Indiana State University

Center for Community Engagement

Service-Learning
Faculty Guide
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Part I - Service Learning at Indiana State University

Experiential learning has been identified by the ISU community as an appropriate technique for improving student learning and engagement, as well as contributing to the cultural, economic and social well-being of the local community, state of Indiana, and beyond. Service learning is a community-based form of experiential learning that has been widely embraced by K-12 and higher education faculty, including many members of the Indiana State University community. This manual has been developed by the Center for Community Engagement to provide a resource for faculty who are interested in incorporating service-learning into their coursework. Additional information and support, including assistance with developing community partnerships, is available from the Center. Please contact us at 237-2334 or http://web.indstate.edu/publicservice/.

What is Service-Learning?

Service-learning is still evolving as a distinct area of scholarship and, as a result, there is not a common set of terminology used by educators (Steinberg, 2013). There is a general consensus that service learning is the combination of academics, service, and critical reflection through the partnerships between faculty, students, and community members (R. G. Bringle, Clayton, & Hatcher, 2013). The core principles of a service-learning experience are that service-learning should:

- Engage students in meeting the unmet needs of communities. Effective service-learning is built on a partnership between the university and a community organization. Faculty and students work in conjunction with this university partner to identify the issue that will be addressed by service-learning students.

- Enhance students’ academic learning, their sense of social responsibility, and their civic skills.

The following definitions are cited frequently in service-learning literature:

Service-learning is a process through which students are involved in community work that contributes significantly:

- To positive change in individuals, organizations, neighborhoods, and/or larger systems in a community; and

- To students’ academic understanding, civic development, personal or career growth, and/or understanding of larger social issues.

This process always includes an intentional and structured educational/developmental component for students, and may be employed in curricular or co-curricular settings.

(Berger, Langseth, & Plaut, 1999)
Service-learning is a credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding or course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.

(Robert G Bringle & Hatcher, 1995)

The key features of service-learning are an effective campus/community partnership, well-defined learning goals, and opportunities for meaningful reflection.

**What is the difference between service-learning and volunteerism?**

When we encourage college students to do volunteer work because the needy are less fortunate and therefore deserve our handouts, a clear message of inferiority and superiority is sent, and the lessons learned only serve to reinforce the dichotomy that already exists between the “haves” and the “have-nots.”

(Lisman, 1998)

The U.S. has a long tradition of volunteerism. In 2011, 64.3 million Americans provided roughly 7.9 billion hours of service to their communities ("Volunteering and Civic Life in America 2012," 2012). Although university students also have a tradition of volunteer service that should be nurtured and encouraged, it is important to recognize the significant differences between service-learning and volunteerism:

- Service-learning is almost always tied to a credit bearing course.
- Service-learning is explicitly tied to the learning objectives and academic content of a course.
- Service-learning meets community needs AND faculty and student learning needs.
- Although service-learning fosters civic responsibility that is not the primary outcome of the experience.
- Service-learning always includes critical reflection.

(Robert G. Bringle & Hatcher, 1996)

Assigning students a set number of “service-learning” hours to complete at their discretion is not service-learning. Service-learning is very intentional in its design. The primary objective of service-learning is learning. Community impact is an important, but secondary objective.

**Benefits of Service-Learning**

Service-learning, as one application of experiential education, provides a wealth of benefits that some other experiential tools are lacking – students learn through real-world-based community experiences providing them with exposure to the rich diversity
that typically exists outside of our university walls in terms of social, political, environmental, ethnic, and socio-economic dimensions.

(Hrivnak & Sherman, 2010)

Service-learning is beneficial both to the student and to the community in which the students serve. For students, service learning allows them to put into practice what they have learned in the classroom in a real world context, which helps to reinforce the learning process and course content (Hrivnak & Sherman, 2010). When service learning is implemented in a positive and engaging way it leads to positive civic and motivational outcomes for students (Levesque-Bristol, Knapp, & Fisher, 2010). There is also some evidence that student participation in at least one service-learning course is predictive of a student’s post-graduation social capital, i.e. social networks that can be used as a resource (D’Agostino, 2010).

The community partners that students work with benefit from the labor and resources the students provide as well as the students’ energy and new perspectives. The help provided by service-learners can increase or make possible programs that rely on volunteers and frees up staff and resources for other projects (Blouin & Perry, 2009). The relationships created between community partners and the university through service learning courses can be very beneficial to all parties involved (students, instructors, and community partners) and create programs and outcomes that help the local community while contributing to college students’ education and civic engagement (Harkavy & Hartley, 2010).

Academic Principles of Experiential Learning Courses

Service learning is a teaching methodology that falls within the larger field of experiential learning. Experiential learning, at its core, is pedagogy based upon optimally engaging students in the educational process through sequential exposure to challenging and enriching activities conducted in appropriate settings. It integrates development of knowledge, skills, and dispositions, and fosters methods of critical inquiry and personal reflection. Experiential learning includes a variety of pedagogies not limited to service-learning, field and community-based research, co-ops, and internships. The following principles were written to assist faculty and curriculum committees with the development of experiential learning courses.

Course Objectives:  Course objectives must be clear and appropriately rigorous for university curricula. A course design based firmly upon any teaching method must establish clear, testable content/learning objectives. Establishment of these objectives is of even larger significance than in traditional courses because of the increased complexity of courses that employ experiential learning activities. The architecture of the class —the experiences, learning strategies and evaluation-- must therefore descend directly from the stated objectives. In addition, in community-based field experiences, a clear connection should be drawn between the stated learning outcomes and the mission and scope of activities of the partner organization(s) where service will occur. Although the pedagogy of a field class differs from a lecture class, the course objectives do not differ greatly.

Example: A field practicum in the social work major presents an orientation to and theoretical framework for the helping process within social work in the context of the generalist practice model. The course clearly delineates its objectives of the generic knowledge base, skills, and
values of social work that need to be learned, while providing students with experiences to
develop self-awareness, observational techniques and documentation abilities, and interpersonal
communication skills. The course includes the opportunity to utilize these experiences in a 100
hour field practicum in health and human services organizations.

Learning Strategies: Learning strategies must be demonstrably effective and directly pointed
toward course objectives. While many types of experience “teach” the participant something, not
all learning experiences rise to the level and academic rigor of a university class. As with any
course, experiential learning courses must offer a compelling argument for the effectiveness of the
pedagogical approach to be used. In particular, a clear path from pedagogy to objectives must be
outlined within the course syllabus and in the evaluation measures chosen.

Community-based experiences require additional consideration in development of the learning
experience. Development of a partnership with a community organization should begin well in
advance of the start of the course. Organization staff should receive information about the
learning outcomes of the course and the expectations related to students’ service. A quality
community placement will allow students to exercise initiative, take responsibility, and work as
peers with practitioners and/or clients. Community voice is an important consideration in
community-based experiences. Placement should reflect real concerns of individuals and
community organizations. Students should have the opportunity to study community assessments
or other data that provide a foundation for understanding the identified community need.

Example: Political science students are immersed in community issues and politics through
internships with local non-profit agencies. Studying relevant community assessments and other
related data, students draw up policy proposals and initiatives that their agency can present to the
local government (as well as the state and national government). Students take a direct role
applying the skills and knowledge they are learning in class to participate in the political process.
By witnessing and participating in an actual case study of local politics students are provided with
a direct insight into political systems that is difficult to obtain theoretically.

Reflection: Structured reflection is a necessary element of most successful learning
experiences. In most forms of experiential coursework, students will need the opportunity to
reflect on the progression of their learning in a manner that is both self-critical and exploratory.
When it is required as an element of learning within the syllabus, reflection should be systematic,
with regularly scheduled periods for self-examination and discussion, and involve a written
component. Reflection should be integrated throughout the class experience by linking it with
other reading, writing and discussion assignments.

Example: Elementary education students maintain a detailed log of their initial K-12 field
experiences. Through careful review, they are able to adjust their teaching performance and
examine their changing attitudes and approaches over time. The supervising faculty member can
evaluate these logs to search for increased sophistication of understanding and to comment on the
student’s ability to articulate in writing.

Evaluation: Critical evaluation of student performance by the faculty member is an
indispensable component of any university class. The forms of evaluation of student performance
in an experiential learning class may be as variable as the experiences themselves, but must include written or verbal demonstration of knowledge acquired, as outlined in the content objectives and shaped by learning strategies. Importantly, students must demonstrate both acquisition of course content and an improved ability to integrate theory and practice. The quality of insight evident in the reflection documents might comprise a portion of the evaluation process, but not entirely supplant more objective or quantitative approaches. A variety of forms of evaluation of student performance may test knowledge acquisition and student ability to analyze, synthesize, make judgments, and apply theory and concepts to practical problems or in new situations, such as journal reflections, theses and written reports, written exams and oral presentations.

Where appropriate (i.e., service learning), community partners should be included in evaluation. Minimal community input might consist of sharing the evaluation plan with the partner and providing a mechanism for receiving feedback about student performance. Community partners might also be invited to read reports, attend student presentations or otherwise evaluate final projects.

Example: Chemistry students, given a series of local pollutant issues to explore, submit a series of research reports to local health or environmental organizations. The faculty member and community agents evaluate these reports on a number of levels—writing quality, basic chemistry, appropriateness of analytical methods chosen, accuracy and utility of findings and recommendations.

Six Models for Service-Learning

Service learning seeks to apply the principals of experiential learning to service in the community. These courses can take many formats. The following categories are representative of most service-learning courses (Heffernan, 2001):

“Pure” Service-Learning - The core idea in this type of course is community service. “Pure” service-learning courses typically are not lodged in a single discipline. Students enroll in these courses because they are interested in volunteerism, student activism, and civic engagement. The academic purpose of this type of course is to prepare students for active and informed civic participation. An Alternative Spring Break course is an example of “pure” service-learning. Students travel to another geographic region and provide focused service to a philanthropic or environmental agency during an intensive, one-week program.

Discipline-Based Service-Learning - Students provide service throughout the semester and reflect on experiences using course content as a basis of analysis. Discipline-based service-learning courses are found in both major/minor and foundational studies courses.

Problem-Based Service Learning - Students serve as “consultants” for a community client. This model is based on the presumption that students have an established base of knowledge and expertise. Individuals or teams of students work with a community organization to identify a specific need and then develop a solution for the need in the form of a final product to deliver to the community partner.
Capstone Courses – Service-learning capstone courses typically are discipline based. The goal of the capstone course is to synthesize students’ understanding of their discipline. Capstone courses are useful in helping students transition from theory to practice.

Service Internships – This type of course is discipline based and more intensive than other service-learning courses. Students typically work between 10 and 40 hours in the community setting. Service internships differ from traditional internships in the reflection component. Students are required to link their service experiences with discipline-based theory throughout the internship.

Undergraduate Community-Based Action Research – This type of service-learning is appropriate for students with substantial experience in community service and adequate knowledge of research methodology. Community based action research requires students to work closely with faculty members and a community partner to design a research project that addresses a specific community need.

Part II - Developing Service-Learning Courses

Developing a service-learning course is comprised of two main processes, one being the design of the course itself and the other being the identification of a community agency or group with which to work and the establishment of a relationship with that community partner.

Course Design

The first step in designing a service-learning course is to carefully consider how the learning objectives of your course might be achieved through a service experience. Learning outcomes can be broader than just traditional discipline based outcomes. With a service-learning experience not only can discipline related content be emphasized, but professional or life skills, and civic attitudes and responsibilities can also be an outcome (Rubin, 2013). It is important to carefully think through a course’s learning objectives to make sure that a service learning pedagogy makes sense within a course’s goals (Butin, 2006).

Learning outcomes should be built around core capabilities and understanding of subject material. Service-learning lends itself to accomplishing this goal through the connection of personal experience to what is learned in class (Hrivnak & Sherman, 2010). While developing learning outcomes reflect on how the service experiences students will have can provide for the application and reinforcement of core concepts and skills that will be covered in class.

The following questions and objectives were written to help faculty determine the focus of their service-learning projects. See the appendix for a worksheet version.

1. Describe the discipline related content you will focus on during the service-learning experience and write clear learning outcomes.
2. Describe the professional or life skills you would like students to develop through
service-learning.
3. Describe the attitudes or civic responsibilities you would like students to develop through service-learning.
4. Identify a time frame for the service-learning project.
5. How many hours of service would you like students to complete?
6. Develop some examples of service tasks that your students could complete.

**Placement Considerations for Service-Learning**

Once learning outcomes have been established and service experiences that will facilitate the teaching of these objectives have been identified, the next step is identifying potential community partners. The quality of service-learning placements can be determined by the extent to which the placement meets agency service and student learning needs.

Service-learning is likely to be more successful as a teaching method when: students are given choices, there is direct student involvement with the population being served (if applicable), in class discussions of the service-learning project take place, and structured reflection journals and writing occurs (Levesque-Bristol et al., 2010). To this end, the following guidelines have been identified as considerations for service-learning placements (Roehlkepartain, 2009):

1. **Placement Quality** – Can students:
   a. Choose which site or activities they will participate in
   b. Exercise initiative?
   c. Take responsibility?
   d. Work as peers with practitioners and community members?

2. **Application** – Are students linking what they learn in the classroom to what they are doing in the community? Are agency staff aware of the course objectives and outcomes that students are learning about in class? Are students developing strategies for working towards these outcomes?

3. **Diversity** – Are students working with diverse clients, students, and practitioners? Are there opportunities to reflect on interactions with diverse groups?

4. **Community Voice** – Do the students believe the placement reflects a real community concern? Is there community assessment data that students can study? Can students participate in assessment of community needs?

5. **Reflection** – Are there adequate opportunities for reflection? Are students asked to juxtapose their initial expectations about the experience against the realities of the service experience? Are students asked to critically assess their contributions, identifying both strengths and weaknesses?

Community agencies vary in their capacity to accommodate service-learning students. In some instances the mission of an agency may fit with the course objectives, but the agency does not
have sufficient staff to provide supervision. If you are uncertain about an organization’s capacity, contact the Center for Community Engagement. The Community Engagement staff has extensive experience working with many community partners and may be able to provide assistance and insight.

**Considerations for Working with Community Partners**

The success of your service-learning project is dependent on the relationship you develop with a community partner. It is this relationship which is at the center of an effective service-learning collaboration, not simply the transaction of an educational experience for a service or labor (Beran & Lubin, 2012). When faculty members treat community partners as collaborators rather than recipients of aid this tends to produce better outcomes in the community (Blouin & Perry, 2009).

In a study investigating the benefits of service-learning on community partners, Blouin and Perry (2009), identified three major challenges faced by service learning courses from the perspective of the community organization, “poor student conduct, poor fit between course and organizational objectives, and lack of communication between instructors and organizations” (p. 133). Their research found that instructors hold a great deal of influence over these factors. Proper planning and communication are key to overcoming these issues.

Effective service-learning projects require planning and communication between you and the community partner prior, during, and after the service-learning experience. Below are some suggestions for developing a successful relationship with your community partner.

1. **Make contact with a community partner well in advance of the start of the course.** At your initial meeting be prepared to share your learning outcomes for the service-learning project. You also may need to explain the difference between service-learning and volunteerism. A community agency may be used to working with volunteers that can be assigned tasks (i.e. stuffing envelopes) on an as-needed basis. Making an agency aware of its opportunity to educate students about its mission and community impact, while helping them to reframe tasks and making sure that students see the bigger picture can increase student motivation and commitment to the agency (Mills, 2012).

2. **Discuss your community partner’s mission, scope of activities, and needs for service during the initial meeting.** If your desired learning outcomes are not consistent with the mission and scope of activities of the local agency, you will need to consider another partner.

3. **Identify what the community partner hopes to gain from the experience.** Typically, community partners are seeking a new source of volunteers, prospective interns, or technical expertise from faculty and/or students. It is important to have a conversation about the likelihood that these objectives will be met.

4. **Provide a realistic overview of the skills and abilities of your students.** Your community partner will need to know about the level of supervision required of your students. If you are providing technical assistance to an agency, do your students have
advanced skills required to develop a professional product or program that can be implemented? Can you rely on your students to consistently report to the agency for their service? Will students work as individuals or in groups?

5. Develop a plan for supervision of students. It is a good idea to get the input of the community agency you are working with regarding this matter. You will need an on-site supervisor who relays concerns about individual students and/or the quality of the service directly to you. The on-site supervisor also should be involved in the assessment of the experience. If you are placing a large number of inexperienced students in an agency and you have adequate resources, you might consider utilizing a graduate assistant or upper-level undergraduate to manage logging student hours and troubleshooting on-site.

6. Share your evaluation plan with the community partner. What standards of performance will you use? It is important to communicate that students will not be evaluated solely on “showing up.”

7. Arrange for a representative of the community partner agency to meet with the students prior to the service experience. It may be useful for community partners to first meet with the students in the classroom and again at the agency for an orientation. It is important for the community partner to share with the students the mission and scope of activities of the agency, procedural guidelines, and rules of conduct for the agency, as well as, give an overview of how the students’ service will meet a real need of the agency.

8. If the agency has a volunteer manual, it should be made available to the students. Pre-service screenings required of volunteers, including criminal background checks and TB screenings, should and, probably will, be required of service-learning students. Ask about any specific screening requirements prior to the start of your course. Share those requirements with your students during the first few days of class. Be prepared to make alternative arrangements if a student does not meet screening requirements. (For example, some youth-serving agencies will not allow convicted felons to work directly with children.) If screening requirements are strenuous (i.e. volunteers need to profess a certain faith, etc…), consider developing another community partnership or multiple community partnerships.

9. Plan a timeframe and location for the work.

10. Utilize a service-learning contract for students, faculty, and community partners. It is a good policy to have clear written communication that explains expectations and requirements for all parties involved. Examples are provided in the appendix.

11. Develop and communicate an emergency reporting system. Students should contact the agency and their professor if they are unable to meet a service commitment. Incidents at the agency (injuries, unprofessional behavior, etc.) should be reported to the agency staff and the faculty member.
12. Communicate with the community partner on an on-going basis over the semester.

13. Invite the community partner to participate in the evaluation of final projects, presentations, portfolios, web pages, etc. Often it is a good idea to let a community partner vet a presentation or written final project to make sure no inaccuracies or sensitive information is released, especially if the agency works with a vulnerable population or has strict licensing/confidentiality requirements (Blouin & Perry, 2009).

14. Provide recognition for the efforts of the community partner. Community-based organizations, like the university, value positive exposure in the local media. The Office of Communications and Marketing may be interested in your project. A quick E-mail to your college’s liaison briefly describing the project is helpful. (Keep in mind they cannot cover every project.) Write a letter of thanks and cc it to the partner’s supervisor. Organize a celebration on the last day of class. Encourage students to write individual letters of appreciation. Talk to a Community Engagement staff member about including the community partner in university-wide recognition of service-learning partners.

If you need assistance in initiating, developing, or trouble-shooting a community-campus partnership, please contact the Center for Community Engagement at 237-2334.

Service-Learning Syllabi

Once a service-learning course is designed and the details of the service placements are arranged with your various community partners, it is important to clearly communicate expectations with your students. The inclusion of a service-learning project places new demands on students that should be clearly defined in the course syllabus. Heffernan (2001) identified the following components of exemplary service-learning syllabi:

- Identify service as an expressed goal.
- Clearly describe how the service experience will be measured and what will be measured.
- Describe the nature of the service placement and/or project.
- Specify the roles and responsibilities of students in the placement and/or service projects, (e.g., transportation, time requirements, community contacts, etc.)
- Define the need(s) the service placement meets.
- Specify how students will be expected to demonstrate what they have learning in the placement project (journal, papers, presentations).
- Present course assignments that link the service placement and the course content.
- Include a description of the reflective process.
- Include a description of the expectations for the public dissemination of students’ work.

In addition, inform students of basic expectations about their professional behavior
while serving. Common concerns from community partners regarding student behavior include inappropriate dress and excessive texting or cell-phone use. Remember that your course syllabus serves as a contract with your students. Consequently, delineating the specific requirements of your service-learning project will help ensure that students are clear about your expectations.

**Reflection**

“Experience alone is insufficient to be called experiential education, and it is the reflection process which turns experience into experiential education.”

(Joplin, 1995, p. 15)

In service-learning courses, regular time periods should be scheduled for discussion and other reflective activities. Student reflection is the primary vehicle for determining the extent to which students are able to integrate theory and practice. Eyler and Giles (1999) suggest that faculty consider including the following reflection elements in service-learning courses:

- Giving opportunities to reflect on expectations before the service begins.
- Frequent opportunities for discussion of service.
- Frequent classroom application of theory to service experience and vice versa.
- Written assignments with increasing demands for analysis as service progresses.
- Frequent feedback on journals, work, projects, and other work.
- Critical reflection that challenges student assumptions.

Written reflection assignments are one of the best ways to get students to reflect on their experiences, as well as, evaluate how much learning and critical thinking they are achieving. A very useful way to evaluate these writing assignments is through the use of a rubric. Molee, Henry, Sessa, & McKinney-Prupis describe using a rubric that follows Bloom’s Taxonomy, with the following levels: 1) Identify and describe specific academic concepts that are now understood better as a result of reflection on the service activity, 2) Apply the academic concept in the context of the experience, 3) Analyze and synthesize the academic material in light of the service experience and develop an enhanced understanding of it, and 4) Evaluate the adequacy of the material and/or your prior understanding of it and develop a strategy for improved action (2010).

Reflective activities take many forms and may include journal, essay, and other reflective writing, group discussions, visual and oral presentations, self-evaluations, narratives, case studies, videos, photographic essays, and web pages. Campus Compact has created an extensive website dedicated to reflection and service-learning. The site is available at: [http://www.compact.org/disciplines/reflection/faq/](http://www.compact.org/disciplines/reflection/faq/)

**Community-Based Learning and Risk Management**

Community-based learning is an important part of a student’s education that requires
careful and thoughtful planning and preparation. An important part of this preparation is risk management. Although community-based learning may involve some risk, following risk management procedures can ensure that students have a safe and quality experience.

Key steps to minimizing risk include:

1. Provide adequate information about the student’s duties. Utilization of a learning commitment that is signed by the community partner, student, and faculty will help assure that all participants have similar expectations.

2. Develop placements that appropriately match student abilities and community partner expectations.

3. Define a communication process between the student, partner, and faculty.

4. Provide training for students prior to placement.

5. Utilize an informed consent statement to assure that students are aware of any risks they may encounter. A sample informed consent is available in the appendix.

6. Inform students that Indiana State University’s insurance does not cover students traveling to or from community sites or while providing service in the community.

7. Students who are providing direct service to child and youth-serving agencies should undergo a limited criminal background screening through the Office of Human Resources. Forms are available on the Human Resources website: [http://www.indstate.edu/humres/forms/index.htm](http://www.indstate.edu/humres/forms/index.htm)
   This process should be set up with Human Resources and your department will be billed for all background checks done (it is up to you and your department whether or not you require students to pay this fee).

Seidman and Tremper (1994) offer the following basic principles of risk management in service-learning:

1. Everyone knows what is expected of him or her. All have a position description, operate within those bounds, and are confident that they will be treated with dignity and respect.

2. Everyone knows how to and is able to perform her or his duties properly and safely. They have been trained and equipped appropriately so that they have the knowledge, skills, and tools to do their jobs.

3. Everyone knows when and how to report problems or suggest changes. They are expected to recognize potential hazards and are encouraged to propose solutions.
Faculty Promotion and Tenure Considerations

Developing a service-learning course can be more time consuming than developing a standard course. Some faculty might worry about how this use of time could impact their research, as well as, tenure considerations. One way to allay this tension is to perform research in relation to service learning. Faculty can incorporate service-learning into their research, either using the service learning class to advance knowledge in their field or they can conduct pedagogical research on service-learning itself, or some combination of the two (Rubin, 2013). This can be a productive way for instructors to participate both in the practice of service learning and fulfill the research requirements of tenure (R. G. Bringle et al., 2013). Community engagement staff are available for consultation regarding the documentation of engaged teaching and the scholarship of engagement.

Getting Started: Current Needs of Local Agencies and the Community

The Center for Community Engagement has facilitated a number of focus groups and one on one meetings with local nonprofit organizations. During these meetings a number of community and agency needs have been suggested. Below is a summary of the general themes that arose. If you need assistance in identifying a community need and potential agencies that deals work in that area, please contact the Center for Community Engagement at 237-2334.

Agency Needs
- Provide volunteers and interns for various projects.
- Research grant opportunities and assistance with capital/funding campaigns.
- Provide technical assistance for grant writing, web design, and data management.
- Help with social media and marketing.
- Assistance disseminating agency information to target populations.
- Help serving disadvantaged/low income youth.

Community Needs
- Collaboration within community in terms of events, marketing, etc…
- Job opportunities and economic development.
- Effective communication between different sectors of the population and greater integration of different levels of society.
- Better understanding of the resources available.
- Awareness and a greater understanding of community challenges and social issues.
- Drug prevention.
- Affordable housing; help combating homelessness.
- Education; Vocational job training and placement.
- Initiatives to improve community health.
- Healthcare for the low income population (both physical and mental health).
- Access to healthy foods
- Youth parks and more green spaces.
- Public transportation; transportation for the elderly.
• Tutoring facilities for outlying areas in the Wabash Valley.
• Developing young leaders and youth education.
• Development of poor neighborhoods and methods to address poverty.
• Collaboration between business and the arts.
Online Resources

Explore the below websites for many additional resources for help in designing effective service learning courses. Many of these sites have sample syllabi, model service learning programs, and guides as well as grant opportunities.

**Campus Compact**, a national higher education association of almost 1,200 college and universities dedicated to campus based civic engagement and service learning, has extensive online resources to help in all stages of service-learning course design:

http://www.compact.org/

**Indiana Campus Compact**, the Indiana state affiliate of Campus Compact.

http://www.indianacampuscompact.org/

**National Service-Learning Clearinghouse**, provides comprehensive service-learning resources for higher education, K-12, community-based organizations, tribal programs, and all other interested parties.

http://www.servicelearning.org/
References


Appendix: Worksheets and Forms

Service-Learning Course Design Worksheet

1. Describe the discipline related content you will focus on during the service-learning experience and write clear learning outcomes.

2. Describe the professional or life skills you would like students to develop through service-learning.

3. Describe the attitudes or civic responsibilities you would like students to develop through service-learning.

4. Identify a time frame for the service-learning project.

5. How many hours of service would you like students to complete?

6. Develop some examples of service tasks that your students could complete.
Indiana State University Service-Learning Commitment

Date Due to Course Instructor: ____________

Total Hours Required: ____________

Student Name: __________________________

Phone: __________________

Course Name and Number: __________________________

Course Instructor: __________________________ Phone: ____________

Community Agency: __________________________

Supervisor: __________________________ Phone: ____________

Date and Time of Orientation
Visit/Meeting: __________________________

Supervisor Initials: ____________

Related Course Learning Objectives – (Determined by Instructor)

1. __________________________
2. __________________________
3. __________________________
4. __________________________

Service Learning Project Description

Days and Times Student Will Be On Site

Student’s Personal Learning Objectives

1. __________________________
2. __________________________
3. __________________________
Service-Learning Agreement

I agree to honor the minimum commitment required for the service-learning option in my class, we well as any of the additional training and/or time requirements of my service-learning site as detailed by the course syllabus and the community agency representative. I also agree to contact the instructor and the site supervisor should I have any concerns about my service-learning responsibilities.

Student Signature: ______________________________
Date: ______

I agree to provide adequate training and supervision for the service-learning student, to outline responsibilities for the student that meet the stated learning objectives for the student’s course, and to complete necessary service-learning forms by the due dates. I also agree to contact the instructor should I have any concerns about a student’s performance or service-learning responsibilities.

Community Agency Supervisor
Signature: ______________________________ Date: ______

I have reviewed this contract and found the course objectives and the service responsibilities to be appropriately matched.

Faculty
Signature: ______________________________ Date: ______
Indiana State University Service-Learning Informed Consent Form

I ____________________________, intend to participate in community service at
______________________________, for the course __________________________.

I understand that my responsibilities at the community organization are:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

I understand that certain risks are inherent in such activity and I fully accept these risks. These
risks may include but are not limited to

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

and those normally associated with travel to and from community sites, including
catastrophic injury or death.

I understand that I am required to provide my own health and accident insurance. Neither the
Trustees of Indiana State University nor my instructor is responsible for any medical or legal
expenses that may result from injury or illness sustained while participating in community service.

Participant Signature ________________________________
Date ________________

Participant Name (print) __________________________________________
Address ___________________________________________________________
________________________________________________________________________
________________________________________________________________________
Phone ________________ E-mail ________________________________

Person to contact in case of emergency
Name __________________________________ Relationship ______________________
Phone ________________
Address ___________________________________________________________
________________________________________________________________________
Indiana State University Service-Learning Verification Form

Student Name: ________________________________

Phone: __________________

Course Name and Number: ________________________________

Course
Instructor: ________________________________ Phone: __________________

Community Agency: ________________________________

Supervisor: ________________________________ Phone: __________________

Please complete the following information for your service-learning course.

Date of Project Completion: ________________________________

Type of Service Performed:

Number of Hours Completed: __________________

I certify that I have completed all hours recorded on this form:

Student Signature: ________________________________ Date: __________

Agency Signature: ________________________________