used to debrief about issues or connection of project with course content in an on-line format (e.g. Blackboard, blog, web site).
- **Mid-semester report:** Used as a benchmark assignments to ascertain goals accomplished and academic content linkages.
- **In-class Weekly Report or one-minute paper:** Used at the end of class or each week to determine accomplishments. Could also use to set future goals and reflect on lessons learned.
- **E-mail Report:** E-mail report on work accomplished and potentially lessons learned, connections to class material, and goals for next session – after each time on-site by individual or group leader.
- **Community partner feedback report:** Used to gain partner feedback on work accomplished and draft of product, and enhance professional practice.
- **“Models of quality”:** Passed out to students to demonstrate to students the standards and quality of work you expect.

Note: Dealing with Changes: Changes and frustrations can be turned into teachable moments. Emphasize to students that working with real issues and real partners/clients is a process that requires persistence, patience, and flexibility to create a professional product/outcome.

Dissemination and Celebration

- Create opportunities to recognize and thank work done by students and community partners (e.g. Reception).
- Disseminate results of service work to community partner. Determine who will hand over the finished product (students, faculty, Director?).
- Possibly provide opportunities for students to share their outcomes with each other and with the college community (e.g. Service-Learning Showcase Site, Social Justice Fair)



Preparing Students for Service-Learning

Strategies for Success and Safety Guidelines

Dr. Lynn Donahue, Director, Center for Service-Learning and Civic Engagement

#1: Challenge Yourself: Take advantage of this opportunity to learn about your community, test out potential career options, gain new networking contacts, gain new skills, and learn new things about yourself. You may feel initially uncomfortable at your site. However, the best learning comes from new situations. The instructors and class will provide support.

#2: Be On Time and Reliable: Your community partner relies on you to be there at the agreed time and counts on you to complete your project. It's crucial that you show up at your agency when you've agreed to. If you need to be late or miss a work date, please notify your partner.

#3: Know Your Assignment: Make a good first impression by knowing the project guidelines well and communicating this to your partner during your first meetings.

#4: Create a Quality Product or Service: Learn the mission and needs of your community partner so you can apply the knowledge and skills gained in the course to your product or service. Be flexible – sometimes your ideas won't meet the community partners' needs. Listen and be willing to modify your product if that's the feedback you're receiving.

#5: Use Professional Verbal and Nonverbal Communication: When arranging a meeting, call or e-mail with enough lead time. If your partner contacts you, return the call or e-mail promptly. Seek help when you need it; if you have questions, ask. Good eye contact and strong handshake conveys confidence. Dress appropriately - you are a representative of Fisher.

#5: Follow the Agency's Expectations: Use formal names unless told otherwise. Avoid gossip and protect your own and others' privacy and confidentiality. Never engage in, or tolerate from others, verbal exchanges or behavior that may be perceived as discriminatory or sexual.

#6: Reduce Barriers: When you enter the community, ignore stereotypes of community, be open minded, and be positive. You will reduce barriers and increase understanding.

#7: Stay Safe: Map out your route so you know where you're going for your first visit. Find out where to park in advance. Be cautious and use common sense (e.g. keep doors locked). When you can, travel with others. Communicate to someone your destination and time of return. If you feel uncomfortable for any reason, please let your instructor or supervisor know. Please report any incidents to your instructor or supervisor.

#8: Maintain Boundaries: Don't give a client a ride in a personal vehicle. Don't give or loan clients' money or other personal belongings. Don't share too much personal information (phone No., address, etc.). Don't visit people in their private homes. Projects will not include activities that require this.

St. John Fisher College Community-Based Service Learning Student Agreement and Permission Form

Student Name: _____ E-Mail: _____

Course: _____ Semester: _____

Local Address: _____

Local Phone: _____ Cell Phone: _____

Student Agreement

I, _____ agree to the following as a participant of Service-Learning at St. John Fisher College:

- I understand the responsibilities of my service project, deadlines, and related course assignments. I will be graded on the learning outcomes and not for service hours.
- I acknowledge that there are inherent risks in service-learning. I have read and understand the **Strategies for Success and Safety Guidelines** on the second page.
- I agree to communicate with my supervisor, course instructor and/or Dr. Lynn Donahue, Director, Center for Service-Learning and Civic Engagement, any concerns or questions I have about the service-learning assignment. An alternative site can be made available if necessary.
- I understand that the course instructor and agency reserves the right to terminate my service work in cases of negligence or harm.

Signature: _____ Date: _____

Permission to Use Photographs and/or Video

I grant to St. John Fisher College the right to take photographs or video of me in connection with my service work. I authorize St. John Fisher College to use and publish photographs, with or without my name, for lawful purposes for advertising, evaluation, or other publications in print and/or electronically.

I have read and understand the above:

Signature _____ Date _____

Permission to Use Student Work

I authorize St. John Fisher College to use and publish copies of my course work related to my service assignment (reflections, final products, Power Points, class evaluations), without my name, for advertising, evaluation, or other publications in print and/or electronically.

I have read and understand the above:

Signature _____ Date _____

Emergency Contact

Name: _____ Relationships: _____ Phone #: _____

Getting Started Guidelines:

Contacting your Service-Learning Site:

- A designated **Group Communication Leader** should call the contact person for the first meeting. Give them your name, course title, and instructor name. Ask when is a good time to meet to discuss the project.
- **When leaving a message**, make sure to leave your name, number, and a good time for them to reach you. Give them a day or two to get back. **Call back if you don't hear from them.**
- Make sure you get **directions** so you can get to your site at the designated time. Bring your contact information with you.

First Visit and Future Communication:

- The first meeting should be an **orientation to the agency**. Listen carefully to agency expectations. Please ask questions about policies or expectations you're not clear on.
- During your first meeting, determine your **weekly schedule and start and end date**. Determine how often you'll be meeting during the semester. Your schedule should be honored throughout the semester.
- Plan on also going over **expectations of the course assignments, your responsibilities at the site, and project ideas**.

Student Challenges and Strategies

Challenges:

Ambiguity of out-of-classroom experience: Frequently the problems that emerge are due to students being unprepared for the ambiguity of out-of-classroom experiences or feeling frustrated when placements deviate from the plan. Scaffolding the service-learning experience and providing a forum for reflection and debrief can alleviate some of this.

Reinforce bias and stereotypes: Students sometimes have a deficiency view of the community. Biases and stereotypes may also be reinforced as a result of their SL work. Students can be guided to look beyond and beneath the obvious to get at the root causes of social problems. Assignments can be integrated into the course to allow students to examine issues from many perspectives rather than generalizing from one or two encounters.

Communication: Communication between students, their peers, faculty, and community partners, and communication between faculty and CPs can be a source of challenge. Open avenues of communication for students are essential. Student should know whom they can talk to and how issues can be handled.

Strategies for addressing communication challenges:

- **Reflection** – student journals, classroom discussions, or on-line reflections are a ready source of information about how a placement is going.
- **Communication and Observations** – Often a call to a service site can be used to identify gaps between what is in a service-learning contract, what students report, and what actually seems to be happening. While going out into the community and seeing students at work can be time intensive, such visits provide a wealth of information and valuable opportunities to talk with community supervisors.
- **Student Communication Leader:** Appoint one student per group to serve as “the communication leader” whose job is to communicate and follow through with the community partner and to arrange partner meetings.
- **Professional Communication Training:** Suggest to all students that sufficient lead time is necessary for scheduling meetings, that phone calls may be preferred over e-mail (or vice versa), and that their partners are busy and thus, students may need to attempt a contact their partner more than once.
- **Benchmark Assignments** – Required benchmark assignments, mid-semester and end of the semester meetings with community partners, and drafts before a final product is due can increase the quality of students’ work.

Absences: Students are required to complete their service commitments. If they know they will miss a commitment, they are expected to give advance notice to their community partner contact person, and to reschedule if appropriate. If a student's absence is chronic, we ask the community partner organization to contact the instructor. The service-learning component should not be seen as an add-on that the student must “work around.” Instead, the service should be fully imbedded in the expected learning outcomes therefore preventing a student from “opting out.”

Logistics: Students may also experience challenges with logistics like scheduling of orientation and client support hours and transportation to the service site.

Strategies for addressing logistics challenges:

- **Orientation:** To arrange an on-site orientation, ask students to decide on 2-3 times that everyone in a project team is available within a two-week period and have the communication leader or instructor contact the partner to arrange a meeting that works for everyone.
- **Scheduling:** The Community Project Proposal will outline important dates and times that should be helpful in scheduling client support hours and regular partner meetings. Many community partners are willing to hold an orientation and follow-up meetings during class time on-campus.

Transportation: Service-learning is not offered in courses that are exclusively for freshman (who are not allowed cars on campus). For other courses, students can usually carpool and arrange rides to the service site with team members. At times, the city bus may be a viable option.

Adapted from Morgridge Center for Public Service “Service-Learning Challenges & Solutions for Instructors.”



Integrating Reflection and Other Assignments

Service-Learning Reflection and Assignments

Reflection:

Reflection is about deriving meaning and knowledge from the experience and is central to service-learning. Reflection is the link that connects service with the learning and learning with the service.

WHY?

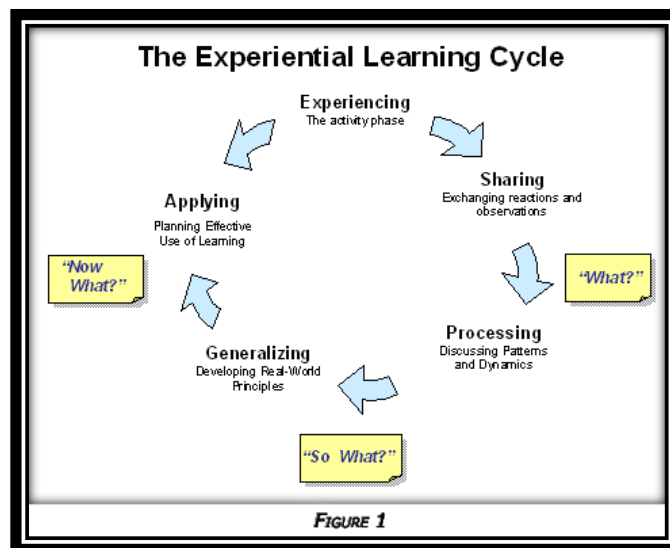
Reflection can help students to question their assumptions about the cause and the solutions of social problems and if relevant, their responsibilities as citizens of a democratic society. Reflection can also be used to check perspectives, biases, concerns, and lessons learned. Students' grade must be for reflection of the experience and not for experience alone.

WHEN?

Before Service: Examine beliefs, assumptions and attitudes; Provide context and cultural awareness

During service: Share observations and concerns; Ask for and receive feedback; Solve problems

After Service: Evaluate impact of service; Assess personal growth



Adapted from *Reflection in Higher Education Service-Learning*, Kara Connors and Sarena D. Seifer, Community-Campus Partnerships for Health, September 2005

Sample Reflection Questions for Civic Engagement Student Learning Outcomes

Application of Knowledge

- From your experience in the community, what course concepts have you seen in action?
- Where have you seen x theory in action at your community site?
- What are some examples where x theory(ies) don't seem to apply at your community site?
- What have you learned about the world in which we live and the issues your clients face based on your application of course content to service-learning? How has this impacted your way of thinking about our society and the people you have "served"?
- How do the issues I'm learning about impact my life? How does my life impact the issues?
- How will I concretely use what I have learned?

Intellectual Engagement

- What are the problems and issues related to my service site?
- What patterns am I noticing?
- What are the root causes of the "need" for this service?
- What inequities are at play?
- What solutions could help address the issues?
- What is my capacity to solve the problem? What would I do differently next time?

Diversity and Cultural Understanding

- What has surprised you?
- What assumptions of your own, perhaps ones you didn't know you had, have you become aware of?
- How has your experience reinforced or challenges those assumptions or beliefs?
- What can we do to overcome negative stereotypes and preconceived judgments?
- Draw some cultural comparisons to the individuals with whom you interact during your client support work. What patterns are the same or closely resemble your own and what patterns are different?
- How can you use your understanding of communication and perception to build bridges with individuals who may be different from you?

Civic Development

- What thoughts do you have about the kind of community member you want to be? Has anything from your experience in this course impacted those thoughts?
- What does a civically minded person in your chosen field do, for example, what would a socially responsible biologist look like?
- From what you have learned, why do you think there is a desire and need for the service you provided?
- What conditions of inequity make the service necessary? What next steps do you think you could take to better understand these underlying inequities?
- What role do you see you can take in creating more equity?

Sample Service-Learning Assignments

Service-Learning Journals

Journals can be open ended and personal or critical reflections integrated into the curriculum.

Types of Reflection Journals

These types of journals identify some ways to structure journals in order to transcend mere description and promote connections between the course content and the service activities.

1. **Key Phrase Journal**- Students are asked to integrate an identified list of terms and key phrases into their journal entries as they describe and discuss their community service activities. Students may be asked to underline or highlight the key phrases in order to identify their use.
2. **Double-Entry Journal**-Students are asked to use a spiral notebook. On the left side of the journal students describe their service experiences, personal thoughts, and reactions to their service activities. On the right side of the journal, they discuss how the first set of entries relates to key concepts, class presentations, and readings. Students may be asked to draw arrows indicating the relationships between personal experiences and the formal course content.
3. **Critical Incident Journal**- Students focus on a specific event that occurred at the service site. Students are then asked to respond to prompts designed to explore their thoughts, reactions, future action and information from the course that might be relevant to the incidents. For example, “Describe an incident or situation that created a dilemma for you because you did not know how to act or what to say. What did you do? List three actions that you might have taken, and evaluate each one. How does the course material relate to this issue, help you analyze the choices, and suggest a course of action that might be advisable?”
4. **Three-Part Journal**- Students are asked to respond to three separate issues in each of their journal entries: 1) Describe what happened in the service experience, including what you accomplished, some of the events that puzzled or confused you, interaction you had, decisions you made, and the plans you developed. 2) Analyze how the course content relates to the service experience, including key concepts that can be used to understand events and guide future behavior. 3) Apply the course materials and service experience to you and your personal life, including your goals, values, attitudes, beliefs and philosophy.
5. **Different Perspectives**- Ask participants to recall a specific occurrence from service experience that involved some degree of conflict. Ask them to assume the viewpoint opposite that which they actually held during this conflict (or the viewpoint they were the least empathetic with) and write a description of the conflict from this perspective. This can include what happened, their role in it, what they want, what they envision as the ideal solution. Good debrief questions are, “How did it feel to do this writing, how were you able to get in their shoes or how was it difficult.”

Bringle, R.G. & Hatcher, J.A. *Reflection in Service-Learning: Making Meaning of Experience*. Educational Horizons. Summer 1999, 179-185.

Other In-class Reflections & Activities

- **Artistic:** Ask students to create a collage or create a model out of clay that communicates how they made a difference at their SL site or how the SL experience made a difference to them.
- **Role Play:** Use case studies or scenarios for students to act out and discuss something they did not know how to handle during their service in the community. Have the students role play appropriate and inappropriate responses to the situation.
- **Newsflash:** Imagine you are a reporter assigned to write a “human interest” story. Follow basic journalism and answer the following questions: Who, What, When, Where, With What Results? What’s the Significance – related to a SL interaction? Pair up and have one person be the reporter and the other the person being interviewed. Report your newsflash story to the group.
- **Photography:** Pick a photo that describes one SL interaction or experience you or your SL students had. Photo can be literal or metaphorical. Photos can be presented with others from similar projects with some comparisons/contrasts. Present your photo the group.

Integrative Papers

Problem Solving Papers: Students investigate a social problem related to their service-learning assignment by defining the problem, analyzing root causes, identifying the stakeholders, identifying alternative policy solutions and recommending a policy to be pursued. "Research" is not confined to the library, but includes interviewing experts working to deal with the issue in the field.

Theory Application Papers: Students identify a particular theoretical perspective or concept and then use the experiences with community service to "test" the theory. Students argue for or against key points of the theory with examples from their experience.

Case Studies: Case studies can focus on individuals, on the service project itself or on the agency's role in meeting the needs of community members. Students can develop case studies to be used in class discussions.

Service-Learning Self-Assessment: Assign a final paper to evaluate students' service-learning experience using criteria identified for effective experiential learning. Students can discuss personal growth and critique the program and the placement.

Agency Analysis: Students analyze the agency they worked with using appropriate organizational frameworks and evaluation tools. They combine their observations with information about who is served, how policies are made, where funding is obtained and future plans for the organization.

Portfolios

A portfolio is a collection of documents and other forms of evidence of student achievements, specifically as they relate to learning plan objectives.

Items to be included in a portfolio:

- Documents drafted or written (article reviews, book reports, office reports, pamphlets or flyers).
- Written analysis of problems, issues, options or other assessments.
- Finished projects (videotapes, graphics, charts, spreadsheets, training programs, photos, marketing plans, research/project results, pamphlets).
- Lists of projects completed, presentations made, and training completed, all supported by date, location and organization.
- Annotated bibliography or copies of readings related to course objectives.

Class Presentations

Class presentations can be an effective way to help students synthesize the material they have gathered during their service-learning placements. The presentations can be short, three-minute updates throughout the semester or a longer presentation at the end of the semester. Presentations can be individual or group based, and can include inviting community members. PowerPoint can be used to create a visual, enhance the oral delivery, and incorporate photographs from the service experience.

Eyler, J., Giles, D.E & Schmiede: *A Practitioner's Guide to Reflection in Service Learning*. Vanderbilt U, 1996
Adapted from the Career and Community Learning Center at the University of Minnesota
(www.servicelearning.umn.edu)

3/4-Step Debrief

What Happened? (WHAT?)

(Describe what action was taken, what was the most memorable moment, and what did you see, hear, touch?)

What's the significance? (SO WHAT?)

(What are you learning from this, why is this project important, how does it relate to what we're learning about in class, what other ideas do you have?)

How do you feel?

(What is your emotional response, what surprised, frustrated, pleased you, and how did the experience affect you?)

What's the Next Steps? (NOW WHAT?)

(What will you do with what you've learned, how does it change future work with this project, what further questions has it raised for you?)

ORID Model

Objective:

Begin with questions related to the **concrete experience**. What did students do, observe, read, and hear? Who was involved, what was said? What happened as a result of their work?

Reflective:

Next introduce questions that address the **affective experience**. How did the experience feel? What did it remind them of? How did their apprehension change or their confidence grow? Did they feel successful, effective, and knowledgeable?

Interpretive:

Then ask questions that explore their **cognitive experience**. What did the experience make them think? How did it change their thinking about...? What did they learn? What worked?

Decisional:

Finally, students are prepared to incorporate their experience into a **new paradigm**. They may have a shift in knowledge, awareness, or understanding that affects how they see things and, ultimately, how they will act. What will they do differently next time? What decisions or opinions have they formed? How will the experience affect their career path or their personal life choices?



Common Final Reflection Assignment

Center for Service-Learning and Civic Engagement

1. How did the service-learning project help you understand, apply, and/or create meaning from the course content?

2. How did the course content help you understand, prepare for, and/or develop your final service-learning product or outcome?

3. What have you learned about (or changed in the way you think about) yourself, the people you have “served”, and the issues our community face?

4. What professional, academic, or personal skills have you developed?

5. How was your final product and/or client support effective in meeting the goals and needs of your community partner? If it didn’t meet the identified needs, why not?

6. If you were able to go back and repeat the service-learning project is there anything you would change about the experience or your role in it? What advice can you give to future SL students?

Assessing Service-Learning Assignments

Assessment in Service-Learning

From Northeastern University Center for Community Service and Jeffrey Howard, Michigan Journal of Community Service Learning: Service-Learning Course Design Workbook, University of Michigan: OCSL Press, Summer 2001.

A well-structured grading rubric can clarify what is expected of students and how they will be held accountable and reinforce the role of service-learning in your course.

Principles of Evaluating Student Service-Learners

1. As in any course, evaluation focuses on students' ability to meet course learning objectives. **Students should be graded for their learning, not their service.** Ask yourself: How will students in your course be required to demonstrate, and earn credit for, connections between service and course content?
2. Because service-learning can depart from what students are accustomed to, it is even more important than ever to **supply clear grading criteria for the assignments** that ask students to draw upon observations and learnings from their service experiences. **Set standards in advance.** Provide examples of past student work if possible, so that students understand what merits a high grade.
3. **Assessment should be both formative and summative.** Formative assessment can include mid-semester status reports of work completed up to that point, written reflections, and quick one-minute papers in class. Summative assessment can include end of the semester final products, presentations, journals, and formal assessments.

Components of the Grade

1. **Major Assignments:** Whenever possible, papers, presentations, and test questions should provide students the opportunity to connect their service experiences to the course content. This requirement should be written into the criteria for the assignment.
2. **Supporting Reflection Assignments:** Blogs, reflection papers, and class discussions, assigned throughout the semester, should use guided questions to compel students to think critically about their service and its connections to course content.
3. **Additional Feedback:** Since faculty members cannot monitor all aspects of the S-L experience, community partner feedback provides valuable insight into students' performance. Student self-evaluation or peer evaluation may also be used. Feedback may address the following: Is the student serving consistently and exhibiting professional behavior? Is the student taking initiative and seizing upon opportunities to learn through the service?
4. **Compliance with the Service-Learning Process:** Points can be awarded or taken away for logistical requirements, such as: handing in forms on time and communicating with the faculty and community partner. To help with accountability—and aid with tracking—you can require timesheets that are filled in by students and signed by site supervisors.

Sample Journal Assessment Rubric

In order to grade specific components of the reflections, the following rubric can be used. Each section is given a maximum number of points – scores reflect whether the criteria was followed, but more importantly, how reflective/creative/insightful each section was written.

- 0 = not there - not addressed
- 1 = needs quite a bit more work
- 2 = incomplete - needs work - incorrect - criteria not followed
- 3 = average - met requirements - proof a bit more
- 4 = some neat material - most criteria followed
- 5 = I'm impressed – all criteria followed in depth & with critical thinking - insightful

Identification of Visit: (the What) 0 1 2 3 4 5

- explanation of the nature of the visit with community partner
- roles played by each member identified
- description of community partner's role

Classroom Connections: (the So What) 0 2 4 6 8 10

- thoughtful connections to class discussions and readings
- ideas are grounded in text with depth and explanation, rather than just description of
- demonstration of at least 3 text terms identified and effectively incorporated
- demonstration of what was learned that enhances classroom experience
- illustration of what is learned in class that is reflected or is relevant to community experiences

Personal Connections: (the So What) 0 2 4 6 8 10

- explanation of what the experience personally meant
- identification and evaluation of negative and positive feelings about the service site, the people, and the experience
- discussion of what was learned; similarities and differences to student's experiences
- expressed discovery of instances encountered that "opened the eyes" / new thoughts not considered until community visit

Contemplative Reflection/ Societal & Personal: (the Now What) 0 2 4 6 8 10

- explanation of how the experience taught community involvement and civic responsibility
- discussion of the relationship of service experience to the "big picture"/societal changes
- identified thoughts on how project might be meaningful to community
- explanation of the impact of service on lifelong learning process/everyday life

General Flow of Ideas: 0 1 2 3 4 5

- each topic area/subtopic is specifically identified
- ideas are organized in a logical fashion and easy to follow
- transitions are used between subsections/main thoughts

Writing:	0	2	4	6	8	10
• proper grammar						
• clear sentence structure						
• strong topic organization						
• limited spelling errors						
• proper use of APA (if applicable)						

Technical:	0	1	2	3	4	5
• required length						
• spacing, margins						
• manuscript/prose style of writing						
• requested areas clearly identified						

Sample Service-Learning Presentation Assessment Rubric

(Developed and used by Dr. Amy Parkhill)

The following will be used to grade your group presentation. Each section is given a number of points and scores reflect whether the criteria was met and how reflectively/insightfully each criteria was followed.

- 0 – not addressed
- 1 or 2 – needs quite a bit more work
- 2 or 4 – incomplete, needs work, incorrect, or criteria not followed
- 3 or 6 – average – met minimum requirements
- 4 or 8 – most criteria followed
- 5 or 10 – all criteria followed in depth and with critical thinking, insightful

What? 20 points

The service learning site you worked with. Whom does this site serve? How do they accomplish their goals?	/5
The service learning project in which you participated (presentation, development of written materials, etc...)	/5
The time spent in the service learning project. Include the time involved in preparation, a description of the type of preparation that was done for the activity.	/5
The outcomes of the project.	/5

Comments:

So What? 50 points

What have you learned during this service experience? How do you understand the patient population/cancer community and their needs differently from when you began?	/10
How will this experience affect how you practice pharmacy? What skills (professional, academic, or personal) have you developed? Relate one aspect of your service experience to topics discussed in your pharmacy coursework.	/10
What do you think your role will be as a pharmacist interacting with the cancer community?	/10
What were the best and worst parts of the experience?	/10
What would you tell your family about your experience working with the community partner?	/10

Comments:

Now What?**15 points**

How could this activity be changed to provide a more optimal experience? How could pharmacy students best be utilized in this setting?	/5
Would you recommend that this site be used as a service learning site in the future? What advice would you give to future students working with your community partner?	/5
How could new service learning projects be launched from this present activity?	/5

Comments:**Presentation characteristics****15 points**

Presentation is well organized and easy to follow.	/5
Proper grammar and limited spelling errors	/5
Each group member contributes to presentation	/5

Comments:

Community Impact Assessment Primary Questions

Please assess the impact of students' Service-Learning Capacity-Building (CB) product (e.g. marketing plan, social media design, research report, training materials) using the scale provided. If this section is not relevant, please check Not Applicable.

Usefulness: Students' CB product will be used within our organization or program in the near future.

Quality & Professionalism: Students produced professional and high quality work.

Essential: Students provided contributions that we would not otherwise have completed at this time.

Other Contributions: Students' presence resulted in benefits other than the finished product (e.g. provided new ideas and perspectives, helped us better understand our program needs).

Please assess the impact of students' Service-Learning Client Support (CS) (e.g. tutoring, one on one training, educational workshops, sharing a meal, interviewing). If this section is not relevant, please check Not Applicable.

Information and Skill Development: Students provided valuable information and/or supported client's skill development.

Relationship-Building: Students built relationships with clients through service-learning that were meaningful.

Essential: Students provided a particular service to our clients that we would not otherwise have received at this time.

Other Contributions: Students' presence resulted in benefits other than the intended client support (e.g. provided new ideas and perspectives, helped us better understand our program needs).

If applicable, can you describe in more detail how the products (or service) you received will meet your needs and be used within your organization? What was the most valuable contribution?

If the product (or service) did not meet your needs, won't be used by your organization, or you're dissatisfied with the outcomes can you please describe why?

ts were reliable and followed through in performing their assigned work.

Initiative: Students developed the ability to take initiative through the development and/or implementation of the SL project.

Student Attitude: SL students had a positive attitude and were open to learning.

Student Communication: SL students used communication skills effectively with staff and clients.

Student Ability: SL students seemed prepared for their experience and applied the knowledge and skills needed to accomplish their service goals during the semester.

Faculty Impact Assessment Primary Questions

Indicate your level of agreement/disagreement with the following statements regarding the impact of service-learning (SL):

Question

Course Goals: Service-learning helped accomplish the course goals.

Added Meaning: Students gained knowledge, skills, or awareness that has added value and meaning to this course.

Added Understanding: The service experience helped students better understand material from class sessions and readings.

Applied Learning: SL helped students understand how course concepts can be applied to everyday life.

Initiative: Students developed the ability to take initiative through the development and/or implementation of the SL project.

Problem Solving: SL challenged students to “think on their feet” and come up with new ways of solving problems.

Social Awareness: Working in community settings developed cross-cultural awareness and understanding of others who are different than the students.

Civic Awareness: SL helped students to become more aware of the needs in the community.

Question

Expertise: SL enhances my ability to share my expertise.

Research: SL contributes to my research agenda.

Service: SL contributes to my service to the campus or the community.

Community partnerships: SL resulted in enhanced community collaborations and relationships.

Mission: SL helps fulfill this college’s mission.

1. **The Learning:** Please describe the value service-learning added to your course, your students' learning, and/or your professional development.
2. **The Service:** Please describe the value service-learning provided your community partner. Please include a description of the most impacting capacity-building products your students produced and/or the client support your students provided, and in what ways the outcomes were beneficial.
3. **The Reflection:** What assignment was the most effective in helping students link the service experience with course content and/or reflects on personal, professional, and civic development (e.g. written assignments, reflective journals, in-class reflection exercises, final portfolios and presentations)?
4. **Improvement:** If any of the outcomes were not beneficial, which ones were not and why? What is the primary area that needs enhancement to improve the experience for next time (e.g. on-site orientation and supervision, students' project management, SL course assignments and reflection, pre-course faculty training and/or project development support)?

Student Impact Assessment Primary Questions

Please determine how strongly your service-learning led to the following outcomes using the scale provided:
SA-Strongly Agree A-Agree U-Uncertain D-Disagree SD-Strongly Disagree NA-Not Applicable

Enhanced Classroom Studies:	SA	A	U	D	SD	NA
A. Added Meaning: I gained knowledge, skills, or awareness that has added value and meaning to this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Added Understanding: SL helped me better understand the material from class sessions and course readings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Applied Learning: SL helped me understand how course concepts can be applied to real world issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Problem Solving: SL challenged me to understand a problem and generate solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civic Engagement:	SA	A	U	D	SD	NA
E. Desire to Serve: SL increased my desire to serve my community, to make a positive difference.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Social Awareness: Working in community settings developed cross-cultural awareness and understanding of others who are different than me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Civic Awareness: SL helped me to become more aware of the needs in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Development:	SA	A	U	D	SD	NA
H. Initiative: SL strengthened my ability to be accountable and take initiative for my assigned work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I. Cooperation: SL strengthened my collaborative skills as a team member and taught me how to work together with supervisors and clients/customers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J. Communication Skills: I was able to effectively express, listen and adapt to others when communicating with clients and supervisors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K. Leadership: I strengthened my leadership skills through the planning and development of the project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L. Career Exploration: SL allowed me to explore my career options.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Service-Learning:

SA A U D SD NA

M. Academic Connection: Writing assignments, discussions, and/or exercises helped me to reflect on my SL and create connections between SL and the academic coursework

N. SL Project Support: I received the support I needed to complete the SL Project from either my instructor or community partner.

O. Future Community Service: I plan on doing further community service work on my own while at Fisher or upon graduation.

P. Future SL: I am interested in doing service-learning as part of future courses if it fits with my degree requirements.

Q. How did the SL project help you understand the course content and enhance the meaningfulness of your learning? AND How did you apply your course content to your SL work in the community?

R. What have you learned about (or changed in the way you think about) the people you have "served" and the issues in our community? What professional or personal abilities did you develop?

S. How was your final product and/or client support effective in meeting the needs of your community partner? If it didn't meet the identified needs, why not?

T. Any suggestions for improvement or advice you can give to future SL students?

What Community Partners Have to Say

Top Areas of Impact on the Community Partners

Capacity-Building	Client Support	Student Performance
<p>Needs: Students' CB product meets or will meet the particular needs of our organization or program identified before the semester began. 14 out of 15 SA & A</p>	<p>Needs: Students' Client Support met the particular needs of our clients identified before the semester began. 11 out of 11 SA & A</p>	<p>Student Reliability: SL students were reliable and followed through in performing their assigned work. 14 out of 17 SA & A</p>
<p>Usefulness: Students' CB product will be used within our organization or program in the near future. 15 out of 15 SA & A</p>	<p>Information and Skill Development: Students provided valuable information and/or supported client's skill development. 11 out of 12 SA & A</p>	<p>Student Attitude: SL students had a positive attitude and were open to learning. 17 out of 17 SA & A</p>
<p>Quality & Professionalism: Students produced professional and high quality work. 15 out of 15 SA & A</p>	<p>Relationship-Building: Students built relationships with clients through service-learning that were meaningful. 12 out of 12 SA & A</p>	<p>Student Communication: SL students used communication skills effectively with staff and clients. 17 out of 17 SA & A</p>
<p>Essential: Students provided contributions that we would not otherwise have completed at this time. 15 out of 16 SA & A</p>	<p>Essential: Students provided a particular service to our clients that we would not otherwise have received at this time. 11 out of 11 SA & A</p>	<p>Student Ability: SL students seemed prepared for their experience and applied the knowledge and skills needed to accomplish their service goals during the semester. 15 out of 17 SA & A</p>
<p>Other Contributions: Students' presence resulted in benefits other than the finished product (e.g. provided new ideas and perspectives,). 14 out of 16 SA & A</p>	<p>Other Contributions: Students' presence resulted in benefits other than the intended client support e.g. provided new ideas and perspectives,). 11 out of 11 SA & A</p>	

Community Partner Feedback

Teaching and Learning Institute at East High School for Diversity in American Society: "The St. John Fisher students served as role models to our high school students, most who will be the first generation of their family to go on to college. Fisher students tutored TLI students and offered information about the college experience. In turn, TLI students helped Fisher students learn about the realities of urban teenagers, dispelling many of the stereotypes about city schools.

NeighborWorks for Advanced Statistics: "The reports created by the SJFC students will be used to inform reports and presentations to funders, our board of directors, staff, and community stakeholders. Their ability to analyze the data collected in our Brooks Landing neighborhood was very useful as we do not have the software or the staff capacity to do so within our organization.

Lumiere Photo for Introduction to Marketing: "I was blown away by your presentation and written proposal representing a marketing plan for Lumiere Photo's "Free The Photo" campaign. I felt that both the presentation you made as well as your written proposal was very professional. I feel my company has benefited greatly by your observations, analysis and implementation plan."

CP Rochester for Diversity in American Society: "This was BY FAR the best team of students that we have had from SJF -- they designed a tool for teaching American Sign Language -- were independent, creative and interacted well with our consumers."

St. John's for Ageing and the Life Course: "This opportunity continues to provide an opportunity for people who live here at St Johns to be reminded of their intrinsic value as human beings, and wise sages, and as advisers for young people. It also undoubtedly grows students' ability to empathize, demonstrate compassion, engage in dialogue with people different from them, and appreciate the stigmas and challenges associated with aging in our nation.



What Fisher Faculty Have To Say:

Top Areas of Impact on Faculty

1. **Expertise:** SL enhances my ability to share my expertise. (100%)
2. **Community Partnerships:** SL resulted in enhanced community collaborations. (100%)
3. **Mission:** SL helps fulfill this college's mission. (100%)
4. **Course Goals:** SL helped accomplish the course goals. (100%)
5. **Service:** SL contributes to my service to the campus or the community. (93%)
6. **Research:** SL contributes to my research agenda. (64%)

Additional Faculty Feedback

- "Service Learning partners for Diversity in American Society provide opportunities for education majors and other interested students to practice culturally responsive teaching. Direct client contact and mutual capacity building work for partnering agencies deepens future teachers' understanding of the importance of bonding with their communities."
- "Service-learning is an effective pedagogical tool for the course material that I teach."
- "The students get hands on experience with real world problems. The students gained knowledge of other careers they could have with their degree."
- "It was a more engaging way of teaching essential concepts. We are using results to go to a national conference."
- "My students were able to see the vitality important work done via civic engagement and how each of them could make a significant difference in the life of another person."
- "Students wrote a total of 5 grant applications that were strong enough to be revised and submitted. This could really help the school's infrastructure by freeing up administrators and teachers to address other concerns and providing a blueprint and samples for grants."



What Fisher Students Have To Say:

Top Areas of Impact on Students

1. **Added Meaning:** I gained knowledge, skills, or awareness that has added value and meaning to this course. (96%F; 93%S)
2. **Applied Learning:** SL helped me understand how course concepts can be applied to everyday life. (95%F; 92%S)
3. **Cooperation and Communication:** SL strengthened my collaborative skills as a team member and taught me how to work well with supervisors and clients/customers. (94%F; 94%S)
4. **Civic and Social Awareness:** SL helped me to become more aware of the needs in the community and developed cross-cultural awareness and understanding of others who are different than me. (89%F; 88%S)

Student Feedback

Diversity in American Society: "I am more aware of the needs around the City of Rochester." "I'm aware of many more resources in the community that I can share with families of future students." "I realized that people who are in need are sometimes just like me. I had preconceived notions of what type of person may need to live in a shelter. It was eye awakening."

Advanced Statistics: "This project gave me meaningful hands-on experience with the data and how to use different types of analyses. It was rewarding to help a local company organize their data in order to help communities in Rochester."

Introduction to Marketing: ""This service-based learning experience was hands down the most beneficial learning tool I have ever participated in." It [made] want to put my best foot forward and show what I am capable of. It gave me hands on experience and a taste of what the field is like in the proverbial "real world."

Social Change through Service: "I learned that just because someone grew up in a different environment than you, and may have a different skin color or ethnicity, doesn't mean that you can't share similarities. I was blind to the fact that we may have things in common."

Collaboration through Inclusions: "The service helped me better understand class sessions and readings because actually working with a family got me to understand course material first-hand. I learned how the issues we talk about in class are real life problems that people experience on a daily basis."

1. I'm interested in doing SL as part of future courses. **(78%F; 75%S)**
2. I plan on doing further community service after semester ends. **(81%F; 75%S)**

Additional Resources

Course Development Tools and Resources Checklist

Note: All highlighted documents below can be found on the website at <https://www.sjfc.edu/major-minors/center-for-service-learning-and-civic-engagement/>.

Pre-Semester

- Civic Engagement Learning Outcomes:** Use the *CELO Rubric* as a guide for best practices in SL relative to Fisher's College-Wide Learning Outcomes and as a tool for course development.
- Project Plan:** Complete the *Project Plan* as an academic and community project planning tool in collaboration with your community partner. Use the time-line/schedule to clarify project deadlines. Lynn Donahue and Liz Morris will provide a final and combined Project Plan before the semester begins.
- Faculty Fellow Stipend:** The *Project Plan* serves as the application for the *SL Faculty Fellow Stipend*.

During the Semester:

- Service-Learning Orientation:** Show the [Service-Learning: From Classroom to the Community Video](#). Consider the following: a) e-mail the students in advance of the semester, b) define SL in your syllabus, c) present about SL in-class (or by Lynn Donahue). Pass out the *Service-Learning Agreement Form* after showing the SL video. Please keep copies in a file or send to Lynn Donahue.
- Agency/Community Partner Orientation:** Bring partners to class for an agency orientation or require students to be oriented on-site by their partners. If needed, help students create their on-site schedules and complete agency paperwork. Show the *Service-Learning Showcase* for prior project examples.
- Reflections, Assignments, and Support:** Integrate reflections and assignments to link the course concepts with the service, address concerns, and support personal and professional growth. Require student progress reports, meet with student teams, and obtain feedback from the CP.
- Project Support Funds CE Grant:** Introduce the *Project Support Funds and CE Grant Program*. Students can apply using the on-line link. Awards up to \$150 will be given to support project costs for the PRF. The up to \$500 CE Grant award can support program needs of their CP.

End of the Semester:

- Engaged Scholarship:** Consider presenting about your SL project at a national SL or disciplinary conference or attending a SL conference for professional development. Faculty can apply for funds using the on-line *SL Travel Request Form*.
- Final Product and Assessment:** Consider using the *Common Reflection Assignment* to gain student feedback on the project impact. The *Student, Faculty, and Partner Impact Assessment* will be distributed at the end of the semester. Create a plan for delivery of final product and to celebrate final outcomes.
- CE Award and Ceremony:** Consider nominating a student for the *CE Student Award* and requesting student participation at the Ceremony through a poster display.

Top 5 Faculty Tips for Successful Service-Learning

1. Manageable: Start small and seek support

Choose small-scale projects and develop achievable goals. While service-learning will take some additional preparation and work, SL projects should not be an “add-on” but replace previous assignments. Use resources like the Faculty Workbook, prior service-learning instructors, and Dr. Lynn Donahue for support on developing community partnerships, service-learning projects, and assignments.

2. Student Communication: Maintain communication with students

Communicate clearly and early on 1) the importance of the service-learning project for achieving course goals; 2) that SL will not be an add-on; and 3) student expectations like maintaining professional behavior and fulfilling project responsibilities. Include parameters of service projects (how many hours, what final product may look like) in syllabus and with handouts. Monitor students’ progress through benchmark assignments and in-class discussions.

3. Partner Communication: Maintain communication with the community partner

Touch base with the person who will be working with your students in advance of the course. Discuss how the partnership can be mutually beneficial and the timing of assignments including their fit within the organization’s schedule. Obtain feedback mid-semester and at its conclusion on how the students are performing. Dr. Lynn Donahue can facilitate this communication.

4. Reflection: Create assignments and build in time for reflection

Build in reflection assignments and discussions on the connections between the service project and course learning, cross-cultural understanding, the challenges and rewards. Stress students’ grade and academic credit is for the demonstration of academic learning, not for service. Create multiple reflection opportunities at the beginning, middle, and end of the course.

5. Flexibility: Be flexible and create teachable moments

Syllabus may need to be modified depending on student experiences and community needs. Changes may occur with community partner schedule and staffing. Student frustrations can be turned into teachable moments. Emphasize learning is a process that requires persistence, patience, and flexibility to create a professional product/outcome.

Risk Management

Risk Management within the Service-Learning Program:

Steps have been taken to decrease risk to the institution by identifying and analyzing risks, implementing measures to reduce risk, and practicing “due diligence”. Risk increases the more the service-learning is sanctioned by the college and by the course (e.g. required component in academic service-learning course). But, risk is reduced through taking appropriate steps as outlined below.

Current protocols to reduce risk and liability:

- **Project Plan:** An Project Plan is completed by participating faculty and community partners that include faculty and partner contact information, the service and course learning goals and expectations, how students will be supervised, and a work plan/time-line for the project.

Site Visits: Lynn Donahue will visit all new community partner agencies to preview the location of the site and meet with the staff to discuss community and course needs, project expectations, and safety. Visits are also made to many of the organizations who are returning partners.

• **Student Orientation In-Class:**

- An ***Introduction to Service-Learning Orientation Video*** is shown to students during the first week or two of the semester which includes expectations and safety information. Students are instructed to travel to their assigned site in pairs, use common-sense safety practices, and inform the instructor if they are concerned for their safety at any time.
 - All participating students are asked to read and sign a ***Student Agreement Form*** which outlines expectations. This form also asks for a photo and student assignment release and emergency contact information.
 - Students are provided with the information and skills needed to compete their service-learning work within reason. If a student is not able to perform their service-learning duties (e.g. has a disability) or is highly uncomfortable at a particular service-learning site (e.g. has safety concerns), an **alternative placement** can be provided.
- **On-Site Orientation:** Students are required to participate in an orientation by their community partner before they begin their service-learning experience. Most of these orientations occur on-site either as a primary or as a follow-up. The orientation will cover organizational mission, issues of safety and confidentiality, and the health and back-ground checks needed by the agency.
 - **Transportation:** Students should arrange their own transportation to their service-learning sites and ideally provide their own transportation. Students are advised to travel in pairs.

Service-Learning Online

- Campus Compact:
<http://www.compact.org/>
- Corporation for National and Community Service:
<https://www.nationalservice.gov/>
- Service-Learning Syllabi by Discipline:
<http://www.compact.org/syllabi/>
- MCC The Service-Learning Office:
<https://www.monroecc.edu/depts/servicelearning/>
- Nazareth Center for Service Learning:
<http://www.naz.edu/dept/servicelearning/>
- RIT Leadership Institute and Community Service Center:
<http://campuslife.rit.edu/leadership/>
- NENA (Northeast Neighborhood Alliance) RIT Partnership (through Learn and Serve America)
<https://www.rit.edu/cla/ucp/background>
- U of R Rochester Center for Community Leadership
<http://www.rochester.edu/College/rccl/>
- U of R Community Service Network
<https://ccc.rochester.edu/>
- Brockport American Democracy Project:
<http://www.brockport.edu/adp/>
- Niagara University Learn and Serve Niagara Office:
<http://www.niagara.edu/learnserve/>

Civic Engagement Resources in CE Library

Service Learning

Billig, S.H., and Furco, A. (2002). *Service-learning through a multidisciplinary lens*. Greenwich, Connecticut: Information Age Publishing Inc.

Butin, D. (2005). *Service-learning in higher education*. New York, NY: Palgrave MacMillan.

Canada, M., and Speck, B.W. (2001). *Developing and implementing service-learning programs*. San Francisco, CA: Jossey-Bass Inc.

Claus, J., and Ogden, C. (1999). *Service learning for youth empowerment and social change*. New York, NY: Peter Lang Publishing Inc.

Coles, R. (1993). *The call of service: A witness to idealism*. New York, NY: Houghton Mifflin Co.

Droge, D., and Murphy, B.O. (1999). *Voices of strong democracy: Concepts and models for service-learning in communication studies*. Washington, D.C.: American Association for Higher Education

Eyler, J., Giles, D.E. Jr., and Schmiede, A. (1996). *A practitioner's guide to reflection in service-learning: Student voices and reflections*. Nashville, TN: Vanderbilt University.

Feigenbaum, P. (2009). *Michigan journal of community service learning*. Edward Ginsberg Center for Community Service and Learning at the University of Michigan.

Hamner, D.M. (2002). *Building bridges: The Allyn and Bacon student guide to service-learning*. Boston, MA: Allyn and Bacon.

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

Howard, J. (2002). *Michigan journal of community service learning*. Edward Ginsberg Center for the Community Service and Learning at the University of Michigan with support from Campus Compact.

Howard, J. (2008). *Michigan journal of community service learning*. . Edward Ginsberg Center for the Community Service and Learning at the University of Michigan.

Lester, C., and Robinson, G. (2007). *An American mosaic: Service learning stories*. Washington, D.C.: American Association of Community Colleges.

Morrison, E.A. (2001/0. *Service-learning and leadership*. Leadership Insights and Applications Series #3. College Park, MD: National Clearinghouse for Leadership Programs.

Rhoads, R.A., and Howard, J.P.F. (1998). *Academic service learning: A pedagogy of action and reflection*. San Francisco, CA: Jossey-Bass Inc.

Torres, J. (2000). *Benchmarks for campus/community partnerships*. Providence, RI: Campus Compact.

Zlotkowski, E. (2002). *Service-learning and the first-year experience: Preparing students for personal success and civic responsibility*. Columbia, SC: University of South Carolina.

Civic Engagement

Finsterbisch, K. (2006). *Taking sides: Clashing views on controversial social issues*. Dubuque, Iowa: McGraw-Hill.

Gottlieb, K., and Robinson, G. (2006). *A practical guide for integrating civic responsibility into the curriculum*. Washington, D.C.: College Community Press.

Johnson, A.G. (2001). *Privilege, power, and difference*. New York, NY: McGraw-Hill.

Knobloch, L. (1996). *Citizens of change: The application guidebook*. DePere, WI: St. Norbert College.

Kozol, J. (1988). *Rachel and her children: Homeless families in America*. New York, NY: Fawcett Columbine.

Loeb, P.R. (1999). *Soul of a citizen: Living with conviction in a cynical time*. New York, NY: St. Martin's Griffin.

Loeb, P.R. (2004). *The impossible will take a little while: A citizen's guide to hope in a time of fear*. New York, NY: Basic Books.

Unknown. (1996). *A social change model of leadership development*. Los Angeles, CA: University of California, Los Angeles.

Wilson, J., and Ridley, K. (2000). *Signs of hope: In praise of ordinary heroes*. Wainscott, NY: Pushcart Press.

SERVICE-LEARNING PROJECT PLAN

Service-Learning integrates community projects in academic courses to meet community needs and enhance student learning. We work with non-profits, neighborhoods, and small businesses to provide **client support** (e.g. tutoring, training) and/or **capacity-building products** (e.g. marketing, research). Completion of this Action Plan will ensure a well-coordinated and communicated project and will be passed on to all participants. If questions are already completed (answers will be based on our conversations), please modify/add where needed. Thank you for taking this extra step! **Please return as an attachment to Lynn Donahue at ldonahue@sfjc.edu**

SEMESTER/START AND END DATE:

CONTACT INFORMATION:

SJFC COURSE NAME:

FACULTY CONTACT INFORMATION: (Name, Title, Department, Address, Phone, E-mail)

COMMUNITY ORGANIZATION/PROGRAM NAME:

COMMUNITY PARTNER CONTACT INFORMATION: (Name and Title, Address, Phone Numbers & E-mail)
(Please include both the person responsible for scheduling and/or orientation AND person responsible for overseeing students' work if that will be a different person.)

SERVICE LEARNING PROJECT:

SERVICE-LEARNING PROJECT DESCRIPTION: Please provide a description of the SL project including a) responsibilities/tasks that students will engage in and b) final outcomes (created product(s) and/or client support work).

Are you applying for a **Faculty Fellow Stipend?** yes no

If yes, please read the information on the last page.

Course Day and Time			
Required vs. Optional SL	Required <input type="checkbox"/>	Optional <input type="checkbox"/>	
No. of SL Hours:	15-20 hours <input type="checkbox"/>	20-30 hours <input type="checkbox"/>	30-40 hours <input type="checkbox"/>
Number of Students:	No. of st. in course:	No. of st. per SL group:	Max. No. of SL students if optional:
Makeup of Students (Majors/Class):			

FACULTY PARTNER INFORMATION (To be completed by course instructor)

ACADEMIC COURSE DESCRIPTION: Please provide a short description of the course to orient your community partner.

DESIRED OUTCOME/GOALS: Please provide a description of how the service-learning project will fulfill the primary course goals, Civic Engagement Learning Goals (see CE Learning Goals Rubric), and/or assignment goals.

FACULTY ROLES: Please describe how you'll support the students' academic goals and project work through a) assignments that connect the community project with course content and content to project, b) reflections that facilitate understanding of academic, civic, personal, and/or professional development, and/or c) team meeting with student project groups in class; required progress report on project work, etc.

COMMUNITY PARTNER INFORMATION (To be completed by community partner)

- Can you meet with students a minimum of 3 times during the 14 wk. sem.? yes no
- Can you commit to providing feedback on students' work when needed? yes no
- Can you commit to returning e-mails/phone calls within 2 days? yes no

ORGANIZATION/PROGRAM DESCRIPTION: Please provide a short description of your organization and/or program to orient the students and faculty including mission and vision of your organization and program details that are relevant (e.g. hours of operation, number of clients)

DESIRED OUTCOMES/GOALS: Please provide a description of how the project/assignment outcomes will fulfill an identified need of your program/organization and be used AND/OR help advance an area of growth or your future goals.

COMMUNITY PARTNER ROLES: Please describe how you'll support the students' project work through a) student orientation to your organization and to your staff and clients, b) student meetings to provide feedback and support, and c) sharing of skills, knowledge, and professional behavior (including volunteer requirements of your organization)

PROJECT SCHEDULE: (to be completed in collaboration with partner, faculty, and CSLCE Director)

The most successful projects have a time-line with project deadlines, meeting dates, and other benchmarks. Please complete this in coordination with the course instructor and Director of the CSLCE. This plan can then be passed on to the students. Please include the following where applicable:

- **Meetings:** Orientation dates, mid-semester feedback meetings with agency/instructor, end of semester debrief
- **Client Support Tasks:** Weeks or dates students will meet with the clients/students/elders, etc.
- **Product Creation Tasks:** Benchmarks such as drafts/report due, event dates, research targets, etc.

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Week 13

Week 14

St. John Fisher College

Community-Based Service-Learning Faculty Fellow Stipend

Introduction:

Congratulations on your decision to integrate service-learning into your upcoming course! Below are Faculty Fellow benefits, requirements, and criteria that are used to designate your course as service-learning (with a SLC Attribute on the registration page). This opportunity is available to all full and part-time faculty.

Benefits of Becoming a Service-Learning Faculty Fellow

- Receive up to \$800 for training and course development. Stipend amounts will range based on factors such as new vs. returning to SL, required vs. optional SL, etc.
- Receive training and consultation on service-learning theory, pedagogy, and implementation
- Join a community of faculty interested in service-learning that you can share ideas with.
- If interested, become a mentor to future Fisher service-learning instructors through individual support, attendance at trainings, and presentations at campus-wide workshops.

Stipend Requirements:

To receive a stipend, please complete 1-5 below. Half of the stipend amount is distributed at the beginning of the semester and half after the course is complete and *after* the following requirements are met and considered by a sub-committee of the Service-Learning Advisory Board.

- 1) Submission of the **Project Plan and course syllabus** with the service assignment described on it. The Project Plan serves as your application (with the Contact Information, SL Project, and Faculty Information sections completed.) The schedule can be completed collaboratively in consultation with your community partner.
- 2) Completion of **Service-Learning Course Development Training**. This 2-3 hour training will be offered after the prior semester has concluded and before the semester you'll be participating in SL.
- 3) Showing of the **Service-Learning: From Classroom to Community** video to your students and distribution and collection of the **Student Agreement Form** at the beginning of the semester.
- 4) Distribution and collection of the **Student Impact Assessment** (paper survey) and completion of the **Faculty Impact Assessment** (on-line survey) at the course's conclusion.
- 5) Submission of **2-3 examples of student SL projects** (product delivered to the community partner) AND/OR **2-3 examples of a student written reflection assignments** (especially if students did client support only). These examples should demonstrate students' accomplishment of the primary Civic Engagement Learning Outcomes (separate handout) that is intended as a result of the SL component.