Community-Based Learning Toolkit for Faculty and Staff

by the Community Involvement Center
The Community Involvement Center supports faculty, staff and students looking to become involved in co-curricular and curricular service-learning opportunities with a variety of tools.

Inside the CIC

Inside you will find information about designing a CBL course, forming partnerships with community organizations, implementing CBL pedagogical techniques such as reflections, and examples of course syllabi.

What is CBL?

Advanced Tools
Hello, welcome to the Community Involvement Center’s Community-Based Learning Toolkit. We designed this toolkit to help educators at Weber State University learn more about community-based learning: what it is, the techniques you can implement in your classroom and club-advising role, and how to find community organizations to partner with on projects.

This toolkit has been designed to be as interactive as possible, whether you are viewing it online, in print or from a hand-held device such as an iPad or smart phone. When viewed on a device connected to the internet, you will be able to access embedded videos and links to more information on the CIC website. You who print out the toolkit will find QR tags to allow you access to online content, such as the videos, through a device equipped with a QR Reader.

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Welcome to Weber State University’s Community Involvement Center (CIC). The center is an intentional partnership between academic and student affairs serving faculty, staff, students and community organizations. By facilitating and promoting both co-curricular and curricular (outside and inside the classroom) service experiences, the center bridges student affairs and academic affairs. It partners with educators like you to build community-based learning (CBL) opportunities into class assignments and volunteer experiences for students.

The CIC supports curricular service experiences by designating courses as CBL in the class schedule. Courses containing CBL projects provide students with several advantages: they leave class with a better understanding of course material, more confidence in their ability to perform in their career field and valuable real-world experience.

The CIC offers multiple resources to help educators facilitate service opportunities for students. For example, it handles the logistics of tracking student service hours, it maintains a Service Opportunity Directory that contains descriptions and contact information for more than 100 community organizations eager to mentor student volunteers and it provides online training modules to prepare students to serve.

The CIC offers numerous avenues for students to benefit from co-curricular community engagement. The Civitas program invites them to create a portfolio of essays reflecting on personal civic experiences as well as integrating a capstone project into their major. The AmeriCorps program offers scholarships in exchange for service. The Volunteer Involvement Program (V.I.P.) offers short-term volunteer work to develop students’ skills and talents in such areas as leadership, communication and event planning to help them further their careers.

More direct service for educators includes training in best-practice techniques of the pedagogy. Other resources are the CBL Fellows program and workshops offered throughout the year. The center assists by generating ideas for projects, forming partnerships with local community organizations and providing a sounding board where educators can discuss CBL experiences. It offers you the CBL Supplemental Instructors program to receive mentoring help for your students. Additionally, it provides grant sources to fund service projects, explanations for risk management and opportunities to develop scholarship related to promotion and tenure.
How Do My Students Register and Log Hours?

Students may log their service hours in two ways:

- **Touch-Screen Computers** - Students who have registered with the CIC may log into the touch-screen computers located at various non-profit organizations throughout the Ogden area using their W#. After completing their service any day, they return to the touch-screen computer to log out, once again using their W#. Please note that not every organization has a touch-screen system. For a list of organizations hosting the CIC’s technology, go to the Record Your Service Hours link in the Student drop-down menu on the CIC website.

- **Hard Copy Form** - Students may print a copy of this form from the CIC website under the Student menu tab or by visiting the CIC office. They fill out the log with their time in and out each day they serve at their community site. Then they must ask their supervisor at the community organization to verify their stated hours of service and sign the form. Students turn this signed form into the CIC within the first five days of EVERY MONTH so the CIC can update the system with their logged hours. It is important that students turn in their hours each month to assure accuracy in the service-hour reports generated for educators.

Can I Register and Log Service Hours?

The CIC has made it possible for Weber State faculty and staff to log their hours of community service online. All you need to do is fill out the form and click the submit button at the bottom of the page, and we handle the rest.

Click here to access the online fillable form that you can use to log your community service hours.

Logging Student Service Hours

The CIC tracks students’ service hours in an online database that can generate reports specifying which students have registered with the CIC and are recording project service hours. The CIC emails educators a report listing where students are serving and the numbers of service hours logged by each student in each class three times a semester (weeks five, ten and fifteen).

These reports allow educators to be kept informed about how their students are doing as a class and as individuals. You are also welcome to contact the CIC anytime to pull up service hour logs for a particular student. The CIC takes responsibility for verifying that student service hours are accurate by checking for correct site-supervisor signatures on each time log.

Students must register with the CIC before doing any service for two main reasons:

1. **Risk management** - Part of the online CIC registration process informs students of the risks associated with service in community organizations. They must consent to having insurance that protects the educator from being held liable; and
2. **Recording hours** - If students do not register with the CIC, they have no way of recording their service hours in the center.

Students benefit because a record of all their service hours, whether logged for CBL classes or for co-curricular service projects, is being kept for them. The CIC uses this record to print out a detailed listing of students’ hours and write a letter verifying the service record when students apply for graduate schools, scholarships and jobs. Students also benefit because the process makes them more likely to use other tools offered to help them find and connect with community organizations, like-minded students, other CBL-designated courses, scholarships and leadership opportunities.

A student bonus is recognition at graduation for seniors who have recorded at least 300 service hours while maintaining a 3.5 GPA or higher with the Excellence in Service award. These students are further honored at the annual CIC Recognition Luncheon with a certificate and honor cord to be worn at graduation.
The Community Involvement Center at Weber State University has a variety of resources available to faculty/staff throughout the semester:

- **Workshops and Trainings**
  The CIC hosts a variety of workshops and trainings covering different CBL topics, from reflections and risk management to funding projects. For a list of current workshops/trainings offered this semester, contact the CIC.

- **Conference Opportunities**
  Attending conferences is an excellent way to interact with fellow faculty across the area/region/country who are also using CBL pedagogy in their courses. The CIC is available to assist faculty/staff interested in learning more about conferences.

- **Funding for Service Projects**
  Faculty, staff and students are invited to apply for funding for their service projects through the CIC thanks to the generosity of Alan E. and Jeanne N. Hall. The Hall Endowment for Community Outreach provides funding to support service activities planned by Weber State faculty, staff and students to address critical issues and needs in our surrounding community. For information to apply and criteria contact the CIC.

- **Networking and Community Tours**
  The CIC is always seeking new community organizations. If you want to work with a particular organization that is not listed in the directory, please let us know. We will send them information to register and formally partner with the CIC. Inviting community partners to register with the CIC will help protect you and your students from liability as well as help make other WSU faculty, staff and students aware of that organization’s volunteer needs.

- **Reading Library**
  A video describing how to use the Service Opportunity directory and the Service Calendar.

You can also watch this video at: [http://vimeo.com/41170845](http://vimeo.com/41170845)

**Service Opportunity Directory: Connecting Faculty and Students to Community Partners**

The CIC can connect educators and students to over 100 different non-profit organizations. One tool to connect to this database is the Service Opportunity Directory.

The directory lists each community partner the CIC is connected to, which means that the organization has registered with the CIC and signed a Memorandum of Understanding to ensure a safe learning environment for WSU students. These organizations are grouped by service focus: environment, domestic violence, family programs, healthcare, homeless and hunger prevention programs, etc. Each group contains a list of nonprofit organizations with their mission or purpose, their volunteer needs, special requirements volunteers may need to meet and contact information.

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**Service Calendar: Finding Out What’s Going On**

On the CIC’s main page, educators and students can access the CIC Upcoming Events Calendar 24/7.

Throughout the semester community organizations update the CIC Upcoming Events Calendar as service needs arise. Therefore, if you are looking for a short-term service project for your course or club, this calendar is for you. Find contact information and more details about the needed service by clicking on an entry.

The calendar also contains important CIC events, trainings and meetings that educators and students are invited to attend. Clicking on the icon below will link you directly to this month’s events.

**Additional Resources Available from the CIC**

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- **Reading Library**
  A physical library of books, journals and videos covering topics in Community-Based Learning pedagogy, community service and civic engagement exists as a resource to you. The center also has a list of additional online sources on the CIC website.

- **Electronic Newsletters**
  Visit the Community Involvement Center website for archive copies of e-newsletters from the CIC containing information for faculty/staff about what is going on in the center, including programs, announcements and CBL pedagogy techniques.
Helping Students Serve

Using the Online Modules

The CIC offers training modules covering a variety of topics; educators should determine which ones best fit the projects students will be working on.

For example, if the CBL project involves building houses for Habitat for Humanity, you may assign only the professionalism, cultural sensitivity and ethics modules. However, if the CBL project involves tutoring or mentoring, then it would be best to assign all the modules because all pertain to these one-on-one experiences.

Educators choose the appropriate modules and assign those to their students, usually within the first week or two of class. Many have their students complete all of the training modules. It is up to you and your needs. Each training module can be completed in 10 to 15 minutes. At the end of the module students will be asked to take a brief quiz covering that information.

At the completion of each module, students will be able to print a certificate which they can submit to you and/or your community partner as proof of completion.

Students engaged in mentoring or tutoring CBL projects who successfully complete all of the online training modules are eligible to receive a free WSU purple polo shirt. Qualifying students bring their certificates of completion to the CIC to receive their shirts. They should wear the shirts for identification while they mentor or tutor in area schools and after-school programs.

Online Training Modules

The CIC gladly prepares WSU students to go out and serve locally. One of our methods is the Preparing to Serve: Online Training Modules program.

At the CIC website students are able to participate in training modules that cover such topics as mentoring, professionalism, cultural sensitivity and ethics. These training modules may and should be used in classes to help prepare students for two reasons. First, students represent both WSU and themselves when they serve; they therefore must know how to serve properly (trainings on professionalism and ethics specifically help in this regard). Second, when students understand what is expected of them in their service roles, they enjoy a more enriching experience working on their projects.

The CIC continually reviews existing training modules and may add new ones as needs arise. It is therefore wise to check the Preparing to Serve: Online Training Modules page on the CIC website periodically to check for new material.

CBL Supplemental Instructors: Bridging Service-Learning Reflection

The labor required of educators to build and maintain partnerships with community organizations while teaching course curriculum and making connections between the classroom material and the students’ service projects may seem daunting. To prevent teachers from feeling overwhelmed, the CIC can provide a CBL Supplemental Instructor (CBL SI).

CBL SIs are students, normally upper-level students who have taken the course before, who assist the educator. They may be instrumental in helping with the reflection portion of the CBL criteria and visiting community partners with students.

Two Ways to Compensate a CBL Supplemental Instructor

Students interested in serving as CBL SIs have two options for compensation:

- **For Credit** - Educators who hire CBL SIs arrange through their departments to assign college credit; the number of hours’ credit the student receives is determined by the department or faculty member.

- **For Pay** - The CIC has a limited number of slots available on a first-come basis.
Letting Students Know Your Course Involves Community-Based Learning

As an institution of higher education honored with the Carnegie Classification for Community Engagement, it is important for WSU to officially designate and support courses with a CBL component. The CIC can help you as an educator get your course(s) designated as CBL in the class schedule.

Many benefits derive from so designating your course. The CBL designation informs registering students that community-based service work is required; the distinction will attract students who understand the value of service experience. The designation benefits faculty because it indicates an innovative teaching technique and should be listed as such in your file for rank and tenure as well as on your merit document. Additionally, the CIC director will write a letter on your behalf for your professional file upon request.

The process of getting a course designated is not long and hard, though it does take effort. The most difficult part is figuring out how to include the CBL component in your curriculum. Once you have the partner(s) in place and determine the project(s) appropriate for your students to do, you must build opportunities for your students to reflect upon the work they are doing for the community organization and how it connects to knowledge and skills learned in the course. The CIC is available to assist educators with ideas on reflection techniques and how to use them to build upon students’ experiences.

The final step is to go online and submit the application found on the CIC website at www.weber.edu/communityinvolvement under the Faculty/Staff menu tab. (For information about application deadlines click here)

Community-Based Learning Course Designation Criteria

In order to receive the CBL designation on your course, there are some guidelines that the Community Involvement Center and Weber State expect to be in place. By designing your CBL course around the following criteria, faculty/staff can be sure that students and the community are both being served.

(For an explanation of each of these criteria, see page 22)

• #1 - Needed Service for Social Change
• #2 - Relates to Course
• #3 - Reflection
• #4 - Assess Learning
• #5 - Equal Partnership
• #6 - Use Discipline Knowledge
• #7 - Civic Education
• #8 - Peer Learning
• #9 - Alternatives
• #10 - Dissemination

* (Community-Based Research only)

Once your application has been submitted, it will be reviewed by a committee that will decide if the course meets the criteria necessary for designation the following semester. A list of qualifying criteria can be found above.

Note: The easiest way to receive the CBL designation on your course is to become part of the CBL Fellows program, which will help you through the application process.

Community-Based Learning Fellows Program

Each fall the CIC facilitates a fellows program that trains WSU faculty and staff in service-learning and community-based research pedagogies. During workshops held throughout the semester, fellows learn how to include the pedagogy in their courses.

Workshops focus on such topics as an introduction to community-based learning, preparing students for service-learning, forming and nurturing partnerships with community organizations, and using reflection exercises to help students connect class material to their service work. In the final workshop, fellows will develop a course or program around CBL projects. Fellows also learn about risk management and have access to examples of course syllabi and reflection exercises they may use while developing their course or program.

Fellows may request a mentor, someone who has completed the program earlier. Mentors offer advice, guidance and examples of what they are doing in their courses.

The goal of the CBL Fellows program is for all members to implement what they are learning in these workshops in either a course they will be teaching or in their roles as advisors of a registered WSU club or organization. Fellows who are teaching courses are invited to apply for a CBL designation in at least one course the following year.

The program does not end with the fall semester, as the CIC regularly hosts opportunities for fellows and mentors to get together during spring semester to discuss what is working and what could be improved for the next training.

The CBL Fellows cohort for each academic year begins in August. You may read more about the program on the CIC website under the Faculty/Staff menu or by clicking here.

If you are interested in becoming a CBL Fellow this fall, please contact the CIC at (801) 626-7737.

Typical CBL Fellows Schedule

• AUGUST - Attend statewide CBL educator retreat sponsored by Utah Campus Compact
• SEPT-NOV - Attend workshops approximately every other week. Apply for temporary CBL Designation on course (September). Meet and discuss with CBL mentors the plans for your CBL course (throughout semester).
• JAN-APRIL - Teach newly revamped course. Apply for CBL Designation on newly revamped course. Attend statewide CBL faculty conference and recognition event hosted by Utah Campus Compact. Meet with CBL Fellows and mentors for shared book discussion and troubleshooting CBL teaching experiences (approximately 3-4 times a semester).
• MAY-JULY - Current CBL Fellows invited to become mentors for the next cohort.
Involvement Beyond the Classroom

Community-based learning does not stop at semester’s end; the CIC’s goal is to keep students engaged. They may continue service by taking additional CBL-designated courses and/or by participating in co-curricular opportunities through the Volunteer Involvement Program and service-oriented clubs and organizations. Educators are encouraged to pass on this information to students.

Co-Curricular Service Through V.I.P.

The Volunteer Involvement Program (V.I.P.) is a collection of student-led co-curricular service programs coordinated with Weber State University Student Association (WSUSA), housed in Student Involvement and Leadership. The student elected as WSUSA’s vice president for service selects students to serve as chairs for each program. These program chairs recruit other WSU students to participate in monthly volunteer activities with a specific community organization.

Some community organizations that partner in the V.I.P. program are Habitat for Humanity, YMCA, Boys and Girls Club and St. Anne’s Shelter. Many students in CBL courses volunteer in the V.I.P. program to fulfill their course’s service requirements and then continue to work with the program well beyond the assignment. As a consequence, the CIC has developed strong sustained partnerships with these organizations.

Students interested in becoming part of V.I.P., or who want to work with one of the programs for their CBL course assignment, should visit the CIC office for more information.

- ALTERNATIVE SPRING BREAK
- BEST BUDDIES
- BOYS & GIRLS CLUB
- BRIDGING THE GAP
- DONE-IN-A-DAY
- ENVIRONMENTAL INITIATIVES
- WEBER CARES FOOD PANTRY
- HABITAT FOR HUMANITY
- HEAD START
- HOMELESS PROJECTS
- SPECIAL OLYMPICS - TEAMS AND WINTER GAMES
- YMCA
- YOUR COMMUNITY CONNECTION

Scholarships Benefiting Community-Engaged Students

The Community Involvement Center at Weber State University is pleased to announce that students who are civically engaged in the Ogden community and beyond have the opportunity to apply for two scholarships.

If you know of any students in your classes or departments who are interested in learning more about these scholarships, they can visit the Community Involvement Center in room 327 in the Shepherd Union building or by visiting the center’s website.

ADRIAN L. MAXSON SCHOLARSHIP FOR SOCIAL JUSTICE

The Adrian Maxson scholarship was founded to support incoming and current WSU students who are engaged politically, socially and creatively in the community. It honors the life and activism of Adrian L. Maxson, who was an early college freshman at WSU. For application deadlines and information about how to apply, visit the AMSSJ scholarship website (click here).

CODY RAY ODEKIRK HUMANITARIAN SCHOLARSHIP

The Cody Ray Odekirk scholarship was founded to support a full-time WSU student who has demonstrated a passion to participate in humanitarian missions whether based in the United States or foreign countries. It honors the memory of Cody Ray Odekirk as an outstanding young humanitarian and Weber State student. For application deadlines and information about how to apply, visit the Cody Ray Odekirk Humanitarian Scholarship website (click here).

CIVITAS

Connecting Service Throughout Students’ Collegiate Years

Chances are, if your students are working on a community-based learning project in your class, they have or will be working on more projects in other courses or in co-curricular service activities. The Civitas program nurtures students who are civically engaged individuals throughout college in hopes that they become civically minded professionals upon graduation.

Students in the Civitas program take a 1-credit course wherein they acquire the skills to construct an electronic portfolio demonstrating their civic knowledge, civic values and civic skills through documents that reflect on their service experiences. Civitas students meet throughout their college years, participate in book groups and present their electronic portfolio to an evaluation committee consisting of faculty and staff from across campus.

The Civitas program is open to any WSU student regardless of major and GPA. Students who meet the program’s requirements will graduate with the Non Sibi Sed Civitas (not for self, for community) honor on their transcripts upon completion of their degree.

AmeriCorps: Awards Students for Reaching Out

AmeriCorps is a national service program through which students engage in service and receive some tuition compensation. Students report their service hours and progress to a supervisor at their service site and to the Community Involvement Center. These hours accumulate over a 12 month period. At the end of their term of service, students exit the AmeriCorps program and receive an education award (scholarship) that may be used for future or current education expenses, including paying back student loans.

For more information about the AmeriCorps program offered through the CIC, contact the center office at (801) 626-7737.
What is Community-Based Learning
What is Community-Based Learning? An Introduction

Terms and Definitions

Volunteerism/Community Service engage students in activities carried out by individuals, of their own free will, that benefit others and are not compensated. Emphasis is placed upon the service being rendered and not learning. (Example: Serving in a soup kitchen over the holiday break.)

Internships engage students in service experiences primarily to enhance their understanding of issues relevant to an area of study and their vocational development. The student is the primary intended beneficiary (Furco, 1996). (Example: A political science student helping organize events at city hall.)

Community-Based Learning provides a structured approach to learning and teaching that connects meaningful community experience with intellectual development, personal growth and active citizenship. It enriches coursework by requiring students to apply classroom knowledge and analytic tools to the pressing issues affecting communities (WSU Course Catalogue). Emphasis is placed on the service and the student reflecting upon the relationship among the service, classroom learning, and personal growth. Community-Based Learning is an umbrella term that can be broken down into two types:

1.) Service-Learning “combines service objectives with learning objectives with the intent that the activity changes both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery and the acquisition and comprehension of values, skills and knowledge content” (National Service-Learning Clearinghouse, 1994).

2.) Community-Based Research “is a partnership of students, faculty and community members who collaboratively engage in research with the purpose of solving a pressing community problem or effecting social change” (Strand, et al, 2003).

Essentially, community-based learning occurs whenever students have the opportunity to take what they have been learning in your classroom and put it into practice in settings benefitting the community. With CBL, students’ learning is enhanced in two ways as Ehrlich notes: providing both a “practical experience” as well as reinforcing “moral and civic values” (Ehrlich 1995).

CBL projects may be small or large in scope, according to the amount of time the syllabus allows. You may have multiple small projects throughout the semester or one large project that culminates with the course’s end. The components for making a CBL project beneficial to both student and community are:

- Course material taught is applicable to the service rendered -- Students must be able to see clear connections between service and curriculum. Avoid merely tacking a service-learning activity onto your course, as full integration allows students to gain the most benefit.
- Reflection is emphasized and woven into exercises before and throughout the course – Reflection is necessary for students to deepen connections between service rendered and course materials. Exercises may be individual or collective or a combination of both.
- A needed service is being rendered for the community – CBL is most effective when students can easily see their projects making social change in a specific organization and/or the surrounding community. Determining community partners’ specific needs before students begin projects ensures a better learning opportunity for students and a more fruitful outcome for the organization.

(For other elements making up a course designed with CBL activities see pg. 22)

You are familiar with experiential learning...Continued on Page 13
Service-learning resides at the intersection of volunteerism and internship when looking at who benefits and where the focus lies. While internships focus on the student and his or her applying knowledge in the field, and volunteerism focuses on the service rendered benefiting the community, service-learning benefits both the recipient of the service (the community) and the student providing the service, who learns how service relates to course material.

**Figure 1b: Where Service-Learning Fits in Experiential Learning (Furco, 1996)**

<table>
<thead>
<tr>
<th>Recipient</th>
<th>BENEFICIARY</th>
<th>Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service</td>
<td>FOCUS</td>
<td>Learning</td>
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</tbody>
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Service-learning is integral for authentic community service-learning partnerships. It acknowledges that all partners in the process have wisdom, experience, skills, emotions, and capacities to contribute (Looking In, Reaching Out, 2010). Reciprocity, which eschews the traditional idea of an individual or group with resources rescuing another assumed to lack those resources, focuses on bringing together the resources of all with the result being greater than the individual/group could have obtained alone (Jacoby and Mutascio, 2010).

**Terms and Definitions**

When reading literature on community-based learning, you will encounter the terms:

- **Reciprocity** is integral for authentic community service-learning partnerships. It acknowledges that all partners in the process have wisdom, experience, skills, emotions, and capacities to contribute (Looking In, Reaching Out, 2010). Reciprocity, which eschews the traditional idea of an individual or group with resources rescuing another assumed to lack those resources, focuses on bringing together the resources of all with the result being greater than the individual/group could have obtained alone (Jacoby and Mutascio, 2010).

- **Reflection** is the active, persistent and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it (Dewey, 1933). Reflection occurs in a cycle that consists of students’ identifying the problem, puzzle or predicament; turning it into a question; forming a hypothesis in answer; applying reason; and articulating a conclusion that leads to action. Service-learning cannot occur without it. Although students’ reflection on service is internal and mental, mentors have tools to evaluate their use of it (Jacoby and Mutascio, 2010).
Walking through creating a CBL Course

As we move through the process of integrating a CBL project into an existing course, we’ll use a fictitious photo-journalism course as a model. Fictitious course directives to students are italicized.

**Introduction to the Course: COMM 4800**
Communication 4800 teaches advanced photography skills by students’ taking and using photographs in narrative form. Students are expected to submit 7-10 photographs that tell a story about an individual or event that is either newsworthy or a feature article.

**The CBL Project: Working Through Some Logistics**
You as teacher consider your class size and goals as you answer these questions:
- Will students work individually or in a group?
- How many community partners will that require for the CBL experience?
- What learning outcomes are expected of students?
- What kinds of student experiences outside of the class room will enhance expected learning outcomes?
- What kinds of service-learning projects are appropriate to course content?
- Which organizations will make the best partners?
- How much time will students need to have with the organization?
- What are the deadlines for student submissions of organization selection, service hours, and assignments?

Our model photo-journalism course is capped at 10-12 students; the professor wants them to work in groups of 3 to 4, each group with a different organization. She considers a minimum of 20 hours throughout the semester will be time enough.

The course CBL component requires you as student teams of 3 to 4 people to tell a photo story about a non-profit organization that conveys the organization’s effect on the community by following an event or individual. You are expected to serve at least 20 hours over the semester within the organization to understand its goals and methods of dealing with issues. You must register with the Community Involvement Center in order to report and record service hours. The following student learning outcomes are expected:
- Ability to use journalistic and photography techniques to tell a story.
- Knowledge of social problems your community faces and how your selected organization confronts them in a particular area of the community.
- Demonstration of photography, writing, and critical thinking skills to raise awareness of social issues.

**Finding Partners and Building Relationships**
Finding appropriate non-profit community partners should not be difficult. You may already have working relationships with some. If you are new to the area or otherwise need help, see the CIC database for a list of potential partners; staff will introduce you to organization personnel and help you determine suitability. As you explain your goals for the course and the project, organizations will determine if they match their needs.

When first visiting your selected partners, provide a syllabus and share your goals (learning outcomes) and expectations for students and the partnership. Partners should express their goals and expectations (what are the students expected to do for the project/class, how much time do they expect students to contribute weekly, etc.). Establishing shared goals and expectations is critical to forming a reciprocal relationship. Invite their ideas on appropriate service-learning projects as well as tools for evaluating students’ performance.

Selected organizations are invited to give a short presentation to the students in class within the semester’s first two weeks. They should provide a general background, describe the populations they serve and share the social issues they work to address. Afterwards, students will select an organization to work with for their final projects.

Building strong partnerships takes time, of course. It requires that faculty discuss and collaborate with the organization before the semester begins to build trust and demonstrate commitment. You should plan site visits, at least one per organization, during the semester as well. When you take time to visit a site, with the students present, you are demonstrating your investment in the CBL learning experience your students are having.

**Important Note: Risk Management**
It is important to consider risk management when employing CBL pedagogy. Students’ safety during their service should be top priority. One way to minimize risk and liability for everyone involved is through open communication among service-learning educators, their students and partners. Some educators do this through phone and in-person visits with organizations. Others have designed “service-learning contracts” which list expectations of students, partners and faculty.

Another way to minimize risk and liability is to work with community organizations that are recognized partners in the CIC’s database. They have had training and are aware of guidelines that protect students from risk (i.e. student volunteers must always be in line-of-sight of a supervisor). If you are partnering with an organization not connected with the CIC, please inform the center so we can provide guidelines and training.

By educating yourself and your students about risks involved in CBL research and service, you both encourage greater communication between WSU and its partners and protect yourself and your students from liability. The CIC provides multiple tools to help you with risk management. (See the “Risk Management Tools” sidebar on the next page.)

**Assignments and Reflection Exercises**
During collaboration with your community partners, you will decide what type of, as well as how many, assignments and reflection exercises you will require. They may be expressed in classroom discussions and through different art mediums or written in journals or essays.

Students will come to class with various ideas about what community service means. Some will have worked on service projects in other courses or as club members; some may be experiencing CBL for the first time. It is vital that you build assignments and exercises to prepare them equally. The following tools are available to help you:

“Preparing to Serve” Online Training Modules cover topics such as professionalism, ethics, mentoring and tutoring. You may require your students to complete all or specific modules you select or even none. See page 18.

Continued on Page 15
Pre-Reflection Exercises may take the form of a class discussion with prompts asking students what community service means to them or what impact they feel their course skills could have in the community. You could build a one-time collective service-learning project into the first week or two. These opportunities allow your students to participate collectively in the same exercise. See page 18.

Asset Mapping involves seeing the positive, which means identifying the community resources available to confront a problem. For example, if your students are learning about crime rates in a neighborhood, through asset mapping they will research to learn which organizations are presently trying to lower the crime rate (i.e. churches, after-school programs, youth mentoring programs).

COMM 4800 – Special Study: Advanced Photojournalism

Course Assignments/Exercises

• “Preparing to Serve” Training Modules: You as students are required to complete the following online training modules found on the CIC website: Engaging Your Community, Cultural Sensitivity, Ethics and Professionalism. You will need to bring me your certificates as proof of completion no later than the second meeting of the course (this information will go out to students registered for the course the week before class begins).

• Pre-Service Assignment: You will be assigned an area of the Ogden community in which your chosen organization serves (multiple students may be assigned similar areas depending on the number in the course). Using photographs, written descriptions about the issues and interviews with the organization and community, you will assemble a mini-photo story (a visual asset map) of the community’s resources that are or may be used to confront one of the social problems your organization works to solve.

• Continuous Writing Assignment (Weekly Journal): You will keep a weekly journal of your experiences before, during and following the project’s completion. Early entries will focus on answering questions about what service means to you and how you think your project will help the organization. While working on the project, you will write about your experiences during service hours and how they relate to the story you are telling with images. In the final journal entries, you will gauge what knowledge and skills you are gaining from the project, how the project ties into skills learned in the classroom and changes in attitude or ideas you have experienced as a result of working with your community partner and the subject throughout the semester.

• Final Photography Assignment (Photo Story): You will submit a final project of 7 to 10 images making up a photo story about a community organization, particularly its goals or an event confronting a social problem that it plans during the semester. Along with the photographs, you will turn in a 2-3 page critical reflection paper which examines the problem and the ways the organization works to solve it. Another major part of this paper is an analysis of how you will use the photo story to raise awareness of this social problem and the impact the organization has on the community. You will present your project to the organization. I encourage you to consider submitting your project for presentation at the CIC Service Symposium held spring semester.

Grading and Evaluating CBL

Avoid falling into the misconception that community-based learning is a “soft” learning resource, as that may lead you into compromising your course’s academic rigor. The community service element in service-learning actually increases the learning challenge of a course. Your students will be working toward satisfying both academic objectives and civic learning objectives.

You will learn more about assessing and grading student learning in the advanced CBL section of the toolkit. At this point, however, you need to know what weight to give service-learning in a final grade. How are you assessing student learning in a traditional course -- through textbook readings, writing and other assignments, class discussions and tests? You will use the same resources in a service-learning course. You will also use the community service to assess the student’s demonstration of civic learning, with input from the community partner. Avoid assigning academic credit for the service or for the quality of service given. For examples of grading rubrics, visit this section of the toolkit on pages 30-33.
Tools to Help You Find Partners

- **Volunteer Fairs** bring organizations to campus to disseminate information on their missions, goals, and project opportunities.
- **The Service Opportunity Directory** is a database maintained by the CIC listing over 100 organizations registered as safe locations for students to perform service.
- **Face-to-Face Meetings** can be set up by the CIC to help you make first connections.
- **Workshops** offered by the CIC teach methods for selecting community partners; maintaining and strengthening partnerships; and minimizing the risk for you, the organization, and students.

Remember, When Looking for Community Partners

- Open communication about learning outcomes and expectations from both parties will help find the right organization(s).
- CBL is most effective when educators create a small pool of organizations from which students select or the entire class is working with the same community partner.
- Educators must freely assess “Yes, this partnership will work,” or “No, this won’t work,” and act on the conclusion.

Community Partnerships

Community-based learning is different from many other education endeavors as it cannot happen solely within the university classroom. A much broader idea of “classroom” needs to be defined.

The CBL classroom encompasses the community, the people, and the organization where your students will be serving. Educators, community and students work together, creating an immersive learning environment as co-educators inside and outside the walls of the university classroom.

Your students’ CBL projects are most effective, for both the community and themselves, when you form effective partnerships with community organizations. In talking with other educators and community organizations, we have found that two keys of effective partnerships are communication and reciprocity.

**Communication**

How well you communicate with the community organization with whom you are partnered can be the difference between an effective learning experience for your students or just another community service experience.

It is important to openly communicate to the organization what your expectations are for the partnership. Your partner wants to know what experiences you hope students will have while working on their CBL projects. Share your expected learning outcomes for the course with your community partner. Discuss with them how those learning outcomes fit together with their agency goals. Talk about different needs that the organization has and how those needs could be assessed by your students’ projects.

This open communication helps you and your community partner start on equal footing, helping the partner get involved in the co-educator role. You can discuss how the partner can better help your students achieve their expected learning outcomes. By communicating with the organization, effective CBL projects can be created. When your community partner knows what you want your students to get out of their projects, they can help brainstorm ideas for projects based on their needs.

Most importantly, this communication can help you when looking for a community organization with which to partner. If the community organization’s goals and needs don’t fit with your expected learning outcomes for students in your course, don’t be afraid to say this partnership won’t work.

**Reciprocity**

Reciprocity, an essential goal for authentic community service-learning partnerships, acknowledges that all partners in the process have wisdom, experience, skills, emotions, and capacities to contribute (Looking In, Reaching Out, 2010). Educators need to remember that in community-based learning all parties involved are co-educators in the learning experience. Not only will your students be learning in your classroom, but the experiences they are having in the community will teach them as well.

In her book “Building Partnerships for Service-Learning” (2003), Barbara Jacoby talks about how service projects involve a range of partnerships from across a university as well as with other institutions and community service providers. She goes on to describe these partnerships as collaborations between groups with common goals pooling together resources in an effort to produce results greater than they could have working alone.
Faculty/Staff CBL Toolkit

In this way, all groups involved share the risk and the reward when success is achieved. According to Jacoby (2003), educators using community-based learning need “to dispense with the traditional outreach paradigm that seeks to provide services to the community, on behalf of the community.” Community-based learning eschews this traditional paradigm where an individual or group with resources comes to the rescue of another assumed to lack those resources. By focusing on bringing the knowledge, skills and resources of all involved in the CBL project together, the end result is greater than the individual or groups could have obtained alone.

**Figure 2: Methods for Finding Partners - The Pros and Cons of Each**

<table>
<thead>
<tr>
<th>Method</th>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Student Self-selects</td>
<td>Students may have a more genuine interest in the project.</td>
<td>You risk students selecting sites inconsistent with course objectives.</td>
</tr>
<tr>
<td></td>
<td>Students may find a site whose time requirements fit best into their schedules.</td>
<td>You have less control over service-learning quality. The focus may be heavier on service than learning. You are not creating partnerships.</td>
</tr>
<tr>
<td>The Educator Selects</td>
<td>You create partnerships based on your interest in organizations.</td>
<td>If you have an established relationship with an organization, you must redefine the roles of both partners.</td>
</tr>
<tr>
<td></td>
<td>You may have an established rapport with the organizations’ staff and familiarity with their needs and structures.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>You have a better sense of students’ anticipated experiences and their fit with your course objectives.</td>
<td></td>
</tr>
<tr>
<td>The CIC Assists the Educator</td>
<td>The CIC has knowledge of many organizations to start the process without site visitations.</td>
<td>You are relying upon a match-maker who may not completely understand your objectives.</td>
</tr>
<tr>
<td></td>
<td>The CIC can facilitate contact between potential partners.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The CIC can help you negotiate the whole process if you are new to CBL.</td>
<td></td>
</tr>
</tbody>
</table>

With over a hundred community organizations in the Ogden area, it might seem daunting for educators to find the right partners. Figure 2 above lists three possible methods along with the pros and cons of each.

**Benefits of Community-Based Learning**

...for Your Students

Service-Learning projects greatly benefit your students by helping them to:

- Develop critical thinking and interpersonal communication skills.
- Make meaning of course theory and retain more relevant information through discussions about the complexities of social injustices and systemic problems.
- Learn about the importance of civic responsibility through hands-on work in a non-profit community environment, while gaining valuable work experience.

...for Your Community

The community benefits from the service provided because those service projects will:

- Enhance local non-profit agencies’ abilities to deliver services to their clients and areas through direct/indirect service work and social action research.
- Encourage an educational partnership between Weber State University and the non-profit community.
- Build a commitment to lifelong civic responsibility among Weber State students, faculty and staff.

...for You

And of course don’t forget that you will see benefits from service-learning as well, such as:

- Develop more powerful curricula by providing students with a “real world” context for academic theory and engaging students in discussions that invite new perspectives and relevant personal experiences.
- Identify new areas for research and publication, thus increasing opportunities for professional recognition and reward.
Preparing Your Students for Their CBL Projects

As your course may entail a first experience with a community-based learning (CBL) project for several of your students, you will want to prepare them early in the semester. One technique that is simple and easy to fit into any course is a one-time collective project. You may take advantage of a small service project/event that already exists, such as Adrian Maxson Day of Service in August and National Make a Difference Day in October.

A collective service experience creates these advantages: first, students are learning by doing rather than discussing. Second, a collective project gives them a shared context in which to discuss their unique individual projects and problems; other students can better relate. Third, all of the students are working to achieve all of the expected learning outcomes together. This may not happen with individual projects. For example, in a senior-level communication CBL course, one group of students may work on an online package for a community organization while another works on a print package. Each set of students achieves a different set of learning outcomes.

Use reflection exercises to help students better connect to their first CBL project by asking the following questions beforehand: What is service? How is service-learning similar to or different from volunteering? What do you hope to gain from your CBL experience? Why do you think this course is being taught with a CBL approach? Follow the experience with more reflection.

One Time, Collective Community-Based Learning Projects

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Taking Stock of the Community with Asset Mapping

Asset mapping is the process of determining which community issues should be addressed and mapping out community resources available to address them. It means inventorying the gifts, skills and capacities of community residents, citizens associations, businesses, non-profit organizations, etc. It is a good exercise for students to perform early in a course, as it helps them become familiar with the community and its potential resources for their CBL projects.

Defining Possibilities by Community Partners

Inviting representatives from community organizations to speak before your class during the first week or two is a good way to introduce students to service possibilities. Speakers can define the organizations’ missions, the social issues they address and generally how they address them.

Using Online Training Modules

The CIC provides educators and students with access to the “Preparing to Serve: Online Training Modules” program, which you may assign students to take prior to beginning CBL projects. These modules prepare students for service-learning and for representing WSU when working with community organizations. The modules are accessed through the CIC website under the Student drop-down menu.
As a form of experiential education, community-based learning is centered on the pedagogical principle that learning and development do not necessarily occur as a result of experience by itself, but as a result of reflection explicitly designed to foster learning and development (Jacoby 2003). This reflection is an invaluable tool you will use to help your students make connections between their service projects and the curriculum you are presenting in your classroom.

This might leave you with a couple of questions to answer: What exactly is reflection? And more importantly, how does it fit into your community-based learning course?

Reflection “describes the process of deriving meaning and knowledge from experience and occurs before, during and after a service-learning project” (National Service-Learning Clearinghouse). Reflective exercises invite students to engage in their projects, examine the entire experience, then articulate what they have learned, taking into perspective their thoughts, feelings, and actions through the filter of course curriculum. Finally, they will do something with their new ideas. (See figure 3A, p. 20).

In her paper entitled, “Guide to Integrating Reflection into Field-Based Courses,” Joy Amulya (Center for Reflective Community Practice) explained how proper reflection exercises can and will increase the effectiveness of any course with an experiential-learning based element, especially community-based learning courses. “Systematically exploring and bringing a sense of inquiry to an experience allows the learning from that experience to be surfaced.” The key, Amulya says, is to invite students to go beyond merely living the experience they are having before, during and after the project. Rather, educators should actively look for ways to get students to examine the entire experience, taking into perspective their thoughts, feelings and actions in the process.

This process of actively engaging students in their projects and continually inviting them to reflect upon their actions can produce a change known as praxis. Hopefully this process begins within the first few days Continued on Page 20
of the course with pre-reflection exercises. By laying this foundation, you prepare your students by giving them a platform to share their reactions, thoughts and even their theories as the semester continues.

You prepare your students by giving them a platform to share their thoughts and feelings before projects begin and more often as the semester continues. Remembering the “Four C’s of Reflection” will help you: Continuous reflection means exercises occur before, during and after the project, connecting the experience to other areas of the students’ learning and development. Often, exercises will pose the same questions in challenging new ways in order to elicit deeper investigation and discovery, while asking students to keep in mind the context of the service-learning project.

An excellent model to follow when designing questions for reflection exercises is the DEAL Reflection model, found on page 31-32. This model will give your students the opportunity to describe, examine, and articulate their learning.

While reflection is interpreted and practiced in many different ways, when done well:

- Reflection is critical thinking that supports learning objectives by expecting students to make astute observations; to demonstrate inductive and deductive reasoning skills; and to consider multiple viewpoints, theories and types of data.
- Reflection is intellectual work that intentionally engages the whole person, connecting community experiences with academic content and cultivating students’ awareness of themselves as active participants in public life.
- Reflection is an activity that contributes to educational environments in which a diverse population of students thrives by acknowledging the influence of other people’s diverse identities and contexts. It invites students to construct and share their own sense of meaning.

Jennifer Pigza offers additional observations about high-quality reflection in service-learning courses to combat common misperceptions and bolster good practice:

- “Reflection is not a didactic retelling of the events at a service site...”
- “Reflection is not simply an emotional outlet for feeling good about doing service or for feeling guilty about not doing more...”
- “Reflection is not a time for soap-boxing...”
- “Reflection is not a tidy exercise that closes an experience; reflection is ongoing, often messy, and provides more openings than closings.”


David Kolb’s model of experiential learning demonstrates the process through which a student’s mind works throughout the reflective process. Your goal as faculty and staff is to utilize reflective assignments that help guide the student around this reflective cycle.
Sample Reflection Exercises...

**Example Reflection Exercise Questions**

- **What?** - What did you do for your project? What new areas of your community did you explore?

- **So What?** - How did you feel about doing this project? Did this project really help someone? Who?

- **Now What?** - In response to your work on this project, do you think you will do anything differently in your life?

**Reading:** Literature and Written Materials

- **In point:counterpoint** assignments, students read articles with conflicting positions or perspectives on issues relating to their CBL experiences. They explore the contrasting assumptions that underlie these views, asking questions and discussing how they relate to their service experiences. This exercise can help students question their own assumptions while engaging in critical reflection.

- **Using case studies** or stories of service in the classroom helps broaden students’ experiences in the field; they also serve as a model of what students can look for when they begin their CBL projects.

  "I didn’t know that places like that existed. Well, I did, right before I went on the trip, because we were asked to read the book “Rachel and Her Children,” and that just tore away the band-aid that I thought was on me, the ignorance and complacency. So, I was like this sponge just soaking it up during that experience.”

  Source: Eyler, et. al. (1996)

**Writing:** Written Exercises

- **Assign students to write letters home** for their parents, spouses or close friends. Students should address what they will be doing in their service experience and their reasons for getting involved. This process encourages reflection on personal motivations. At the conclusion of their CBL experience, assign them to write a second letter detailing how they felt about the service and what they have achieved. Follow this activity by talking about how their attitudes and understandings have changed with their service.

  "We just kept a journal in our room and people would write, sometimes long essays and sometimes just quick notes on what they were thinking... and sometimes people would sort of dialogue, but through the journal. And when we were back home, we copied it and everyone had their own copy of the group journal.”

  Source: Eyler, et. al. (1996)

**Doing:** Projects and Activities

- **Artistic reflection** allows students to express their feelings and thoughts about their CBL projects through such forms as paintings and murals, song lyrics or poetry, photography and video documentaries. It is important to affirm the values of individuality and creativity in order to ease students into the artistic process. These exercises may become powerful means to convey feelings and synthesize the meaning of a student’s experience.

- **Service-Learning theater** activities add variety and engage students in planning, presenting and discussing roles. Events issuing from service experiences and relevant to course material are chosen for the class to act out. The class breaks into small groups, each creating a brief skit based on the event and illustrating target concepts. Students follow by asking questions of the players, sharing insights from their own service.

  “And we actually did a role play and did almost like a performance of the conflict and analyzed it with our [group] and then opened it up for a big discussion. I think taking conflicts like that and letting the students have creative freedom with it were really effective…”

  Source: Eyler, et. al. (1996)

**Telling:** Oral Exercises

- In larger classes, you may utilize **post-it notes** to create a form of Likert scale — strongly agree, agree, neutral, disagree and strongly disagree — to create a visual presentation of students’ thoughts and feelings about their projects and issues. Students then post these notes in the classroom and the class can compare and discuss what their classmates have written.

- Students may form a circle and toss a tennis ball from one to another with the student holding the ball the one who holds the floor and expresses reflections at that particular moment. Or, toss a ball of yarn across the circle to another, each receiving the ball sharing experiences and ideas and holding the yarn before tossing the ball to another. The yarn will create a web, reinforcing the idea that all students and their experiences are interconnected.

  “I have had to interview social workers or go to social service agencies... Come back and address to class on what I observed, the surroundings and then what they told me. How they perceived it. How I perceived it. If that was different and why.”

  Source: Eyler, et. al. (1996)

**Reflection Tools**

The Community Involvement Center has a number of reflection tools available:

- A Reflection Booklet
- Reflection fact sheet
- Service Reflection Toolkit
- Chapter 4 - “Education Through Reflection” - from I Like My Service Well Done
- Service-Learning Reflection worksheet from Watts.
- DEAL Reflection Model pp. 31-32

Source: Eyler, et. al. (1996)
Allow the CIC to Assist You

The Community Involvement Center is a great resource that faculty and staff are invited to use as they embark on their new journey into Community-Based Learning. Resources include: a library of sample syllabi and books focusing on CBL pedagogy techniques, local and global partnership information, help designing CBL projects and courses and colleagues with whom to discuss problems and goals.

Visit the CIC in SU 327 or email CIC@weber.edu to schedule an appointment!

Community-Based Learning Wiki Page
A Virtual Space Dedicated to Scholarly Pursuits

The Community Involvement Center and the Teaching and Learning Forum are excited to announce that a community-based learning Wiki page is available for educators who focus on CBL pedagogy. Moderated by the CIC, this page will clarify and develop CBL scholarship opportunities within and beyond the classroom. Members will enjoy dialogue with colleagues, notice of new resources and the support of fellow educators. To join, please contact CIC@weber.edu, or extension 7737.

What is the Next Step to Take?

Now that you have read through this section of our toolkit, we hope you are excited to employ community-based learning. A good way to explore its possibilities in your courses is to take ideas and techniques from the toolkit and try them out.

The CIC facilitates an annual CBL Fellows Program to help those interested apply the methods or immerse themselves in the pedagogy. See page 9.

If you plan to teach courses that employ service-learning projects, consider applying for a CBL designation. See page 9 to learn the process.

What Elements are Necessary for Community-Based Learning Courses?

- **Needed Service for Social Change** - Students provide needed service or research to individuals, organizations, schools or other community entities wherein the service, the research conclusions or the process itself might lead to social change.

- **Relates to Course** - The service/research experience relates to the subject matter of the course.

- **Reflection** - Class activities provide methods for students to think deeply about what they learned through the experience and how it relates to course content and their own future.

- **Assess Learning** - Methods to assess learning derived from the service/research focus on academic content, not on the service/research alone.

- **Use Discipline Knowledge** - Academic knowledge and skills inform the service or research, which in turn expands and deepens knowledge from course content.

- **Equal Partnership** - Community partners, students and educators are equally involved in needs assessment, planning and evaluating the service or research.

- **Civic Education** - Service/research opportunities are focused equally on developing students’ civic and career preparation.

- **Peer Learning** - Course structure offers means for students to learn from each other.

- **Alternatives** - Course options ensure that no student is required to participate in service/research which creates a religious, political and/or moral conflict.

- **Dissemination** - The course requires students to disseminate research findings to community partners and/or other relevant audiences.

(*Community-Based Research only)
the Scholarship of Engagement...

In 1987, the Carnegie Foundation for the Advancement of Teaching commissioned a report to examine the meaning of scholarship. Scholarship Reconsidered, authored by the late Ernest Boyer, assessed the functions that faculty members perform and how these functions relate to both the faculty reward system and the mission of higher education. Boyer challenged higher educational institutions to embrace the full scope of academic work, moving beyond an exclusive focus on traditional and narrowly defined research as the only legitimate avenue to further knowledge. He proposed four interrelated dimensions of scholarship: discovery, integration, application and teaching:

- The scholarship of discovery refers to the pursuit of inquiry and investigation in search of new knowledge
- The scholarship of integration consists of making connections across disciplines and advancing knowledge through synthesis
- The scholarship of application asks how knowledge can be applied to the social issues of the times in a dynamic process that generates and tests new theory and knowledge
- The scholarship of teaching includes not only transmitting knowledge, but also transforming and extending it

These four categories interact forming a unified definition of scholarship that is rich, deep and broad, and applied in practical ways. Subsequently, Boyer expanded his definition to include the scholarship of engagement which regards service as scholarship when it requires the use of knowledge that results from one’s role as a faculty member. SL is commonly considered to illustrate the scholarship of application and of teaching, although depending on the specific circumstances, it could be described by all of these forms of scholarship.

The Carnegie Foundation next charged Charles Glassick and his colleagues to determine the criteria used to evaluate scholarly work. In order to move beyond basic research and peer-reviewed journal publication as the primary criteria for academic reward and promotion, the following standards emerged from Glassick’s study of press directors, journal editors, granting agencies, and promotion & tenure committees as applicable to assess the work of scholars:

- clear goals
- adequate preparation
- appropriate methods
- significant results
- effective presentation
- reflective critique

The challenge for faculty engaged in SL is to describe clearly how these accepted standards of scholarship are implemented in the context of community. SL scholarship is not simply teaching, research or service that takes place in a community setting. The principles, processes, outcomes and products of SL scholarship may look very different than scholarship based in a classroom, laboratory or library, but they are informed and guided by the same standards of rigor - in other words, clear goals, adequate preparation, appropriate methods, significant results, effective presentation and reflective critique.

Research in Service-Learning: Publishing Opportunities List
www.civicyouth.org/PopUps/SR_Homana.pdf

This resource list is published by the Center for Information & Research on Civic Learning & Engagement (CIRCLE). CIRCLE includes a list of 93 potential research publishing outlets and annotated information on each of the publications.

Publishing and Presenting in Service-Learning
servicelearning.gov/instant_info/fact_sheets/he_facts/publishing_sl

Compiled by the National Service-Learning Clearinghouse, this source provides a number of resources for publishing and presenting service-learning research results.

Finding Publishing Oulet & Conferences

List of Publishing Outlets for Service-Learning and Community-Based Research
www.compact.org/category/resources/service-learning-resources/publishing-outlets-for-service-learning-and-community-based-research/

Journals and Periodicals

**Michigan Journal of Community Service Learning**
Contains peer-reviewed articles written by service-learning educators on research, theory, pedagogy, and issues pertinent to the service-learning community.

**Community Works Journal**
Is published online (free) and in print three times a year to support teaching practices that build community. It showcases innovative educational strategies, practices, and curriculum that involve teachers and students in meaningful community work.

**Advances in Service-Learning Research**
This book series gathers current research on service-learning in K-12 education, teacher education and higher education. Along with chapters highlighting the findings of service-learning research studies, the book series includes thought pieces that identify theoretical groundings of service-learning and present methodological approaches for studying service-learning. Contributions to these volumes is limited to research presented at the annual meetings of the International Association for Research on Service-Learning and Civic Engagement.

**Journal of Community Engagement & Scholarship**
This journal addresses critical problems identified through community-based participatory research, a rapidly developing approach to cutting-edge scholarship in which students and community partners play important roles.

**Partnerships: A Journal of Service-Learning & Civic Engagement**
Partnerships recognizes that successful engagement of students depends on effective partnerships between students, faculty, community agencies, administrators, disciplines, and more. The articles in this peer-reviewed journal focus on how theories and practices can inform and improve such partnerships, connections, and collaborations.

**Journal of Higher Education Outreach and Engagement**
Is a peer-reviewed journal that welcomes submissions from a broad range of scholars, practitioners, and professionals. Tables of contents and abstracts of articles are available online.
Developing Service-Learning Scholarship

As service-learning becomes increasingly widespread in higher education, more opportunities are emerging for service-learning practitioners to pursue scholarship. This fact sheet provides a brief overview of contemporary issues regarding scholarship in higher education, actions to consider in developing a scholarly agenda in service-learning.

**Make a plan...**
- What are you most passionate about in your SL work? What do you want to know? Your passion and interests should drive your scholarship priorities. For example, is there a burning intellectual question you hope to answer? An observation that has intrigued you that you would like to pursue further? A learning objective for your students that you hope to demonstrate is met through service-learning experiences? A community problem you seek to better understand and help to solve?
- What opportunities for scholarship does your work in SL provide? For example, does your SL course have an evaluation plan that could generate interesting data for a manuscript? Will structured student journals provide opportunities for future content analysis and subsequent publication? Did you design a tool for assessing community partner impact that could be validated and published? Peer-reviewed, evidence-based journal articles are certainly one scholarly product, but also consider editorials and commentaries, descriptive articles, book chapters, “how to” guides, web sites, tools, forms, processes and policies. Start to sketch out possible scholarly projects and products that can derive from your work in SL.
  - What professional development might enhance your chances for success? Take an honest appraisal of your strengths and limitations with respect to SL scholarship, and begin addressing both. For example, do you have the methodological skills to carry out the research project you have proposed? If not, you might consider taking a class, conferring with an experienced colleague, or starting with a pilot project to test and refine your skills.

**Talk to people...**
- Contact your colleagues - Find out what scholarship strategies your colleagues utilize. Where have they published or presented their work? How have they disseminated their work? They might give you some creative ideas and/or be able to refer you to other resources.
- Start within your institution - Be sure to investigate support for scholarship that may be available within your institution. For example, departmental funds to attend a research methods workshop, present your work at a conference, or develop a new research proposal.
- Contact potential journals as you shape your ideas - Find out what journal editors think of your ideas for a manuscript. Consider joining forces with a colleague or two to pitch a SL “theme” issue for a particular journal. You could contact them by phone, email, or by attending a workshop at your professional association’s annual conference (increasingly, journal editors are conducting “meet the editor” sessions at such conferences). Be prepared by first reviewing the journal’s instructions for authors and past issues to get a sense for the types of articles the journal tends to publish.

**Determine who will be involved in the project, how they will be involved, who will be authors and the order of authorship...**
It is important to discuss these issues at the start of any scholarly project. This may be especially true when, as is typical in service-learning scholarship, there will be a number of people involved in the work. For example, what role will your community agency partner play? Will the project generate more than one manuscript for publication? Will all project participants be coauthors? Be up-front about your needs and desires. For example, if it is important for your career progress to have first-authored, peer-reviewed publication, make that known.

**Determine how you will protect confidentiality and rights of human subjects...**
Review your institutional review board (IRB) requirements and follow them carefully. Whether IRB review is required or not, it is important to carefully consider how any service-learning scholarship you pursue will protect the confidentiality and rights of participants. For example, if you are planning to analyze student journal entries and publish the findings in a journal, you must inform the students of your plans and assure them that no identifying information will be divulged.

**Be prepared for scholarly opportunities...**
Journals often have short turnaround times for their “requests for manuscripts” for theme issues. If you have an article rejected by a journal, you are likely to revise it and send it on to a different journal. Prepare in advance for these opportunities by keeping background information and citations in readily accessible format. For example, bibliographic database programs like Endnote and Reference Manager make it easy to keep track of your reference materials, to save literature searches, and to reformat citations for a particular journal’s specifications.

**Review others’ manuscripts to become a better writer...**
The experience of reading and critiquing other people’s manuscripts for publication will help you learn to think like a reviewer and to sharpen your own writing skills. Volunteer to be a reviewer for a journal or conference.

**Always follow the instructions for submission...**
Whether you are submitting a manuscript for publication, or a poster proposal for presentation at a conference, you should follow the instructions for submission down to the last detail (i.e., font size, line spacing, receipt or postmark deadline). You run the risk of not having your submission reviewed or considered since reviewers might bypass the candidates who do not follow instructions. Unfortunately, you also run the risk of leaving a bad impression no matter how objective the reviewer tries to be in the future. Avoid these risks by following all instructions and asking for clarification whenever there is confusion.

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*Taken from The National Service-Learning Clearinghouse Fact Sheet - “Developing Service-Learning Scholarship: Actions and Issues to Consider” Source: Sarena D. Seifer, Community-Campus Partnerships for Health, July 2002*
Service-Learning in Online Courses

An increasing number of educators teaching courses at Weber State are exploring the emerging online classroom environment. Whether these classes are 100% online or a hybridization of in-class students and distance learners, educators can integrate community-based learning and online-learning. We welcome you to use these questions as a tool in guiding you through this emerging area for experiential education.

Is this your first time teaching an online-course?

Yes

- How do I implement service-learning as part of my course curriculum?

No

- Are my students residential students taking an online course or online from various locations?

STOP

You may want to wait to incorporate service-learning until you are comfortable and confident teaching in this very different environment. Here are some resources to help you become an effective online instructor.

With 13,255 students enrolled in online courses offered by WSU in 2011, an increasing number of educators are exploring the online classroom environment. Whether these courses are 100% online or a hybridization of in-class and distance learners, educators can integrate community-based learning and online learning in order to achieve desired learning outcomes.

In a traditional classroom setting, community-based learning is a hands-on, high impact curricular pedagogy that “integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen communities” (Learn and Serve: America’s National Service-Learning Clearinghouse). The e-service courses integrate traditional and non-traditional community-based learning projects with a virtual learning environment.
1. Service-learning will provide deliberate, real world context and experience in a potentially isolating format.
2. Students taking most or all of their courses online are less likely to “network” or take advantage of the micro-internship aspect of service-learning.
3. In syllabus-driven online courses, students are often more aware than usual of the intended learning outcomes of the course. This can lead to rich reflections connecting the service to the learning.

What level of social integration should be in my course with a service-learning component?

- **DIRECT SERVICE?**
- **INDIRECT SERVICE?**
- **COMMUNITY-BASED RESEARCH?**

That depends on the course objectives and the subject, also in your comfort level as the instructor. Consider identifying the model of service-learning you desire and adapt social interaction from there.

Consider a problem-based service-learning (PBSL) model or Community-Based Action Research for students.

Will you identify organizations that will benefit from virtual or micro-volunteering? See [www.volunteerguide.com](http://www.volunteerguide.com) and [www.sparked.com](http://www.sparked.com) for ideas.

In an online class, an instructor connecting with community partners is essential for students to have the highest impact service-learning experience. It takes time and energy, but reach out to community partners on behalf of students.

They’re all in my community (It is a blended or web-facilitated course).

They’re everywhere!

Will students have to find their own community partners? Create a list of expectations and criteria for identifying a community partner and project. Follow the standards of traditional service-learning.

[www.weber.edu/communityinvolvement](http://www.weber.edu/communityinvolvement)
Reflection is the key. If your students are not reflecting prior to, during and following their service, valuable learning and retention is being lost.

The social internet is all about creating and sharing. Blogs, Twitter, Facebook, YouTube and other platforms can facilitate reflection and share student experience with others who might benefit from students’ contributions.

Reflection is integral to a community-based project, especially in an e-service course. By combining technology and creative use of reflection prompts, educators can create in a virtual environment the same quality of reflection developed for a traditional classroom.

**Journals:** A double-entry journal is effective: On one journal page, students describe their action experiences, personal thoughts and reactions. On another page, they discuss how the first set of entries relates to key concepts, class material and readings. Another journal method focuses on critical incidents; the student selects events that occurred during service that were confusing or they were unsure of how to handle. Relating this event to course material, they list three actions they might have taken and discuss how they might have worked.

**Blogs:** Students can post their thoughts on individual blogs or in a combined class blog. They are invited to read each other’s postings and comment about what they are reading and how it relates to their experiences and projects.

**Accumulating Projects** (video, PowerPoint, multimedia presentations, etc.): After completing this type of assignment, the student can be required to present the project to the community organization she/he partnered with.

**How can I ensure that a student is engaging in service-learning when taking the course online?**

**How do I integrate high-impact reflection in an online course?**
Imagine a Better World through Community Engagement

According to Margaret Pusch and Martha Merrill, the intercultural growth and transformation that is expected of students participating in study-abroad programs “take on added dimensions when that education abroad involves service-learning.”

As in community engagement at the local level, reciprocity plays an essential role in the global arena. Service should be real and needed, and all parties involved should learn and benefit. This is where “service-learning abroad differs from other forms of education abroad with regard to issues of growth and development of not just the student, but that of the organization and community. If that does not take place, then the service-learning encounter cannot be deemed a success, regardless of how much growth and development has taken place in the student” (p. 315).

An example of reciprocity from WSU: a two-part course in computer science, taught by Rich Fry in 2011, partnered with a teaching hospital in Ghana to design, install and train hospital staff in using software to track patient records. The professor had witnessed the hospital struggle to track patient records on paper during an earlier trip and approached hospital administration about the idea; over time a partnership formed. (To read more about this project, see the April 2011 issue of the CIC E-Newsletter HERE.)

Pusch and Merrill explain that in order for students to be of “real service” to an international organization, they must obtain a basic level of intercultural competence. Students must study the history, social institutions and political and artistic heritage of the host country or culture. Why is this important? A student should understand the conditions that have made the institution where the service occurs necessary and that affect its operation and continued development (p. 299).

There are three necessary factors for successful international community-engaged courses: 1) Faculty should collaborate with a local host organization to find areas where students can make a difference (Fry worked with hospital administration); 2) Faculty must help students obtain a level of intercultural competence in order to put their service experience in context (Fry’s students researched cultural aspects of Ghana which they presented to the class); 3) Faculty must be willing to form a long-term partnership with the local organization (when the semester ended, Fry and his classes continued communicating to the hospital, adjusting the project to meet changing needs).

Reference:

Where to learn more about International CBL Programs

- **The International Partnership for Service-Learning and Leadership**
  IPSL programs combine academic studies, community service and full cultural immersion to give students a deeper, more meaningful study-abroad experience.

- **International Service-Learning Alliance**
  ISLA offers service-learning opportunities abroad for individuals to work side by side with community members trying to solve global problems at the local level.

- **International Service Learning**
  ISL enlists medical and educational volunteer teams to provide services to under-served populations in Central and South America, Mexico, the Caribbean, and Africa.
Why a Rubric?

In their book “Introduction to Rubrics,” Dannelle D. Stevens and Antonia J. Levi define a rubric as “a scoring tool that lays out the specific expectations for an assignment. Rubrics divide an assignment into its component parts and provide a detailed description of what constitutes acceptable or unacceptable levels of performance for each of those parts.”

Educators have been using rubrics as a tool for grading a large variety of assignments and tasks such as research papers, book critiques, discussion participation, laboratory reports, portfolios, group work, and oral presentations. Similarly, rubrics can be designed to assist in the grading and evaluation of students’ community-based learning projects. There are two major types of rubrics that can be used. The four basic parts of a rubric are:

- A description of the assignment, which can often be pulled directly from the course syllabus.
- A scale for levels of achievement, usually in the form of grades. A scale with three to five levels is the most effective in conveying constructive feedback to your students.
- The dimensions, or a breakdown of the expected skills and/or knowledge involved in the assignment.
- Specific descriptions of what constitutes each level of performance for each dimension in the rubric.

Rubrics allow you to essentially cut grading time in half for each assignment by grouping predictable feedback in the descriptions of the dimensions you created, affording you the freedom to make specific comments in places where the rubric doesn’t cover or you need to stress the student’s performance. At the same time, a rubric gives the student “a description of the highest level of achievement possible” which was found to be beneficial to students (Brinko 1993). These expectations invite students to move beyond thinking about the concrete knowledge absorbed in class to concepts such as reflection, critical thinking, argumentation, objective and subjective reviews, etc.”

This rubric was developed by a team of faculty and student affairs professionals at Weber State University to articulate fundamental criteria for each civic engagement learning outcome. Performance descriptors are provided to help evaluate students’ attainment of more sophisticated levels of learning outcomes.

**Definiton**

Civic engagement is “working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.” (Excerpted from Civic Responsibility and Higher Education, edited by Thomas Ehrlich, published by Oryx Press, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

**Measuring Civic Engagement Outcomes**

This rubric is designed to make the civic learning outcomes more explicit. Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. For students, this could include community-based learning through service-learning classes, community-based research, or service within the community. Multiple types of work samples or collections of work may be utilized to assess this, such as:

- The student creates and manages a service program that engages others (such as youth or members of a neighborhood) in learning about and taking action on an issue they care about. In the process, the student also teaches and models processes that engage others in deliberative democracy, in having a voice, participating in democratic processes, and taking specific actions to affect an issue.
- The student researches, organizes, and carries out a deliberative democracy forum on a particular issue, or that includes multiple perspectives on that issue and how best to make positive change through various courses of public action. As a result, other students, faculty, and community members are engaged to take action on an issue.
- The student works on and takes a leadership role in a complex campaign to bring about tangible changes in the public’s awareness or education on a particular issue, or even a change in public policy. Through this process, the student demonstrates multiple types of civic action and skills.
- The student integrates their academic work with community engagement, producing a tangible product (piece of legislation or policy, a business, building or civic infrastructure, water quality or scientific assessment, needs survey, research paper, service program, or organization) that has engaged community constituents and responded to community needs and assets through the process.

**Civic Engagement Outcomes**

- **Civic Knowledge** results from the process of applying discipline-specific knowledge to civic engagement. Students are able to apply facts and theories from areas of academic study to their own participation in civic life, politics and government.
- **Civic Skills** involves the demonstration of engaging in a process to solve and increase the awareness of some civic problem. Students are able to collaboratively work across and within community contexts and structures.
- **Civic Values** involves having a disposition to the world that understands the need for civic engagement. Students are able to demonstrate a sense of efficacy as well as respect for diversity, justice and equity.
- **Civic Motivation** involves continued commitment to engaged citizenship. Students are able to articulate how their civic engagement experiences inform their future plans.

* The language in both of these sections is directly taken from the AAC&U Civic Engagement VALUE Rubric found at: http://www.aacu.org/value/rubrics/pdf/civicengagement.pdf

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**Engaged Learning Outcomes Rubric**

Use the WSU DEAL Reflection Model and the Reflection Essay Template found on pages 31-32 to assist students in achieving the learning outcomes you desire. Then use the rubric found on page 33 to measure the student’s level of proficiency in that outcome area.
WSU DEAL Reflection Model


2. Examine experience via reflection prompts by category of learning goal

   - Civic Knowledge
     Sample prompts:
     - What academic concepts became apparent?
     - Were academic concepts utilized to reach goal?
     - What do the differences between textbook and community experience suggest about policy change needs?
     - How can you use course material in the community?
     - How does your civic experience and academic knowledge inform your understanding of systemic causes of the social, political, or civic issue?

   - Civic Skills
     Sample prompts:
     - What was the goal you were trying to accomplish?
     - Were you able to effectively reach your goal? Why or why not?
     - What skills did you bring to experience? Did you acquire new skills?
     - Did you form new assumptions that changed your approach?
     - Did you recruit others to accomplish goal or raise awareness?

   - Civic Values
     Sample prompts:
     - Your strengths and weaknesses that contributed to goal?
     - What assumptions did you bring? What assumptions did you form?
     - Did your personal values about civic engagement help accomplish goal?
     - What effect did you and this experience have on others?
     - In evaluation, did you recognize any need for you to change personally?

   - Civic Motivation
     Sample prompts:
     - Did experience increase your sense of responsibility for acting on behalf of others?
     - Did it have any influence on your future educational or career path?
     - What knowledge and/or skills were gained that will assist you with future endeavors in this area?
     - Did this experience inspire you to continue a commitment to serving others?
     - What steps have you taken/plan to take to implement plan of continued commitment?

3. Articulate Learning
   What did I learn? How did I learn it? Why does it matter? What might/should be done in light of it?

**Template:**
**Using the DEAL Model for Critical Reflection**

Use the following prompts to create a comprehensive reflection piece detailing your civic engagement experience and what you learned from it.

**Step 1: Describe**
Describe your experience objectively. Answer the following prompts:
- What did you do?
- Where did you do it?
- Who were you working with and/or for?
- When did this happen?
- Why did you do it?
- What did you say or otherwise communicate?
- Who else was there?
- What did others do? What actions did you/others take?
- Who didn't speak or act?
- What else happened that might be important (e.g., equipment failure, weather-related issues, etc.)

**Step 2: Examine**
Examine your experience in terms of ONE of the following four learning outcomes: civic knowledge, civic skills, civic values, or civic motivation. Answer the prompts associated with ONE of the four learning outcomes listed at right.

**Step 3: Articulate Learning**
Use your responses to the prompts above in both the “Describe” and “Examine” sections of this reflection template to create a thoughtful essay wherein you articulate what you have learned from your civic engagement experience. Each of the following questions should be addressed in your essay:
- What did I learn?
- How did I learn it?
- Why does it matter?
- What might/should be done in light of it?

The essay should be formatted as follows:

Reflection Essay Title
(This should reflect the central focus of what you learned)

By: Your Name goes here

Student Learning Outcome Area:
(This is where you name the outcome area in which you examined your experience: civic knowledge, civic skills, civic values, civic motivation)

I learned that …
I learned this when …
This learning matters …
In light of this learning …

**Civic Knowledge**
*(Intersection between academic enhancement and civic learning)*
- Did any academic concepts become apparent during this experience?
- Were any academic concepts utilized to reach the goal you were trying to accomplish? How so?
- Did you need to change your approach after new information and experiences were presented to you?
- What do the differences between your textbook and your experience in the community suggest about changes that may be needed in the policies that affect the individuals your partner organization serves?
- How can you or others in the community use what you learned about the course material and are there any challenges associated with doing so?
- Did this experience differ from your initial expectations? Why or why not?
- How does your civic engagement experience and academic knowledge inform your understanding of systemic causes of the social, political, or civic issue on which you are focused?

**Civic Skills**
*(Intersection between civic learning and personal growth)*
- What was the goal you were trying to accomplish?
- Were you able to effectively achieve your goal? Why or why not?
- Which skills did you bring to the experience that helped you meet your goal?
- How did your skills contribute to the diversity of the people with whom you worked? And how did you approach the harnessing of those differences for maximal effectiveness?
- Did you form any new assumptions that required you to change your approach? How so?
- Did you acquire any new skills by having to work to achieve this goal?
- Was this an easy or a difficult task to undertake? Why?
- Did you recruit others to help accomplish your goals or raise awareness of the problem you are actively trying to address? Why and how? Or Why not?

**Civic Values**
*(Intersection between personal growth and civic learning)*
- How did your strengths and weaknesses contribute to working towards the goal you were trying to accomplish? What were the positive and negative effects of these personal characteristics?
- What assumptions did you bring? And what new assumptions did you need to form as you undertook this process?
- Did you form any new assumptions that required you to change your approach? How so?
- Did you form any new assumptions about members of the community make your experience more or less successful when accomplishing your objectives?
- Did you need to change personally? How so?
- Did your personal values regarding civic engagement play a role in helping you to accomplish your goal? How and why? Or why not?
- Did your personal values regarding civic engagement play a role in helping you to accomplish your goal? How and why? Or why not?

**Civic Motivation**
- What effect did you and this experience have on others?
- Did this experience inspire you to continue a commitment to serving others?
- What do the differences between your textbook and your experience in the community suggest about changes that may be needed in the policies that affect the individuals your partner organization serves?
- Did this experience differ from your initial expectations? Why or why not?
- How does your civic engagement experience and academic knowledge inform your understanding of systemic causes of the social, political, or civic issue on which you are focused?
<table>
<thead>
<tr>
<th>Civic Knowledge</th>
<th>Novice</th>
<th>Apprentice</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identifies knowledge (facts, theories, etc.) from an academic study/field/discipline that is relevant to civic engagement.</td>
<td>• Explains knowledge (facts, theories, etc.) from an academic study/field/discipline that is relevant to civic engagement.</td>
<td>• Articulates systemic causes for social issues using knowledge from an academic study/field/discipline to civic engagement and from one’s own participation in civic life, politics and government.</td>
<td>• Creates new meaning from an academic study/field/discipline about one’s own participation in civic life, politics and government.</td>
<td></td>
</tr>
<tr>
<td>• Identifies knowledge from one’s own participation in civic life, politics and government that it relevant to civic engagement</td>
<td>• Explains knowledge from one’s own participation in civic life, politics and government that it relevant to civic engagement</td>
<td>• Articulates how one’s frequent involvement in the community through direct service, projects or advocacy efforts addresses a civic problem.</td>
<td>• Creates sustainable involvement over time through direct service, projects or advocacy efforts.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Civic Skills</th>
<th>Novice</th>
<th>Apprentice</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identifies activities that positively impact the greater good with little or no mention of involvement in the community to address a civic problem.</td>
<td>• Explains how one’s occasional involvement in the community addresses a civic problem.</td>
<td>• Articulates how one’s ability to recruit others to effect change and use effective communication skills to increase civic awareness of a problem.</td>
<td>• Creates space in the community to systematically address underlying causes, not only surface symptoms, of a civic problem.</td>
<td></td>
</tr>
<tr>
<td>• Identifies a disposition to the world that advocates addressing civic problems when asked to do so by an external source or authority with limited evidence of personal investment in solving civic problems.</td>
<td>• Explains how one’s disposition advocates people taking social responsibility and civic engagement upon themselves to address a civic problem.</td>
<td>• Articulates the need for examining the role established systems and structures that reproduce patterns of injustice over time.</td>
<td>• Creates new ideas and becomes a catalyst for change.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Civic Values</th>
<th>Novice</th>
<th>Apprentice</th>
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<th>Distinguished</th>
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</thead>
<tbody>
<tr>
<td>• Identifies a disposition to the world that advocates addressing civic problems when asked to do so by an external source or authority with limited evidence of personal investment in solving civic problems.</td>
<td>• Explains how one’s disposition advocates people taking social responsibility and civic engagement upon themselves to address a civic problem.</td>
<td>• Articulates one’s personal values to make a difference in society and elaborates on the complexities of what it takes to do so.</td>
<td>• Creates a personal ethic that clearly aligns with civic actions and endorses the responsibilities of an active citizen in society.</td>
<td></td>
</tr>
<tr>
<td>• Explains how one takes individual action to address the problem.</td>
<td>• Explains that one wants to make a difference without elaborating on the complexities of what it takes to do so.</td>
<td>• Articulates the need for examining the role established systems and structures that reproduce patterns of injustice over time.</td>
<td>• Creates an optimistic yet realistic assessment of the personal impact one can have on civic problems and demonstrates a disposition to question and change established systems.</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Civic Motivation</th>
<th>Novice</th>
<th>Apprentice</th>
<th>Proficient</th>
<th>Distinguished</th>
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<tbody>
<tr>
<td>• Identify one’s commitment to undergraduate civic engagement experience but demonstrates no clear commitment to future action.</td>
<td>• Explains one’s commitment to civic engagement experiences now and in the future without a clear plan for how to implement said commitment.</td>
<td>• Articulates a clear plan for future civic engagement and demonstrates a commitment to service that is derived from personal experience and a desire to continue.</td>
<td>• Creates a clear plan for civic engagement having taken the initial steps in the implementation of this plan, for example an intentional choice of a major or career path to improve society or serve others.</td>
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<tr>
<td>• Creates a personal ethic that clearly aligns with civic actions and endorses the responsibilities of an active citizen in society.</td>
<td>• Creates a personal ethic that clearly aligns with civic actions and endorses the responsibilities of an active citizen in society.</td>
<td>• Creates a connection between one’s personal knowledge and skills and addressing civic problems.</td>
<td>• Creates an understanding of education as a privilege/opportunity that places an added responsibility to act on behalf of others.</td>
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</tr>
</tbody>
</table>
works cited


Colorado State Service-Learning Faculty Manual found at: http://teaching.colostate.edu/guides/servicelearning/


National Service-Learning Clearing House found at: http://www.servicelearning.org/


“How wonderful it is that nobody need wait a single moment before starting to improve the world.”

[ Anne Frank]