SERVICE-LEARNING AT TOWSON UNIVERSITY
A Resource for Faculty

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What is Service-Learning?

Service-learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are key concepts of service-learning.[1]

What are the Criteria of a Service-Learning Course?

Five criteria have been established through Towson University's Service-Learning Subcommittee. The following criteria have been determined to be necessary for a quality service-learning project.

I. Meaningful Connection to Discipline

The service-learning experience is explicitly related to course content and discipline. Students are exposed to an array of diverse perspectives that exist beyond the confines of the university. A service-learning course should include a minimum of 15 hours of service to the community partner (CP).

II. Preparation

Faculty will prepare students for the service-learning experience. This preparation may include research on the mission of the community partner and/or the population to be served. Preparation will include a thorough explanation, also included in the syllabus, of service-learning expectations and requirements. In-class preparation will include discussion of the value of the service-learning experience.

III. Partnership and Reciprocity

The service project is mutually beneficial to the University and community partner as it meets an existing need for the CP and enhances student learning. The faculty member and CP agree upon project details and timelines prior to the start of the course. There should be a written agreement between the university and CP with course and project specific information, including project goals and any deliverables expected of students. The faculty member and CP should be in continuous contact throughout the semester to ensure that the needs of both parties are being met.

IV. Reflection

Meaningful and structured student reflection occurs throughout the service-learning experience. Through reflection students demonstrate an understanding of the connection between course content and the service-learning experience. Reflections may include journaling, discussions, presentations, periodic logs, and/or other forms as stipulated by the faculty member.

V. Assessment and Evaluation

Evaluation of the service project is included in the project plan and is completed by the CP, faculty member and students in order to determine the project's effectiveness in meeting stated goals. Community partners also assess student performance based on measures agreed upon with the faculty member. This assessment should be reflected in the grading matrix. Some form of evaluation should occur halfway through the project to allow time for improvements if necessary. Evaluations should be reviewed to make future improvements in the service-learning experience.

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[1] General definition of service-learning used by President Caret's Service-Learning Task Force, 2005.

Three Components of a Service-Learning Course

Preparation

Through preparation students learn what to expect when working hands-on with a particular community partner. Students are given clear expectations for project participation, research the organization they will be working with and discuss the connection between the course subject matter and the service-learning project. Preparing students to work with diverse populations is also critical.

Participation

During participation students are actually engaged in and are completing the service-learning project. The project is something that benefits the community partner and enhances student learning.

Reflection

Reflection provides students the opportunity to think about and reflect on their service-learning experience and is a critical component of an effective service-learning course.

Recent History of Service-Learning at Towson University

In 2007-2008, the TU Civic Engagement Advisory Board was developed which included the Service-Learning Subcommittee. The charge of the committee was to explore and implement various strategies to increase service-learning. The committee began to identify faculty at Towson involved in service-learning, host workshops on campus educating faculty about service-learning, as well as identify the obstacles to service-learning on campus.

In 2008, the committee received funding from the President's Office to hire a service-learning graduate assistant and to launch the Service-Learning Faculty Fellows program. Each year faculty from a variety of disciplines incorporate new service-learning initiatives into their courses. To learn more about how to apply to be a Service-Learning Faculty fellow please visit www.towson.edu/servicelearning.

Beginning in August 2008, TU received a three year grant to fund an AmeriCorps*VISTA Service- Learning Coordinator whose role includes developing resources for faculty and community partners, hosting Community Service Fairs, working with the Service-Learning Subcommittee and Faculty Fellows, and hosting Service-Learning Workshops for TU faculty. Faculty may contact the Department of Civic Engagement at servicelearning@towson.edu to set up a one-on-one meeting with the Service-Learning Coordinator. The coordinator can help explain the different resources available and answer any questions one may have about service-learning at Towson University.

The Department of Civic Engagement offers a Service-Learning Grant to help faculty create new service-learning. Faculty may apply for grants funds to support any of three components of service-learning in a course: student preparation, service, or student reflection. Please visit the website to learn more and download a grant application: www.towson.edu/servicelearning.

The long term vision of service-learning on Towson's campus is to have every student participate in at least one service-learning project, as well as have each department offer at least one service-learning course per term. Towson hopes the impact its students have on its community is profound and sustainable.

The Department of Civic Engagement has developed multiple evaluations to measure the impact of service-learning at Towson University. Gaining a clear understanding of the impact service-learning has on all parties is

an important factor in future growth of resources on campus. All faculty members are encouraged to use the evaluations and return them to the department. By visiting the Service-Learning website, www.towson.edu/servicelearning, one may download evaluations for the Community Partner, faculty member, and pre, post and qualitative student surveys.   If one chooses to use and return the evaluations to the Service-Learning coordinator at servicelearning@towson.edu, the results will be compiled and returned.

Why do Service-Learning?

Benefits exist for each of the parties involved in a service-learning project. The following is a breakdown of specific benefits pertaining to the students, faculty and community partner[2].

Benefits for Students:
- Positive effect on interpersonal development, the ability to work well with others, leadership and communications skills
- Positive effect on sense of social responsibility and citizenship skills
- Enhanced academic learning, compared to similar courses that do not integrate service-learning
- Improved ability to apply what they have learned in "the real world"
- Stronger relationships with faculty than those who are not involved in service-learning
- Improves satisfaction with college experience
- More likely to graduate (proven in research studies)
- Propensity to continue service and practice active citizenship following graduation

Benefits for the Community Partner:
- Student participation provides useful service
- Enhanced organizational capacity to achieve mission
- Organizations expose students to their mission and purpose, possibly creating a lasting interest in serving with the organization
- Enhanced relationship with the university

Benefits for Faculty:
- Satisfaction with enhanced quality of student learning
- Able to create connections with community organizations and significantly impact the surrounding community
- Opportunities to develop scholarship related to community engagement
- Include in annual report for promotion and tenure
- Ability to demonstrate real world application of student learning
- Personal Satisfaction
- Contribute to the university's 2010 Strategic Plan and Mission

Faculty who wish to publish or present on service-learning are encouraged to visit the service-learning website, www.towson.edu/service-learning, to find a current listing of relevant journals and conferences.

What disciplines can service-learning be used in?

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[2] (Eyler, Janet S., Dwight E. Giles, Christine M. Stenson, and Charlene J. Gray. At a Glance: What We Know about The Effects of Service-Learning on College Students, Faculty, Institutions and Communities, 1993-2000. Learn and Serve America's National Service-Learning Clearninghouse. Vers. Third Edition. 31 Aug. 2001. Vanderbilt University. <http://www.compact.org/resources/downloads/aag.pdf>.)

Service-learning can be incorporated into any discipline. More information about developing service-learning courses in a variety of disciplines can be found on the T.U. service-learning website in "Service-Learning in the Disciplines." Included are examples of service-learning courses from the 2008-2009 Towson University Service-Learning Faculty Fellows arranged by the course discipline.

Foreign Language - *Advanced Spanish Composition; Lea Ramsdell*
Students work with the Center for Transnational Women's Issues to develop mentoring programs for Latina girls and women in middle school, high school and college. Students take part in the research, development and mentoring aspect of the project. They also volunteer with English as a Second Language programs at Dumbarton Middle School and a local high school, developing relationships with Latina students and their teachers. Students also take part in the data collection portion of the project, interviewing students, teachers and parents about the perceptions and needs of Latina girls in the education system. Students are required to write reflections in Spanish about each experience they have in the community. They discuss their experiences in class and write a report based on the collected data. The data is also distributed to the Spanish-speaking students, parents, and community partners.

Electronic Media & Film - *Audio Documentary; Elsa Lankford*
Students work with nonprofit agencies in downtown Baltimore to make audio documentaries. They interview members of the agencies as well as patrons of the nonprofits to gain a wider breadth of knowledge of downtown Baltimore and community needs. Students strengthen their research skills by developing appropriate interview questions as well as increasing audio editing skills by recording outside of a studio, in the real world. Reflection occurs through class discussions as well as in written papers which include the students' process, what they learned, what went wrong, etc. The documentaries are shared with the community organizations at a premiere party.

Art Education - *Media and Techniques for Art Teachers: Elementary and Secondary; Kay Broadwater*
Education students work with the New Song Academy, a new initiative school in Baltimore City. Towson University students spend the first half of the term preparing for a visit from the elementary/middle school students. They create art lesson and workshop plans. During the second half of the term, approximately 50-60 children aged 8-14 come to campus from the New Song Academy. During these visitation sessions, TU students implement their lesson plans and engage the NSA students in art education. This service-learning project not only provides art education and teaching experience for the two groups of involved students, but aims to break down stereotypes and encourage urban youth to continue their education at the college level. Reflections include a weekly log as well as classroom discussions.

How do I incorporate service-learning into the syllabus?

The syllabus is the student's first interaction with the service-learning experience. The project needs to be clearly explained in how it relates to the course work. Faculty should explain service-learning as an educational methodology and as a way to prepare students for graduation. Part of this process can be scheduled class time to present the service-learning/civic engagement presentation from the Department of Civic Engagement. The professor may familiarize themselves with the presentation or ask a representative from the department to present to the class. A copy of the presentation can be found on the TU service-learning webpage.

The course schedule will need to include time for student preparation before service, actual service and reflection.

The syllabus should explain how the service-learning component achieves the course goals. Therefore, defining the goals of the course is the best place to start.

Principles of Effective Goal Selection[3]

1. Goals go hand-in-hand with the selection of the service activities themselves.
2. The objectives need to be explicit in showing students how to relate service experiences and academic course content. Without such direction, many students will not make the connection at all, some will see the connection vaguely, and only a few will see the connection clearly.
3. The goals and objectives need to be expressed *simply and clearly*. Use quantification whenever it improves clarity.
4. If an agency (or school) is involved in the service experience it should be informed of the goals and objectives; if the agency (or school) wishes to be, it should be involved in goal and objective selection as well.
5. Goals and objectives need to be selected with consideration of the well-being of the service client as well as the student.

The Office of Civic Engagement recommends that professors focus on establishing academic and civic goals and objectives. Refer to the appendix worksheets titled **"Linking Service-Learning with Academic Learning Objectives," "Identifying Service-Learning Goals" and "Service-Learning Activities"** to establish learner outcome and competencies[4].

Certain steps should be taken in order to incorporate the service-learning experience into your syllabus. The steps are broken as follows:

1. Identify your course objectives
2. Identify how the service component will achieve course goals
   a. Ensure the service is specific to the learning objectives
3. Select the appropriate type of service component
   a. Refer to chart in appendix titled "Defining the service-learning experience: What type of service-learning component is involved in your course?"

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[3] Adapted from Redesigning Curricula, Models of Service-Learning Syllabi, Katherine Jackson, ed., Campus Compact, (1994).

[4] Developing Syllabi http://www.servicelearning.org/filemanager/download/HE_toolkit_with_worksheets.pdf
    Faculty Tool-kit for S-L in Higher Education.

4. Link the service to your course through student writing, discussions, research projects, etc.
5. Ensure that time for preparation is included into class time
    a. Service-Learning/Civic Engagement Classroom Presentation
    b. Research mission of organization/population to be served
    c. Service-learning expectations and requirements
6. Determine the appropriate workload for the course
    a. What adjustments will you make to integrate the service-learning?
7. Determine how students will be assessed on the experience
    a. Define how students will be graded
    i.e. service piece of course is pass/fail based on completion of hours, reflection is pass/fail based on completion of assignments or grade is based on end-of-term portfolio or project
    b. Make expectations as to length, frequency, quality, and content as explicit to students as possible.
    c. Consider the role of the community partner
8. Inform students about minimum numbers of hours required
9. Inform students of the methods of reflection that will be used
10. Provide guidelines for contacting the agency, meeting with site supervisor, beginning and completing service
11. Include service-learning agreement form

Additional tips to include in your syllabus:

Orientation/Training (when appropriate to your service-learning project):
- Talk about the service experience on the first day of class
- Address student concerns, fears, and expectations regarding the service experience
- Prepare students with the appropriate skills and brief them on their responsibilities regarding communication, follow-through and professionalism
- Include time for onsite orientation

Assignments: You can design a variety of assignments that incorporate service-learning. Writing assignments such as journals, critiques, short essays and research papers, group projects and class discussions/presentations based on the service experience are options.

Reflection: All students who are performing service are required to participate in some form of reflection activity. The options for your class should be described in the class syllabus.

Best Practices and Tools for Successful Community Partnerships

The relationship between faculty and community organizations is extremely important to the success of the students' service-learning projects. A goal of service-learning is that both the students involved in service-learning achieve the learning objectives, and the community based organization receives exemplary services and/or materials that add to their overall capacity. With the goal of reciprocity in mind, communication between the two parties before, during, and after the actual service is important. The following tools are examples that can be used by faculty to ensure proper communication is taking place and the goal of reciprocity is actually being achieved.

When used the tools help ensure that the best practices for service-learning are achieved. In terms of the faculty's relationship with the community based organization (CBO) these practices include:

- Giving CBO a voice during the design of the service-learning partnership
- Ensuring all parties' roles are clear and communicated upfront
- Open and continuous communication between faculty and CBO during the length of the partnership
- Achieving reciprocity: students meet learning objectives and CBO's needs are met through the students' service
- University creates and maintains service-learning culture with the community

The tools included in this section are divided based on whether they are used prior, during, or after the students' service. They are here to give you a framework of documents you may wish to create, but they should be tailored to your service-learning initiatives. In addition to these tools, faculty may contact the current Service-Learning Coordinator at servicelearning@towson.edu in the Department of Civic Engagement; benefits of this can be of assistance in finding community based organizations to partner with as well as course and service project development. Additionally, faculty can search the TU in the Community database to identify collaborative service-learning opportunities, and also avoid an overflow of student projects from different courses at one CBO.

Establishing Your Community Partnership

Initial communication with community partners should take place long before the start of your course to allot time to make sure that the service idea is appropriate for the particular community based organization. Faculty should develop academic and civic learning objectives for the course and align a community partner that will help to achieve these goals. Please refer to the **"Incorporating Service-Learning into Your Syllabus"** section of the faculty handbook for more information on developing course learning objectives. Faculty should build on previous relationships created by TU faculty and staff[5].

Different resources are available to Towson faculty to assist in identifying community organizations. There is a TU Service-Learning Coordinator in the Department of Civic Engagement who can identify community organizations that have been involved in past service-learning projects. Faculty may also use the community organization database found on the Department of Civic Engagement's service-learning website. Additionally, faculty can search TU in the Community online database to identify opportunities to collaborate with other

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[5] Vye Mihalynuk, Tanis & Sarena D. Seifer. *Partnerships for Higher Education Service Learning*. Scotts Valley, CA: Learn and Serve America's National Service-Learning Clearinghouse, 2002/2008. http://www.servicelearning.org/instant_Info/fact_shhets/he_facts/he_partners/

faculty members as well as identify community organizations. Creating partnerships with faculty members across campus can avoid duplication as well as create opportunities that would not be possible without collaboration.[6]

Intentional inclusion of the community partner in the planning of the course is a best practice for successful partnerships[2]. Doing so will allow faculty to decide if student expectations and the community organization's goals align. To avoid miscommunication and confusion, a site supervisor at the community organization should coordinate and direct the service throughout the project, in conjunction with the faculty member; this supervisor is an essential role in successful college-community partnerships[7]. An asset survey, which collects information about current strengths and resources, should be distributed to the organization prior to the start of the course; please refer to the appendix to locate a **Sample Community Partner Asset Survey Form**. Through this survey faculty may decide that the organization does not have the resources to support a service-learning project and will then need to contact a new potential partner. Additionally, an asset survey will avoid creating the idea that the organizations to receive students are *needy* and that the students are there to *fix* something. By conducting an asset survey the faculty member is identifying areas where the organization is strong and can then develop service ideas that fill voids and will be sustainable after the students have completed their service.

Furthermore, an asset survey engages the community organization on a more intimate level. This type of approach can help open lines of communication and raise the level of investment the organization will have in the individual students. By creating service around factors specific to the organization, the students' final product will be of greater value to the organization and therefore, reciprocity will be achieved.

Faculty should consider how many community organizations they are going to partner with for each service-learning project. For higher success rates, t inexperienced service-learning faculty should choose up to four organizations. If there are multiple organizations it may become difficult to manage the best practices and tools included in this section. Faculty may consider dividing the class into small groups of 4-5 students, dividing the class in half, or even designing a service-learning project in which the class works with one organization as a whole. The faculty member decides what works best in order for students to achieve the learning objectives, and what is necessary to achieve reciprocity with community partners. The faculty member should also be clear about student abilities and limitations.

A **Checklist for Community-Based Organization Visit** for faculty to use during their initial contact with the organization is included in the appendix to help decide if the organization will make an appropriate partner for the specific service-learning project. Vetting each community organization will help to decide if a partnership will be successful or not. Example factors to consider are:

- resource personnel available to support service-learning project
- location and accessibility
- CBO's mission and goals
- Does the transience of the students' placement have a negative effect on the CBO's clients, the community agency, or the student's moral and professional development? [1]

A **Sample List of Expectations** outlines the different parties' roles and responsibilities from the beginning to the end of the course. The list should be tailored to the individual service-learning project and should address communication mode and frequency, as well as any onsite orientation and training the students might need. Continuous communication between faculty and the CBO throughout the students' service will help to ensure

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[6] Roehlkepartain, Eugene C. and Bailis, Lawrence N. Developing Partnerships for Service-Learning: Starting Points for Community-Based Organizations. Scotss Valley, CA: Learn and Serve America's National Service-Learning Clearinghouse, 2007.
http://servicelearning.org/instant_info/fact_sheet/cb_facts/developing_partnerships/index.php

[7] Duncan, Dawn, and Joan Kopperud. *Service-Learning Campanion*. Boston, MA: Houghton Mifflin Company, 2008. 93-94. Print.

reciprocity is achieved. A **Community Partner Midpoint Evaluation** or phone call is recommended. This will help to address any issues or changes that need to be made such that the goal of reciprocity will be achieved upon the completion of the students' service.

Additional tools may be used to ensure organizations remain invested in the students throughout the length of their service. A **Memo of Understanding** may be created after the initial dialogue between the CBO and faculty member. Faculty should explain the difference between a student volunteer and a student service-learner, as some organizations may be new to the concept of service-learning. These documents may be used to clarify all parties' understanding of the project and to manage possible risks involved. They should be crafted by the faculty member and should outline expectations for the roles of the CBO, professor and student. They can be used to highlight different areas that the faculty member feels are imperative to reaching the goal of reciprocity and any other areas that may need further clarification. The faculty member decides whether the documents are to require signatures.

Following up with the CBO with either a Memo of Understanding, or a Service-Learning agreement, helps guarantee that everyone involved understands the content and details of the project before students begin service. **Sample Service-Learning Agreement** forms can be found in the appendix. Taking the time to build strong relationships with CBOs is not only important for future service-learning projects, but to the university's future as well. Hopefully each new relationship with the surrounding community will improve the foundation for programs across different colleges.

Maintaining the Relationship with Your Community Partner

If appropriate, the community organization should provide students a comprehensive on-site orientation. Maintaining continuous communication with the designated community organizations' contact supervisor throughout the students' service is important. The mode and frequency of communication should be decided on prior to service and included in the service-learning agreement. Media to consider are emails, phone calls and site visits. This will allow for any issues that may arise to be resolved quickly, as well as ensure that the students' are receiving the needed support from the organization.

Faculty should be communicating with the community organization, as well as the students, throughout the length of the service. Through pre-established lines of communication the faculty member should remain in contact with the designated contact person at the community organization. The faculty member should use reflection as a means to stay up to date with the students as their service evolves. A midpoint evaluation should be distributed to the CBO's contact person in addition to the informal communication with the faculty member. A **Community Partner Midpoint Evaluation** is provided in the appendix, but it should be tailored to address the specific concerns of the faculty member. The midpoint evaluation should focus on the overall service project and should not be solely an assessment of the students' performance.

Issues may arise during service between the student and the CBO, at which point the professor should use his or her best judgment and encourage the students to work through the issue. There is truth to the argument that the "real world" experience allows room for problems to arise, and such experience is a good for students. For example, if the student is having difficulty getting a response from the CBO via email, then perhaps they need to call and set up a time to meet in person. This should not prevent faculty from contacting the CBO if an issue arises that may be out of the students' realm of control, though. For example, if the CBO has students filing papers as if they are filling community service hours assigned from the courts, a faculty member should step in. The faculty member needs to ensure that reciprocity will be achieved; therefore, in this situation it is best for the faculty to take initiative and clear up the miscommunication.

It may be appropriate at some service-learning projects to provide the organization and students with an orientation checklist of topics to be covered before or on the first day of service by the organization for the students. **Guidelines for Orientation at Community Site** as well as a **Sample Student Orientation Checklist** can be found in the appendix. Depending on the organization and the type of clients they serve, students may need to be aware of different privacy and/or safety practices. Providing a checklist helps guide organizations who do not regularly have volunteers in the service-learning capacity, as well as provide an idea to the students as to what they can expect.

Faculty can provide students with a timesheet to use during service in order to track hours and daily tasks. The form should be given to each student before service begins and should be brought with the student each time they serve; the form may require the site supervisor's signature. Please refer to the **Sample Time Sheet** in the appendix for an idea of how a time sheet can be designed.

Evaluating and Sustaining the Community Partnership

Gathering consistent feedback from the community organization is important for future improvement of service-learning partnerships and for ensuring reciprocity is achieved. Methods to gather this information may be on-site visits, interviews via phone or email and distribution of evaluations. It may prove to be beneficial to collect information from the population <u>receiving</u> service, in addition to feedback from the CBO's contact person responsible for the supervision of the students' service. This contact person should be the same person who was designated before the service began. The frequency and content of the information being asked is key to assessing the impact and effectiveness of the service-learning program. These evaluations are the means to achieving continuous improvement and community development for future service-learning projects.

Evaluating the Partnership
Faculty should distribute evaluations to the community partner to gather feedback about the quality of the partnership. The evaluation gives the community organization voice and input for future improvements to service-learning projects. An end of term **Evaluation of Service-Learning Project** can be found in the appendix. Faculty should be mindful of how each evaluative component links with the learning objectives of the course; therefore, evaluation should be linked to the program goals and desired outcomes[8]. Post evaluations from the community organization help to ensure that reciprocity is achieved.

Occasionally, post evaluations from the community organizations will show the need for the termination of the service-learning partnership. If this is the case, withdrawing from the community doing as little damage as possible is important. Faculty should communicate with the community organization to ensure that they understand the reasons for termination, and that the opportunity for future partnerships remains. Conducting an asset-survey, creating the service-learning agreement, and performing mid-point evaluations helps to avoid reasons that may lead to termination.

Community Partner Feedback and Student Grades
In addition to an evaluation of the partnership a faculty member may want to ask the community partner to evaluate the students. This type of evaluation may include questions specific to students' attitudes, behaviors and work; therefore, it can be valuable in the grading process. Students should be assessed on the learning they achieve and not the service they perform. Samples of tools can be found in the appendix titled **Evaluation Form for Community Partner of Student Work** and from the Towson Department of Family Studies, **Evaluation of Student Service-Learning Project.**

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[8] Jacoby, Barbara. *Service-Learning in Higher Education*. 1st ed. San Francisco: Jossey-Bass, 1996. Print.

How do I prepare students?

Students should be fully prepared for the service-learning experience before starting their project work. After in-class preparation students should understand what is expected of them and feel confident in their ability to complete the service-learning project.

Faculty should explain the project in detail and how it relates to course study, why service-learning is an important educational experience, the expected community impact, and, if relevant, possible related careers. Faculty should also review expectations with the students, sample expectations are as follows. For a more detailed list please refer to **the Sample List of Expectations** in the appendix.

- Set clear expectations, such as:
    - Arrive on time and dress appropriately
    - Ask for help when in doubt
    - Call if you anticipate lateness or absence
    - Respect the privacy of all clients
    - Show respect for the agencies for whom you work
    - Be appropriate in attitude, manners and appearance
    - Be flexible
- Clear project description – make sure students understand the tasks and any deliverables that they are responsible for
- Information about and understanding of the population the students are working with
- Provide background information about, or have students research, the community organization
- Talk about fears that students might have and what makes them nervous; having these conversations allows students to feel that it is normal to have these types of feelings and can begin to help them identify why they feel this way

The Department of Civic Engagement at Towson asks faculty to survey students using the Community Service Attitudes Scale (CSAS) pre and post survey developed by Ann Harris Shiarella, Anne M. McCarthy, and Mary L. Tucker of Colorado State University and Ohio University.   Faculty are encouraged to use the surveys, found on the Service-Learning website www.towson.edu/servicelearning, and return them to the Service-Learning Coordinator servicelearning@towson.edu. All returned surveys will be compiled and returned to faculty members to use for future publishing and presenting.

How to incorporate preparation into class time

One tool used for in-class service-learning preparation is a **service-learning and civic engagement PowerPoint presentation**. This presentation can be adjusted for particular classes and can be presented by the professor or the AmeriCorps*VISTA Service-Learning Coordinator. The basic presentation can be found on the TU Service-Learning website.

Contact the **Office of Student Diversity** at Towson University and invite a staff member to a class period. The staff members are able to speak about students working with diverse groups, as well as incorporate games to help facilitate the conversation.

Another option for student preparation is to **invite a representative from the respective community organization** to speak to your class before service begins. The representative can speak about the organization's mission, population served and answer any pending questions. Students should research the organization before a representative comes to speak.

Professors should **use role playing and visual presentations** to address the aforementioned expectations previously mentioned. Suggestions include role playing scenarios where other students identify main points and providing photographs of past students serving and so current students can point out main observations. In addition, have a **previous student** talk to the current class about the experience and what is expected.

Reflection questions prior to beginning the service-learning project

Reflection is a useful tool throughout any service-learning experience. Below are some questions for students to ponder before starting their service-learning project.

- Why do you do service?
- How do you define community?
- Who determines what's best for the community?
- What is the mission of the community organization?
- How will you help achieve this mission?

The role of the syllabus in student preparation

The syllabus is the student's first interaction with the service-learning project. The project needs to be clearly explained in how it relates to the course work. Include an explanation of the following:

- Why this specific service project is part of the course
- The objective and goals of the project
- Connection between the service experience and course content
- If available, include required dates and directions, if students will need to drive to an off-campus site
- How students will reflect throughout the semester
- How the service-learning project is incorporated in the student's final grade

Safety and Other Pertinent Information for Off-Campus Service-Learning

Student should never:
- Report to the service site under the influence of drugs or alcohol
- Give or loan money or other personal belongings to a client
- Make promises or commitments to a client that neither the student nor the organization can keep
- Give a client or organizational representative a ride in a personal vehicle unless the person is authorized for transport. DO NOT transport a child by yourself
- Tolerate verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or agency representative
- Tolerate verbal exchange or engage in behavior that might be perceived as discriminating against an individual on the basis of age, race, gender, sexual orientation, or ethnicity.

Safety precautions students should take when working in an area they are unfamiliar with:
- Keep your automobile a non-attraction. Do not leave items visible in the car's interior. Place valuable articles in the trunk prior to arrival.
- If you take the bus, be sure to know the route and the bus fare.
- In case of a breakdown or transportation problem, carry enough money to get home.
- Develop a community safety net of resources in your placement area.
- Get to know your supervisor at the agency. Ask her/him questions about the area and get suggestions on what you should do if you find yourself in trouble.

Safety Info from Faculty Toolkit for Service-Learning in Higher Education, Page 27-28, servicelearning.org --- Learn and Serve America Clearinghouse http://www.servicelearning.org/filemanager/download/HE_toolkit_with_worksheets.pdf

How should students reflect?

In the context of service-learning reflection is the "intentional consideration of an experience in light of a particular learning objective." [1] The goals of reflection are for the *s*tudents to gain:

1) a further understanding of course content
2) a broader appreciation of the discipline
3) an enhanced sense of civic responsibility

The following are the five recommended guidelines of effective reflection: [1]

a. *Clearly link the service experience to the course content and learning objectives*
b. *Be structured in terms of description, expectations, and the criteria for assessing the activity*
c. *Occur regularly during the semester so that students can practice reflection and develop the capacity to engage in deepen and broaden reflection*
d. *Provide feedback from the instructor about at least some of the reflection activities so that students learn how to improve their critical analysis and develop from reflective practice*
e. *Include the opportunity for students to explore, clarify and alter their values*

Several different types of journaling exist. Please refer to the resource **Description of Journal Types** located in the appendix. Faculty should try different types of journals, as students at the college level have been "journaling" since they were younger. Taking a different approach may engage students on a different level and deepen the learning experience for both the faculty member and student.

A list of questions for each part of the service-learning experience that can be used with any reflection style can be found in the document "**Example Reflection Questions**" in the appendix.

There are four channels of reflection:

Writing:	*Speaking and Listening:*	*Performing and Creative Arts:*	*Multimedia & Technology:*
• Journals • Essays • Publications • Reports	• Panel/ group discussion • Presentations • Scenarios for discussion	• Role playing/Acting • Interviewing Classmates • Mock trial • Teaching Collage • Drawing	• Tri fold Storyboard • Scrapbook • Video/Photo Essay • Chat room • Webpage Design • Class Blog

Assessing Reflection

The method of assessing student reflection should be presented before the students begin the reflective process. Students will be able to engage in reflection at different levels of understanding and at different abilities. Some reflection exercises may be graded as complete/incomplete, while others may use rubrics as guidelines.   For more information please refer to **Bradley's Criteria for Assessing Levels of Reflection** in the appendix.

How can service-learning be incorporated in student grades?

Reflection:
Reflection is graded mostly by completion. The 2008-2009 TU Service-Learning Faculty Fellows found that a check, check plus, check minus grading system worked well. They graded based on completeness, the level of thought portrayed in the writing and detail about the service-learning experience.

Service Participation:
At minimum, a verification of student participation should be required to give students participation credit. Community partners are able to verify student service hours. Some faculty members incorporate feedback from community partners about individual student performance in final grades. While community partners should not directly grade student work, their feedback can be incorporated by the faculty member in determining student grades for the service-learning project.

Appendix

Linking Service-Learning with Academic Learning Objectives[9]

A. Identifying Course-Specific Learning Objectives

Learning objectives under this category include the knowledge, skills, attitudes, and behaviors that are particular to your course. Write your current course learning objectives in the numbered spaces below, reflect on how service in the community might strengthen one or more of them or enable new ones, and then jot these revised and/or additional objectives in the unnumbered spaces below.

Current Course Objectives

1. _____

2. _____

3. _____

4. _____

5. _____

Revised Course Objectives:

_____

_____

_____

_____

B. General Academic Learning Objectives

Learning objectives under this category include knowledge and skills that are learned in and are instrumental for all college courses, e.g., Towson's General Education requirements. Which of these are integrated in your course and might be met through a service-learning experience?

1. Core Communication Skills
2. Information Literacy
3. Core Quantitative Skills
4. Creativity and Creative Development
5. Understanding American Society and Culture
6. Understanding Western Society and Culture
7. Understanding non-Western Societies and Cultures
8. Global Awareness

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[9] Adapted from Howard, J. (2001). Service-learning course design workbook. Ann Arbor, MI: University of Michigan, Office of Community Service Learning.

C. Civic Engagement Learning Objectives

Learning objectives in this category include knowledge and skills that enable student engagement with the community and can only be learned in a community setting. Which of these (or similar ones) are important to you? If they are not already integrated into your course, should they be?

1. Learning about a particular community, or population in the community
2. Learning about a particular social issue
3. Learning about the provision of social services in a particular community
4. Learning about a particular agency or grass-roots effort
5. Learning about community problem solving
6. _____
7. _____

D. Inter- and Intra-Personal Learning Objectives

Learning objectives in this category are critical to the development of the whole learner and are valued in a broad liberal arts education. Which of these might be satisfied through a service-learning experience?

1. Learning how to work collaboratively with others
2. Learning about other groups and cultures
3. Exploring personal values, ethics and ideology
4. Learning about self
5. Strengthening personal skills (e.g. active listening, assertiveness, etc.)
6. _____
7. _____

Identifying Service-Learning Goals[10]

Please rank the following in order of importance to you as a goal for service learning, with "1" being most important and "14" being least important.

_____Enhancing student awareness of community issues and concerns

_____Helping student to realize the ethos of service

_____Developing leadership skills among students

_____Helping students develop a commitment to civic engagement

_____Helping students become politically aware and active

_____Helping students understand the nature of democracy and a democratic society

_____Helping students understand diverse cultures

_____Helping students come to terms with their own identities

_____Performing social research

_____Serving the local community

_____Helping students make connections between theory and practice

_____Learning to negotiate issues of power and change

_____Making students active producers of knowledge

_____Providing students with knowledge about the community

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[10] Adapted from Howard, J. (2001). Service-learning course design workbook. Ann Arbor, MI: University of Michigan, Office of Community Service Learning.

Service Learning Activities Worksheet[11]

Please review the attached ideas on activities you would want to include in a service learning course, and rank them, with 1 as your highest priority, 2 as the next, etc. up to 15. Please feel free to list up to 3 others we may not have included.

_____Specified time for active involvement with a community group or agency

_____Classroom discussions about the nature of the work involved

_____Research into the history and nature of the community being served

_____Readings about the socio-economic-political issues involved in the project

_____Involvement with groups sociologically and/or culturally diverse from the student

_____Involvement with groups reflecting the sociological and cultural background of the student

_____Team teaching with a community representative(s)

_____An agreement with the agency or group on the kinds of work the student will undertake in the assignment

_____Discussion about the effectiveness of the agency/group in accomplishing its goals

_____Discussion about tactics for effective leadership

_____Exploration of political solutions related to the social issues the agency/group confronts

_____Evaluation of student effectiveness by the agency/group

_____Student self-evaluations

_____Reflective paper(s)

_____Examination(s)

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[11] Adapted from Howard, J. (2001). Service-learning course design workbook. Ann Arbor, MI: University of Michigan, Office of Community Service Learning.

Sample Community Partner Asset Survey Form[12]

Agency Name: _____ Date: _____

Agency Website: _____

Person completing this form: _____ Title: _____

Phone: _____Email:_____

Address: _____

Mission of Agency:

_____

_____

_____

_____

Check the type of volunteer opportunities that are available with your organization:

❏ One-time only   ❏ Long-term only   ❏ Both

Please check the populations that your agency serves:

❏ Youth   ❏ Senior Citizens   ❏ People with Disabilities   ❏ Women/Girls   ❏ Men/Boys

❏ Animals/Pets   ❏ Families   ❏ Gay, Lesbian, Bisexual, Transgender   ❏ Alcohol and Drugs

❏ Homeless   ❏ Low Income   ❏ English as a Second Language   ❏ Veterans

❏ Specific health condition: _____

❏ Specific Racial/Ethnic/Cultural Group: _____

❏ Other: _____

Supervision: The supervisor must be available to the students (collectively) face-to-face at least one hour per week to provide teams and on occasion, individual team members, with guidance and support relevant to their work. Is the supervisor listed above prepared to provide this level of support?

_____ YES

_____ NO – Please explain _____

Supervisor Information:

Name: _____

Title: _____

Degree(s) and Certifications: _____

---

[12] This form is based on Falk, A. & Williams, P. (2008). *Community Service for Families (FMST 387) Agency Survey Form*. Towson, MD.

Sample Community Partner Asset Survey Form (continued)

Years of Experience:_____

Past Supervisory Experience: _____

Email:_____

Direct Phone Number: _____

Best way for students to contact supervisor: ❏ e-mail   ❏ phone   ❏ both

Best time for students to contact supervisor: _____

PROJECT CRITERIA: Please rate your agencies ability to provide a project which meets the following criteria

Project Criteria	4=Strongly Agree	3=Agree	2=Disagree	1=Strongly Disagree
1. **Supervision:** There is someone to provide consistent supervision and guidance to students for 1 hour per week.	4	3	2	1
2. **Project Timeframe:** The agency has a project that can be completed within the time frame of one semester.	4	3	2	1
3. **Tangible and Concrete:** The agency has a project that will lead to an identifiable and concrete product such as a handbook that is created or a fair or family/community event that is executed.	4	3	2	1
4. **Support:** The agency has the funds, staff, and resources necessary to support the project.	4	3	2	1
5. **Relevance:** The agency has a project relevant to the discipline and class.	4	3	2	1
6. **Appropriateness:** The agency has a project appropriate to the knowledge, skill, professionalism, and maturity of college students taking on their 1st service-learning experience.	4	3	2	1
7. **Learning Value:** The agency has a project that enables students to develop their professional skills and knowledge while providing service to the agency.	4	3	2	1
8. **Student Time Commitment:** The agency has a project that would allow students at least 15 hours of experience during the semester (50% onsite, 50% for projects relevant to research/assignments to develop and implement the project).	4	3	2	1

Sample Community Partner Asset Survey Form (continued)

Given these requirements, do you have a project that is suitable for Towson University students?

_____ YES

_____ NO – Please explain _____

If yes, please **<u>describe the project briefly in the space below</u>**. Please include ways that the project incorporates the goals listed above.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

<u>PROJECT HOURS:</u> Given the agency's operating hours and the nature of the project that you have described, please circle the days and hours that would best meet your needs. Please cross out the days and times that would not work.

SUNDAY	MORNING	AFTERNOON	EVENING
MONDAY	MORNING	AFTERNOON	EVENING
TUESDAY	MORNING	AFTERNOON	EVENING
WEDNESDAY	MORNING	AFTERNOON	EVENING
THURSDAY	MORNING	AFTERNOON	EVENING
FRIDAY	MORNING	AFTERNOON	EVENING
SATURDAY	MORNING	AFTERNOON	EVENING

<u>PROJECT LOGISTICS:</u>

Primary address where students would provide service, if different from the mailing address provided above _____

Sample Community Partner Asset Survey Form (continued)

Is this location accessible by public transportation?

     _____ YES – Please provide details_____
     _____NO

Is transportation required for the project you have identified, other than getting to the primary service site (will the students need to travel to multiple locations)?

     _____ YES – Is this additional transportation possible via public transportation, and if so, provide details _____
     _____NO

Are there any safety issues relevant to the project and service sites that we should be aware of?
     _____ YES – Please describe_____
     _____NO

Are students allowed to attend Board Meetings and/or Staff Meetings?
     _____ YES
     _____NO

Are there any special requirements for students? (i.e. must be 18 and older or have MD Driver's License)
     _____ YES – Please describe_____
     _____NO

     QUESTIONS: Please use the space below to list any questions or concerns you have.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

                  _____

SAMPLE

Checklist for Community Organization Onsite Visit

- o Discuss the service-learning objectives of this placement
- o Talk about the mission of this community based organization (CBO) and share the mission of the course and university

Discuss the nature of the service-learning placement
- o How many students will be placed?
- o How will their schedules be determined?
- o How will their work fit with the academic and civic learning objectives? What will students learn that will apply to their academic studies?
- o What role should faculty play in student orientation before they begin service? What orientation does the CBO provide?
- o Who will supervisor students? How can this person be contacted? Is there a back up supervisor? Who should students call if they will be absent or late?
- o Do students need finger printing or background checks? Any certification? Who will pay for this?

Logistics
- o What will students need to do to check in at the site?
- o How will students track their hours at the site?
- o What type of clothing should students wear?
- o Where should students park? Where is the closest bus or light rail stop?
- o What hours of the day can students volunteer?
- o What training would the CBO like the students to have prior to service? Who can provide this, when, and where?
- o Will the students meet their site supervisor prior to their first day of service?
- o Will students be reimbursed for anything? Mileage, parking?
- o Will the students be driving a company car? Obtain a copy of CBO's insurance.
- o Will the students be asked to become official volunteers for the CBO? Will they be asked to sign a waiver or fill out any forms?
- o Who should the faculty member contact at the CBO in case of emergencies? Who should they recommend at the University for the CBO to contact?

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[13] Based off of: Perkins, Karen. "BEST PRACTICES FOR MANAGING RISK IN SERVICE LEARNING." *Managing Risk in Service-Learning*. California State University, Web. 12 Oct 2009. <http://www.calstate.edu/cce/resource_center/servlearn_risk.shtml#practices>.

Risk Identification
- o Does the CBO provide a safety orientation?
- o Will students ever work unsupervised with clients?
- o Will the CBO request emergency contact information? How will it be used? If requested, Faculty should have a copy. If the CBO is not collecting the information, Faculty should.
- o Does the CBO have any types of insurance for the volunteers? How will the students be covered?
- o Outline the specific risks involved in this placement. Are there any risks inherent to the community?
- o Discuss how all this information will be included in the service-learning agreement.

Tour of Site
- o CBO should give the faculty member a tour of any sites the volunteers will be working
- o CBO should introduce faculty member to any CBO staff the volunteers will be working with or will be supervising
- o Faculty should be looking for any risky situations and bring them to the attention of the CBO

Evaluation
- o What evaluations will be requested? By whom, to be filled out by whom?
- o At what times throughout the service will evaluations be requested?
- o How will the information from the evaluations be used in the future?
- o Faculty should explain why these evaluations are taking place and ask the CBO if there are any they would like specifically

Privacy Policies
- o Are students allowed to take pictures or videos?
- o What specific policies apply to the clients being served?
- o Faculty should inform CBO of any writing or assignments students will be required to perform pertaining to the clients

Preparing all signed forms and agreements
- o Service-Learning Agreement form that should include all aspects discussed and may or may not require the signature of the faculty, students or CBO supervisor
- o Learning Plan that includes learning and civic objectives as well as assignments outlining the scope of the students' service

Sample List of Expectations[14]

Faculty are expected to:

· Identify community organizations early enough to ensure the service designed will
be mutually beneficial to the organization and to the students learning
· Inform the community site of the goals and objectives of the course
· Approximate the number of students involved
· Describe service-learning activity and its relation to the course objectives in the course
 syllabus on the first day of class
· Explain service component of the course to the students before service begins
· Inform students of the community site's needs
· Explain the evaluation methods employed in the course to the students before
service begins
· Familiarize self with the service site and monitor student progress through reflection (i.e.
   discussions and journal assignments, progress reports, etc.)
· Act as a liaison between the students and community sites
· Be available to the community site regarding service projects
· Provide individual and group forums for students to reflect on what they are learning
   from the experience and how that learning connects to the course objectives
· If appropriate for specific service-learning project, collect and review Service-
Learning Agreement form
· Distribute project evaluations to the community partner at least two weeks before the end
of the semester
· Assess students' learning outcomes are achieved
· Upload service-learning projects to TU in the Community Online Database
· Incorporate information gained through the service-learning evaluations into any
   re-designing of the course for subsequent semesters

Students are expected to:

· Have respect for the community site environment
· Be open to learn about the community and agency within that community
· Be prompt, respectful and positive at the community site
· Arrange hours with community site during the first two weeks of class (or as directed by
 professor)
· Fulfill all agreed upon duties and responsibilities at the community site
· Reflect on the service-learning experience and how it pertains to the course learning
   objectives
· Speak with their site contact person if uncomfortable or uncertain about what they are to
   do
· Respect confidentiality of people served
· Participate in the evaluation process

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[14] Based off of: Bender, Susan. "Service Learning Faculty Manual." *Community College National Center for Engagement*. Monroe Community College,
Web. 12 Oct 2009. <http://www.mc.maricopa.edu/other/engagement/SAFEProject/ServiceLearningFacultyManual.pdf>.

Community partners are expected to:

- Provide adequate training for assigned tasks
- Provide feedback to faculty about student's performance
- Orient students to the agency or project mission and goals so that they may better understand their role within the agency/project
- Provide work that is significant and/or challenging to the student
- Provide training, supervision, feedback and resources for the student to succeed in the service
- Reply to students in a timely manner
- Ensure a safe work environment and reasonable hours for the student to perform their service
- Complete an evaluation form at the end of the service period
- Sign student Time Log (provided by student)

SAMPLE

November 11, 2010

Joe Smith
Hampden Family Center
123 Main Street
Baltimore, MD   21203

Dear Mr. Smith;

Thank you for agreeing to participate in the English 317 Service-Learning project at Towson University. This letter of agreement confirms what we spoke about on the phone last week. Please take a moment to review the following information, then sign and return.

My Understanding of your organization:

The mission of the Hampden Family Center is to enrich the lives of Hampden residents through education and professional support, and to encourage individual growth and community fellowship. The center is a safe haven for youth and elderly as well as the Meals on Wheels program.

My understanding of the needs of your organization with regards to this service-learning project:

The students will arrive at the center once a week for four weeks and interview different members of the Hampden Family Center staff and population. From that information the students will write articles for the Family Center's quarterly newsletter. The students will submit each article to the site supervisor for review. They will also take photos at each visit and will receive other pictures from the site supervisor to put in the newsletter. The newsletter will be distributed to all of the residents that the Family Center serves and to the Hampden residents that live within two blocks of the center. The goal of the newsletter is to spread awareness about what programs the Family Center offers and how residents can take advantage of them.

Timeline for planning, developing and assessing the project:

Each Tuesday in October at 2:30 p.m., the students will report to the Hampden Family Center. The first week they will interview the Executive Director, then the second week they will interview the Program Director. The third week they will

interview a senior citizen who uses the Meals on Wheels program and finally, during the fourth week, they will interview a student participating in the G.E.D. course. After all the interviews are complete, the students will begin writing articles for the newsletter. Three students will be assigned to the Hampden Family Center, so 8 to 10 articles will be printed all together. Throughout the rest of the term the students will be working in class to put the articles and photos in newsletter format. All articles and photos will be approved by the site supervisor. After the first two interviews on site the site supervisor will evaluate the students as part of a mid-term evaluation. I will be evaluating the students' articles as part of their academic assignments.

Detailed Expectations and Requirements of the Community Partner, Faculty and Student:

The site supervisor is expected to attend the class meeting on Tuesday, September 24 at 2 p.m. to help prepare students for the service-learning experience. He will provide background about the population served by the Hampden Family Center and why the students' service is needed. The site supervisor will oversee the students as they interview each party and give feedback as necessary. I will review all articles written by the students. The students are expected to arrive on time and dress appropriately for each site visit. They will be prepared and have done research on the interviewee. You and I will communicate weekly via email or phone to discuss the project and any issues that need to be addressed with the students.

Thank you for agreeing to partner with Towson University for this project. If you have any questions please feel free to contact me. I look forward to working with you!

Sincerely,

X
_____
Jane Jones
Professor, Department of English

I have read this Memo of Understanding as well as the course syllabus and I will adhere to this agreement throughout the semester

X
_____
Joe Smith
Site Supervisor

.

Service-Learning Agreement Form Sample I[15]

Student's Name _____
Phone   _____
E-Mail   _____
Address   _____
               _____

Placement Agency name: *Exodus Refugee/Immigration, Inc.*
Address: *4550 North Central Avenue, Baltimore MD 21204*
Phone: *410-921-0836*
E-mail: *aperalta@exodusrefugee.org*
Agency contact person/site supervisor: *Alexandra Peralta*
Phone (if different from agency phone number): *410-409-5856*

To the student

Your signature below states your commitment to the following:

1. A minimum of fifteen hours of service in the above named placement agency beginning as soon as possible but no later than the week of January 29, 2010.

2. Specific service hours will be determined mutually by the student and the agency contact person/supervisor based on the student's schedule and the agency's needs. ONCE A SCHEDULE IS DETERMINED, THE STUDENT WILL ADHERE TO AGREED UPON DATES AND TIMES.

3. Service learners will comply with the agency standards and regulations set forth by the contact person/site supervisor. Service learners will be on time, call the agency if unable to be present due to illness or emergency, and will carry out assigned and agreed upon tasks and services. Service learners will adhere to all policies of the agency, especially with regard to confidentiality.

4. Will submit a completed reflection assignments as listed on the website for the class.

5. If the student encounters any difficulties or concerns regarding this assignment, she/he will contact Professor Steven Jones, course professor, at 278-2539, or email at sjones@towson.edu.

To the agency contact person/site supervisor

Your signature below indicates your agreement to the following:

1. To provide orientation and necessary training to the service learner, thereby stating clearly the goals of the agency and its community service programs and identifying the needs of the population served.

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[15] Jones, Steven. "Faculty Service-Learning Workshop." IUPUI. Towson. 09/27/2007. Address.

Service-Learning Agreement Form Sample I (continued)

2. To provide on-going support, direction, and supervision, as appropriate, to the service learner.

3. To submit an assessment of the student's experience to Steven Jones at The Center for Service and Learning, 8000 York Rd Towson, MD 21252, by April 27, 2010.

4. To contact Steven Jones, course professor, TU at x4-2539 or at sjones@towson.edu with questions, concerns, and/or feedback about this project or the student volunteer.

(Student's name) _____ *and (contact person's name)* _____ *have agreed that the aforementioned student will serve in the above named agency beginning (date)* _____ *and ending (date)* _____ *on the following day(s) during the week/weekend* _____ *and at these specific times* _____.

Student's signature _____

Date _____

Agency contact person's signature _____

Date _____

Faculty member's signature _____

Date _____

<center>

PLEASE RETURN THIS AGREEMENT TO PROFESSOR JONES BY THURSDAY, FEBRUARY 1, 2010.

Copies of this agreement will be returned to the student and to the agency contact person/site supervisor.

</center>

<div align="center">University and Community-Based Organization</div>

This Agreement entered into this ____ day of _____, ____ between _____, referred to as "Faculty," and _____, referred to as "community based organization."

I. Statement of Purpose
    A. The Faculty… provide a description of the ways in which your university is committed to service learning.
    B. The Community-Based Organization (Name)…provide the mission of the organization.
    C. Community Based Organization and Faculty recognize the opportunity for meaningful learning experiences for the Faculty, Community Based Organization and service-learning students (STUDENT). The Faculty supports the goals and objectives of the Community Based Organization program in which STUDENT will participate.

II. Priorities

A. **Program Activities**
    Activities will be accomplished in accordance with the *Learning Plan*, reviewed and agreed upon by the STUDENT, Faculty AND Community Based Organization prior to the start of the experience.

The STUDENT will:
    1. Participate in all relevant trainings required by the COMMUNITY-BASED ORGANIZATION and stated in Section III-A-2, Training and Orientation of this document.
    2. Model professional and appropriate behavior when working with clients, and when on COMMUNITYBASED ORGANIZATION site.
    3. Support COMMUNITY-BASED ORGANIZATION events that are a part of the service-learning experience as required by faculty member.
    4. Meet the goals of the COMMUNITY-BASED ORGANIZATION program and the service-learning course in which the STUDENT is enrolled.
    5. Add any additional duties specific to the scope of work. Please be as specific as possible in this section or attach an amendment and reference it here.

B. **Safe and Productive Environment –** reference COMMUNITY-BASED ORGANIZATION's policy about safe work environment
    1. COMMUNITY-BASED ORGANIZATION will:
        a. Give STUDENT a complete tour of the site, and ensure that STUDENT is aware of all emergency procedures and is able to act responsibly in the case of an emergency.

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[16] Based off of: Perkins, Karen. "BEST PRACTICES FOR MANAGING RISK IN SERVICE LEARNING." *Managing Risk in Service-Learning*. California State University, Web. 12 Oct 2009. <http://www.calstate.edu/cce/resource_center/servlearn_risk.shtml#practices>.

        b. Ensure that STUDENT is aware of the unique nature of the population of the
          _____ program, and is prepared to work with this population.

        c. California law may require the COMMUNITY-BASED ORGANIZATION to obtain
          STUDENT's fingerprints and submit them to the Department of Justice, and/or
          the Federal Bureau of Investigation, for a criminal background check. It is the
          COMMUNITY-BASED ORGANIZATION's responsibility to: 1) determine whether
          such fingerprinting is required; 2) obtain the STUDENT's fingerprints; and 3)
          obtain criminal background clearance from the appropriate agency.

2. Faculty will ensure that STUDENT agrees to the following:

        a. Abide by COMMUNITY-BASED ORGANIZATION rules and regulations while on site
          and working with COMMUNITY-BASED ORGANIZATION clients.

        b. Ensure that his/her interactions with clients are safe, positive and productive.

        c. Support the program and its objectives by providing support for clients or
          COMMUNITY-BASED ORGANIZATION staff as necessary and agreed upon in
          Section II-A-1, Program Activities of this document.

        d. Add any other pertinent information regarding specifics of the site and the nature
          of the service-learning work experience.

III. *S*tructure and Support of Service-Learning Student

A. **COMMUNITY-BASED ORGANIZATION**

1.   Site Supervision – *(Name of Site Supervisor responsible for safety and participation of STUDENT while on site).* Site Supervisor will meet with the STUDENT at least (*give number of times per week/month/term)* to update him/her on projects and to provide support. All program staff will support the STUDENT as they interact with him/her, and provide guidance and advice as necessary and appropriate. A secondary site supervisor *(give the name of this person)* will be responsible for the STUDENT in the absence of primary supervisor.

        a. The COMMUNITY-BASED ORGANIZATION director or his/her designee
          will meet *(give number of times per week/month/term)* with *(Name of*
          Faculty), has assigned the service-learning experience.

        b. The COMMUNITY-BASED ORGANIZATION director and Faculty shall meet,
          as appropriate, in order to facilitate the most mutually beneficial
          experience for all parties involved, or at the request of any of the parties
          involved.

2.   Training and Orientation – *(Name of Site Supervisor or designee)* will provide specific training needed by the STUDENT prior to his/her working with clients or providing service to the COMMUNITY-BASED ORGANIZATION. Necessary training can be provided through collaboration between COMMUNITY-BASED ORGANIZATION and Faculty.

3. Work Space – STUDENT will have an appropriate space at the COMMUNITY-BASED ORGANIZATION site in which to conduct his/her assigned work. COMMUNITY-BASED ORGANIZATION will provide access and training for any and all equipment necessary for STUDENT to fulfill his/her required service role.
4. Evaluation – The COMMUNITY-BASED ORGANIZATION site supervisor will fill out survey(s) regarding quality of service that the STUDENT provided to the site, and as agreed upon in the *Learning Plan* document.

B. **FACULTY** - Faculty will assign STUDENT to the COMMUNITY-BASED ORGANIZATION from (COURSE NAME) , STUDENT can provide service to the _____ program that (describe the program or initiative that the STUDENT will be participating in).
1. Training and Reflection - Faculty will provide a training session for STUDENT regarding his/her responsibilities as described in Section II. The Faculty Member (these people can be named specifically or just by title) will provide opportunities for STUDENT to reflect on his/her experience working at the COMMUNITY-BASED ORGANIZATION'S site.
2. Supervision and Accountability -(*Name of Faculty member* responsible for ensuring that the work of service-learning students is carried out effectively to meet the needs of the COMMUNITY-BASED ORGANIZATION) will work closely with the STUDENT and COMMUNITY-BASED ORGANIZATION, to meet the expectations and priorities of the COMMUNITY-BASED ORGANIZATION'S site.

IV. Length of Agreement Term

A. **Initial Term - The Faculty and COMMUNITY-BASED ORGANIZATION have reached this initial agreement for the term beginning _____ and ending _____. This term represents** (a school year, calendar year, semester, quarter).

This agreement shall become effective upon execution and shall continue until terminated by either party after giving the other party 30 days advance written notice of the intention to so terminate; provided further, however, that any such termination by COMMUNITY-BASED ORGANIZATION shall not be effective against any STUDENT who at the date of mailing of said notice by COMMUNITY-BASED ORGANIZATION was participating in said program until such STUDENT has completed the program as mutually agreed upon.

B. **Renewal Process –** This agreement can be renewed (decide how often), and is based on STUDENT feedback, COMMUNITYBASED ORGANIZATION evaluations and FACULTY desire to continue this relationship for the purpose of service-learning under the conditions that:
1. The Faculty and COMMUNITY-BASED ORGANIZATION continue to be committed to actively supporting the goals of the other.

2. The STUDENT work is meaningful and helps provide essential support to the COMMUNITY-BASED ORGANIZATION.
3. The relationship is consistent with the goals of the COMMUNITY-BASED ORGANIZATION, Faculty, STUDENT and the service-learning course.

A renewal process is only applicable if the faculty member intends to continue placing service-learning students at this site for the foreseeable future, or if the service-learning director feels that this site can be used for other service-learning opportunities and that the partnership should be kept up to date with an ongoing MOU.

The attached General Provisions, consisting of one page, is incorporation by reference and made a part of this agreement. This document reflects my understanding of the relationship.

COMMUNITY-BASED ORGANIZATION   FACULTY

_____   _____
Authorized Signatory   Authorized Signatory

_____   _____
Print Name   Print Name

_____   _____
Date   Date

Service-Learning Agreement Sample III[17]

Instructor Name(s) _____

Campus Address _____

Email_____ Phone _____ Course

Title _____Course #_____ Section_____

1. I will communicate clearly, professionally, and consistently the academic and administrative needs of my students to the partner agency.
2. I will make sure my students understand their duties to the partnership and will encourage dialogue and reflection that will enable us to pinpoint concerns or problems that may arise.
3. I will work to ensure that Towson service-learning students have completed all agency paperwork as needed.
4. I will work with volunteer site coordinators to schedule the appropriate orientation for Towson service-learning students so that the needs of the community partner site can be clearly articulated to students.
5. I will provide feedback and assistance on concerns and problems identified by community site administrators and direct service supervisors.

Community Partner Name _____ Address
_____ Site
Supervisor_____ Title _____ Email
_____ Phone _____

1. I will actively participate in this partnership or will designate another party to work with the Towson faculty member in order to create a mutually beneficial partnership.
2. I will provide an orientation (preferably during the second week of Towson classes each semester) for the Towson service-learning students, or will be responsible for designating another appropriate person to do so.
3. I will ensure that the service of the students is significant and challenging, as well as related to their course goals.
4. I will ensure that I or someone else will provide supervision, feedback, and valuation for the Towson serve-learning students who work at our service site.

We both agree to work toward a reciprocal relationship, balancing the needs of the community partner with Towson student needs. Towson service-learning students are working toward particular academic goals and are not simply volunteers. Additionally, this partnership is not an internship, designed solely to meet student needs. We will strive to meet the needs of each partner in the process equally.

Faculty Signature:_____Date:_____ Agency
Representative Signature: _____Date:_____

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[17] "Community Partner Handbook and Resource Guide." *Service-Learning Forms*. Office of Student Engagement at University of South Carolina, Web. 13 Oct 2009. <http://www.housing.sc.edu/servicelearning/pdf/CPHandbook082009.pdf>.

Community Partner Midpoint Evaluation of Service-Learning Project

Name of Community Organization: _____

Name of Community Organization Evaluator: _____

Email: _____ Phone: _____

Name of TU Faculty Member_____

1. Are the needs the student(s) are addressing important and not served by other programs through your organization?

2. Is the quality of the students' work adequate? If they are preparing material, will you be able to use it in the future? If not, what would you like to have changed?

3. Do you feel the students' work is properly designed to serve the organization's clients?

4. Is there adequate communication between your organization, faculty, and student(s)?

5. Do you feel the students were prepared before service? If not, what recommendations would you suggest to improve their preparedness?

6. Do you feel that this project allows you to build your organizational capacity? If not, what can be changed to ensure this goal is met?

7. Additional comments welcome.

Guidelines for Orientation at Community Site[18]

The following guidelines may be used when an onsite orientation is appropriate for the specific service-learning project.

On-Site Orientation
All community sites must conduct an on-site orientation. This is an opportunity to provide information and instruction to the student(s). Students should become familiar with your agency and staff, understand their responsibilities, learn about your policies and attend any necessary training. The more information that you can cover during the on-site orientation, the more prepared students will be to work at your agency. Please encourage them to ask questions and give them feedback about appropriate behavior at the site.

Some some suggestions regarding what you may want to include in your on-site orientation:

1) Agency Information: Educate the student(s) about your organization: Whom do you serve? What are the demographics? How are you funded? What is your mission? What is your philosophy?

2) Staff: Who are some of the staff and what are their positions? Is there any jargon or language generally used by staff that students would want to know?

3) Provide a List of Contacts/Numbers: Please list people/agencies that will be useful for students in doing their work.

4) Responsibilities: What is expected of the student(s)? Describe the role student(s) play in your agency. How will their performances be appraised?

5) Policies: Sign-in/out, dress code, office rules.

6) Training: If any is needed, what kind and when?

7) Final Product: What is the final goal for your agency that is expected from the student(s) by end of service?

8) Scheduling: What are your agency's hours of operation? When should students complete their service? When will you meet with students during the term to review work they have done independently?

9) Supervision: All service-learning students should have a contact person at the community site who will supervise them. The amount of time each student will need supervision will depend on the project or service activity. Students may be allowed to work independently without specific activities assigned each visit. When structured this way,

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[18] Bender, Susan. "Service Learning Faculty Manual." *Community College National Center for Engagement*. Monroe Community College, Web. 12 Oct 2009. <http://www.mc.maricopa.edu/other/engagement/SAFEProject/ServiceLearningFacultyManual.pdf>.

Guidelines for Orientation at Community Site (continued)

supervision time can be more effectively used for questions and feedback. If the assigned site supervisor will not be available for any reason, please make sure the student has another site representative available if needed.

Please remember that students are not volunteers. Students are here to meet community needs, but they are also using this experience to enhance their learning of the college course material. Students are receiving academic credit for learning through their service efforts. Your assistance in helping service learners think about what their experience means to them and how it relates to their coursework is very valuable.

10) Sign-In Procedure: Students are required to have a sign-in time log completed every time they come to your agency. We ask students to have their site supervisor or someone from your agency initial their time log during each visit.

11) Identification: Provide students with identification from your agency or require students to have their TU identification available.

Sample Student Orientation Checklist[19]

Orientation Provided Before First Day of Service
- o Mission of the Community-Based Organization (CBO).
- o Who does the Community-Based Organization serve?
- o What programs/service does the CBO offer?
- o Specific policies and procedures related to the service placement.
- o Review any proof of eligibility that is needed (fingerprinting, background check). Who will cover the cost of this? Where should students go to have fingerprinting done?
- o Discuss CBO volunteer expectations.
- o Provide students with a job description detailing the work they will do (outline scope of work). Explain the types of activities that are "outside" the scope of work.
- o Give the students their site supervisor's contact information.
- o Will the students need to meet with the site supervisor prior to beginning their service?
- o How closely will the student be supervised?
- o Who do the students call if they cannot make their scheduled service or will be late?
- o Discuss appropriate attire when providing service (based on CBO standards).
- o Provide specific training for the position.
- o What will the student learn? What qualities or skills will the students develop?
- o Review confidentially rules for the site. Are pictures or video allowed?
- o Review the risks associated with this placement. (Risks should directly reflect those listed in the *Learning Plan*.)
- o Explain what students should do if harassment occurs. Whom do they contact?
- o Talk about service schedule (total number of hours, days and times of the week, etc.). Also discuss beginning and end of service. Students should not volunteer outside of scheduled hours until requirement is complete.
- o Who can the students contact with questions or concerns about their placement (CBO contact and campus contact)?
- o Is there a CBO training or orientation to attend? Where? When? How long?
- o Where do students check in at the site on their first day?
- o How are students' service hours recorded? (For their course and the CBO)
- o Give location of site and directions via personal car or public transportation. Where will students park if they drive? What is the cost associated with parking or taking public transit? Emphasize that each student is responsible for getting to and from the site.
- o Who will be evaluating the students' service? Is there a formal evaluation the CBO will fill out?

On Site Orientation – Must Occur On or Before First Day of Service
- o Tour of site - location of restroom and break room.
- o Where, and with whom, do students check in each time they arrive at the site?
- o Where is the logbook kept (to record service hours)?

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[19] Perkins, Karen. "BEST PRACTICES FOR MANAGING RISK IN SERVICE LEARNING." *Managing Risk in Service-Learning*. California State University, Web. 12 Oct 2009. <http://www.calstate.edu/cce/resource_center/servlearn_risk.shtml#practices>.

Sample Student Orientation Checklist (continued)

- o Review safety rules of the site, location of emergency exits, and emergency procedures.
- o Introduce students to other staff at the agency.
- o Emergency Contact Information: ask students' permission to share with university.
- o Review accident procedures at the site and what to do if a student or client is hurt

Sample Time Sheet[20]

Name _____ Student ID # _____ Major _____

Local Address/Box # _____ Phone _____

Course Name _____ Instructor _____

Date	Hours	Service Performed	Agency Name	Phone	Agency Signature

Total Hours _____   *** Late time sheets may impact on your course grade.**

_____   _____
Student Signature   Date   Service-Learning Program Administrator, CPS   Date

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[20] Adapted from: "Service-Learning Sample Time Sheet." *The University of Scranton*. 2004. University of Scranton, Web. 16 Oct 2009.
<http://academic.uofs.edu/department/cps/service_learning/sample_time_sheet.shtml>.

Evaluation of Service-Learning Project

Community Partner Evaluation of Service-Learning Project

Name of Community Organization: _____

Name of Community Organization Evaluator: _____

Email: _____ Phone: _____

Name of TU Faculty Member_____

1. Was the need the student(s) addressed important and not served by other programs at your organization?

2. Do you feel the project allowed you to build your organizational capacity? *What specifically did the students do? Please quantify if possible, such as the number of clients they served/helped serve, number and types of any deliverables produced for your agency, etc.*

3. Was the quality of the student(s)' adequate? If they are prepared material, will you be able to use it in the future? If not, what would you like to see in the future?

4. Do you feel the student(s)' work was properly designed to serve the organization's clients?

Evaluation of Service-Learning Project (continued)

5. Do you think the student(s)' work will have a long lasting effect?

6. Were there any unintended effects caused by the student(s)' work?

7. Was there adequate communication between your organization, faculty and student(s)?

8. Do you feel that student(s) were prepared before service? If not, what recommendations would you suggest to improve preparedness?

9. What would you like to see done differently in the future?

10. Is your organization interested in hosting another service-learner in the future? If no, why not?

Evaluation Form for Community Partner of Student Work[21]

MONROE COMMUNITY COLLEGE
SERVICE-LEARNING COMMUNITY SITE STUDENT ASSESSENT FORM

Site Supervisor Name:	Organization/Agency:
Student Name:	Date of Evaluation:

Please rate as follows below.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1) The student had a positive impact on our organization's efforts to meet community's needs	4	3	2	1
2) The student was sensitive to the diversity of our clients	4	3	2	1
3) The student understood the organization's mission	4	3	2	1
4) The student was reliable as evidenced by follow-through on scheduled hours, punctuality, etc.	4	3	2	1
5) The student gave sufficient notice of scheduling conflicts	4	3	2	1
6) The student supported the organization/mission	4	3	2	1
7) The student had a positive attitude (was willing to work, willing to learn, cooperative, aware of own strengths and weaknesses)	4	3	2	1
8) The student put forth effort to learn about the agency and community	4	3	2	1

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[21] Bender, Susan. "Service Learning Faculty Manual." *Community College National Center for Engagement*. Monroe Community College, Web. 12 Oct 2009. <http://www.mc.maricopa.edu/other/engagement/SAFEProject/ServiceLearningFacultyManual.pdf>.

9)   The overall quality of the student's contributions. [Circle One]

| Excellent | Good | Fair | Poor |

Comments:_____
_____
_____

What was accomplished by the student that couldn't have been done otherwise? Explain:

_____
_____
_____
_____

How has your site improved by having the student at your site? Explain:

_____
_____
_____
_____

Additional Comments: _____
_____
_____

Site supervisor signature: _____

Date of Evaluation: _____

Thank you for your feedback.

Evaluation of Student Service-Learning Project

Thank you for working this term with the Towson University Families Studies Department. We truly appreciate your ability to offer the students an opportunity to work on a service-learning project with your organization. The students will be graded on a combination of the service they offered your organization, along with how well they are able to reflect their experience and integrate their project into classroom learning in a final paper and group binder. Your feedback will help me determine the students' grades as well as make improvements to this course in the future.

Please complete one form per student.

Organization: _____

Your Name and Phone Number: _____

Student's Name:_____

Approximate number of hours completed by student on-site: _____

Approximate number of hours completed by student off-site: _____

Please briefly describe the task(s) that were part of the student's service-learning project this semester:

Please check the most appropriate box for each of the following:

	Excellent (5)	Above Average (4)	Average (3)	Unacceptable (2)	Not Applicable (1)
Attendance					
Dependability					
Responsibility					
Resourcefulness					
Communication Skills					
Enthusiasm					
Professionalism					
Overall					

What do you think this student learned from his or her experience?

What could have improved this experience?

Please add any additional comments on the back of this form and mail completed forms to:
Audrey Falk, Ed.D., Family Studies Department, Towson University, 8000 York Road, Towson, Maryland 21252 or fax to 410-704-3612.

Thank you again for your assistance!

Description of Journal Types[22]

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. Why was it such a confusing event? How did you or others around the even, feel about it? What did you do, or what was the first thing that you considered doing? 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. **Team Journal**- Students take turns recording shared and individual experiences, reactions and observations, and respond to each others entries. This promotes interaction between team members on project related issues and to introduce students to different perspectives on the project.

6. **Electronic Journal**- Web-based modes of communication, such as class home pages, chat rooms, on-line survey forms, e-mail, class listserves, or structured discussions to submit reflective journal entries. Having students set up personal blogs for reflection journals may be what they need to effectively reflect on their service experience.

7. **Dialogue Journal**- Two individuals (two students, student and teacher, etc,) both comment and respond to each other about an experience or specific questions about an experience at a

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[22] Steven Jones, . *Introduction to Service-Learning Toolkit*. Second Ed. Providence RI: Campus Compact, 2003. Print.

service site. This allows students who learn by communicating with others to reflect in a way that matches their learning style.

8. **Writer's Journal**- Students create traditional journal entries reflecting on experience from the service site. The journal is then translated from entries into a poem, piece of fiction or nonfiction or anything else creative.

9. **Cluster Journal**- Have people shout out words or phrases that describe the day. Ask each person to take 2 min. to write five or six words in random spaces on their journaling page. Give a short talk about the interconnectedness of everything, the web of life, Quantum Physics, etc. and ask them to do a free write focusing on those five or six items and how they are related.

10. **Dialogue Journal-** A good journal type for developing observation and communication skills. Ask participants before the service to pay special attention to conversations they hear throughout the day including light conversations between staff and volunteers, volunteers and sponsors or stakeholders, etc. Ask them to pay special attention to mannerisms, and the tone of the conversation. Later, have the participants pick a dialogue and duplicate as closely as possible how it went in their journal. This is a journal type that gets better with time, as their observation and retention skills improve and is especially useful for communication or writing courses.

11. **Different Perspectives-** This journal type is excellent for developing empathy skills. 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, what is one thing you realized through this writing."

12. **The Fly on the Wall-** Ask students to take a couple moments to reflect on the service experience (where they've been, what they've done, whom they've worked with, tools they've used). Then ask them to pretend they were a "fly on the wall" observing but not participating in the scene, and write a short descriptive passage based on their observations. The journal can also be from the framework of any animal or plant or person that was near the service project site.

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[23] Steven Jones, . *Introduction to Service-Learning Toolkit*. Second Ed. Providence RI: Campus Compact, 2003. Print.

Example Reflection Questions

Preparation Reflection Questions:

- Why do you do service?
- How do you define community?
- Who determines what's best for the community?
- What is the mission of the community organization?
- How will you help achieve this mission?

Reflection Questions While Participating in Service:

- Describe what you did
- What did you see or observe while at your community partner site?
- How did you feel about the experience?
- Describe the people you met at the service site
- Name three things that stuck in your mind about the service experience
- Describe the atmosphere of the service site
- Describe some of you interactions
- What did the "body language" of the people tell you?
- How did the people's responses make you feel?
- How did the services site make you feel?
- What brings people to the service site (both people seeking service and the volunteers)?
- Are "strangers" welcomed at the service site? Why or why not?
- Describe what a typical day might be like for someone who uses the services of the organization you worked with
- What would you change about this organization if you were in charge?
- What would you change about this service-learning course if you were the professor?
- What was the best/worst/most challenging thing that happened?
- Did you feel like a part of the community you were working in?

Reflection Questions While Participating in and Following Service Experience:

- What connections do you find between the experience and your course readings or lectures?
- What new ideas or insights did you gain?
- What skills can you use or strengthen through working with your community partner?
- What knowledge or skills did you learn from this experience that you will apply in the future?
- How were you different when you left the service location compared to when you entered?
- How are you similar/different to the others (others in your service group? others seeking services? etc.)?
- In what ways did being different help/hinder the group?
- What have you learned about yourself?

Example Reflection Questions (continued)

- If you were one of the people receiving services, what would you think of yourself?
- How does this experience compare to other service experiences you have had?
- How does this course compare to other courses you have taken?
- What connections do you see between this experience and what you've learned in you college courses?
- How was your service contributed to your growth in any of these areas: civic responsibility, political consciousness, professional development, spiritual fulfillment, social understanding, and intellectual pursuit?
- What have you learned about a particular community or societal issue?
- How did this experience challenge your assumptions and stereotypes?
- Do you think these people (or situations) are unique? Why or why not?
- What public policies are involved and what are their implications? How can they be improved?
- Describe an internal or external conflict that has surfaced for you during your service work. Explain the factors that contribute to it and how you might resolve or cope with the conflict.
- Discuss a social problem that you have come in contact with during your service work. What do you think are the root causes of this problem? Explain how your service may or may not contribute to its alleviation.
- What could this group do to address the problems we saw at the service site?
- What could each participant do on his/her own?
- How can society better deal with the problem?
- How can this experience apply to other situations in your life?
- How can your solutions apply to other situations in your life?
- How can you solutions apply other problem(s) of other groups?
- How can society be more compassionate/informed/involved regarding this community?
- What is the difference between generosity, charity, justice, and social change?
- Where do we go from here? What's the next step?

Bradley's Criteria for Assessing Levels of Reflection[24]

Level One

1. Gives examples of observed behaviors or characteristics of the client or setting, but provides no insight into reasons behind the observation; observations tend to become dimensional and conventional or unassimilated repetitions of what has been heard in class or from peers.
2. Tends to focus on just one aspect of the situation.
3. Uses unsupported personal beliefs as frequently as "hard" evidence.
4. May acknowledge differences of perspective but does not discriminate effectively among them.

Level Two

1. Observations are fairly thorough and nuanced although they tend not to be placed in a broader context.
2. Provides a cogent critique from one perspective, but fails to see the broader system in which the aspect is embedded and other factors that may make change difficult.
3. Uses both unsupported personal belief and evidence but is beginning to be able to differentiate between them.
4. Perceives legitimate differences of viewpoint.
5. Demonstrates a beginning ability to interpret evidence.

Level Three

1. Views things from multiple perspectives; able to observe multiple aspects of the situation and place them in context.
2. Perceives conflicting goals within and among the individuals involved in a situation and recognizes that the differences can be evaluated.
3. Recognizes that actions must be situationally dependent and understands many of the factors that affect their choice.
4. Makes appropriate judgments based on reasoning and evidence.
5. Has a reasonable assessment of the importance of the decisions facing clients and of his or her responsibility as a part of the clients' lives.

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[24] Steven Jones, . *Introduction to Service-Learning Toolkit*. Second Ed. Providence RI: Campus Compact, 2003. Print.