



**HUMBOLDT STATE UNIVERSITY**

**Service Learning Center**

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# **Faculty Guide to Service Learning**

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# Welcome to Service Learning at HSU

Dear Valued HSU Faculty:

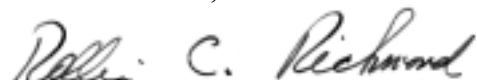
I am pleased to welcome you to our Faculty Guide to Service Learning at Humboldt State University. Over the last decade, Humboldt State University has developed a visionary and model Service-Learning program. Combining commitment to service with a knowledge of community needs, the Service Learning Center works with Faculty and Students to make sure that Community Partners are well served by the University's resources and that students can work in an environment that is both challenging and safe. The Service Learning Center is the bridge from Campus to Community and works to make sure that Service Learning is relevant and appropriate to community needs.

This Handbook explains the principles of Service-Learning at HSU, describes the essentials of campus-community partnership, and provides some of the important information and forms for faculty and Community Partners. We hope that it will answer your basic questions about Service Learning at HSU and facilitate a productive collaboration among students, staff, faculty and community agencies.

Humboldt State University is recognized for its many excellent programs in the natural resources, sciences, and liberal arts, including an emphasis on being a student-centered campus and a rural center for community service and service-learning that provides socially and environmentally responsible education. An important part of socially and environmentally responsible education is "learning in the real world" of which Service-Based Learning is a key component. Taking part in Service-Learning programs enables students to learn about commitment to their community; develops leadership ability, critical thinking, and conflict resolution; and exposes students to positive social values in diverse environments.

Our country is in the throes of a real crisis as a consequence of rapid changes in technology and our impact on much of the rest of the world. Yet citizen apathy is rampant and is a threat to our culture and our future. We will desperately need the leadership of young people in the years ahead if we are to thrive in a new world with pressures and concerns we can only dimly perceive. Humboldt State University students have a tradition of involvement in their community which has made a real difference to the Northcoast over many years. I urge students to find the time to apply their creativity to their communities. These efforts will be an important investment in their future.

Yours in Service,



Rollin C. Richmond

President

Humboldt State University

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# What is Service Learning?

**Service learning is a process that links academic learning and community participation. The goals of service learning are generally to:**

- facilitate the development of effective community participants;
- teach academic content in an applied, experiential and reflective manner, and
- contribute to the community in ways that build on community identified assets and strengths and address community identified needs.

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. Service learning includes the key concepts of reflection and reciprocity.

As a form of experiential education, service learning is based on the pedagogical principle that learning and development do not necessarily occur as a result of experience itself but as a result of reflection explicitly designed to foster learning and development. In service learning, there is reciprocity between the “server” and the person or group “being served.” All parties in service learning serve and are served, and all learn from one another. The term community in the definition of service learning refers to local neighborhoods, the state, the nation, and the needs that are defined by the community.

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## Benefits of Service-Learning for Students

National studies validate the benefits of service-learning for students, demonstrating that participation in volunteer service during college has widespread positive effects on students’ academic and personal development. Service participation positively affects students’ commitment to their communities, to helping others in difficulty, to promoting racial understanding, and to influencing social values. Service participation influences the development of important life skills, such as leadership ability, social self-confidence, critical thinking, and conflict resolution. Service participation also has a unique positive effect on academic development, including grades earned, degrees sought, time devoted to academic endeavors, academic self-confidence, and students’ self-assessments of knowledge gained.

*(For more details, contact Dr. Linda Sax, Project Director, Higher Education Research Institute, 3005 Moore Hall, UCLA, L. A., CA 90095-1521)*

## Principles for Combining Service and Learning

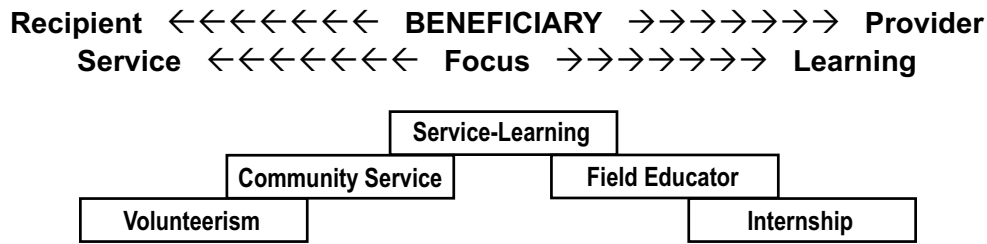
1. Engages people in responsible and challenging actions for the common good.
2. Provides structured opportunities for people to reflect critically on their service experience.
3. Articulates clear service and learning goals for everyone involved.
4. Allows for those with needs to define those needs.
5. Clarifies the responsibilities of each person and organization involved.
6. Matches service providers and service needs through a process that recognizes changing circumstances.
7. Expects genuine, active, and sustained organizational commitment.
8. Includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.
9. Insures that the time commitment for service learning is flexible, appropriate, and in the best interest of all involved.
10. Is committed to program participation by and with diverse populations.

# Service Learning vs. Volunteerism:

## What's the Difference?

Throughout this guide we are careful to draw a distinction between volunteers and service learning students. An understanding of this distinction will produce a more effective and productive service learning experience.

The different types of activities that involve students in the community can be distinguished by the focus of the activity and by the beneficiary of the activity:



**Community Service and Volunteerism** involve the voluntary engagement of students or other citizens, individually or in organized groups, in community activities in which the primary focus is on the service being provided, and the primary intended beneficiary is the service recipient. While the service providers may receive some benefits, such as a sense of satisfaction or the discovery of how their service makes a difference in the lives of the recipients, this is not the primary intended purpose of the service activity.

**Field Education and Internships** are educational, formally organized experiences that focus on student learning, providing students with hands-on experience that enhances their learning in a particular field of study. Although the recipients of the student's service hopefully are benefited by the student's activities, the primary focus is on the student's learning and the student is the intended beneficiary.

**Service Learning** programs are distinguished from the other approaches by their intention to focus equally on the service being provided and the recipient of that service, and the service being provided and the learning that is occurring. It should be noted, that volunteerism and community service on the one hand, and field education and internship on the other, could become Service Learning by moving the focus of the activity toward a balance between service and learning and supporting the service provider and the service recipient as equal beneficiaries.

Service Learning provides opportunities for students to learn and develop through active participation in thoughtfully organized service that

- Is conducted in the community and meets community-identified needs;
- Fosters civic and social responsibility;
- Is integrated into and enhances the academic experience of students;
- Relates academic content to community issues; and
- Provides structured opportunities for students to reflect on their community service learning

Furco, Andrew. 1996. *Service Learning: A Balanced Approach to Experiential Education*. Expanding Boundaries: Service and Learning. 1:2-6

# Combining Service and Learning: Essential Elements

## Community Voice

Service learning courses are developed in an on-going process that allows individuals or communities with needs to define those needs.

## Preparation

Extensive orientation for effective and sensitive community participation includes:

- on-site orientation and training to the community organization, the specific projects or tasks the service learner will be involved with, and to the community surrounding the site;
- classroom-based preparation introducing students to the concepts of service learning, reflection, and reciprocity; the responsibilities associated with community involvement; and exploration of the service learners' assumptions and expectations of the service learning process, of people they will be working with and of the local community.

## Reciprocity

Partnerships must be worthwhile and valuable for both the student and the community. There must be reciprocity between all partners involved in the service learning experience.

## Reflection

Intentionally guided reflection should assist students in examining:

- their own assumptions, stereotypes, and role in the power dynamics of the service relationship;
- how they can apply what they are learning in the classroom to be more effective in the community;
- how their experience in the community affirms or challenges course content and theory they have studied.

## Development

Service Learning occurs in different stages. For example, the learning experience often begins with pre-field preparation and moves to engagement in partnership with the community. Students move from defining to problem-solving community needs—from observation to experience to leadership. It is important to remain aware of potential challenges participants may face at various stages in the process.

## Meaningful Service

Service learners are generally most effective when the activities they engage in are meaningful to the site and to their own goals and experience. It is important that service learners understand the larger context of their work and why it is valuable to the organization. While we ask that the majority of a student's work provide them with an opportunity to interact directly with community members, behind-the-scenes work is often a valuable part of their learning if they understand its relevance and importance.

## Diversity

A priority is placed on involving a broad cross-section of students working in diverse settings and with diverse populations in the community.

## Evaluation

All partners need to know what they will be evaluated on and what they will be evaluating others on at the beginning of the service learning process. Therefore, evaluation should be linked to preparation and should be on-going, not just something that takes place at the end. On-going supervision and opportunities for checking in with one another is also essential.

Principles adapted from: *The Wingspread Report: Ten Principles of Good Practice* (1993).

## Campus & Community Partnership Principles

“Partnerships with community agencies are formal, long-term relationships founded on collaboration and the clear articulation of needs, capacities, responsibilities and expectations. Regular communication and evaluation and equal say in the design and implementation of projects are its defining features. Most campus service directors agree that partnerships with community agencies are more valuable (and labor intensive) than simple placement arrangements. Partnerships entail making a commitment to the agency, relinquishing control over aspects of the program and accepting new responsibilities.”

Kopek, Tamar. *Rethinking Tradition: Integrating Service with Academic Study on College Campuses*. Campus Compact. Denver, CO: Education Commission of the States, 1993. p 113.

### Principles of Good Partnerships

1. Partners have agreed upon mission, values, goals and measurable outcomes for the partnership.
2. The relationship between partners is characterized by mutual trust, respect, genuineness and commitment.
3. The partnership builds upon identified strengths and assets, but also addresses areas that need improvement.
4. The partnership balances power among partners and enables resources among partners to be shared.
5. There is clear, open and accessible communication between partners, making it an on-going priority to listen to each need, develop a common language, and validate/ clarify the meaning of terms.
6. Roles, norms, and processes for the partnership are established with the input and agreement of all partners.
7. There is feedback to, among, and from all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes.
8. Partners share the credit for the partnership's accomplishments.
9. Partnerships take time to develop and evolve over time.

From “*Principles of Good Community Campus Partnerships*,” developed by Community-Campus Partnerships for Health (CCPH), San Francisco, CA.

<http://futurehealth.ucsf.edu/ccph/principles>

# Service Learning Course Syllabus Design

## Preparing a Service-Learning Course Syllabus

- **Step 1:** As you conceptualize and design the course, reflect on the following four basic principles of service learning and determine how your course will incorporate these principles.

### **Engagement:**

Does the service component meet a public good? Will students feel a sense of stewardship through their service learning experience? Will they feel a sense of ownership for the service-learning project and feel accountable to their community partner?

### **Reciprocity:**

How closely have you worked with community partners in preparing the course? Are you meeting an expressed community need with the service-learning project? How will the community partner have a voice and be involved in the service-learning project?

### **Reflection:**

What processes will you use to encourage students to reflect on their service-learning experience, its importance, and how it relates to course content? What processes will you use, as the instructor, to reflect on the service learning component to better the course in the future?

### **Assessment:**

How will you assess the students' learning? How will you assess the impact the service-learning component has had on the students and the community? How will you assess the community partners? How will the community partners' assess the students and the service-learning project?

- **Step 2:** Determine the learning objectives for the service-learning component of the course and include these prominently on your syllabus.
- **Step 3:** Articulate in a powerful manner the rationale for the use of service learning in your course as a key part of your syllabus.
- **Step 4:** Determine how the course is different as a result of the service learning component.

### **Exemplary service-learning syllabi:\***

- include service learning as an expressed goal and/or objective
- include contact and site information for the community partner(s)
- describe how the service-learning experience will be measured and assessed
- describe the nature of the service learning project
- specify how the students will be expected to demonstrate what they have learned
- present course assignments that link the service placement and the course content

\* Adapted from Heffernan, K. (2001). *Fundamentals of Service-Learning Course Construction*. Campus Compact.

# Reflection

## Reflection: The Key to Learning in Service-Learning

by Dr. Armeda Reitzel

Reflection is the crucial component that links service experiences with learning. It is the "hyphen" in service-learning that connects community engagement with academics and academics with community engagement. Thoughtful reflection activities provide opportunities for all partners - students, faculty, and community members - to experience "ah ha" moments of insight through a partnership of community-based and classroom-based instruction.

According to the National Service-Learning Clearinghouse (2002), "Reflection describes the process of deriving meaning and knowledge from experience and occurs before, during and after a thought-provoking process that consciously connects learning with experience. It is the use of critical thinking skills to prepare for and learn from service experiences."

*A Practitioner's Guide to Reflection in Service-Learning* highlights the importance of four "C's" when it comes to effective reflection: "The best reflection is continuous in time frame, connected to the 'big picture' information provided by academic pursuits, challenging to assumptions and complacency, and contextualized in terms of design and setting." (Eyler, Giles and Schmiede, 1996) Reflection activities should be carefully planned so as to address and satisfy course objectives, provoke critical thought and introspection, and enable students to develop their confidence and competence in working in the community.

Reflective activities may serve many functions, tap into various learning styles, and take on different forms. Questions may guide students through the process of self-discovery as they contemplate their experiences in the community. The Northwest Service Academy's "Service Learning Toolkit" (2002), suggests that these three general questions guide reflections: "What?" "So what?" and "Now What?" The "What?" question requires students to report what happened with judgment or interpretation. The "So What?" question focuses attention on the analysis of service experiences. Students grapple with what they learned from their experiences. The third question, "Now What?," encourages students to consider the implications of what they learned and what their future actions might be as a result of their service experiences.

Be creative with the reflection tools that you use. Popular forms of reflection include:

Case Studies	Integrative papers	Group discussion	Personal Journals
Theater / role plays		Letters	Simulations
Oral histories		Videos	Artistic reflections, such as
Interviews		Group journals	collages, murals etc...

For further information on reflection, please check out the references below as starting points.

### References:

- Eyler, Janet, Dwight E. Giles, Jr. and Angela Schmiede. 1996. *A Practitioner's Guide to Reflection in Service-Learning*. Nashville, TN: Vanderbilt University Press.
- National Service-Learning Clearinghouse. "Welcome to Service-Learning: Glossary." <http://www.servicelearning.org/welcome/glossary/index.html#r/> Accessed 5/19/03
- Northwest Service Academy. "Service Reflection Toolkit." <http://nsrc.etr.org/article/view/187/1/34/#servicelearning/> Accessed 5/19/03

# Reflection Prompts

## Reflection in Service Learning

Excitement, confusion, pride, frustration, joy, satisfaction... These are just a few of the emotions that service learning students are likely to encounter during their term of service. They frequently find themselves working in unfamiliar environments with a diverse group of people. The situations they encounter present rich opportunities for growth and learning. However, these moments of discovery may be fleeting unless students take the time to reflect upon their experiences. It is essential for service-learning students to take the time to record new and provocative observations, to work through complex emotions, and to do the mental work that leads from experience to knowledge, growth, and commitment.

*"We learn by neither thinking or doing, we learn by thinking about what we are doing."*  
--George Stoddard

Reflection is the act of reviewing events with an eye to extracting meaning. It is grounded in the idea that our actions can be guided by reason and free will and that our experiences can and should be mined for information. Reflection may be accomplished through various formats.

One type of activity that is commonly assigned in service learning classes to promote systematic reflection is that of a reflective journal. Such a journal can be used to: heighten observational skills, explore feelings, assess progress, increase written communication skills, integrate the learning from class lectures and readings with the reality of what is being experienced in the field.

Other formats include in-class discussions or electronic journals where students discuss and exchange their experiences. Creative, artistic media may also be used to communicate a student's reflection. Whatever the form, the following prompts may be helpful:

1. What did you see/hear/feel today that is significant to you or that taught you something?
2. Did you do something today that gave you a sense of pride or satisfaction? What was it?
3. Tell about something you learned as a result of a disappointment or failure in your service experience.
4. What insight into people have you gained (what makes them happy or sad, cooperative, uncooperative, healthy or sick, successful or fail, etc...).
5. What have you learned about our society or our community that supports people in their quest for good lives, or what have you discovered that hinders people or needs to be changed?
6. What have you learned from the people you serve? What have you learned from your supervisor and colleagues?
7. What have you learned in class or from your reading that helps you better understand what you are experiencing in your service work? Does anything you are experiencing in your service work contradict or lead you to question anything you are learning in your academic setting?
8. Have you received any compliments through your service activities and if so what did they mean to you? What about criticisms and your reaction to them?
9. What similarities or differences are you discovering in your impression of yourself and the impression others seem to have of you?

## Why Use The Learning Plan

The Learning Plan has been developed to give students the opportunity to clearly think about the ways that their service-learning placements connect with their in-class learning. The plan contains three specific segments (See pages 21-23).

The first page of the Learning Plan includes an area for students to articulate their learning and service objectives, fill in the contact information for their site supervisor, and define the beginning and ending dates of service. This page verifies that the student knows who her/his site supervisor is and how to contact that person. The first page also defines the time frame and schedule of service over the semester.

The Learning Plan is considered a teaching tool and is most effective when used as a part of the course materials and integrated into the discussions about the service-learning placement, before, during and after the service. The Learning Plan helps the students think clearly about their placement. Faculty can use this as a tool during reflection periods by referencing the specific service and learning objectives that students articulate before they begin their service.

Ultimately, the Learning Plan is signed by the student's site supervisor and the faculty member. This ensures that all parties directly involved in the placement are aware of what students have been asked to think about, what they are specifically interested in, and when they will be performing their service learning requirement. Because the site supervisor has also signed off on each student's Learning Plan, there should be communication between the faculty member and site supervisor throughout the duration.

Students are asked to initial each page of the Learning Plan to illustrate that they have read and understand the information it contains. Because this is a multi-page document and the student only signs on page 3, it is a good practice to have each student initial pages 1 and 2, which do not contain a signature.

Students should NOT volunteer extra service hours outside of their course requirement until after the last day of service has passed. From a risk management perspective, it is important to separate the "voluntary service" of any student at a community-based organization from that service which is connected to a course requirement. This helps to reduce the University's liability.

## Best Practices for Managing Risk in Service Learning

The following guiding principles are considered best practices throughout the field and apply to all the parties involved in service-learning experiences: service-learning staff, faculty members, community based organizations and service-learning students. Since each service-learning course is different, these guidelines are not intended to be all encompassing. The intent of these guidelines is not to prohibit service learning experiences, but rather, to provide best practices that allow for safe and positive service environments where the risk and liability have been minimized.

### Choosing a Community Partner

- Don't wait until the beginning of the semester to determine with which community based organization to partner. Plan ahead. Contact the Community Partner Liaison at the Service Learning Center (826-4963) if you need assistance.
- It is best not to allow students to randomly select their sites for service-learning placements. Assist the student in finding a suitable community placement. You may use the community partner database available in the Service Learning Center. Provide very clear criteria for any community placement that might be set up at the student's initiative.
- Provide on-campus and on-site community-based organization orientations to familiarize students with policies, procedures and risks involved in the specific service activities they will be providing and with the populations they serve.
- Students are not automatically covered for liability through the university or community-based organization when they enroll in courses and participate in service-learning activities. Such coverage must be verified.

### For Service-Learning Syllabi or Class Discussions

- The syllabus should include a description of the service as an expressed goal and include a description of the nature of the service placement and/or project. Specify the roles and responsibilities of students in the placement and/or service project. Explain how the course assignments link the service-learning placement to the course content. Include an explanation of what will be evaluated and how it will be evaluated (in terms of a grade).
- Specify whether or not the service project/experience is mandatory and include time requirements (how many hours total/per week/per term). If it is mandatory, offer an alternative for students who cannot do, for any reason, the specific type of service you have identified. Include community-based organization contact information and identify the needs of the community that will be met through this service placement.
- Discuss Learning Plans with students so they fully understand their responsibilities, learning objectives and service objectives, and are informed of the risks associated with their service learning placements. Students should sign the Learning Plan, and have their site supervisor(s) and faculty member review and sign it as well. (See Learning Plan, pages 21-23.)

## Responsibilities of Service-Learning Faculty and Staff

- Understand that faculty members can be individually named in lawsuits and should play an active role in ensuring safe and positive service-learning experiences for their students.
- Know that faculty members will be indemnified and protected by the university in the case of a lawsuit, so long as the faculty member was acting within the scope of his or her work.
- Make sure that students are aware of such issues as liability or sexual harassment policies. Both campus and site orientations are necessary to familiarize students with any potential risks involved with service-learning activities. (See Orientation Checklist, page 27.)
- Be aware that there are state and federal regulations regarding fingerprinting and background checks for those students whose service-learning placements are in organizations that work with children, the elderly, or persons with disabilities. Student fees will not automatically absorb incidental costs for fingerprinting and background checks, and in many cases the community-based organization does not pay these fees.
- Don't arrange travel for students. Liability is greatly reduced if students are responsible for their own transportation to and from the service site.
- Keep records of when each student is scheduled to provide service and be able to verify that the student did provide the service at the community-based organization site. This will help to determine who holds liability for student behavior or student injury at any given time.
- Keep emergency contact information for students and be sure to know what the procedures are at the university and at the community-based organization site if an emergency occurs. If the community-based organization asks the student for emergency contact information, a copy should be kept at the university for the duration of the service-learning experience.

Adapted from the CalState University manual: *Best Practices in Managing Risk in Service Learning*. For a complete explanation of Risk Management in Service Learning, including forms and resources, visit the Calstate Community Service Learning Website at [http://www.calstate.edu/CSL/programs/servlearn\\_risk.shtml#managing](http://www.calstate.edu/CSL/programs/servlearn_risk.shtml#managing)

# Steps to Building Strong Partnerships

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Building strong partnerships with community agencies is essential for successful and sustainable service learning projects. Truly reciprocal service learning experiences grow from the collaborative efforts of faculty, students and community partners. Highly effective partnerships are designed to meet the academic needs of the students while also addressing a community need as defined by the partner agencies. This outline is designed to help with the development of mutually beneficial campus and community partnerships.

## ☐ Step 1: Identify Service Learning Objectives

Outline the service learning objectives for the course as well as any other basic guidelines or parameters for the experience. Consider the number of hours you will require of students that participate in the service experience.

## ☐ Step 2: Identify Appropriate Community Partners

Begin the collaborative process several months in advance to allow time for planning and getting to know your partner(s). Research community organizations, schools and people that are involved in addressing issues relevant to your course. The Service Learning Center can help you establish partnerships.

## ☐ Step 3: Build Partnerships

Once you have narrowed your search and identified potential partners, it is important to meet face-to-face to discuss the logistics of the partnership. Visit and learn about the programs, goals and pressing needs of likely partners before defining the specific service your students will provide.

Explain the concept of service learning to the partner. Provide information about your course goals and what you hope students will learn through their experiences. It is important for community partners to know that you are not supplying them with traditional volunteers (who could be asked to stuff envelopes or file) but that you are trying to determine if there are experiences within their agency that could support your students' learning while they provide a service.

It is important to involve partners in the planning stages. Agencies can provide valuable insight into community needs. Once they understand your course goals, they can be a tremendous help in designing service activities that meet student learning objectives while meeting an authentic community need.

Develop shared responsibility for the program (orientation, training, project development, supervision, reflection, evaluation and recognition).

Clarify roles and responsibilities, timelines and the logistical details of student service (such as transportation, fingerprinting, TB testing, times of service, accessibility for students with disabilities, etc.).

Design a plan for evaluating the service learning experience. How will you know if you have achieved success? Involve your community partner in designing and implementing this plan.

Develop a plan for communicating during the semester. Follow through! Ensure that the community partner can reach you as issues arise.

# Steps to Building Strong Partnerships

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## ❑ Step 4: Develop a Service Learning Agreement

Once partnership logistics are discussed, it is recommended that you put the agreement in writing. While it is not a requirement, it can set the foundation of the working relationship. Four main components to include are: roles, responsibilities, student learning objectives and partnership goals.

## ❑ Step 5: Confirm with Partners

Right before the semester begins, be sure to confirm the logistics. Confirm specific dates, times, locations, tasks, etc. This may seem of minor importance, but if overlooked can seriously disrupt the flow of the service learning experience. Reviewing the roles and responsibilities once more with your partner is highly recommended before you confirm with the students.

## ❑ Step 6: Orient Students

Service Learning is a relatively new concept to students. Introduce and describe the service learning experience of the course when reviewing the syllabus at the beginning of class. Be clear about the service expectations, both in terms of activities and time commitment. Service Learning Center Staff are available to assist with brief service learning orientations.

## ❑ Step 7: Schedule Partners to Present to Class

Schedule a time (early in the semester) for your community partner(s) to present their service opportunities, as well as the community need it addresses, to students in class. This way, students will learn more about the community organization(s) and be encouraged to participate. Inviting partners to class also validates their role as educators while reinforcing the academic value of service for students.

## ❑ Step 8: Confirm Student Participation

Develop a system to keep track of students' service participation (or use the paperwork developed by the Service Learning Center). It can be very frustrating for community partners if there is no accountability on the faculty member's end.

## ❑ Step 9: Check In with Your Partner

Remember there are three parties involved in service learning: 1) the faculty, 2) the students and 3) the community partners. Do not neglect your community partners just because the class is running smoothly! Check in with your partner regularly to make sure commitments are being fulfilled. Negotiate any challenges that arise. Throughout the semester, share in-class written reflections and student feedback with community partners. Invite partners to join or facilitate reflections when appropriate. At the end of the semester, follow through on the evaluation plan.

## ❑ Step 10: Sustain the Partnership

Once students have completed their service learning experiences and the community partner has had the opportunity to evaluate the benefits of the service to their organization, it is time to determine if the partnership should continue. Discuss the possibilities of repeating the project and what alterations should be made. Once this foundation for a sustainable partnership is set, future collaboration will be more successful and less time consuming.

Material adapted from CSU Sacramento, San Jose State University and CSU Monterey Bay.

# Designing a Service Learning Experience

Good service learning experiences take time and careful consideration to design. Consider the following questions as you begin planning.

## PREPARATION

- What do you want the students to do?
- What skills and knowledge could students learn from this activity?
- What departments/courses might this relate to?
- What do students need to know in order to complete this experience (e.g. classroom instruction)?

## ACTION

- Where can the activity be done?  
 On Campus       At the agency       In the community
- How long will the activity last? Is there a minimum commitment?  
 One day     Short-term       On-going
- Are there certain days and times that the activity needs to be done?
- What types of volunteers could complete this task?  
 One student       Small teams       Large teams       Whole class

## REFLECTION

- What things can you do with the students to help them reflect on their experience?

## CELEBRATION

- What could be done to let students know their service is appreciated?
- In what ways could you share your successes with the larger community?

## Orienting Students to Our Community Partners

In order to best meet the needs of the student, the organization and the community your organization serves, it is important to spend adequate time orienting service learning students to the agency. The following overview can serve as a guide.

- Introduce student to agency staff, volunteers and other appropriate personnel. Be sure to clarify who will be the direct supervisor or point person for the service learning student.
- Provide a tour of the organization.
- Explain parking and security regulations.
- Share the organizational chart and department goals as they relate to the student's project/work.
- Provide reading materials describing the organization and its mission.
- Review the student's skills, knowledge, experience and interests in an effort to provide for an appropriate service experience.
- Discuss the expectations of the organization, supervisor and the student. Clarify what all parties hope to gain from the experience. Be specific about the goals of the agency in relation to the service learning experience. Identify the skills and knowledge the student hopes to gain from the experience.
- Agree on the work the student will be performing, the length of the experience and the amount of time needed to complete the tasks. Share information about the organization's hours of operation, holidays, etc. Be sure to clarify the academic calendar and plan for breaks, mid-terms, finals, etc.
- Give students a context for their work so they can see how each task fits into the organization's mission and the community need it addresses.
- Establish procedures for problem solving when the student's supervisor is not available.
- Please consider including the student in lunch or break plans.
- Schedule regular, periodic meetings with the student. These can be short (5 - 10 mins.) and can occur in person, by phone or e-mail. Decide what would best fit everyone's needs and agree to a plan of on-going communication.

## **Risk Management and Liability in Service Learning**

The California State University (CSU), of which HSU is a part, is a national leader in service learning, offering more than 1,600 service-learning courses to more than 51,000 CSU students. In the coming years, the CSU will be creating hundreds of courses with new service-learning components, involving an estimated 6,600 additional students each year in service learning. By 2003-2004, the CSU must ensure that 15 percent of the student body participates in service-learning courses. As a part of this leadership and because of the large numbers of students enrolled in service-learning courses, service-learning directors and faculty members from across the system began to ask about risk management issues as they pertained to service-learning placements. In April 2001, a systemwide meeting brought together risk managers and service-learning directors from many CSU campuses to discuss how to manage risk in service learning. This group came up with a set of “best practices” that campuses across the CSU system are implementing. Humboldt State is in the beginning stages of implementing the CSU “Service Learning Agreement” – a Memorandum of Understanding between community partners and the University.

Executive Order 829 (California State University Insurance Requirements) requires that community-based organizations with whom the university partners, must have a minimum level of liability insurance. In the Service Learning Agreement, it is recommended that, whenever possible, the community-based organization cover the service-learning students under their own insurance policies. The community-based organization is receiving the benefit of the student work and is in control of the work environment where the students are performing service, and therefore, they should assume liability and workers’ compensation responsibility.

Most community-based organizations are required to carry liability insurance to cover their volunteers. If a situation exists where the community-based organization cannot cover workers’ compensation and/or liability insurance, according to Human Resources Memo 2001-38, the university may be able to cover service-learning students as CSU volunteers, thus providing workers’ compensation coverage.

It is critical that community partners clearly define the scope and period of student service and maintain a file of emergency contact information for each service learner. Be sure that the service learner is well oriented to the site, job description and all relevant policies. Also, always have the student sign in and out to document when the student was involved in service learning.

If you have questions about risk management in service learning, contact the Community Partner Liaison at 826-4963. Risk management is not meant to be prohibitive to service learning but to allow for safe and positive service environments where the risk and liability have been minimized.

# Human Subject Review Protocol

The following is from *Humboldt State University's Policy for Protection of Human Subjects in Research*. The entire document can be accessed from the Office of Academic Affairs, the Office of Research and Graduate Studies or on-line at <http://www.humboldt.edu/~oaa/oaforms.html>.

Please refer to the full text for complete policy. This information is provided only to give a brief background to the protocol, and should not be considered complete:

*Humboldt State University is committed to promote, encourage, and facilitate academic and clinical research. The purpose of this policy is both to protect the rights and well being of human subjects of research and to support the human subjects research efforts of Humboldt State University faculty and students. This policy encourages recognition of the basic ethical principles for the use of human subjects, respect for persons, beneficence, and justice. Compliance with this policy provides protections for human subjects as mandated by Title 45 of the code of federal regulations, Part 46, (45 CFR 46) and promulgated by the Federal Office for the Protection from Research Risks (OPRR) at the National Institutes of Health.*

*All research projects involving human subjects require prior review and formal approval by an Institutional Review Board. The purpose of this review is to determine whether subjects are at risk, that potential risks are minimized as much as possible, whether the potential benefits for the research subject of the research outweigh the potential risks, that adequate provision has been made to obtain informed consent, and that participation is voluntary.*

*Some projects assigned to students in a class may have a research component or constitute training in research methodology. If such projects contribute to general knowledge (e.g., through publication or dissemination of the findings), they are subject to the regulations and must undergo review. The committee will not give post facto approval. Classroom projects that are exclusively for instructional purposes need not undergo review by the IRB; however, instructors and students are encouraged to follow federal and university regulations when designing and conducting class projects with human participants.*

All researchers must adhere to Humboldt State University's Policy for Protection of Human Subjects in Research. If you have any doubts or questions contact the Office of Academic Affairs or the Office of Research and Graduate Studies.

## Live Scan Information

Background checks are required for service learning students when their placements put them in contact with protected classes of people, such as children, persons with disabilities, and persons living in assisted living facilities. Community based organizations are solely responsible for requesting background information via livescan fingerprinting, or by other means, for the service-learning students placed at their sites.

Discuss which fingerprinting process the community-based organization prefers to use during your initial meeting. Some processes take much longer than others, and faculty members should be prepared well in advance with their student lists if, in fact, the background check process will take more than a few days. Livescan processing is available in many areas, including on many CSU campuses. Live Scan is made possible through digitization of fingerprints, which enables electronic transfer of the fingerprint images to central site computers at DOJ. This system requires the applicant to go to a Live Scan site and directly pay for fingerprint scanning services. Live Scan sites are situated throughout the State at various locations within each county. The fee for Live Scan is \$56 plus a rolling fee established by each individual location. Livescan locations in Humboldt County include Humboldt State University Police, The Arcata Police Department, Eureka Police Department, and County Sheriff's Department. Call a specific location for information on times and costs.

There are other ways to process background checks, including hard copy fingerprinting or other private agencies that specialize in background checks. The community-based organization may also have a partnership with a specific sheriff's department or background check agency that they prefer students to utilize. During orientation, the site supervisor should go over with students how the fingerprinting or background checks will be handled: where, when, at what level, how long the processing will take and who will be responsible for the cost.

Fingerprinting legislation is very strict regarding the privacy of the person being fingerprinted; it allows only the agency requiring the fingerprinting to have access to the background-check results. Consequently, because the university is not the requesting agency, no member of the university faculty or staff will ever be given the specific results of a student's background check. Community-based organizations are under strict mandate to keep all background-check information private, and can have their licenses revoked if they violate this right of privacy. This means that if a student takes two separate service-learning courses, each requiring fingerprinting and background checks, the student needs to be fingerprinted twice in order to have the results sent to two separate locations. This is true even if the service-learning courses are in the same semester, or in two different semesters.

Adapted from: Calstate University Office of Community & Service Learning (2003), *Best Practices in Managing Risk in Service Learning*.

## Service Learning Center Staff and Faculty

**I want to build a partnership with a community organization, agency, or school.  
Who should I talk to at the Service Learning Center?**

I want to speak with someone about a grant we've developed and we need community partners to collaborate, or I want to discuss service learning on a large scale, talk to...	Annie Bolick-Floss Service Learning Coordinator	826-4965
I want to strategize with someone about how I can best partner with specific community organizations, talk to...	Service Learning Community Partner Liaison	826-4963
I have questions about the service learning data base, or need information about service learning events and activities, talk to...	Service Learning Community Partner Liaison	826-4963
I have questions about the Service Learning faculty development program, talk to...	Faculty Mentor Coordinator	
Service Learning Interns		826-4963 or 826-4964

Service Learning Fax (707) 826-4960  
HSU General information (707) 826-3011

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**For more information, please contact us directly or visit our web site at:  
<http://studentaffairs.humboldt.edu/slee>**

# Learning Plan

Page 1 of 3

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

Address: \_\_\_\_\_

Phone #: \_\_\_\_\_ Email: \_\_\_\_\_

Course Instructor: \_\_\_\_\_ Semester: \_\_\_\_\_

Agency / Site: \_\_\_\_\_ Phone #: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_ Phone #: \_\_\_\_\_

Address: \_\_\_\_\_

Approximate # of Hours \_\_\_\_\_ Beg. Date: \_\_\_\_\_ End Date: \_\_\_\_\_

**Learning Objectives:** What do you hope to learn from this service experience - about the agency, about the challenges and assets of the population with whom you will be working, about yourself, about your community - and how does this connect to your course work?

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**Service Objectives:** Identify and describe the nature of the service activities in which you will be engaged. The service objectives should be designed to help you work toward your learning objectives.

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## The Site Supervisor:

- Agrees to guide this student's work and to submit a brief final evaluation of his/her achievement upon request.
- Agrees to discuss any concerns about the service learner's performance with him/her directly, and with the course supervisor if necessary.

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

## Faculty/Course Supervisor:

I have examined and approved \_\_\_\_\_'s learning plan.

Faculty/Course  
Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Learning Plan

Page 2 of 3

## The student agrees to abide by the following Guidelines and Limitations

### Guidelines

- **Ask for help when in doubt:** Your site supervisor understands the issues at your site and you are encouraged to approach him/her with problems or questions as they arise. He/She can assist you in determining the best way to respond to difficult or uncomfortable situations. Feel free to contact your professor or the service learning office with questions concerning your placement.
- **Be punctual and responsible:** Although you are volunteering your time, you are participating in the organization as a reliable, trustworthy and contributing member of the team. Both the administrators and the person whom you serve rely on your punctuality and commitment to completing your service hours/project throughout your partnership.
- **Call if you anticipate lateness or absence:** Call the site supervisor if you are unable to come in or if you anticipate being late. Be mindful of your commitment, people are counting on you.
- **Respect the privacy of all clients:** If you are privy to confidential information with regard to the persons with whom you are working (i.e. organizational files, diagnostics, personal stories, etc), it is vital that you treat it as privileged information. You should use pseudonyms in your course assignments if you are referring to clients or the people you work with at the service site.
- **Show respect for the community-based organization you work for:** Placement within community programs is an educational opportunity and a privilege. Keep in mind, not only are you serving the community but the community is serving you by investing valuable resources in your learning.
- **Be appropriate:** You are in a work situation and are expected to treat your supervisor and others with courtesy and kindness. Dress comfortably, neatly and appropriately. Use formal names unless instructed otherwise. Set a positive standard for other students to follow as part of CSU's ongoing Service Learning Program.
- **Be flexible:** The level or intensity of activity at a service site is not always predictable. Your flexibility to changing situations can assist the partnership in working smoothly and producing positive outcomes for everyone involved.

### Limitations

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

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◆◆◆ If you feel that your rights have been or may be violated, or that any of the above stated limitations have been violated please contact \_\_\_\_\_

# Learning Plan

Page 3 of 3

## The Student:

- Agrees to act in a responsible manner while representing California State University at the service learning placement site, and abide by all rules and regulations that govern the site in which he/she has been placed.
- Understands the connection between the service-learning course, and the service and learning objectives to be fulfilled at the service site.
- Has participated in an orientation and read the above stated guidelines and limitations and understands his/her role as a service-learning student in working with the community partner.
- Understands and acknowledges the following risks involved with this service placement, and enters into this service-learning placement fully informed and aware.

## Risks:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

- Agrees to devote \_\_\_\_\_ hours per week for a total of \_\_\_\_\_ hours, effective from \_\_\_\_\_ to \_\_\_\_\_ in order to fulfill the service objectives described above.
- Agree to complete any forms, evaluations or other paperwork required by either the course or the site supervisor.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Service Learning Agreement: Student

Page 1 of 3

I, \_\_\_\_\_, realize that by choosing to participate in a service learning  
*Name of Service Learner*

component of \_\_\_\_\_, at Humboldt State University, for the  
*Name of Course*

\_\_\_\_\_ semester, I will act responsibly and agree to the following conditions of this  
*Season/Year*

service learning agreement:

- to be punctual and conscientious in my attendance for the duration of my service learning placement. I will notify my supervisor in advance if I am unable to participate as scheduled;
- to consider as confidential all information concerning other people, employees, and agencies/organization;
- to make my work the highest quality and accept supervision graciously;
- to conduct myself with dignity, courtesy, consideration and in a professional manner;
- to notify my professor and/or the Service Learning Center of any problems, emergencies, safety hazards, concerns or suggestions regarding my activities;
- to complete all assignments stated in the course syllabus relating to my service learning requirement which would include my reflection and service activities;
- to actively pursue meaningful learning experiences that relate to my service learning course material while serving at my placement by asking questions and searching for answers through experiences gained by service activities, conducting interviews, participating in special activities of interest, etc.;
- to use the forms provided by the University and professor to plan, monitor and evaluate my service learning placement;
- to fulfill my hour requirements with the agency even if it is less than the class requirement;
- to arrange my own transportation to and from this activity unless other arrangements can be made with my agency supervisor or university;
- to notify my agency supervisor and professor of the termination of my service to the placement if I cannot fulfill my hour requirement because of circumstances which are beyond my control.

## Service Learning Agreement: Community Partner

Page 2 of 3

The service agency or organization and its designated supervisor understand and agree that they are:

- to plan for and monitor the student's(s') service learning placement using the forms provided by Humboldt State University and the professor;
- to orient the student to the overall operation of the agency and its role in addressing social issues and needs;
- to designate a qualified person to supervise the student's(s') time, activities and learning and to evaluate the student's(s') performance;
- to introduce the student to appropriate staff and orient them to their tasks and roles and ensure all available learning opportunities relevant to the student(s) course material;
- to provide adequate initial training/direction to the student so that they feel comfortable with the assignment and can proceed with appropriate independence;
- to help the student(s) gain experience and knowledge relating to the course objectives designated for the placement by the professor (the professor and community partner will assess the learning opportunities available at the placement and assign course objectives for the student accordingly);
- to contact the professor and/or Service Learning Center should a problem arise with the student's(s) performance;
- to assist the course instructor in assessing the student service learning performance by completing an evaluation form supplied by the professor and/or Service Learning Center.

# Service Learning Agreement: Faculty

Page 3 of 3

The faculty member integrating service learning into her/his course understands and agrees that they are responsible:

- to work collaboratively with the community partner to arrange the service placement and assign student(s) to the agency;
- to provide adequate orientation to service learning pedagogy, the partnering agency and the connection between the agreed upon service and course goals;
- to monitor the student's(s') progress in the agency through on-going communications with the student(s) and site supervisor;
- to facilitate solutions to problems which may arise in the service learning placement;
- to review the agency's evaluation of the service learning experience and student(s).

## Agreement of Terms

The undersigned participants in this service learning program do agree to the terms and expectations of this service learning agreement:

\_\_\_\_\_  
Service Learner

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
Agency Supervisor

\_\_\_\_\_  
Date

The original document should be sent to the faculty member. Each party should retain a copy.

# Orientation Checklist

## Orientation Provided Before First Day of Service

### ✓ Details related to serving at the site

- Mission of the Community-Based Organization (CBO)
- Who does the Community-Based Organization Serve?
- What programs/service does the CBO offer?
- Specific policies and procedures related to the service placement.
- 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?
- Discuss CBO volunteer expectations.
- Provide students a job description detailing the work they will do (outlines scope of work). Explain the types of activities that are "outside" the scope of work.
- Give the students their site supervisor's contact information
- Will the students need to meet with the site supervisor prior to beginning their service?
- How closely will the student be supervised? By whom?
- Who do the students call if they cannot make their scheduled service, or will be late?
- Discuss appropriate attire when providing service (based on CBO standards)
- Provide specific training for the position.
- What will the student learn? What qualities or skills will the students develop?
- Review confidentiality rules for the site. Are pictures or video allowed?
- Review the risks associated with this placement. (Risks should directly reflect those listed in the Learning Plan).
- Explain what students should do if harassment occurs. Whom do they contact.
- 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.
- Who can the students contact with questions or concerns about their placement (CBO contact, and campus contact)?
- Is there a CBO training or Orientation to attend? Where? When? How long?
- Where do students check in at the site on their first day?
- How are students' service hours recorded? (For their course and the CBO).
- 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 student is responsible for getting to and from the site.
- 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

### ✓ Site Specific Information

- Tour of site - location of restroom and break room.
- Where, and with whom, do students check in each time they arrive at the site?
- Where is the logbook kept (to record service hours)?
- Review safety rules of the site, location of emergency exits, and emergency procedures.
- Introduce students to other staff at the agency.
- Emergency Contact Information: ask students' permission to share with university.
- Review accident procedures at the site and what to do if a student or client is hurt.

# Contact Information Form

This form should be completed at the beginning of the service learning placement. All parties should retain a copy of this information to facilitate on-going communication.

## Student Information

Name of Student: \_\_\_\_\_  
(Semester) (Year)

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Service Learning Course: \_\_\_\_\_

## Faculty Information

Name of Faculty: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

## Agency Information

Name of Agency: \_\_\_\_\_

Agency Address: \_\_\_\_\_

Supervisor Name & Title: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Fax: \_\_\_\_\_ Web Site Address: \_\_\_\_\_





# Evaluation of Service Learning Process

Page 1 of 2

## Evaluation of Service Learning Process by Community Partner

The following evaluation provides you an opportunity to offer feedback to us. Please be as frank and as specific as possible. Many thanks for taking the time to assist us in this effort!

**Please complete and return this evaluation at the end of the semester.**

**TO:** The Service Learning Center, Humboldt State University  
Fax: (707) 826-4960, or by mail: 1 Harpst St., Arcata, CA 95521

**FROM:**

Name: \_\_\_\_\_ Position: \_\_\_\_\_  
Agency: \_\_\_\_\_ Date: \_\_\_\_\_  
Address: \_\_\_\_\_ Phone: \_\_\_\_\_  
HSU Course Name & Number \_\_\_\_\_

**A. Effectiveness of Service Learning Students at Your Organization**

1. How many service learners did you work with at your organization? \_\_\_\_\_
2. Were students adequately prepared for the work they did with your program? YES / NO  
Please explain.
3. Did the amount of time and effort required of you/your staff to supervise service learning students outweigh the beneficial aspects of the service students provided? YES / SOMEWHAT / NO  
If you answered YES or SOMEWHAT, what could be done to help alleviate this problem?
4. What benefits do you think the HSU service learning students received as a result of their service with your organization (or in your class) this semester? (Greater understanding of surrounding community, how to reach school aged children, etc.)

**B. Impact of Service Learner Participation on Organization**

1. Did having service learners increase the capacity of your program? YES / NO

# Evaluation of Service Learning Process

Page 2 of 2

2. Please describe an example of how the people who connect with your organization benefited from the service of the HSU service learners this semester. (Teachers: please describe an example of how your students or you, the teacher, benefited from the service of the HSU service learners this semester.)

3. Were there any drawbacks/barriers to student participation in your program? YES / NO  
Please explain.

## C. University Support of Service Learning at Your Organization

1. Were there barriers establishing/maintaining a cooperative working relationship with the faculty of your service learners? YES / NO

If YES, please describe the barriers. If NO, please comment on how the faculty supported this partnership (e.g., ongoing communication through phone calls, site visits, etc.).

2. What could faculty do to provide your program with better support?

3. What could the Service Learning Center do to provide your program with better support?

## D. General

1. Please rate the effectiveness of the service learning partnership by checking the appropriate rating and explaining why the partnership was/was not effective.

1=Not at all effective    2=Somewhat    3=Effective    4=Very Effective

Comments?

2. Are you interested in continuing as a service learning partner in the future? YES / NO  
If NO, why not? If YES, is there anything you would like to do differently in the future?

3. Would you prefer to fill out this form on-line? YES / NO

**Additional Comments/ Suggestions -- Feel free to attach additional sheets if necessary**

# Student Assessment

Page 1 of 2

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

Course # and name: \_\_\_\_\_

Service Learning Site \_\_\_\_\_

**Directions:** The questions below relate specifically to the service learning (SL) component within this course. Beside each statement, rate your level of satisfaction with the SL experiences you participated in this semester.

**5= Very Satisfied      1=Very Dissatisfied**

I was able to apply the concepts I learned in class to the SL experience.

5      4      3      2      1

The SL experience helped me better understand some of the concepts presented in the course

5      4      3      2      1

Enough time was spent in class preparing me for my SL experience.

5      4      3      2      1

The time spent on the service project was reasonable.

5      4      3      2      1

Each member of my group contributed to the SL experience.

5      4      3      2      1

SL in this course strengthened the learning experience.

5      4      3      2      1

Overall, I am satisfied with the SL experience in this course.

5      4      3      2      1

Approximately how many children/adults did you work with and/or impact?

Approximately how many hours did you expend at or for your SL site?

Briefly describe the SL activity that you or your group engaged in at your site.

# Student Assessment

Page 2 of 2

What difference did you or your group make at the SL site? Cite one example of how you or your group made an impact?

What did you learn as a result of your SL experiences in this course? Check the response below that best reflects what you learned as a result of this course and SL.

- Puts theory into practice
- A new perspective with connections made between the classroom and the real world
- Hands-on learning is important to learning new concepts
- Easier to understand class material
- Enhances and expands the importance of class lectures
- Benefit from collaborative team work
- Opportunity to practice what is learned in class
- Other: Explain

In your opinion, how have you changed as a direct result of your community service?  
(e. g., I'm more patient, I'm less judgmental, I haven't really changed much, etc.) Please explain:

What was your biggest challenge?

How can the Service Learning Center better serve you?

Do you think SL in this course should be changed or remain the same?

- Keep SL as it is in this course
- Change SL in this course

Below please briefly explain your response about what you particularly liked about SL and would keep the same or what you would recommend be changed in the course to enhance SL ?

Would you take another course that included SL? YES \_\_\_\_\_ NO \_\_\_\_\_

Explain below your reasons.

## Community Partner Request Form

Many faculty members already know of organizations that would make appropriate community partners for their courses that incorporate service learning. However, if this is not the case, and you would like assistance from the Service Learning Center, it is highly recommended that the search begin well in advance of the projected date of service.

The Service Learning Center has connections to a variety of community organizations. It is likely that we have a perfect community partner for your course. **If you would like our assistance in identifying community partners, please fill out this request form and fax it to 826-4960.** The information provided will help us locate the best possible community partners for your course. This form will be shared with potential partners.

### Faculty Information

Date: \_\_\_\_\_ Faculty Name: \_\_\_\_\_

Department: \_\_\_\_\_ Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

### Course Information

1) Course # \_\_\_\_\_ Title: \_\_\_\_\_ Units: \_\_\_\_\_  
Projected number of students: \_\_\_\_\_

2) Briefly describe the learning objectives of the course, or attach the current course syllabus (preferred):

3) When will the course be taught? Spring \_\_\_\_\_ Fall \_\_\_\_\_  
Year Year

4) What tasks do you envision your students performing in the community?

5) How many hours are you requiring students to serve in the community?

1-5      6-10      11-15      16-20      20-30      30+

6) Are there specific organizations with which you would like to be partnered?

Please attach any additional information that would assist us in identifying community partners for your course.

**For assistance in identifying community partners, please fax this form to the Service Learning Center at 826-4960 or visit us in NHW 139**