EDUCATION FOR LIFE.

Academic Service-Learning
at
St. Cloud State University

Department of Campus Involvement
Civic Engagement Program
Atwood Memorial Center 134

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"Service-learning is a **credit bearing**, educational experience in which students participate in **organized service activity** that meets **identified community needs** and **reflects** on the service activity in such a way as to gain further understanding of **course content**, a broader appreciation of the discipline, and an enhanced sense of **civic responsibility**."

(*Robert Bringle & Julie Hatcher, Office of Service Learning, Indiana University-Purdue University Indianapolis*)

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"**credit bearing**": At our University, there is a credit-based incentive attached to service- learning.

"**organized service activity**": Activities are thought out and organized with community partners so that there is a deliberate relationship connecting the service opportunity to the course focus and material.

"**identified community needs**": Projects meet a need(s) identified by the community partner(s). Projects do not attempt to create a need for the purpose of implementing service-learning. Instead, students assist organizations with needs they already have. Clear, consistent communication with community partners is essential.

"**reflects**": Time is spent specifically on reflecting and analyzing the service experience in relation to the course content and students' service encounters.

"**course content**": Service is not simply an added component of a course, but integrated into the class as a tool used to reach the course goals and objectives.

"**civic responsibility**": Service-learning is used to explore the social connections to scholarly research and academic exploration and discovery.

What is Service-Learning?

Service-learning is increasingly becoming a teaching tool used to provide students with real time experience by linking students with local communities and community service providers. Definitions of service-learning vary and the term is often mistakenly used interchangeably for volunteerism and community service.

Principles of Good Practice in Combining Service and Learning

An effective and sustained service-learning experience incorporates the following elements:

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 and feedback.
8. Includes training, supervision, monitoring, support, and recognition for students and an assessment process in order to measure the extent to which service and learning goals were achieved.
9. Insures that the time commitment for service and learning is flexible, appropriate, and in the best interest of all participants (faculty, students, and community partners) involved.
10. Is committed to including participation by and with diverse populations.

Adapted from Ellen Porter Honnet and Susan J. Poulson. Wingspread Principles of Good Practice for Combining Service and Learning. The Johnson Foundation. 1989.

Principles of Good Practice in Community Service-Learning Pedagogy

- Academic credit is for the learning that takes place, not for the service.
- Be sure to maintain academic rigor.
- It is important to set clear learning goals for students.
- Create clear criteria for the selection of community service site placements.
- Provide educationally sound mechanisms to harvest the community learning.
- Provide intentional and structured supports to enable students to harvest their community learning.
- Minimize the distinction between the student's community learning role and the classroom learning role.
- Some service-learning academics may need to re-consider the faculty instructional role.
- Keep in mind that there may be a wide variation in student learning outcomes.
- Try to maximize the community responsibility orientation of the course.

Jeffrey Howard, ed. Praxis I: A Faculty Casebook on Community Service Learning. Ann Arbor, MI: Office of Community Service Learning Press, University of Michigan. 1993.

Service-Learning as an Effective Pedagogical Tool

The use of service-learning enables students to accrue the following benefits:

- Experience opportunities to challenge their problem analysis and critical thinking skills, their cognitive development, as well as their understanding of academic subject matter.
- Experience stronger relationships with faculty than students who do not encounter service-learning opportunities, and improved satisfaction with college, which can lead to higher retention.
- Enhance students' sense of social responsibility and citizenship skills.
- Reduce cultural and social stereotypes, while increasing cultural competency and social comprehension.
- Develop their communication skills and leadership qualities.
- Experience opportunities for interpersonal development and skills needed to work together with others.

Material gathered from Introduction to Service-Learning TOOLKIT. Providence, RI: Campus Compact

Rev: Department of Campus Involvement, 2/2016

Common Questions Faculty ask about Service-Learning

Contributed by JoAnn Campbell, Community Service Associate
The Center on Philanthropy, Indiana University
& Randall Osborne, Psychology, Indiana University East

What is service-learning?

Service-learning is a type of experiential learning that engages student in service within the community as an integrated aspect of a course. An effective service-learning class involves students in course-related activities in partnership with a community organization, and structures opportunities for students to reflect on their service experience to gain a better understanding of course content and an enhanced sense of civic responsibility. Service-learning engages students in active, collaborative, and inquiry-based learning experiences that meet identified community needs. Service-learning classes are offered in many departments and demonstrate the creative expertise of faculty committed to extending disciplinary work into local communities.

How is service-learning different from other types of practice-based education?

Clinicals, internships, and co-op programs provide students with experiences to develop professional skills. These typically occur during the senior year, after necessary coursework is completed. Service-learning emphasizes the service contribution of students and links the service experience to specific learning objectives of a course. Service-learning includes an integration of theory and practice, and an emphasis on civic responsibility.

Will service-learning take too much time?

It does take time to set up logistics of a service-learning class, to respond to individual students, and to work through the unanticipated challenges of site visitations. But there are ways to minimize the impact of time by garnering assistance from community agency staff, former students, and teaching assistants. It does get easier each time you teach the service-learning course. The amount of time required decreases as community learning partnerships develop over time.

Does service-learning take too much class time?

You are still in charge of what class time is used for. Students can reflect on the experience outside class through journals and logs, and more formal papers. Research, however, indicates that devoting time in class to discussing experiences that emerge from the service-experience will increase student learning and satisfaction with the course. If the student's experiences become a text for the class, they will integrate what they are learning as they discuss, make connections to course material, and listen to the experience of others.

How do I evaluate the students' performance?

Service-learning is often defined with an emphasis on learning. Many teachers do not change their evaluation technique, but assume that the service heightens student learning, and that monitoring the service contribution is all that is necessary. On the other hand, you might have specific papers devoted to reflecting on the experience and grade those for analysis, critical thinking, and other standards normally used. Faculty who utilize service-learning generate data documenting the impact that this pedagogy has on a student learning. Otherwise the question "Why should I utilize service-learning if it doesn't work better that what I am already doing?" is a legitimate one. There are a number of outcomes that can be assessed. These include: impact on student learning; impact on the agency; impact on those being served, and impact on faculty development.

How can involvement in service-learning strengthen my professional research?

Professional academic associations now include sessions on experiential education at national as well as regional conferences. Other associations such as the Higher Education Society for Experimental Education and the American Association of Higher Education hold annual conferences and provide opportunities to present papers on service-learning and the scholarship of engagement. Involvement in service-learning can augment and redirect one's professional research interests, especially when a strong partnership is created with the community agency. Service-learning can contribute to research by engaging students in action research and applied research projects.

Ways to Integrate a Service Component
Contributed by Julie Hatcher, Center for Public Service and Leadership, IUPUI
{Based on the work of Enos, S. & Troppe, M. (1996). "Service-learning in the curriculum."
in B. Jacoby (Ed), *Service-learning in Higher Education: Concepts and practices,* pp. 156-181.}

Curricular design depends on a number of factors including the learning objectives of the course, the experience of the instructor with the pedagogy of service-learning and with community partnerships, the academic preparation and the number of students expected to enroll in the class, and the type of service contribution identified by the community agency. Often faculty experiment with curricular design, and like their service-learning students, "learn by doing", making modifications and adjustments to the design of the course from one semester to the next.

Curricular service-learning options include:

Independent 4th credit option
Students negotiate with the instructor to define parameters of the service component and ways to document the learning derived from the service experience. An "Independent Readings and Research" variable credit can be used as an additional credit. Some departments create a "service learning option" credit so that student's involvement in service-learning is officially documented on the transcript. The 4th credit option allows students and faculty to experiment with service- learning and builds upon the intrinsic motivation of students. However, this design makes group reflection more difficult and monitoring students a challenge.

Required within a course
In this case, students are involved in service as an integrated aspect of the course. This exception must be clearly stated at the first class meeting, with clear rationale provided to students as to why the service component is required. Exceptions can be arranged on an individual basis or students can transfer to another class. If all students are involved in the service, it is easier to design coursework (i.e. class discussion, writing assignments, and exam questions) that integrate the service experience with course objectives. Class sessions can involve agency personnel and site visits. Faculty members report that it is easier to build community partnerships if a consistent number of students are involved each semester.

Options within a course
In this design, students have the option to become involved in the service-learning project. A portion of the normal coursework is substituted for the service-learning component. For example, a traditional research paper or group project can be replaced with an experimental research paper or personal journal that documents learning from the service experience.

Class service projects
Some course objectives can be met when the entire class is involved in a one-time service project. Arrangements for service projects can be made prior to the semester and included in the syllabus. This model affords the opportunity for faculty and peer interaction because a common service experience is shared. One-time projects have different learning outcomes than ongoing service activities.

Disciplinary capstone projects
Service-learning is an excellent way to build upon students' cumulative knowledge in a specific discipline and to demonstrate the integration of that knowledge with real life issues. Upper-division students can explore ways their disciplinary expertise and competencies translate into addressing community needs. Other service-learning classes within the department can prepare the student for this type of extensive community service-learning.

Service research projects
This type of service-learning class involves students in research within the community. The results of the research are communicated to the agency so that it can be used to address community needs. Action research and participatory action research take a significant amount of time to build relationships of trust in the community and identify common research agendas. However, service research projects can support the ongoing community based research of faculty. Extending this type of research beyond the confines of a semester may be the best for all involved.

Advice on Designing a Service-Learning Course

Contributed by Richard Balkerma, Political Science, Valparaiso University

First-time development of a service-learning course may be among the most challenging, and at the same time, rewarding of those ventures undertaken by an educator. Preparing for a service- learning course involves every bit as much and, arguably, even more planning than is typically associated with course design and instructional preparation. With unmistakable clarity, state course goals and identify learning and service objectives so that all involved (e.g. students, community partners, colleagues on curriculum review committees) will understand what the course is designed to achieve. Carefully select and evaluate community partnerships. And, do not abandon academic rigor and demands of the academy.

In evaluating course development proposals for a number of years, several questions are asked by outside reviewers. Answering these questions can assist faculty in the curriculum design process.

Are course goals and objectives realistic?

It is important that course goals and objectives are clearly stated, but that is not enough. They must also be realistic. Often, too much is promised and expected from students within the confines of a semester. In this context, consider very carefully what all of us know to be the two calendar system of teaching: (a) the university's "official" academic calendar, and (b) the students' personal calendar (e.g. part-time work, family responsibilities, homecoming) around which the faculty member plans the course. In service-learning, these calendars are now joined by the added consideration of the "real world" calendars of the community, which will prove to be every bit as significant when engaging students in meaningful community-based learning. Aim high, but be realistic.
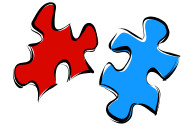
Has advance planning taken place with the community agency to effectively integrate service-based learning with course goals and objectives?

Depending upon the circumstances peculiar to each course, it is important to plan well in advance of the term in which the course is offered. Including community representatives in the planning process proves critical in achieving course goals and objectives. Community representatives need to be given the opportunity to explain what they would like service-learning students to accomplish. In planning, consider such issues as student transportation, agency supervision, monitoring, end-of-term celebration, evaluation, lines of communication and issues of liability. Plan ahead, plan carefully, and be prepared to be flexible as you go.

What provisions have been made for evaluation and assessment?

The key in meeting the "Principles of Good Practice in Community Service-Learning Pedagogy" (Howard, 1993) is educational assessment. Specific and identifiable steps should be taken to assure that testing/evaluation instruments have been designed and gauged to the service-learning experiences. Testing/evaluation must meet the service and learning objectives. How can ongoing classroom assessment provide feedback to improve upon the service and learning experience? Will community partners be engaged in the assessment and evaluation processes, and, if so, in what ways will they be involved? Have steps been taken for the instructor to assess her/his progress in the course, and make necessary adjustments to improve upon the course design to better meet objectives?

The Difference between Volunteering and Service-Learning

VOLUNTEERING

The main purpose of volunteering is to provide a benefit to the **recipients** of the service.

Volunteering consists of students assisting an agency with basic everyday operations.

Volunteering is **not necessarily** curriculum-based, and is **not necessarily** designed to be an academic experience.

Volunteer project site may be of interest to the student, but is **not necessarily related** to their course of study or desired career path.

SERVICE-LEARNING

The main purpose of service-learning is to enhance **student** learning while simultaneously meeting an **agency** or community need.

Service-learning consists of students providing service that is linked to course material, is needed by an agency, while the agency provides the opportunity for professional experience.

The service-learning project is **curriculum based**, and designed to **enhance student learning** through putting text, lecture and other classroom information into practice in a real time situation. There is time and opportunity for **reflection** built into the course syllabus.

The service-learning project is **directly related** to the course, the discipline, and, often times, students' desired career path.

Similarities between Volunteering and Service-Learning

- Both of these activities provide needed service to the community.

- Both of these activities are useful in developing awareness about civic engagement in students.

- Both of these activities can expose students to career opportunities they may not have previously considered.

- Both of these activities give students the chance to gain experience functioning in an organizational/ professional setting.

Volunteer Connection, February 1, 2007

Outcomes of Service-Learning

Students Self-reported an increase in the following areas (Eyler and Giles, 1999):

Tolerance
o   Growth in the appreciation of other cultures
o   Sense that the people they work with are "like me"**.**
o   Positive view of the people they work with
o   Reduction in stereotyping

Personal Development
o   Self-knowledge
o   Spiritual growth
o   Sense of reward in helping others
o   Sense of personal efficacy
o   Desire to include service to others in one's career plans

Interpersonal Development
o   Ability to work well with others
o   Leadership skills
o   Communication skills

Understanding and applying knowledge
o   Depth in understanding of subject matter
o   Understanding of the complexity of social issues
o   Ability to apply material learned in class to real problems

Problem Solving/Critical Thinking
o   Ability to identify social issues
o   Openness to new ideas
o   Ability to see consequences of actions
o   Ability to connect learning to personal experience

Perspective Transformation
o   Ability to perceive the root of social problems
o   Understanding of the importance of social justice
o   Need to influence political structure

Citizenship- Attainment of the elements of the Citizenship Model:
❖   Values- " I ought to do"
❖   Knowledge – "I know what I ought to do and why"
❖   Skills – "I know how to do"
❖   Efficacy – "I can do and it makes a difference"
❖   Commitment – "I must and will do"

Taken from Where's the Learning in Service-Learning? by Janet Eyler and Dwight E. Giles, Jr., 1999.

Service-Learning:
Course Learning Goals

Civic Learning:

These goals increase awareness of community needs and assets and the lived reality of the human condition. Civic learning exists on micro and macro levels.

Students should reflect on and demonstrate learning in the following ways:

o A demonstrated understanding of the impact of the SCSU student role at the organization

o A demonstrated understanding of the organization's mission and role

o A demonstrated understanding of the purpose and impact of the organization in the community

o A demonstrated understanding of the social issue(s) the organization addresses

Personal Learning:

These goals reflect increased development or demonstrated learning of a new skill valuable to personal development.

Intra-Personal Learning

o Leadership skills
o Patience
o Organizational skills
o Decision making skills
o Problem solving skills
o Public speaking skills
o Increased confidence in relating with others from different age, socio-economic, ethnic, or gender identity group

Inter-Personal Learning

o Listening skills
o Communication skills
o Interact & build relationships with others of different backgrounds
o Increased understanding of individual human condition
o Cooperation skills
o Mediation skills
o Increased appreciation for others

Academic Learning:

All projects involve faculty and students in an academic setting as well as engaging community partners as co-educators. Through guidance from faculty and community partners:

o Students engage in activities that allow them to bring classroom learning into the community to increase impact with the organization

o Students also engage in activities that allow them to bring their community experience into the classroom to enhance academic learning

o All projects need to relate to course theory and concepts

o Students receive credit for demonstrated learning as well as commitment and performance to the community in their projects

Adapted from" CSB/SJU Service-Learning Learning Goals" February 12, 2007

Preparing Students for Service-Learning

Preparation activities will vary in according to the course and the professor's learning goals for the service-learning project. Examples of such preparation might include the following:

Exploring with students their own assumptions and expectations about the experience.
What do students assume about the people with whom they will be interacting? What do students think they know about these people? What do students assume about their roles? What do students think about how others will react to them? What do students think they know about the organizations they will be working within?

Helping students prepare an open-mind that is ready to observe and learn.
Talk with students about the distinctions between simply observing as opposed to drawing conclusions or making inferences based on their experiences. Explore various types of biases (e.g. stereotypes, one's own personal history, values, etc.) that can lead an observer to draw erroneous conclusions. Stress the value of an open, non-judgmental attitude and acceptance of human diversity as starting points in learning from service.

Exploring basic issues related to cultural diversity.
Discuss ethnocentrism, culture clash, and agency culture. Students could develop an overview of the Stearns County and/or Benton County community by compiling a community profile based on census data. Such factors as median household income, percent of population with high school education, and prevalence of various demographic groups may be interesting for students to consider and help prepare them for the realities they will encounter in the community (ies). Students may also find it interesting to compare this data with that from their home counties.

Assigning relevant reading.
Include readings on relevant topics such as service-learning in general, the populations with whom students may be working and the types of organizations they will be partnered with.

Exploring ethical issues.
Consider engaging the class in framing a code of ethics for their service-learning activities. Thinking together about students' basic responsibilities in service-learning and the values and principles that should guide behavior can aid in the preparation of students for difficult situations. This discussion can also demonstrate the importance of ethical consideration in approaching all human activities.

Considering social justice issues.
Considering issues related to student service areas helps students move beyond a "blaming the victim" mindset and other individual levels of explanation for social problems. Think with students about the types of social conditions that create the need for agencies, organizations and services like those they will be serving within. What types of social change might reduce or eliminate the need for such services in the future?

Exploring how students can shape their own service-learning experiences.
Discussing such basic skills as communicating with agency staff, asserting oneself appropriately, and working through problems as they arise helps to empower students to be active participants in their own experiences.

Brainstorming the various levels and types of learning that can occur through service.
What types of **academic** learning can occur? What types of **skills** might students develop? What types of **personal growth** might students experience? What will students need to do for such learning to occur?

Informing students about your own philosophy and thoughts concerning service-learning.
What is your rationale for including service-learning in this particular course? As students begin this intellectual journey, it will be helpful for them to hear what you hope they will encounter along the way and the destinations they might reach in their learning. While it is helpful to prepare students for what to expect, also prepare them to expect and learn from the unexpected. Including a definition of service-learning and a description of potential project(s) in your syllabus is often very helpful.

Preparing students to receive as well as give in their experience.
Work to instill the idea that students are working with people, communities and organizations that possess strength, wisdom, resourcefulness and resilience. Challenging students to see such strengths, and not just the obvious problems, helps to reduce the "us and them" types of thinking that can occur if students see themselves as providing a "charity" to those who are "needy."

Critical Elements of Meaningful Community Service

In order to be effective and respectful in the community,
it is important to incorporate the following elements
into a community service project:

Community Voice
The voice and needs of the community must be included in the development of any community service project(s). The community, represented by agencies, schools, neighborhood groups, etc., should define what they need done as opposed to the volunteers defining it for them. Community voice is essential if we are to build bridges, make changes, and solve problems. *Is the community in on the planning? Are we doing what is needed most?*

Orientation & Training
Information should be provided for volunteers about the community, the issue, and the agency or community group they are to work with. This information should include what students need to know to act respectfully and appropriately at their service site. *Do volunteers feel prepared?*

Meaningful Action & Civic Responsibility
Meaningful action means that the service being done is necessary and valuable to the community itself. Meaningful action also makes people feel like what they did made a difference in a measurable way and that their time was well utilized. Without this, people will not want to continue their service even if the other elements are met. Civic Responsibility encourages volunteers to care for others and to develop a connection to their communities. The service experience illustrates the power of volunteer collaboration to get things done and implement change. *Are volunteers contributing to community life?*

Reflection
Immediately after the service experience, participants should discuss reactions, personal stories, feelings, and facts about the issues. This may dispel any stereotypes about the group served, or address an individual's alienation from service. Reflection should also be used as an opportunity to place the experience into a broader context. This is an opportunity for volunteers to learn more about the issues and communities they are trying to impact. *Are participants given chances to think about and discuss why they serve and what connection it has to their life, course work, and long term community solutions?*

Evaluation & Recognition/Celebration
Evaluation measures the impact of the participants' experience and the effectiveness of the service in the community. Service participants should evaluate what they have learned or have experienced as a result of their work, and agencies should evaluate the results of the participants' contribution of time and effort. Evaluation gives direction for improvement, growth and change in future service efforts. Recognizing and celebrating volunteers and community partners are important final steps to ensure that people feel valued and appreciated. *Are we measuring the impact – on the students and community – and making adjustments when we're off base? Do we make time to commemorate achievements?*

Potential Benefits and Barriers to Service-Learning

As instructors begin the process of integrating service-learning into their discipline, there are some considerations to both the benefits and barriers of academic service-learning that should be considered.

Potential Benefits for:

Community

Contributes to community development and renewal

Extends community's human resources to address unmet needs

Provides community organizations with an inside look at the university

Gets things done!

Demonstrates that students are learning skills of use to society

Formalizes connections with the University

Develops future community leaders

Students

Develops skills and helps apply course material to new situations

Develops critical thinking skills

Engages all learners, not just more vocal or assertive

Improves self-confidence

Promotes a sense of belonging to a community and usefulness to society

Provides work experience and networking opportunities

Increases civic and active citizenship skills

Faculty

Redefines role of teacher from giver of knowledge to facilitator of knowledge

Teaching becomes more process oriented due to interaction with students

Impacts how you teach, what you teach, and where you teach

Influences curriculum offerings

Becomes an excellent recruitment and retention strategy for courses and departments because students are engaged

Provides for connections between research and teaching

Promotes democratic citizenship and leadership skill development

Potential Barriers for:

Community

Lack of time for training and supervision for the contribution given by the students to the organization

Fear of having people come in for only a short time and leave causing more damage

Difficulty recruiting students to work with organization due to location

Seeing undesired changes in community or no changes

Fear of exploitation due to history of being "used" by academic institutions

Difficulty finding work to be done by students that meets students/ faculty goals and community goals

Students

Lack of time and money given demands of school, necessity of work, and family

Fear of unfamiliar neighborhoods and working with people you've never had experience interacting with

Lack of transportation to get to organizations

Lack of support given by the faculty member

Fear of asking for direction, clarification and guidance from the site supervisor and/or the faculty member

Treating service-learning as a service-only experience, not a reciprocal learning experience

Faculty

Research is viewed as the most important aspect of your work, leaving little time to coordinate work of students with community

Fear of unknown and letting go of control of the classroom when the impact of service-learning is not easy to quantify in short term

Lack of institutional and departmental support given to faculty (tenure decisions)

Having to answer a lot of questions from students, questions that they may not know the answers to

Viewing service-learning as soft, non-rigorous, non- academic learning or as an add-on, not an integral aspect of the course

Service-Learning Planning Calendar

Effectively designing service-learning into coursework can take between six months to a year to develop. Below is a general timeline to assist faculty in the planning process.

6 Months to 1 Year in Advance of Teaching the Course:

- Meet with Service-Learning staff to explore project ideas.
- Review materials on SCSU Department of Campus Involvement Service-Learning webpage:
  http://stcloudstate.edu/campusinvolvement/volunteer-service/service-learning/default.aspx
- Read articles on service-learning and review sample service-learning syllabi.
- Visit and explore service-learning websites
- Talk with faculty members who have experience utilizing service-learning pedagogy.
- Complete the Service-Learning Course Component Designation Form online at
  http://stcloudstate.edu/campusinvolvement/volunteer-service/service-learning/course-component.aspx
- You will be contacted once the submission form is reviewed. Please contact the Faculty Liaison for Service-Learning at s-l@stcloudstate.edu or 320-308-2205 if you have any questions.

4 to 6 Months in Advance of Teaching the Course:

- Design or re-design course goals and objectives.
- Determine if the service-learning work will be mandatory or optional for your students.
- Begin thinking about possible projects and/or community organizations you'd like to have your students engaged with during the semester.

3 Months in Advance of Teaching the Course:

- Meet with Service-Learning staff to obtain ideas about or contact information for organizations with whom you would like your students to work.
- Determine the level of support that you would like to receive from the Service-Learning staff.

2 Months in Advance of Teaching the Course:

- Determine the start and end dates for the service-learning project.
- Determine the number of required hours students must meet during the semester.
- Determine whether students will choose or be assigned their community partner site.
- Schedule a Service-Learning overview class presentation.

1 Month in Advance of Teaching the Course:

- Finalize/review service-learning information on course syllabus.
- If students will need to transport themselves to community locations, it is recommended that you indicate in your syllabus that *"transportation is the responsibility of the student and that the student assumes the risks which may be associated with transporting themselves to and from the community site/location."*

First Day of Class:

- Faculty should introduce the service-learning portion of the course to their students, explaining why it is an integral component to the course and how it is linked to the course material.
- Faculty should have every student complete the *Academic Service-Learning Release of Liability* form and maintain hard or scanned copies. The form is available at:
  http://www.stcloudstate.edu/campusinvolvement/_files/documents/civic-engagement/SCSULiabReleaseforS-LProjects.pdf
- Faculty should also have every student (and other persons as appropriate) complete the *Release and Authorization for Use of Data, Image* form in the event photos are taken of those participating in the service-learning activities. The form is available at
  http://stcloudstate.edu/ucomm/_files/documents/photo-release.pdf:
- If questions arise that you are not sure how to answer, contact the Service-Learning office for assistance. s-l@stcloudstate.edu

First through Third Week of Class:

- Set aside 20-50 minutes during a class period for a Service-Learning staff member to visit the classroom and give a Service-Learning overview presentation.
- Finalize student choices of or assignment to a community partner site in order to enable students to get into a pattern or schedule regarding regular site attendance.
- Consider having your students create a project poster to display at the Service-Learning Celebrations in November and April.

Eighth Week of the Semester:

- Faculty may want to review students' hour totals to date to ensure they are on-track with the required hours. Students should have completed approximately half of their required hours for the course.
- Conduct site visits or at least an email or telephone check-in with community partner organization(s).
- Faculty may want to invite site supervisors to hear student presentations regarding their service-learning work.
- Faculty may want to consider attending community sponsored recognition events held in honor of student work.

Final Two Weeks of the Semester

- Faculty might want to ask their students for permission to use their assignments as examples in future sections of the course.
- Faculty might want to consider writing thank you letters to community organization site supervisors.
- Faculty, Students and Community Partners may attend the St. Cloud State Community Engagement Celebrations in November and April.

Designating a Service-Learning Component in your Course

- The following link provides information for designating a service-learning component within an academic course. Please review the directions and complete the submission form online at http://stcloudstate.edu/campusinvolvement/volunteer-service/service-learning/course-component.aspx

- You will be contacted once the submission form is reviewed.

- Please contact the **Faculty Liaison for Service-Learning** at s-l@stcloudstate.edu or 320-308-2205 if you have any questions.

Service-Learning Planning Calendar
October 30, 2007