

PLANNING AND IMPLEMENTING A SERVICE-LEARNING COURSE

*A Guide for Faculty Members at Gettysburg College
Second Edition, 2005*

CENTER FOR PUBLIC SERVICE



Think Critically...

Act Compassionately...

located in Eddie Plank Gym (entrance nearest the fountain)

Campus Box 2456

Gettysburg College

Gettysburg, PA 17325

(717) 337-6490 (phone) ♦ (717) 337-6496 (fax)

serve@gettysburg.edu ♦ www.gettysburg.edu/college_life/cps

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SECTION I

∞ INTRODUCTION ∞



PLANNING AND IMPLEMENTING A SERVICE-LEARNING COURSE

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Service-Learning at Gettysburg College

Vision and Mission

Think Critically... Act Compassionately...

At the heart of the mission and learning goals of Gettysburg College lies the value of civic engagement – encouraging students to live energetic, engaged and enlightened lives; in exploring local and global citizenship; and practicing the arts of democracy. To this end, students are encouraged to develop critical thinking skills, broad vision, effective communications, a sense of the inter-relatedness of all knowledge, sensitivity to the human condition, and a global perspective. In addition, students are encouraged to value a lifelong commitment to service. The Center for Public Service at Gettysburg College challenges students to “think critically and act compassionately” through two avenues, co-curricular service-learning and course-based service-learning, providing students the opportunity to continue to deepen their sense of civic engagement and to further develop their commitment to service.

Core Elements

Fundamental to all Center for Public Service programs and initiatives (co-curricular and course-based) are these values:

- ♦ **Community Partnerships and Reciprocity:** We believe that partnerships should be mutually beneficial. The community agency/partner, faculty member and the Center for Public Service work together to plan and implement experiences so that equitable attention is paid to the agency’s needs and the educational value for the student participants.
- ♦ **Reflection:** As is often recognized and discussed, service is not politically neutral, simple, or a common ground for the many perspectives found in our world. Rather, service brings individuals together in forums for community development and action and challenges some to wrestle with why “service” is needed. Ongoing reflection on the service, the population being served and related social issues facilitate the deepest level of learning.
- ♦ **Sharing:** Sharing of the experiences, whether it is a report to the community partner, a sharing of achievements with the agency and/or its clients, or publicity via campus and community forums, provides a sense of closure for and/or evaluation of the experience.

These elements manifest themselves in different ways in co-curricular service-learning and course-based service-learning, offering their unique strengths to the student and community experience.

Co-Curricular Service-Learning

Co-Curricular Service-Learning offers the opportunity to students to engage meaningfully with community initiatives on their own time, while offering carefully designed support systems that encourage a deeper exploration of community issues and their beliefs about the practice and meaning of service. Additional elements include:

- ♦ **Student Leadership:** Gettysburg College can only be active in community life with strong student voice and action, embedding student-community work in the culture of our campus. Students find voice and the power to find solutions for issues that are important to them, educating, challenging and encouraging their peers to continually explore community work, advocacy and change.
- ♦ **Active Learning:** Students choose how broadly and/or deeply to explore community issues through their service work, whether it be through structured experiences or engaging in a self-initiated partnership project.

Course-Based Service-Learning

Course-based service-learning is the integration of meaningful service experiences into courses with the intention to enhance student learning while addressing one or more community-identified social issues. Additional elements include:

- ♦ **Relevance to the course** – service experiences are considered a “text” through which course concepts can be learned. Accordingly, projects are intentionally chosen with regard to their relevance to course objectives, and the service-learning is woven *as much as possible* throughout the course.

Multiple Opportunities for Service and Learning

The strength of civic engagement opportunities for students lies in the complementary nature in which co-curricular and course-based service-learning are implemented. There is recognition of the potential of powerful learning offered through such experiences, with the ultimate goal to challenge students to go beyond “doing good” and truly engage in their community and the work to ensuring social justice.

What Service-Learning is NOT

Service-learning can be better understood by exploring what it is not. Consider these differentiations between service-learning and similar concepts that are sometimes mistakenly used as synonyms.

Service-learning is not voluntary service.

Because service-learning is a form of pedagogy, it is important that faculty, students, and community partners clearly understand that students are not “volunteers” who merely carry out various tasks an agency needs accomplished. The activity must be linked to course objectives. Students often voice concern or objections about “paying tuition” to do volunteer service. The service is as much an integral part of the learning experience as traditional instructional tools and activities like textbooks, written papers, and exams. Unless service is an option to the course, the service activity is as much a required component as readings and other assignments.

Service-learning is not a traditional internship.

Service-learning is often confused with traditional internships or other forms of practica in which students are required to complete in their pre-professional program preparation. This reflects a consumer approach in which students are “placed” in a setting and expected to observe and assimilate skills. The objective is often tied to meeting and demonstrating mastery of competencies specified by governmental or licensing agencies. It does not necessarily address community needs or promote students’ sense of citizenry, but tends to focus on benefit to the student. Service-learning, on the other hand, stresses genuine reciprocity. Another difference from the traditional internship or practicum is the emphasis on reflection, a key component of service-learning.

Service-learning is not charity.

Given the reciprocal nature of service-learning, it is not a form of charity in which “good deeds” are dispensed. Both student and the community should be equal beneficiaries, though students often report that they received more from the experience than they contributed.¹

¹ Adapted from the University of Utah’s Lowell Bennion Community Service Center’s *Service-Learning in the Curriculum: A Faculty Guide* found at www.sa.utah.edu/bennion/pdfs/ServLearnCur.pdf.

Six Models for Service-Learning

Whether creating a new course or reconstructing an existing course using service-learning, faculty should explore the appropriate model of service-learning. While one could argue that there are many models of service-learning, service-learning courses can basically be described in six categories.

1. PURE SERVICE-LEARNING

Pure service-learning courses have as their intellectual core the idea of service to communities by students, volunteers, or engaged citizens. They are not typically lodged in any one discipline.

2. DISCIPLINE-BASED SERVICE-LEARNING

Students are expected to serve in the community throughout the semester and to reflect on their experiences on a regular basis using course content as a basis for analysis and understanding.

3. PROBLEM-BASED SERVICE-LEARNING (PBSL)

Students (or teams of students) relate to the community much as “consultants” working for a “client.” Students work with community members to understand a particular community problem or need. This model presumes that the students will have some knowledge they can draw upon to make recommendations to the community or develop a solution to the problem.

4. CAPSTONE COURSES

Capstone courses are generally designed for majors and minors in a given discipline and are offered almost exclusively to students in their final year. Capstone courses ask students to draw upon the knowledge they have obtained throughout their coursework and combine it with relevant service work in the community. The goal of capstone courses is usually either to explore a new topic or to synthesize students’ understanding of their discipline. These courses offer an excellent way to help students make the transition from the world of theory to the world of practice by helping them establish professional contacts and gather personal experience.

5. SERVICE INTERNSHIPS

Like traditional internships, these experiences are more intense than typical service-learning courses, with students working as many as 10 to 20 hours a week in a community setting. As in traditional internships, students are generally charged with producing a body of work that is of value to the community or site. However, unlike traditional internships, service internships have regular and ongoing reflective opportunities that help students analyze their new experiences using discipline-based theories. These reflective opportunities can be done with small groups of peers, with one-on-one meetings with faculty advisors, or even electronically with a faculty member providing feedback. Service internships are further distinguished from traditional internships by their focus on reciprocity: the idea that the community and the student benefit equally from the experience.

6. UNDERGRADUATE COMMUNITY-BASED ACTION RESEARCH

Community-based action research is similar to an independent study option for the rare student who is highly experienced in community work. Community-based action research can also be effective with small classes or groups of students. In this model, students work closely with faculty members to learn research methodology while serving as advocates for communities.²

² Excerpted from Heffernan, Kerrissa. *Fundamentals of Service-Learning Course Construction*. RI: Campus Compact, 2001, p. 2-7.

Principles of Good Practice for Service-Learning

THE WINGSPREAD PRINCIPLES: PRINCIPLES OF GOOD PRACTICE IN COMBINING SERVICE AND LEARNING

An effective and sustained program:

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

FOUR BASIC PRINCIPLES TO GUIDE FACULTY IN ORGANIZING AND CONSTRUCTING A SERVICE-LEARNING COURSE

- ❖ **Engagement** – Does this service component meet a public good? Has the community been consulted? How have campus-community boundaries been negotiated and how will they be crossed?
- ❖ **Reflection** – Is there a mechanism that encourages students to link their service experience to course content and to reflect upon why the service is so important?
- ❖ **Reciprocity** – Is reciprocity evident in the service component? “Reciprocity suggest that every individual, organization, and entity involved in the service-learning functions as both a teacher and a learner. Participants are perceived as colleagues, not as servers and clients.”⁴
- ❖ **Public Dissemination** – Is service work presented to the public or made an opportunity for the community to enter into a public dialogue? For example: Do oral histories that students collect return to the community in some public form? To whose advantage?⁵

GOOD PRACTICES IN SERVICE-LEARNING

- ❖ Strong connections between course content and students’ service experience.
- ❖ Students serve for more than 20 hours within the academic quarter/semester.
- ❖ Service experiences are discussed in class.
- ❖ Students receive training prior to the service experience.
- ❖ Students receive supervision during the service experience.⁶

³ Jane Kendall & Associates, *Combining Service and Learning*. Raleigh, NC: National Society for Internships and Experiential Education (Now National Society for Experiential Education), 1990.

⁴Jacoby, Barbara and Associates, *Service-Learning in Higher Education*. San Francisco, CA: Jossey-Bass, 1996.

⁵ Excerpted from Heffernan, Kerrissa. *Fundamentals of Service-Learning Course Construction*. RI: Campus Compact, 2001, p. 1

⁶ Gray, M., Ondaatje, E., & Zakaras, L. *Combining service and learning in higher education: Evaluation of the learn and serve America higher education program*. Washington, DC: Rand, 1999.

What the Research Says about Service-Learning

The third edition of “At a Glance: What We Know About the Effects of Service-Learning on College Students, Faculty, Institutions and Communities, 1993-2000” summarizes the findings of service-learning research. It was designed to provide a quick overview of the research findings in the field. Citations for specific findings can be found in the report. Below are a few excerpts.

THE EFFECTS OF SERVICE-LEARNING ON STUDENTS

❖ Relationship with Institution

- ◆ Students engaged in service-learning report stronger faculty relationships than those who are not involved in service-learning.
- ◆ Service-learning improves student satisfaction with college.
- ◆ Students engaged in service-learning are more likely to graduate.

❖ Learning Outcomes

- ◆ Students and faculty report that service-learning has a positive impact on students’ academic learning.
- ◆ Students and faculty report that service-learning improves students’ ability to apply what they have learned in the “real world.”
- ◆ The impact of service-learning on student academic learning as measured by grades or GPA is mixed: some show a positive impact of community service and service-learning on academic learning and other studies show no difference between service-learning and non-service-learning control groups.
- ◆ Service-learning participation has an impact on such academic outcomes as demonstrated complexity of understanding, problem analysis, critical thinking and cognitive development.
- ◆ The impact of service-learning on student cognitive moral development is mixed: some studies find that service-learning contributes to moral development and other studies show no difference in moral development between service-learning and non-service-learning control groups.

❖ Personal Outcomes

- ◆ Service-learning has a positive effect on student personal development such as sense of personal efficacy, personal identity, spiritual growth and moral development.
- ◆ Service-learning has positive effect on interpersonal development and the ability to work well with others, leadership and communication skills.

❖ Social Outcomes

- ◆ Service-learning has a positive effect on reducing stereotypes and facilitating cultural and racial understanding.
- ◆ Service-learning may subvert as well as support course goals of reducing stereotyped thinking and facilitating cultural and racial understanding.
- ◆ Service-learning has a positive effect on sense of social responsibility and citizenship skills.
- ◆ Service-learning has a positive effect on commitment to service.
- ◆ Volunteer service in college is associated with involvement in community service after graduation.

❖ Career Development

- ◆ Service-learning contributes to career development.

THE IMPACT OF SERVICE-LEARNING ON FACULTY

- ❖ Faculty using service-learning report satisfaction with quality of student learning.
- ❖ Faculty using service-learning report commitment to research.
- ❖ Faculty increasingly integrate service-learning into courses.
- ❖ Faculty report lack of resources as a barrier to providing service-learning.
- ❖ Lack of faculty reward is a barrier to service and service-learning partnerships.

THE IMPACT OF SERVICE-LEARNING ON COLLEGE AND UNIVERSITIES

- ❖ College and universities report institutional commitment to service-learning curriculum.
- ❖ Colleges and universities report the availability of service-learning programs.
- ❖ Few colleges and universities require service-learning in the academic core.
- ❖ Community service affects student retention.
- ❖ Institutions report enhanced community relations.
- ❖ Lack of faculty reward is a barrier to service and service-learning partnerships.

THE IMPACT OF SERVICE-LEARNING ON COMMUNITIES

- ❖ Communities report satisfaction with student participation.
- ❖ Service-learning provides useful service in communities.
- ❖ Communities report enhanced university relations.⁷

THE EFFECTS OF PARTICULAR PROGRAM CHARACTERISTICS ON STUDENTS

- ❖ **Placement Quality**
 - ◆ Placement quality has a positive impact on student personal and interpersonal outcomes.
- ❖ **Reflection**
 - ◆ Quality and quantity of reflective activities have an impact on student learning.
- ❖ **Application of Service**
 - ◆ Application of service to academic content and vice versa has an impact on students, particularly learning outcomes.
- ❖ **Duration and Intensity of Service**
 - ◆ Duration and intensity of service have an impact on student outcomes.
- ❖ **Exposure to Diversity**
 - ◆ Diversity has an impact on students, such as identity development and cultural understanding.
- ❖ **Community Voice**
 - ◆ Community voice in a service-learning project has an impact on student cultural understanding.
- ❖ **Feedback**
 - ◆ Receiving quality feedback from professors or clients has an impact on students' self-reported learning, use of skills taught in courses, and commitment to service.

⁷ Adapted from Eyler, Janet, Dwight Giles, Christine M. Stenson and Charlene J. Gray. *At A Glance: What We Know about the Effects of Service-Learning on College Students, Faculty, Institutions and Communities, 1993-2000: Third Edition*. Nashville: Vanderbilt University. 2001. www.compact.org/resource/aag.pdf.

Frequently Asked Questions

IS SERVICE-LEARNING JUST ANOTHER WAY OF ATTEMPTING TO WATER DOWN ACADEMIC STANDARDS?

One of the most important points to keep in mind when thinking about service-learning is that at no time does service take the place of learning. What students are learning in the classroom should drive their service activities. If a service-learning class is designed and carried out properly, we believe that it will actually be even more rigorous than traditionally-structured courses. In service-learning courses, students are not only being asked to master course material; they are also being asked to take the information that they are being taught in the classroom and apply it to the experiences that they are having at their site placement and vice-versa. Remember: Using service-learning pedagogy does not change the content that you teach, it only changes how you teach it.

WILL I BE ABLE TO APPLY THIS PEDAGOGY SUCCESSFULLY?

Any time you incorporate new pedagogical strategies into your teaching, your competencies are going to be challenged. With service-learning, this is also the case. Many educators will have to assume an entirely different role in the teaching-learning process, moving from that of teacher to that of guide. Keep in mind that you do not have to face these challenges alone. This manual provides you with a number of "how to" resources, and other resources on campus you can access, all of which should help you use service-learning strategies more effectively in your classroom.

HOW DO I FIT SOMETHING ENTIRELY NEW INTO A COURSE WITH A FULL SYLLABUS?

Service-learning is not an add-on to the current requirements of your course. As you begin to incorporate it into your teaching, some of your traditional teaching techniques may be replaced with more dynamic learning activities. Many professors note that there is an initial "set-up time" required with service-learning classes that may exceed the time professors generally spend preparing for a course, but are quick to point out that the higher levels of student engagement in their courses more than make up for any extra time they spend doing the initial planning.

HOW CAN I ASK THAT STUDENTS FIND SPACE FOR COMMUNITY SERVICE IN THEIR ALREADY JAM-PACKED SCHEDULES?

Faculty who use service-learning as a teaching method report that their students are attracted to their courses by the service component. However, if you find that your students are struggling to meet the time requirements, there are a few options that you might want to consider: 1) Make the service-learning component of your course optional, offering a research project or other assignment as an alternative to service-learning. 2) Try to develop a varied list of site placements which allow students to serve at different times of day, on weekends, and at night. More flexibility enables them to fit their service-learning into their schedules at their convenience. 3) Consider dedicating some class time to service.

ARE MY STUDENTS INSURED WHEN THEY ARE AT THEIR SITE PLACEMENTS?

As long as the service-learning experiences of your students fall within the scope of the class, either as a required or optional element, they are covered by College liability insurance.

HOW ARE STUDENTS TRANSPORTED TO THEIR PLACEMENTS?

Many agencies are within walking distance of the College. For those that are not, if you partner with agencies already engaged in volunteer programs with the Center for Public Service, transportation may be provided.

HOW WILL I MONITOR MY STUDENTS' PERFORMANCE AND ATTENDANCE?

There are several ways that one can monitor student performance and attendance. First, discuss this concern with your community partner(s) and see if their agency has volunteer sign-in sheets. You might also consider hiring a student assistant to help you monitor students' involvement. Another option, if you partner with agencies already engaged in volunteer programs with the Center for Public Service, is to collaborate with student program coordinators and check their volunteer databases.

HOW DO I EVALUATE THE STUDENTS' PERFORMANCE?

Many instructors don't change their evaluation methods, but assume that the service heightens student learning on traditional measures, and that monitoring attendance is all that is necessary. On the other hand, you might assign specific papers that reflect on and incorporate the service experience and require the student to synthesize course concepts and service experiences. These could be graded for analysis, critical thinking, and other typical criteria. **IMPORTANT:** the grade should be for *learning*, not for *service* (i.e. points should not be given simply for completion of a specified number of hours of service).

WHAT IF IT TAKES TOO MUCH CLASS TIME?

You are still in control of how class time is used. Student can reflect on the experience outside of class through journals, response papers, and more formal papers. However, it is most effective to discuss in class some experiences, problems, and patterns that emerge from the service. When service becomes another text for the class, students integrate what they are learning much faster.

WHAT ARE USEFUL INSTRUMENTS FOR EVALUATING MY COURSE/PROGRAM?

There is not a generic set of service-learning evaluation tools that can be used across the field. Your evaluation needs will no doubt depend on the mission and goals of your department or program. Below you will find an alphabetical list (by title of website or publication) of some evaluation instruments available via the web or in the Center for Public Service Resource Library.⁸

- ❖ ***Assessing Service-Learning and Civic Engagement: Principles and Techniques.***
Authors: Gelmon, Sherril; Holland, Barbara; Driscoll, Amy; Spring, Amy; & Kerrigan, Seanna, 2001.
A toolkit to assist in the assessment of service-learning and civic engagement programs. Offers guidelines for assessing program impact on faculty, students, communities, and institutions. Revised, third edition.
- ❖ ***Campus Compact: Building the Service-Learning Pyramid***
<http://www.compact.org/service-learning/>
This website acts as a guide to service-learning and engaging citizens by providing service-learning and civic education resources and toolkits. There are toolkits for

⁸ Sample surveys and evaluations can be found in the appendices.

introductory, intermediate and advanced levels which also include articles and instruments for assessment.

❖ ***Compendium of Assessment and Research Tools (CART)***

<http://cart.rmcdenver.com>

RMC research, a partner in W.K. Kellogg Foundation's Learning in Deed Initiative, administers this website which provides assessments and research tools designed to assist those who have an interest in studying the effectiveness of youth development programs (such as service-learning) and related educational activities. CART users can find a tool that is appropriate for their interests or they can locate an existing tool to guide their development of an instrument better suited to their research questions.

❖ ***Methods and Strategies for Assessing Service-Learning in Health Professions***

Authors: Shinnamon, A.F., Gelmon, S.B., and Holland, B.A.

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

This website contains workbook of assessment methods used in the HPSISN evaluation. There is also a companion document "Health Professions in Service to the Nation -- Final Evaluation Report" that reports on methods and outcomes of a national demonstration program of service-learning in health professions.

❖ ***The Service-Learning Center at UC Berkeley***

<http://gse.berkeley.edu/research/slc/>

Comprehensive system to assess the impact of service-learning on students, faculty, educational institutions, and communities. This site has sample instruments you can download.

❖ ***Where's the Learning in Service-Learning?***

Authors: Eyler, J. S. & Giles, D. E. San Francisco: Jossey-Bass, 1999.

Using both qualitative and quantitative methods, this is a comprehensive study seeking to understand the kinds of learning facilitated by service-learning.

HOW CAN I LEARN MORE ABOUT SERVICE-LEARNING ON CAMPUS?

There are several resources for faculty to pursue in learning more about service-learning on campus:

- ❖ Join the on-campus service-learning email alias. All interested faculty, administrators and staff members can be reached by emailing service_learning@gettysburg.edu. Email the Center for Public Service at serve@gettysburg.edu to subscribe.
- ❖ Attend workshops and other special events sponsored by the Center for Public Service and others. A schedule is available at the beginning of each semester.
- ❖ Watch for grant opportunities through the Center for Public Service, the Center for Creative Teaching and the Grants Advisory Commission.

WHICH CONFERENCES SHOULD I ATTEND TO LEARN MORE ABOUT SERVICE-LEARNING PEDAGOGY, RESEARCH AND COMMUNITY ENGAGEMENT?

Most conferences occur on an annual basis. Below you will find a list of websites that will directly link you to conference information.

- ❖ American Association of Colleges and Universities Civic Engagement Project:
<http://www.aacu.org/issues/civicengagement/index.cfm> (see "AAC&U Meetings & Institute)

- ❖ Check with your disciplinary association to find out what they are doing with this topic.
- ❖ Educators for Community Engagement: <http://www.e4ce.org/index.html> (click on “National Gatherings”)
- ❖ Campus Compact: <http://www.compact.org> (click on “Calendar”)
- ❖ Community-Campus Partnerships for Health: <http://futurehealth.ucsf.edu/ccph/projects.html>
- ❖ National Society for Experiential Education: <http://www.nsee.org/> (click on “Conferences”)

WHAT ARE THE NATIONAL STATISTICS ON COLLEGE PARTICIPATION IN SERVICE-LEARNING?

There are several sources of information that might be of help.

- ❖ Campus Compact: www.compact.org provides information about its approximately 700 member schools. In their 2002 annual membership survey, Campus Compact found that:
 - ◆ 11% of faculty integrate community service with academic study or research. On average, 21.6 faculty offer service-learning courses on each campus.
 - ◆ Each campus has an average of 30.3 courses that integrate service and academic learning (compared with 27 courses per campus in 2001).
 - ◆ Faculty cite promoting engaged learning, facilitating student learning of course content and developing critical thinking skills as key incentives for integrating service with academic study.
 - ◆ 15% of campuses reported an increase of 10% or more in the number of faculty involved in service-learning over the past three years, while 38% note a smaller increase of a few additional faculty each year.
 - ◆ Time and faculty teaching loads (64%) and a lack of common understanding of the concepts and models of service-learning (44%) were the most commonly cited obstacles to the extension of service-learning on campus.⁹
- ❖ American Association of Community Colleges: www.aacc.nche.edu/servicelearning provides information about community college trends.
- ❖ UCLA’s Higher Education Research Institute (HERI) annually conducts large national surveys of entering freshmen and continuing college students. The Freshman Survey produces national trends on service learning and volunteerism that is conducted by students in the year prior to college entry. The survey of continuing college students (College Student Survey) also collects data on service learning and volunteerism. However, because the CSS is not conducted on nationally representative samples of students and institutions, the results cannot be used to track national trends. For the participation rates reported in the study *How Service Learning Affects Students*, go to <http://www.gseis.ucla.edu/slc/rhowas.html>.¹⁰

⁹ Excerpted from Campus Compact. *2002 Service Statistics: Highlights of Campus Compact’s annual membership survey*. Providence: Campus Compact. 2003. http://www.compact.org/newssc/2002_Statistics.pdf

¹⁰ This list of “Frequently Asked Questions” was adapted, in part, from resources from the Morgridge Center for Public Service (University of Wisconsin-Madison), the Service-Learning Clearinghouse Project (University of California-Los Angeles).

SECTION II

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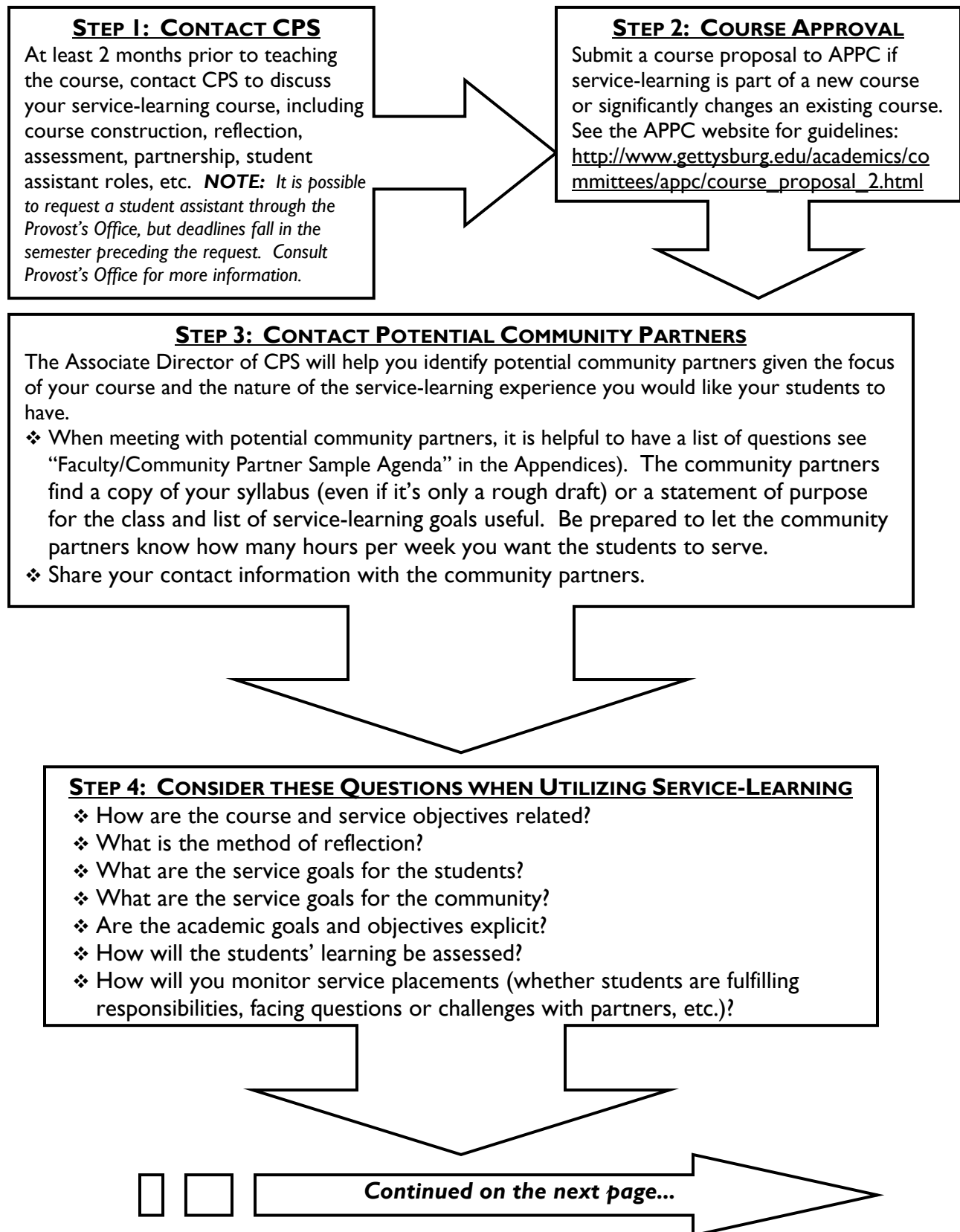
DEVELOPING A
SERVICE-LEARNING
COURSE



PLANNING AND IMPLEMENTING
A SERVICE-LEARNING COURSE

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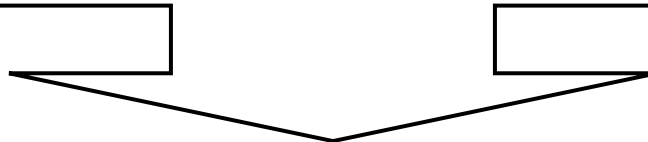
A Time Line for Developing a Service-Learning Course



A Time Line for Developing a Service-Learning Course, *continued*

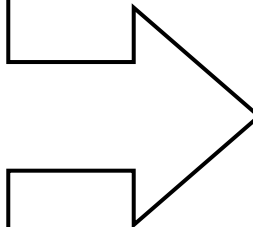
STEP 5: FINALIZE SERVICE-LEARNING PLACEMENT OPTIONS

- ❖ Assemble syllabus, service-learning placement information for students (including any agency information you have collected), service-learning contracts and evaluation forms for students to be handed out during the first class meeting (see *Appendices* for examples of these documents).
- ❖ Invite community partners to speak to your class, ideally during the first week. Share a copy of the syllabus, service-learning contract and final evaluation forms with them.
- ❖ Make plans for students' orientation and training to their service-learning placements.



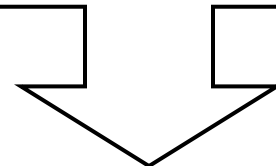
STEP 6: STUDENT INTRODUCTION TO THE COURSE AND SERVICE-LEARNING

On the agreed upon date, ask each community agency representative to talk about their mission, what they do on a daily basis and the type of work in which students would engage, etc. Provide an opportunity at the end of the session for students to meet briefly with the representatives of the agencies.



STEP 7: FINALIZE SERVICE-LEARNING CONTRACTS

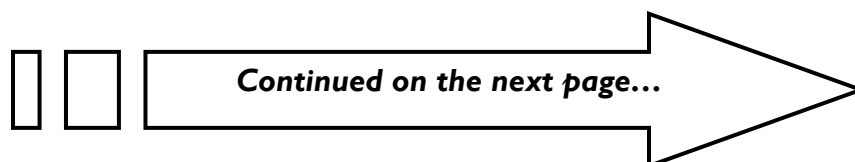
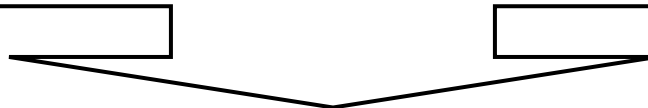
Students should hand in their service-learning contracts to the course instructor during the second week of classes. Students should begin their service-learning hours at this point.



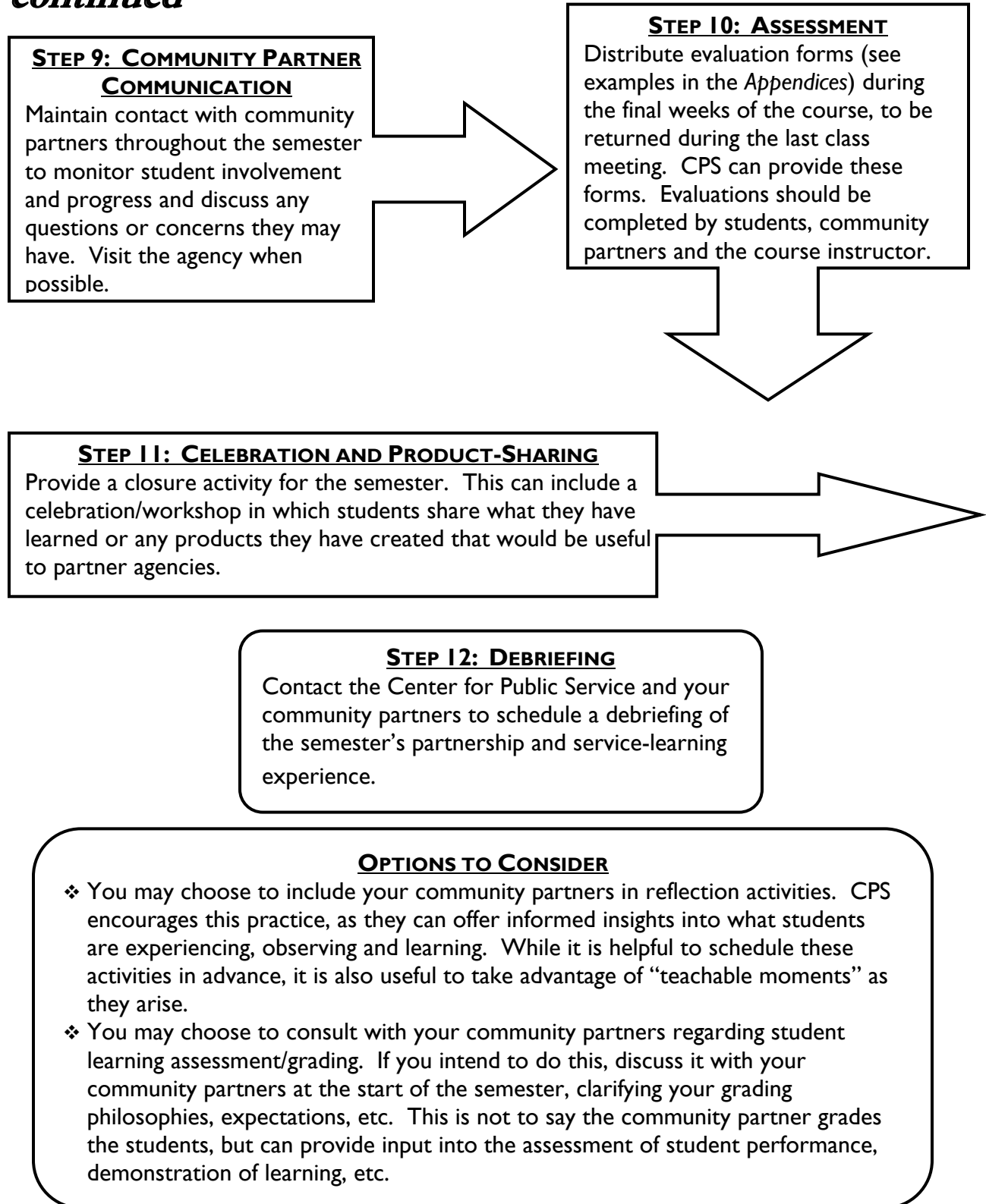
STEP 8: REFLECTION

Conduct and/or assign reflective activities throughout the semester, providing a forum in which to synthesize theory and service.

- ❖ Use reflection to assess student learning and challenges, etc. Modify the course as necessary, based on the feedback you receive.



A Time Line for Developing a Service-Learning Course, *continued*



Pedagogical Questions for Faculty Utilizing Service-Learning

- ❖ What do you want your students to get out of the service experience?
- ❖ How does a service-learning component tie in to your course objectives?
- ❖ How will those outcomes be supported by course activities, readings, and assignments?
- ❖ How will students be oriented to civic engagement, the service-learning component and the specific service-learning placement site?
- ❖ How will the service-learning experience be monitored (checking that students show up, complete the required hours, and are responsible and appropriate)?
- ❖ What types of activities will help students think about their service-learning experience throughout the semester?
- ❖ What types of activities will make connections between the service-learning experience and the course materials?
- ❖ What types of activities will assist students in articulating the impact of the service-learning experience on their lives?
- ❖ How will the service-learning experience and course material address civic issues?
- ❖ How will the service-learning experience factor into your evaluation of the students' learning?

Components of Exemplary Service-Learning Syllabi

1. Service-learning is an expressed goal.
2. There is a clear description of how the service-learning experience will be measured and what will be measured.
3. There is a description of the nature of the service-learning placement and/or project.
4. Roles and responsibilities of the students in the service-learning placement and/or project are specified (e.g., transportation, time requirements, community contacts, etc.)
5. Need(s) the service-learning placement meets are defined.
6. There are specifications of how students will be expected demonstrate what they have learned in the service-learning placement/project (journal, papers, presentations).
7. Course assignments that link the service-learning placement and the course content are presented.
8. The reflection process is described.
9. There is a description of the expectations for the public dissemination of students' work.¹¹

¹¹ Adapted from Heffernan, Kerrissa. *Fundamentals of Service-Learning Course Construction*. RI: Campus Compact, 2001, p. 9.

Expectations for Faculty, the Center for Public Service, Students and Community Partners

EXPECTATIONS FOR FACULTY

- ❖ Meet with Center for Public Service staff at least 2 months prior to the semester in which the service-learning course is to be offered.
- ❖ Meet with potential community partners to learn about their programs, needs and opportunities 4-6 weeks prior to the beginning of the semester. Provide a copy of your syllabus (even if it's only a rough draft) or a statement of purpose for the class and a list of service-learning goals. If their needs meet your learning goals, formalize the partnership, establish communication protocols and share a draft of the course syllabus. Invite the community partner to a class meeting to present an overview of their agency.
- ❖ Provide the Center for Public Service and relevant community partners with a copy of the course syllabus 2 weeks prior to the first day of class.
- ❖ Describe the service-learning activity and its relation to the course objectives in the course syllabus and on the first day of class. Include this information in the course catalogue, if possible.
- ❖ In conjunction with community partners, instruct all students to complete a service-learning contract (see *Appendices* for an example).
- ❖ Familiarize oneself with the service sites and monitor student progress through discussions, journal assignments, progress reports or individual check-ins.¹²
- ❖ Maintain regular communication with participating community partners. Ask about students' performance, learning, and the community partner experience.
- ❖ Provide opportunities for students to reflect on what they are learning and to synthesize theory and experience.
- ❖ Inform the Center for Public Service of noteworthy challenges and successes. The Center for Public Service is available throughout the semester for troubleshooting.
- ❖ Keep the Center for Public Service informed significant events related to the service-learning partnership. This would include class presentations of service-learning projects to community partners, special events at the partner site, etc.
- ❖ Share final projects and products produced as a result of the service-learning experience with community partners and the Center for Public Service.
- ❖ Administer student and community partner evaluations and complete a faculty evaluation (provided by the Center for Public Service) at the end of each service-learning course (see *Appendices* for examples).
- ❖ Participate in debriefing meetings when requested by community partners, the Center for Public Service or the faculty member.

¹² Faculty may want to consider hiring a student assistant to help with some of these activities. The Center for Public Service can provide them with relevant training. The Center for Public Service also employs student Program Coordinators who may be able to assist with these to a limited degree.

EXPECTATIONS FOR THE CENTER FOR PUBLIC SERVICE

- ❖ Respond promptly to faculty request for consultation.
- ❖ Provide consultation regarding service-learning pedagogy, including general readings, reflective activities, classroom techniques, frequently asked questions and frequently experienced challenges.
- ❖ Create a menu of placement sites, with position descriptions and contact information, tailored to a specific course (the Center for Public Service asks that the request for assistance be made at least six weeks before the course is to be taught.) Optional: faculty may make these arrangements on their own.
- ❖ Consult on logistical and troubleshooting issues.
- ❖ Make available Center for Public Service resource library, including staff recommendations for websites, literature, disciplinary models, assessment tools, etc.
- ❖ Offer the assistance of relevant student Program Coordinators and provide support for student assistants working with service-learning faculty.
- ❖ Refer faculty to other service-learning practitioners on campus and strive to strengthen the community of service-learning faculty.
- ❖ Distribute student evaluations at least two weeks before the end of the semester and provide a tally of data and comments made by students to the faculty member.
- ❖ Participate in debriefing meetings when requested by community partners, the Center for Public Service or the faculty member.
- ❖ Assist faculty with research and professional development efforts, including support for conference presentations, publications, grant applications, etc.
- ❖ Inform faculty of resource and recognition opportunities via the *service_learning@gettysburg.edu* listserv.
- ❖ Host workshops on service-learning topics of interest and value to faculty.

EXPECTATIONS FOR STUDENTS

- ❖ Be prompt, respectful and positive at their service placement.
- ❖ Arrange hours with placement sites during the first week of class (or as directed by the instructor).
- ❖ Complete the Service-Learning Contract in collaboration with community partner supervisor (see *Appendices* for an example).
- ❖ Fulfill all agreed upon duties and responsibilities at the community site.
- ❖ Abide by the rules and policies of Gettysburg College and the community partner agency.
- ❖ Log hours as directed by the faculty member and/or community partner agency.
- ❖ Participate in reflection activities.
- ❖ Provide feedback about the service experience and its relevance to the course material – participate in course discussions.
- ❖ Be open to learning about cultures and lifestyles that are different than their own.
- ❖ Speak with their supervisor, instructor, student assistant or student Program Coordinator if uncomfortable or uncertain about what they are to do.
- ❖ Respect the confidentiality of the people served.
- ❖ Share final projects and products produced as a result of the service-learning experience with community partners.
- ❖ Participate in the evaluation process.

EXPECTATIONS FOR COMMUNITY PARTNERS

- ❖ Meet with the faculty member to inform him/her about the agency's programs, needs and opportunities 4-6 weeks prior to the beginning of the semester. If there is a mutually beneficial match between your goals and the professor's learning goals, formalize the partnership, and establish communication protocols.
- ❖ Complete the Service-Learning Contract in collaboration with the student(s) (see *Appendices* for an example).
- ❖ Become familiar with the syllabus, course schedule, expectations for service, etc.
- ❖ Participate in a class meeting to present an overview of your agency – i.e. its functions, clientele, work opportunities, student responsibilities and learning opportunities.
- ❖ Orient students to the agency or project mission and goals so that they may better understand their role within the agency/project.
- ❖ Provide meaningful work to the student.
- ❖ Provide training, supervision, feedback and resources for the student to succeed in the service and learning.
- ❖ Ensure a safe work environment and reasonable hours for the student to perform their service.
- ❖ Work with the faculty member, student assistant or student Program Coordinator to track service-learners.
- ❖ Communicate concerns to faculty members and/or the Center for Public Service in a timely manner.
- ❖ Maintain communication with the partner faculty member.
- ❖ Participate in the closing celebration with the class, if possible.
- ❖ Participate in debriefing meetings when requested by community partners, the Center for Public Service or the faculty member.
- ❖ Participate in the evaluation process.

SECTION III



THE CENTER FOR PUBLIC SERVICE



PLANNING AND IMPLEMENTING A SERVICE-LEARNING COURSE

*A Guide for Faculty Members at Gettysburg College
Second Edition 2005*

The Center for Public Service

Our Mission

THINK CRITICALLY... ACT COMPASSIONATELY...

In keeping with the College's mission to educate young people to "think critically and act compassionately," the Center for Public Service promotes, organizes, and supports community service and social justice initiatives by members of the Gettysburg College community.

What We Value

EXPLORATION OF SOCIAL ISSUES AND SOCIAL JUSTICE

As is often recognized and discussed, service is not politically neutral, simple or a common ground for the many perspectives found in our world. Rather, service brings individuals together in forums for community development and action and challenges some to wrestle with why service is needed. The Center for Public Service strives to challenge students to go beyond "doing good" and truly engage in their community and the work to ensuring social justice.

COMMUNITY PARTNERSHIPS

Community partnerships are at the core of CPS programs. We believe that partnerships should be mutually beneficial. Community partners play a significant role in the education of our students by providing opportunities to learn and guiding students through the exploration of social justice, course concepts, and personal and professional development. We work with over 25 agencies and organizations to meet community needs. Our partners include agencies and organizations working with youth, homelessness, hunger, poverty, Latino migrant farmworkers, urban education, technology, literacy, elderly, environmental justice, food security, community development, etc.

STUDENT INVOLVEMENT AND LEADERSHIP

In 2004-2005, approximately 1400 Gettysburg College students worked with the local community and abroad providing over 19,000 hours of service. 16 student Program Coordinators organized, trained, and led student volunteers who served with Latino and migrant farmworkers, urban youth initiatives, Big Brother/Big Sister, Gettysburg Community Soup Kitchen, D.C. Outfitters, Project Gettysburg/León, El Centro Tutoring, Just Community Food Systems Community Gardening programs, and other community organizations. Students also assisted local nonprofit agencies through the Community Service Work-Study and Internship programs. Student leadership in service is fostered through the employment of student Program Coordinators and student assistants for service-learning courses. These students are provided with ongoing training and support through retreats, weekly staff meetings and individual advising. Student leaders are also crucial to the success of Service-Learning Projects, serving as a peer advisor to students learning and serving in communities around the world.

FACULTY INVOLVEMENT

CPS provides the resources and support for faculty who are interested in incorporating service as part of their curriculum. A variety of disciplines (Psychology, Music, Education, Spanish, Computer Science, Philosophy, to name a few) have integrated service into their classes and faculty report that class discussions and students' written work are richer, more informed and thoughtfully constructed as a result of the service experience.

SERVICE-LEARNING/CULTURAL IMMERSION PROJECTS

These projects are off-campus educational service opportunities at sites in the United States and abroad. Students travel to a community different from their own where they live, work, and serve. By working alongside people and sharing their stories, students learn about themselves and the world. Students engage in preparatory learning activities, participate in reflection throughout, and share learning and service products upon return.

2005-2006 Center for Public Service Staff

PROFESSIONAL STAFF

Gretchen Carlson Natter, Acting Director
Kristen Rimany, Assistant Director
Linda Stonesifer, Office Manager

Dan Butin, Faculty Liaison
Jorge Perez-Rico, Community Liaison

STUDENT LEADERS

CAMPUS COMMUNITY STUDENT LIAISONS

Cody Georgia
Stephen Ginter

TECHNOLOGY PROJECTS

Gitendra Malla
Khanh Nguyen

LATINO PROJECTS

Sarah Quinn

MENTORING PROJECTS

Heather Scheutz

LITERACY PROJECTS

Allie Barkmeier

SPECIAL EVENTS AND PUBLICITY

Sarah Quinn

Service-Learning Projects

Kaitlin Berger
Megan Rodella

Poverty Projects

Claire Maylor
Louisa Polos

PROJECT GETTYSBURG/LEÓN

Kate Hargrove

TUTORING PROJECTS

Gareth Pahowka

CENTER FOR PUBLIC SERVICE



Think Critically...

Act Compassionately...

located in Eddie Plank Gym (entrance nearest the fountain)

Campus Box 2456

Gettysburg College

Gettysburg, PA 17325

(717) 337-6490 (phone) ♦ (717) 337-6496 (fax)

serve@gettysburg.edu ♦ www.gettysburg.edu/college_life/cps

SECTION IV



SERVICE-LEARNING RESOURCES AVAILABLE TO GETTYSBURG COLLEGE FACULTY



PLANNING AND IMPLEMENTING A SERVICE-LEARNING COURSE

*A Guide for Faculty Members at Gettysburg College
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Resources Available at Gettysburg College

- ❖ The Center for Public Service programs, staff, and resources
- ❖ Other faculty practitioners
- ❖ Strong partnerships with the local community and beyond
- ❖ Student involvement in the community
- ❖ Student associates program
- ❖ Center for Creative Teaching
- ❖ Memberships in leading service-learning organizations, such as Campus Compact.

Assistance the Center for Public Service Can Offer

- ❖ Faculty Service-Learning Resources web page:
http://www.gettysburg.edu/college_life/cps/facultyresources.html
- ❖ Access to and recommendations for resources: journals, books, websites, listservs, syllabi, conference information, etc.
- ❖ Connections with community partners
- ❖ Instructional consulting
- ❖ Sounding board
- ❖ Student assistance
- ❖ Orientation, training, assessment, and reflection support
- ❖ Suggested timelines for planning a course utilizing service-learning
- ❖ Collaboration and assistance in grant-writing

The Center for Public Service Resource Library

The CPS library contains print documents (books, monographs, journals, and institutional reports) on a variety of service and service-learning topics. These resources are intended for use in constructing syllabi and reading assignments, applying for grants, increasing one's understanding of service-related matters and research, preparing for service-learning trips, and exploring various social justice issues. Among our holdings are guides to developing a service-learning course, assessing its outcomes, facilitating reflection, cultivating partnerships, conducting community-based and/or service-learning research, and integrating service-learning practice into academic demands. In addition, we have materials on globalization, poverty, education, history, youth issues and numerous other social justice topics. While the library resources date back over the last ten years, we also keep current with newly published books, manuals, and journals. Some titles can also be found in Musselman Library. You are welcome to come in to explore the contents of our library. We loan materials on a temporary basis.

Examples of Resources Available

For a complete list, see http://www.gettysburg.edu/college_life/cps/Resource%20Library/Rlibrary.home.html

AAHE's Service-Learning in the Disciplines 18-volume monograph series. Washington, DC: AAHE Publications. 1999.

Bailis, Lawrence Neil. *Taking Service-Learning to the Next Level: Emerging Lessons from the National Community Development Program*. National Society for Experiential Education. 2000.

Examples of Resources Available, continued

Bray, Rosemary. *Unafraid of the Dark*. New York: Doubleday. 1998.

Campus Compact. *Campus Compact Reader*. RI: Campus Compact.

Campus Compact. *Introduction to Service-Learning Toolkit: Readings and Resources for Faculty*. RI: Campus Compact. 2000.

Collins, Chuck and Felice Yeskel with United for a Fair Economy. *Economic Apartheid in America: A Primer on Economic Inequality and Insecurity*. New York City: The New Press. 2000.

Ehrenreich, Barbara. *Nickel and Dimed: On (Not) Getting By in America*. New York: Henry Holt and Company. 2001.

Eyler, Janet et. al. *A Practitioner's Guide to Reflection in Service-Learning: Student Voices and Reflections*. Nashville: Vanderbilt University. 1996.

Eyler, Janet and Dwight Giles. *Where's the Learning in Service-Learning?* San Francisco: Jossey-Bass, 1999.

Gelmon, Sherril B., Barbara A. Holland, Amy Driscoll, Amy Spring, and Seanna Kerrigan. *Assessing Service-Learning and Civic Engagement: Principles and Techniques*. Revised, third edition. RI: Campus Compact. 2001.

Heffernan, Kerrissa. *Fundamentals of Service-Learning Course Construction*. RI: Campus Compact. 2001.

Howard, Jeffrey, ed. *Praxis I: A Faculty Casebook on Community Service, and Praxis II: Service Learning Resources for University Students, Staff, and Faculty*. Ann Arbor, MI: Office of Community Service Learning Press, University of Michigan. 1993.

Howard, Jeffrey, ed., *Michigan Journal of Community Service Learning: Service-Learning Course Design Workbook*, University of Michigan: OCSL Press. Summer 2001.

Jacoby, Barbara and Associates. *Building Partnerships for Service-Learning*. San Francisco: Jossey-Bass. 2003.

Jacoby, Barbara and Associates. *Service-Learning in Higher Education: Concepts and Practices*. San Francisco: Jossey-Bass. 1996.

Michigan Journal of Community Service Learning. Ann Arbor, MI: Office of Community Service Learning Press, University of Michigan.

Strand, Kerry et. al. *Community-Based Research and Higher Education*. San Francisco: Jossey-Bass. 2003.

SECTION V

∞ APPENDICES ∞



PLANNING AND IMPLEMENTING A SERVICE-LEARNING COURSE

*A Guide for Faculty Members at Gettysburg College
Second Edition 2005*

Appendix A: Useful Service-Learning Websites

CENTER FOR PUBLIC SERVICE www.gettysburg.edu/college_life/cps

Includes sample syllabi, faculty resources, resource library and the Service-Learning Network.

AAC&U CIVIC ENGAGEMENT PROJECT www.aacu.org/issues/civicengagement/index.cfm

AAC&U initiatives help campuses to develop avenues through which students learn about the promise and reality of American democracy and develop a commitment to participating in building more just and equitable communities here in the U.S. and in the global community.

CAMPUS COMPACT www.compact.org

Especially useful is their “Service-Learning and Faculty” page (www.compact.org/faculty), which includes introductory materials, sample syllabi and reflection resources.

COMPENDIUM OF ASSESSMENT AND RESEARCH TOOLS (CART) <http://cart.rmcdenver.com>

RMC research, a partner in W.K. Kellogg Foundation's Learning in Deed Initiative, administers this website which provides assessments and research tools designed to assist those who have an interest in studying the effectiveness of youth development programs (such as service-learning) and related educational activities. CART users can find a tool that is appropriate for their interests or they can locate an existing tool to guide their development of an instrument better suited to their research questions.

EDUCATORS FOR COMMUNITY ENGAGEMENT <http://www.e4ce.org/index.html>

Educators for Community Engagement is a national organization dedicated to service-learning. Information about their outstanding annual national gathering can be found on this website.

FACILITATING REFLECTION: A MANUAL FOR LEADERS AND EDUCATORS

www.uvm.edu/~dewey/reflection_manual/

This manual was designed for educators and leaders of service groups who have an interest and a commitment to provide reflection opportunities for students and community partners alike.

NATIONAL SERVICE-LEARNING CLEARINGHOUSE www.servicelearning.org

Includes resources and tools such as toolkits, syllabi and curricula, funding sources, effective practices, links and program directory for Learn and Serve America grantees.

THE SERVICE-LEARNING CENTER AT UC BERKELEY <http://gse.berkeley.edu/research/slc/>

Comprehensive system to assess the impact of service-learning on students, faculty, educational institutions, and communities. This site has sample instruments you can download.

UC BERKELEY SERVICE-LEARNING RESEARCH AND DEVELOPMENT CENTER

<http://www-gse.berkeley.edu/research/slc/servicelearning.html>

Includes a service-learning and civic engagement research directory.

UCLA SERVICE-LEARNING CLEARINGHOUSE PROJECT www.gseis.ucla.edu/slc

Includes information on evaluation, research and model programs.

Appendix B:

Sample Faculty/Community Partner Meeting Agenda

- I. Community Program Information
 - a. Program Name
 - b. Mission, Goals, Clients, and Project Descriptions
 - c. Program Contact Information (including name, title, address, phone number, fax number, email address, etc.)
 - d. Current Needs/Wish List
 - e. Proposed Responsibilities of the Service-Learners
 - f. Orientation and Training Required
 - g. Location and Service Schedule
 - h. Program Calendar
 - i. Transportation Needs (for service-learners)
 - j. Language Requirements
2. Course Information
 - a. Course Title and Number
 - b. Course Objectives and Service-Learning Goals
 - c. Draft of Syllabus, including:
 - i. Course meetings times
 - ii. Assignments and deadlines
 - iii. Course calendar
 - d. Faculty Contact Information (including name, address, phone number, fax number, email address, etc.)
 - e. Student Orientation, in-class, prior to first experience at agency
 - f. Proposed Responsibilities of the Partner Agency
 - g. Misc. Logistics
3. Partnership
 - a. Purpose of the Partnership – How will the students in the course, the community agencies and clients and faculty member benefit from this relationship? In other words, how will reciprocity be ensured? What are the goals of the partnership? Are there new projects/programs that are made possible by this partnership?
 - b. Partner Role in the Course – What will his/her involvement be (e.g., introducing the service-learning project, orientation and training, participation in reflection, etc.)?
 - c. Monitoring – How will students be monitored?
 - d. Public Dissemination – What will the “final product” of the course be? Will the service work be presented to the public or made an opportunity for the community to enter into a public dialogue? For example: Do oral histories that students collect return to the community in some public form?
 - e. Communication – How often will the faculty member and community partner communicate? What is the best way for that communication to happen?
 - f. Evaluation Requirements – for both the agency and the course. What forms will be used? What process will be used? What are the deadlines?

**APPENDIX C:
SAMPLE SERVICE-LEARNING COURSE
STUDENT-AGENCY CONTRACT**

STUDENT INFORMATION

Name _____ **Email** _____

Campus Box # _____ **Phone #** _____

AGENCY INFORMATION

Agency Name _____

Project Supervisor and Title _____

Address _____

Phone # _____ **Email** _____

COURSE INFORMATION

Course Number: Course Title
Professor's Name
Professor's Contact Information (phone, email)

PROJECT INFORMATION: to be filled out by student and agency supervisor together

- 1. As a participant in Gettysburg College's Service-Learning Project, the student(s) shall be working on the following project(s):**

- 2. Please describe the exact expectations and requirements of the student for the project:**

- 3. The student(s) and the community partners expect to gain the following from this experience:**

4. The student(s) will be expected to use the following skills/knowledge in completing this project:

5. The agency will provide the following training/orientation/supervision for this project:

As the student participant in this service-learning project, I agree to complete this project to the best of my ability, work in collaboration with the above project supervisor, report any problems I encounter, and share a copy of my final report with the agency. I agree to abide by any regulations or confidentiality requirements imposed by the agency for which I am working and to perform professionally. I will complete the Center for Public Service evaluation of this project at its completion.

Student Signature

Date

As the agency supervisor for this service-learning project, I agree to work in collaboration with the student(s) from Gettysburg College to provide supervision, information, and resources for their project.

Agency Supervisor Signature

Date

I approve this project.

Course Faculty Signature

Date

APPENDIX D: SAMPLE COMMUNITY PARTNER SERVICE-LEARNING EVALUATION

In order to better serve you, we request your feedback. Service-learning, by definition, places a premium on the community partner's input into developing projects. Please complete the following questions as candidly as possible. Return the completed survey in the enclosed envelope by **December 30, 2002**.

We appreciate your commitment to Gettysburg College students and service-learning. Your responses will help us improve the quality of our programs and partnerships. Please call us at 337-6490 if you have any questions or comments.

THANKS FOR YOUR HELP!

Please circle your response, using the following scale:

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Students were well-prepared for their service-experience.	1	2	3	4	5
Our agency was able to provide adequate supervision.	1	2	3	4	5
Students generally have adequate skills and abilities to fulfill assigned service tasks.	1	2	3	4	5
The work of the students benefited our agency's clients.	1	2	3	4	5
Students met our expectations.	1	2	3	4	5
Students have been dependable, dedicated and professional in their service work.	1	2	3	4	5
We were/I was aware of course content and understood the connections between coursework and service.	1	2	3	4	5
Course interests were balanced with my agency's interests.	1	2	3	4	5
We/I want to continue to have service-learners as part of our agency.	1	2	3	4	5
We/I would like more contact with Gettysburg College service-learning faculty.	1	2	3	4	5
We/I would recommend a service-learning partnership with Gettysburg College to others.	1	2	3	4	5

Describe three examples of the service completed by Gettysburg College students.

How did Gettysburg College students positively and negatively affect your agency and the clients served by your agency?

Do students give back enough time to make the time you spend with them worthwhile? Explain.

What problems, if any, did you encounter with students?

What would you do differently next time?

Would you like a debriefing with the Center for Public Service and/or your faculty partner?

Agency Name _____ **Phone #** _____

Your Name and Position _____

Email _____

APPENDIX E: SAMPLE SERVICE-LEARNING COURSE STUDENT EVALUATION

Please take a few moments to fill out this evaluation regarding your service-learning experience at Gettysburg College. Your feedback will help the Center for Public Service, faculty and community partners improve service-learning opportunities.

This evaluation is confidential and will have no bearing on your grade for the semester.

THANKS FOR YOUR HELP!

Please circle your response, using the following scale:

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Sufficient class time was spent preparing me for my work in the community.	1	2	3	4	5
Sufficient training and supervision was provided by the agency.	1	2	3	4	5
Transportation was a problem in helping to complete my service work.	1	2	3	4	5
The service work I performed helped me to learn the course content.	1	2	3	4	5
The reflection activities in the course enhanced my learning.	1	2	3	4	5
I believe my service-learning work made a positive contribution to the community.	1	2	3	4	5
I would take another service-learning course.	1	2	3	4	5
I feel more connected to the Gettysburg community as a result of this class.	1	2	3	4	5
This service-learning course has made me more likely to engage in the communities in which I live in the near future.	1	2	3	4	5
This experience has positively influenced my attitude towards people that are different than me.	1	2	3	4	5
Social problems are more complex than I used to think.	1	2	3	4	5

Identify the population (e.g. children, the elderly, migrants) with which you worked.

Identify the greatest impacts on you (lessons learned, skills gained, etc.).

Identify the greatest challenges you experienced as part of your service-learning placement.

In what way do you think your service addressed a community issue?

How have your attitudes and beliefs about community service changed as a result of this class?

What was the most valuable thing you learned from your partnership with the community?

Appendix F: SAMPLE FACULTY EVALUATION OF SERVICE-LEARNING COURSE

Please take a few moments to fill out this evaluation regarding your service-learning experience at Gettysburg College. Your feedback will help the Center for Public Service improve its support of faculty service-learning initiatives.

THANKS FOR YOUR HELP!

Name _____ Course _____

Community Organization Partner(s) (please list organization and contact name)

Please explain how you intended for the service activities to relate to your course objectives.

What kinds of reflection activities and/or assignments did you include?

In what ways did you include the community partner in the course (e.g., guest lectures, final project presentation, etc.) How was the community partner(s) contributions recognized?

In what way(s) was social justice and/or civic engagement promoted?

Please circle your response, using the following scale identified below. Where possible, include any comments.

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree
NA = Not applicable

I believe my students' subject matter comprehension was increased by the service-learning experience.	1	2	3	4	5	NA
I believe classroom discussions were enhanced by the service-learning experience.	1	2	3	4	5	NA
The additional responsibilities (for professor) that the service-learning required were manageable.	1	2	3	4	5	NA
I received the support I requested from the Center for Public Service.	1	2	3	4	5	NA
The community partner(s) and I maintained contact and were responsive to each other's needs.	1	2	3	4	5	NA
The aid of a student assistant was significant in the success of the service-learning course.	1	2	3	4	5	NA

What went well about this course?

What would you like to have occurred differently? (Include those things for which you, CPS, and/or your community partner(s) have responsibility.)

Will you teach this courses with a service-learning component again? Why?

What other resources or services would you like from CPS?