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SERVICE LEARNING

at CSUF

A Faculty Guide for Understanding and Applying Service-Learning Pedagogy

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INTRODUCTION

Thank you for taking the time to read this document. As someone with an interest in Service Learning, whether you are just starting to find out about the pedagogy, or you have taught many classes using it, we are happy you are here! This document is intended to give you all of the information you need to teach a successful service learning class at California State University, Fullerton. Acting as a "hub" for information and resources, this guide supports faculty in understanding service-learning pedagogy and course design, from initial inquiries through implementation and delivery. Service Learning is identified as one of the High-Impact Practices that our strategic plan requires all students to engage in prior to graduation.



DEFINING AND CONCEPTUALIZING **SERVICE LEARNING**

Before you begin reading this document, we highly recommend that you watch our "Introduction to Service Learning" video which provides a foundational understanding of the pedagogy. You can find the video here:

Introduction to Service Learning Video

Service Learning is a form of experiential learning that leverages student involvement in the community through service as a platform through which to contextualize academic learning, integrate social themes and create space for personal, professional and philosophical development.

In conceptualizing service learning, it is useful to understand its theoretical origins. Jacoby (2015) provides a fantastic summary of the history of service-learning pedagogy here:
Service Learning Essentials: Questions, Answers and Lessons Learned (Jacoby 2015) p. 5-10

Essential Elements of Service Learning

Service Learning is comprised of the following elements:

- Relevant and meaningful service with the community (as “text”)
- Enhanced Academic Learning
- Purposeful Civic Learning
- Evaluation of Learning Goals through Reflection

These elements will be explored more deeply, along with how they are put into practice, later in this document. Howard (2001) provides more detail on these elements here:

Michigan Journal of Community Service Learning: Service-Learning Course Design Workbook (Howard 2001) p. 12

It is important to note, though it is not explicitly stated as an element, that defined intent/purpose to place learning in a broader social context and to inspire critical thought on the implications is also pivotal to successful service learning. This sentiment resonates throughout the other elements. This will also be explored more deeply later in this document.

The California State University, Chancellor’s Office, Center for Community Engagement (COCCE), in partnership with a working group of faculty and consultants from across the CSU and academia, developed the Community-Engaged Learning (CEL) Taxonomy to describe the primary dimensions of service-learning courses. The taxonomy can be used to assess (or develop) a course, and to determine whether it can be appropriately defined and designated as a service-learning course in the CSU.

CSU-CEL Taxonomy: Classifying a Student-Centered Approach to Community-Engaged Learning Courses

Forms of Service Learning

Britt (2012) differentiates forms that service learning can take and how these forms influence interpretation and actualization of the components. There forms are:

- Skill-set practice and reflexivity
- Civic values and critical citizenship
- Social justice activism

Which type of service learning is employed is informed by the intent and purpose of the course. Practitioners may pursue one, two or all of these forms in developing a course, though recommendations about when different forms might be used are provided later in this document. Identifying which type of service learning you are implementing will help you to conceptualize learning goals, develop assignments and communicate with colleagues engaging in service learning. The full article can be found here:

Why We Use Service Learning: A Report Outlining a Typology of Three Approaches to This Form of Communication Pedagogy (Britt 2012)

Combining Service Learning Elements and Forms

A useful tool, developed by Dr. Saul Tobias (CSUF, Liberal Studies) maps Britt's typology onto the CSU CEL Taxonomy and provides working examples where forms and elements intersect:

ARTICULATING THE CSU-CEL TAXONOMY WITH TYPES OF SERVICE LEARNING

Intent and Purpose

Though Service Learning has defined components, it is not defined merely by their presence (and is certainly not merely the combination of service and learning). Critically, it is the intent behind the teaching and the purpose of such a course. Through Service Learning, we invite students to consider themselves and their studies in the social-cultural-economic-environmental-evolutionary-philosophical context in which we exist; to explore the implications, connections and outcomes while inspiring them to action in well-considered ways. From this flows the purpose to equip students with the knowledge, critical reasoning skills, understanding and motivation to be positive and effective agents of change in the manner they feel they should. It asks students to explore themselves, and the subject of study, in relation to society; to examine implications, progress, and problems; to evaluate existing, and imagine new, solutions; and to center pursuit of a more equitable society in their decision-making and actions. Creating and teaching a service-learning course requires this intentionality, focus on purpose, and commitment to integrating all the necessary dimensions to fully realize it, including active learning through service.

In counterpoint, courses may involve service that are not service-learning courses, such as courses that focus purely on vocational skills development or use service activities solely to illustrate academic points. Where students are not prompted to examine their own convictions, beliefs or views, in addition and in relation to the academic concepts and civic setting, a course is not appropriately defined as Service Learning. However, it could be considered part of the broader category of Community-Engaged Learning. In accordance with Chancellor's Office requirements, CSUF recognizes both of these learning types as course designations. Further information on how courses are designated can be found later in the **Service-Learning Administrative Requirements for Faculty** document.

Further Reading on Definitions

A list of alternative definitions for Service Learning you may find useful:

Introduction to Service Learning Toolkit: Definitions – a list of definitions for service learning from various sources

Service as Text: Making the Metaphor Meaningful (Varlotta 2000) – conceiving of Service Learning using interdisciplinary theory as a model for service integration.

SERVICE-LEARNING **BENEFITS AND CHALLENGES**

The decision to teach using service-learning pedagogy should be a personal one. The additional complexity inherent in teaching this way, and the personal connection that it requires faculty to make with their students and community, insist that it be implemented only by the willing and motivated. When properly implemented, service learning provides enormous benefits to students, community, faculty and institution alike.

Benefits

Aside from the potential service-learning holds for equipping and inspiring students as agents of social change, here are some of the motivators that may be encountered by service-learning practitioners.

For Students

- Improves student retention (Kuh, et al., 2005, 2007; Tinto, 2006; Astin, 1987, 1992)
- Improves student grades (Brail, 2016; Astin et al., 2000, Furco, 2007)
- Improves time to degree (Hart, 2017)
- Increases graduate competitiveness on the job market (Gonzales, 2017; Matthews, Dorfman & Wu, 2015)

For the Community Served

- Addresses community needs/builds capacity
- Provides opportunities for valuable student interactions
- Spreads community partner message/raises awareness
- Serves as a platform for research and builds interdisciplinary opportunities for collaborative research
- Collaborative findings can illuminate ways to better serve their communities and inform practices for greater impact and reach

For Faculty/University

- Aligns with campus/college/department goals for community engagement - HIPs
- Builds community relations and meaningful partnerships
- Attracts positive student feedback and outcomes
- Opportunities for community-based research and scholarship
- Provides avenues for funding opportunities (research grants, community development grants etc.)
- Integrates civic and professional life to foster positive change

Additional information concerning the benefits of service-learning can be found here:
Service Learning Essentials: Questions, Answers and Lessons Learned (Jacoby 2015) p. 11 – 13

Challenges

Before beginning, faculty should be aware that service learning requires a time investment. Be sure you are prepared to make this investment to avoid poor experiences for students and damaged relationships with community partners. Consider how much extra time you will need to spend on setting up and maintaining your course and whether you will be able to commit to this. It may be a relatively small amount of time once the course is set up, or it could require an ongoing investment of your time, for example, if you are engaged in a more programmatic approach to service.

Some other challenges that you may face:

- Additional time commitment, work and effort required of faculty.
- Dealing with student schedules and coordinating service with community partners.
- Unexpected challenges (e.g. changes in partners, pandemics, student responses and reactions).
- Setting and maintaining expectations for students.
- Managing and ensuring all participants have accurate perceptions of one another and engage respectfully.

Communication is key to managing and getting ahead of any problems. Keep open lines of communication with your community partners and students and communicate frequently to minimize surprises. Further information on how to avoid pitfalls, particular in student perceptions of those they serve, will be provided later in this document.

SERVICE-LEARNING COURSE CONSTRUCTION

Getting Started

How you begin to develop your service course depends partially on where you already are and what motivated you in the first place. Analyzing this helps to determine the best way to begin. Typically, faculty find themselves in one, or a combination of both, of the following positions:

- Already have a service setting or topic in mind (a particular partner organization they would like to work with and/or a type of service activity) and they have ideas how they will integrate it into their class.
- Conviction that course material should and/or could be conveyed more effectively if articulated with service, and have begun to consider what this would look like, but do not have any specific partnerships yet.

Those faculty with a particular service opportunity or partnership in mind may begin to craft goals based on their existing knowledge of what their students will experience, though they should be prepared to adjust and reconfigure these goals as they communicate with their partners. Those who have yet to find partners, or do not yet know what service their students will engage in, might start by considering how a service experience could enhance their students' academic learning and integrate broader civic themes. From here, they may begin to develop criteria for the service experience their students would need to meet these goals. These criteria may be broad and allow a wide range of relevant experiences or narrow requiring a very particular type of service experience. This will be expanded upon in the following sections.

In both cases, the service experience should inform the learning goals and vice versa. This requires a series of iterative "passes" whereby goals and service are proposed and adjusted as they become more concrete.

Pass 1	depends on the starting point identified above, but should consist of developing academic and civic learning goals and service criteria (idealized or based on what is already known).
Pass 2	should happen after you have approached a community partner and have a clear idea of the service your students will be undertaking, adjusting academic and civic learning goals according to actual criteria of the service.
Pass 3	should happen in discussion with your community partner(s). This provides an opportunity to make final adjustments, ensure everyone agrees, and that all parties understand their roles, responsibilities and what is to happen.

To understand more about developing learning goals and service experiences, let's examine the service learning components in more detail. We will introduce tools and resources as we go.



A student serves by promoting a blood drive for the American Red Cross

Enhanced Academic Learning

The Michigan Journal of Community Service Learning: Service-Learning Course Design Workbook provides foundational information and guidance in developing or augmenting academic learning goals to generate knowledge through service. Essentially, the goal is to leverage the experiential components of the course to improve student knowledge and comprehension by providing a real-time platform to practice and refine thinking and actions while receiving authentic feedback. It also provides opportunities to go beyond book examples and explore "what came up" during the service experience for analysis through academic topics. Howard provides additional information and a series of worksheets for developing academic learning goals:

Michigan Journal of Community Service Learning: Service-Learning Course Design Workbook (Howard 2001) p. 25 – 36

Purposeful Civic Learning

Purposeful civic learning might be characterized as the "social awareness and action orientation" component of a service learning course. It is the deliberate attempt to integrate civic considerations into otherwise academic course content and inspire action. This element of service learning has, historically, been difficult to conceptualize. Often it has been conflated with academic learning or overlooked entirely. This has resulted in claims that a "watering down" of service learning in practice and a move away from the original purpose of the pedagogy to integrate social considerations and dynamics into course content has occurred. This has prompted attempts to provide more concrete definitions. Among these attempts is that provided by Howard (2001) in the Michigan Journal of Community Service Learning: Service-Learning Course Design Workbook, who interpreted civic learning as "knowledge, skills, and values that make an explicitly direct and purposeful contribution to the preparation of students for active civic participation…, but also aspiring to and realizing concrete contributions to one's local community and beyond."

Further information and tools are also provided that you may find useful:
Michigan Journal of Community Service Learning: Service-Learning Course Design Workbook (Howard 2001) p. 37 – 54

Although Howard does provide some clarity on what constitutes civic learning, it does not provide a framework from which to construct civic learning within our courses. To that end, Dr. Saul Tobias provides a series of defined "tiers" that scaffold progressively more complex civic learning. These tiers are:

1. **Foundational Civic Learning**
   which aims to move students beyond their own perspective and experience, broadening their understanding of their social, cultural, and political context and their role as citizens and community members.

2. **Critical Civic Learning**
   which builds on Foundational Civic learning by going further than expanding a student's knowledge and widening their perspectives. It also involves the student in a robust discussion of civic issues by exploring the causes of social, economic, political, or environmental conditions; debating relevant questions of personal and interpersonal ethics, justice, and responsibility; and considering possible solutions from a multi-perspectival and holistic point of view.

3. **Engaged Civic Learning**
   builds on the previous two levels to foster civic action and participation in a well-informed and ethically responsible manner by building practical, problem-solving, interpersonal, decision-making and leadership skills.

The full document can be found here: **Conceptualizing Civic Learning**

An important takeaway here; though enhanced academic learning and purposeful civic learning are conceived of separately, they should be taught seamlessly and conceptualized as inextricably linked.



A student engages with community members learning English as a second language with Project SHINE.

Relevant and meaningful service with the community

There are many important considerations when deciding on a community partner to work with. It is most important that we position the needs of the community (and the partner organization's ability to address them) as an equal or higher priority relative to the educational needs of our students. Community partners should be co-educators with equal voices in the service performed and how they are represented to, and understood by, students. The following documents offer useful insights to guide you in understanding, developing and sustaining partnerships with community organizations and help you to define the best approach to take for your class.

- Michigan Journal of Community Service Learning: Service-Learning Course Design Workbook (Howard 2001) p. 22-24
- Community Agency Voice and Benefit in Service-Learning (Miron & Moely, 2006)
- Different Worlds and Common Ground: Community Partner Perspectives on Campus- Community Partnerships (Sandy & Holland, 2006)

Service Form

Consideration should be given to the form that the service will take as this will impact your teaching, curriculum and assignments. Service has typically taken one of the following forms:

- Direct – students have face-to-face interaction with the client population.
- Nondirect – occurs at community site but students do not directly interact with the population served.
- Indirect – students are physically distant from the population served and/or the service is of generalized benefit to a population being served.
- Community-based research – collaborative research projects that address community - identified questions or issues.

Jacoby provides further details of each of these forms:

Service Learning Essentials: Questions, Answers and Lessons Learned (Jacoby 2015) p. 21

Additional Factors to Consider

Factors you should consider when determining partners/service opportunities are:

Class Size

As the size of a class increases so does the likelihood that there will be students who need different accommodations to be able to engage in a service experience. You may need to add additional service experiences with additional partners, additional service time slots and/or additional locations to accommodate these differential needs.

Transportation/Locations

faculty cannot coordinate travel for students where they are expected to transport themselves. However, they can provide locations, directions and the means for their students to coordinate transportation among themselves. When considering service locations, remember that travel time and expense plays a factor and the further students need to travel to engage in service, the more burdensome and exclusive this becomes. Consider service that can be conducted close to campus or offer a variety of options in numerous locations. Always be prepared to work with students who face challenges getting to a service site.

Number of different service opportunities

consider the number of service opportunities you will need to ensure all of your students can participate. The more students you have the more opportunities you will need that work with your students' locations and availability.

Number of hours

UPS 411.600 limits service learning activities to "one-third of the course work and grade." This is widely understood to be 40 hours (equivalent to one unit for a three-unit course). The number of hours you assign should closely consider how much utility it provides to the community organization (particularly if there is a training period involved), the complexity of the service and the number of weeks it is to be spread across. Also important is ensuring that students will have enough exposure during their service such that they can effectively reflect on their actions and interactions.

Schedule

students have busy schedules. The more students you have, the more diverse their schedules will be. Consider how you can provide an array of times or develop a flexible approach to service in a way that does not hinder your partners.

Alternative assignments and service options

Although we do not encourage alternative assignments, there are occasions when circumstances demand them – for example, a student with changing work or familial obligations. To manage these circumstances, consider appropriate alternative assignments to make up for hours and consult CICE for alternative placements (e.g. on-campus service or other service opportunities partners close to campus or a student's home).

Virtual Settings

After a global pandemic, experiential learning in a virtual setting has become increasingly popular. There are obvious benefits to the virtual format - no student transportation necessary, flexibility on timing, not impacted by weather or on the ground conditions, circumvent many risk concerns, but also limitations - many services cannot be provided virtually, students are not immersed in the community environment, interactions are more awkward, the raising of digital technology equity among students. It is worth considering whether such a format would be a fit for your course and leveraging it when appropriate. You may also consider virtual alternative assignments if you believe students will need them or plans might change.

If you would like to consult with CICE on any or all of these factors you are welcome to schedule an appointment.

Developing New Partnerships

Understanding Community Partnerships

In recent years, much attention has been given to campus-community partnerships and the impact these collaborations have on staff at these organizations, students engaged in service and community members served. There are many stories of transformational experiences where communities and students alike benefitted and developed greater understanding of one another. However, there is also potential for harm, including student perception of their service as "charity", student learning coming at the detriment of services to the community and partner organization staff being overburdened with coordinating work. Furthermore, there is potential for faculty to underestimate their position of power in their relation with community partners and privilege their views and ideas about how a community is best served. Where there is potential for this to occur, even inadvertently and with the best intentions, faculty must be self-aware and ensure that space is provided for input from all stakeholders while refraining from unilaterally imposing their ideas. Using an asset-based approach, faculty can help community organizations and communities leverage their strengths to affect positive change. Whether you are working exclusively with one or a select few organizations, or you have students at a wide array of service placements, being careful to consider all stakeholders and avoid misperceptions is critically important.

Yee and Cheri (2019) developed the Sustainable-Holistic-Interconnected-Partnership (SHIP) model which provides a robust conceptual approach to developing reciprocal partnerships that not only maximizes positive impact, but mitigates against negative outcomes. The diagram in Figure 1 below illustrates the various elements of partnership development and the cycles through which partners move in order to ensure reciprocity. Important to note is that the "Ring of Action", which most service learning practitioners will identify as familiar steps in the partnership development process, is complimented by the "Relational Ring" which emphasizes the need to build a foundation of understanding and trust with partners.



Garden restoration with Fullerton Arboretum provides a service opportunity for Anthropology students.



Figure 1. The *Sustainable-Holistic-Interconnected Partnership (SHIP) Model (Yee, Cheri 2019)*

Further insights can be gained from the full article:

[Theorizing a Sustainable-Holistic-Interconnected-Partnership Development Model with Feminist, Activist Lenses: Best Practices from a Community-University Service-Learning Partnership in Asian American Studies AAPI Nexus: Policy, Practice and Community: 2018-2019, Vol. 16, No. 1-2, pp. 64-84 (Yee, Cheri 2019).]

Initial Search Criteria

Whether you are already working with a partner, or you have yet to identify one, having criteria for your service the following worksheet may be useful to you in developing initial criteria that will link service activities to your academic and civic learning goals. You may download a copy of the worksheet below:

Service-Learning Experience Criteria – Initial Development

The criteria you identify on this worksheet can act as a guide as you consider different partners and service activities. They should not be used to dictate the form that the service activity must take and should be adjusted as you proceed through the iterative "passes" outlined above to ensure that addressing community needs remains the central concern and outcome.

Making Connections

CICE offers the following services to faculty seeking connections with community partners:

- CalStateS4 Partner Search (**https://app.calstates4.com/fullerton/program-sites**)
- Use this to search for, and reach out to, potential community partner organizations. This should NOT be shared with students and is offered only as means for faculty to identify and reach out to potential partner organizations.
- Consultation with CICE (**https://app.calstates4.com/fullerton/slconsultation**)
- Schedule an appointment to discuss any aspect of your community partnerships, whether that is finding new partners, registering an organization you are working with, or just looking for advice on how best to approach service.
- Meeting with prospective partners – CICE staff are happy to accompany you to meet with potential community partners and explain the registration aspects of the process so you don't have to. Just contact us at **cice@fullerton.edu** when you are ready to meet with a partner and we will connect with you to schedule.

Formalizing the Partnership

Once you have identified your community partners and confirmed that appropriate service opportunities are available you should move on to formalizing the partnerships. The following downloadable worksheet will assist you in concretizing and documenting your partnership and service parameters. This can be completed in collaboration with your community partners to ensure you are in full agreement about parameters and obligations and have identical expectations.

Service-Learning Course Planning Checklist for Faculty

Once completed, share a copy of the worksheet with your partners for their reference and for their use in completing the experiential learning registration and approval process explained later in the Risk Management and Campus Processes section.

Per campus policy and system-wide risk management, all partner sites that host CSUF students for experiential learning activities must be registered, have a current, registered and approved service opportunity and a signed Learning Activity Placement Agreement on file. CICE manages this entire process and it is triggered as faculty complete the administrative requirements detailed in the **Service-Learning Administrative Requirements for Faculty** document. Following the steps in this document, you will provide a brief description of the service opportunity that your students will engage in. Your partner site(s) will then be asked to register into our system for approval. They should use the information you already determined on the **Service-Learning Course Planning Checklist for Faculty** as a guide when completing the registration.

Best practices for setting up service experiences

The following are a list of considerations to keep in mind as you identify and work with partners to develop service experiences.

- **Start slow, small and simple** – Long-standing community partnerships are scaffolded over time and built on a foundation of trust, respect and mutual understanding. Be clear about what you need, ask partners what they have the capacity to provide, and limit your expectations to this. Use the **Service- Learning Course Planning Checklist for Faculty** to define expectations.
- **Specificity of topic correlates with specificity of service and topics/concepts taught** – If you are teaching a very general course introducing students to broad topics and basic theory (e.g. Sociology 101), the service and setting need not be very specific and students may be able to choose from a wide array of opportunities. Generally, as the course topics become more specific, so must the service to ensure that the academic concepts and theory in the course are relevant and relatable to the experiences that students are having during the service.
- **Choose organizations whose mission matters to you** – sustaining partnerships is always easier when you are personally invested in the outcomes and this work your service to the community as well.
- **Ask yourself if there is balance between the partner's needs and the student's educational needs** - If the latter is coming at the expense of the former, adjustments are necessary. Try adjust the various factors to ameliorate this. For example, if the problem is time spent training required vs. amount of service hours committed, could you do group training during class time via Zoom? Is there an alternative project available that would be less burdensome to coordinate for your partner organization? Crucially, it is best not to force things. If you cannot configure the service with a partner without creating a community service deficit it is better to forgo the service opportunity altogether and seek alternatives.
- **Try, try again** – it is easy to become disheartened when partnerships do not work out. Remember there are many organizations out there that could benefit enormously from your partnership and your students service. Although now may not be right time to partner with an organization that you really wanted to, perhaps the opportunity will arise in the future.
- **Get ahead** - If you are teaching in the Fall, and you will not be in contract/working over the Summer, have your service opportunities scheduled before the end of the Spring semester. Set up and approval takes time. Beginning this a week before the Fall semester begins often results in massive stress for all involved. Doing the work well in advance will help everyone involved and honor partnerships.

Reflection and Grading

Overview and Conceptualization

Reflection is pivotal to service-learning. Providing students with opportunities to reflect on their service creates the conditions necessary for students to learn course content while also considering its civic and social context; understand their own position and those of others; and challenge assumptions that lead to inequitable outcomes. The following brief reading provides greater detail on reflection's purpose and form while providing some guiding principles for developing and integrating reflection assignments and activities:

Michigan Journal of Community Service Learning: Service-Learning Course Design Workbook (Howard 2001) p. 20-21

*Reflection Models**

The following links detail different, but often complimentary, conceptual models of reflection:

- **Reflective model according to Brookfield**
- **Reflective model according to Gibbs**
- **Reflective model according to Kolb**
- **Reflective model according to Rolfe et al.**

*Referenced from **https://www.nicole-brown.co.uk/teaching-and-reflective-practice/**

You may also find it useful to read Kolb's 1984 paper describing the experiential learning process as it provides a theoretical framework through which reflection can be understood and positioned:

Experiential Learning: Experience as the Source of Learning and Development (Kolb 1984)

Service as Text

Borrowing from multi-, cross- and interdisciplinary theory, Varlotta (2000) explains how considering "service as text" positions it as a source of learning for students alongside traditional texts. Service can be used to analyze theory and vice-versa providing a conceptual basis from which to develop reflection assignments where these texts can be compared and critiqued against one another. At 8 pages, this is well worth reading in full to establish a robust conception of service in relation to traditional texts that can inform reflection assignment development as a form of intertextual analysis and perspective- broadening endeavor.

Service as Text: Making the Metaphor Meaningful (Varlotta 2000)

Creating Reflection Assignments

Before creating reflection assignments, we must have a clear conception of the service that your students will be engaged in and formulated learning goals for the course. Consider how the concepts and theories you will teach in your class will be expanded on, augmented and challenged by the service as a text, then structure your assignments such that they provide space to consider this. Will service critique traditional text, the opposite, or both? Refer back to **Conceptualizing Civic Learning** to understand which level or levels of learning you are attempting to provide space for students to explore. Structure assignments such that students can demonstrate their reasoning, ensuring that this can be measured against a rubric to facilitate grading. The following resource from the Northwest Service Academy provides a wealth of guidance and examples that can help faculty begin developing reflection assignments:

Northwest Service Academy Reflection Tool Kit

Grading Reflection Assignments

When developing reflection assignments, it is important that academic rigor is not sacrificed. To this end, assignments must be designed such that student submissions can be effectively graded against established learning goals. Some goals that could be measured through reflection assignments include:

- Self-awareness
- Critical thought and analysis
- Reasoning
- Empathetic growth and understanding
- Collective approaches to problem solving
- Identification and critique key concepts
- Articulation and comparison of different or competing theoretical viewpoints



A student serving with the Jumpstart AmeriCorps program reads to a child.

Rubrics

Grading rubrics are an extremely valuable tool in establishing defined and equitable evaluations. As in many education settings, Bloom's Taxonomy is commonly used as a starting point in developing rubrics such that they encourage progressively more sophisticated reflection assignment responses:
https://www.eiu.edu/learninggoals/pdfs/Blooms%20Revised%20Taxonomy.pdf

General example of a service-learning rubric can be found here:
https://www.unlv.edu/sites/default/files/page_files/27/ServiceLearning-SampleRubrics.pdf
https://jcu.edu/sites/default/files/2020-07/BradleysGuidelinesforAssessingReflection.pdf

The following rubric, provided by Washington State University, can be used to evaluate critical thought:
https://www.eiu.edu/learninggoals/pdfs/KansasStUni-CriticalThinkingRubric.pdf

Additional critical thinking information has been compiled by East Illinois University here:
https://www.eiu.edu/learninggoals/thinking.php

The American Association of Colleges & Universities (AAC&U) provides this rubric to evaluate problem solving (which could be expanded on to consider collaborative approaches) can be found here: https://oira.unc.edu/wp-content/uploads/sites/297/2017/07/AACU_PS_ValueRubric.pdf

Faculty may also want to consider ways of combining course assessment, both in terms of student learning and community impact, with the grading of reflection assignments. The following article offers a model:
https://quod.lib.umich.edu/cgi/p/pod/dod-idx/integrating-reflection-and-assessment-to-capture-and-improve.pdf?c=mjcsl;idno=3239521.0011.204;format=pdf

Overview and Conceptualization

Consider a Demonstration Assignment

Your students may never have engaged in reflection before and may need some time to develop competency in applying reasoning and critical thought in this manner. Consider the inclusion of an initial assignment with clear expectations that helps students understand expectations

Teaching students "how to think", not "what to think."

Reflection assignments provide students with the opportunity to consider the information they have gathered through classroom and service experiences. Provide space for students to explore and recognize growth even where conclusions may be inaccurate. Leverage responses in a Socratic fashion to pose new questions that encourage students to keep re-evaluating their positions and uncover preconceptions that lead to inaccuracies.

Promote a Problem-Solving Mindset

A perennial reflection prompt that inspires and empowers students to take ownership of change is "What would it take for your service site to no longer be needed?" Consider adding prompts that push students to assume the role of change agent.

Involve community partners in prompt generation

Partners should play a role in what students learn as this is critical to both advancing their mission and avoiding detrimental conceptions of the populations they serve. Work with your partners to create reflections that promote an accurate understanding of the populations served and topics addressed and are conducive to the generation of equitable solutions.

Share you Rubrics

This is not giving away the answers! Sharing the rubric with students allows them to see what is expected of them in order to gain a good grade. Transparency about expectations allows students to do the work they must in order to perform well.

Service-Learning Syllabus: Components and Documentation

The following is a list of components that should be added to any service learning course syllabus (adapted from *The Journal of Effective Teaching, Vol. 9, No. 3, 2009, 70-76, A Labor of Love: Constructing a Service-Learning Syllabus Sharon M. Ballard, Barry Elmore)*:

- A statement positioning service-learning as an expressed goal.
- A clear description of how service-learning will be measured.
- A description of service-learning placements and/or projects.
- Student responsibilities (e.g., # of hours; timeline; due dates; travel and transportation).
- Course assignments that link the service and course content.
- A description of the reflective process and assignments (e.g., journals, discussion, presentations).

You should also schedule time in your syllabus to prepare students to learn from service. Differentiate the service reflection approach from different forms of learning they have engaged in before, and emphasize the didactic and reasoning elements that they will be expected to engage in. This is also where the "interdisciplinary approach", described by Varlotta (2000) can help students understand how the different forms of learning interconnect.

An extensive list of example syllabi from across many disciplines is provide by Campus Compact here:
https://compact.org/resource-type/syllabi/

A general guide for students to find service opportunities (no matter the approach you take to partnerships) and how student can complete the CICE Registration can be found here:
http://www.fullerton.edu/cice/sl-instructions

If you will have students contact sites offering specific service opportunities, make sure to provide a list of sites to them. The list should include:

- Name of organization(s)
- Contact Person Name
- Description of the service opportunity
- How to reach the contact person/apply for service opportunities

RISK MANAGEMENT AND **CAMPUS PROCESSES**

The following documents explain campus policy, risk management and administrative requirements for service learning that faculty are obliged to follow. Please review them carefully to understand these requirements and plan time to ensure that you can complete the required administrative duties.

- **CSU Chancellor's Executive Order 1064**
- **CSUF University Policy Statement 411.600**
- **Risk Management in Experiential Learning at CSUF**
- **Service-Learning Administrative Requirements for Faculty**

RESOURCES AND **SUPPORT**

- Suggested Service Learning Implementation Timeline: **Service-Learning Course Development Timeline**
- Community Partner Search Tool (CalStateS4): **https://app.calstates4.com/fullerton/program-sites**
- CICE Service-Learning Faculty Web Page: **http://www.fullerton.edu/cice/service-learning/faculty**
- Consultations: **https://app.calstates4.com/fullerton/slconsultation**
- Journals: **https://docs.google.com/spreadsheets/d/1FMKlXynsKph1Qs_lQ-Injf8qyqmF2nz0Ad1cSb1x8IE/edit?gid=0#gid=0**
- CICE Contacts: **http://www.fullerton.edu/cice/about**
- Free hardcopy texts available upon request:
    - *Service-Learning Essentials* (Jacoby 2015)
    - *Learning through Service* (Cress, Collier, Reitenauer and Associates 2013)