



# Faculty Handbook



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# Table of Contents

- Preface ..... 3
- Introduction ..... 4
  - Service learning is ..... 4
  - Service learning is not ..... 4
  - Benefits of Service learning ..... 4
- Service Learning course development..... 5
  - Before the course..... 5
    - Identify a community need ..... 5
    - Form a community partnership ..... 5
    - Community partner submission..... 6
    - Establishing and assessing learner outcomes ..... 6
    - Service Learning course designation..... 6
  - Elements of the Service Learning course ..... 8
  - After the course ..... 9
    - Assess, evaluate, and disseminate ..... 9
- Helpful forms and worksheets..... 10
  - Faculty Course Development Worksheet ..... 10
  - Redesigning a course syllabus to include service learning ..... 16
  - SLICE Committee Rubric for Service Learning Course Designation ..... 17
  - Service Learning Student Contract ..... 18
  - Northwestern Oklahoma State University Service Learning Time Log ..... 20
  - Helpful reflection questions..... 21

## Preface

The purpose of this handbook is to provide information and tools to help faculty incorporate Service Learning within existing courses or create a new Service Learning course. It also provides academic advisors, department chairs and others in the academic community with an introduction to service learning so they can support faculty efforts. As you read through this Handbook, you will see the SLICE office can provide:

- General course development assistance
- Service learning resources
- Connection with community agencies
- Service learning training
- Assistance with designing reflection
- Information on assessment and evaluation
- Collaboration with other campus departments

I look forward to exploring with you the many possibilities that Service Learning can offer our students, the University, and the surrounding community.

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## Introduction

### Service Learning is

- A structured learning experience that combines community service with explicit learning objectives, preparation, and reflection.
- Students involved in service learning are expected not only to provide community service but also to learn about the context in which the service is provided, the connection between the service and their academic coursework, and their role as citizens.

### Service Learning is not

- **Volunteerism and Community Service:**

Is not service learning because the primary emphasis is on the service being provided and places less emphasis on learning opportunities for the student. The primary intended beneficiary is clearly the service recipient.

- **Internships and Field Education:**

Is not service learning because they engage students in service activities primarily for the purpose of providing students with hands-on experiences that enhance their learning or understanding of issues relevant to that particular area. This has less focus on intentional service to the community resulting in the students being the main beneficiaries.

## Benefits of Service Learning

### Student benefits

- Makes learning more useful and relevant
- Heightens awareness about community needs
- Provides real-life application of what students are learning in the classroom
- Strengthens analytical and critical thinking skills

### Community benefits

- Helps meet unmet community needs.
- Helps establish access and connections to other resources available at the university.
- Provides an opportunity for the community to shape students' values and prepare students for community involvement after college.

### University benefits

- Helps establish connections for other university programs.
- Supplements the educational experience being provided by the university.
- Allows the university to give back to the community through its students, faculty and staff.

## Service Learning Course Development

### Before the course

#### Identify a Community Need

When developing a Service Learning course it is very important that you get to know your community. What are the nuances, culture and traditions in our community? Find a way to help address a concern or unmet public need in a way that relates to what your course is teaching. Below is a list of resources that are available to you to help you get in touch with needs in the community:

- Town meetings
- School board meetings
- K-12 activities
- SLICE database
- Religious and spiritual events
- Local clubs or interest groups
- Chamber of Commerce

#### Form a Community Partnership

Once you have identified a need the next step is to form a partnership. The SLICE office has a database of community organizations that may have the same objectives as your Service Learning course. You will also find various community organizations when you are identifying your need. With service learning, you are not just placing the students at a site to do random work for the organization. By forming a partnership, the instructor works with the organization to meet the objectives of the course. The organization benefits from the service objectives and the student benefits from the learning objectives. A few key principles of good community partnerships are:

- The instructor and the community organization must have agreed upon mission, values, goals, measurable outcomes, and accountability for the partnership.
- The relationship between partners is characterized by mutual trust, respect, genuineness, and commitment.
- The partnership builds upon identified strengths and assets, but also works to address needs and increase capacity of all partners.
- Partners make clear and open communication an ongoing priority by striving to understand each other's needs and self-interests, and developing a common language.
- Principles and processes for the partnership are established with the input and agreement of all partners, especially for decision-making and conflict resolution.
- There is feedback among all stakeholders in the partnership, with the goal of continually improving the partnership and its outcomes.
- Partners share the benefits of the partnership's accomplishments.

### Community Partner Submission

Community partners are required to fill out a community partner submission form on the NWOSU website ([www.nwosu.edu/service-learning](http://www.nwosu.edu/service-learning)). NWOSU has a responsibility to track partners to make sure their values are in line with University values and policies. This helps us to maintain the database of community organizations, to assist Instructors in forming partnerships, and promote collaborations with student organizations. Once the form is submitted the SLICE Committee will look over the partnership, and approve it or deny it. If approved, the partnership will be listed as an official partner in the SLICE database.

### Establishing and Assessing Learner Outcomes

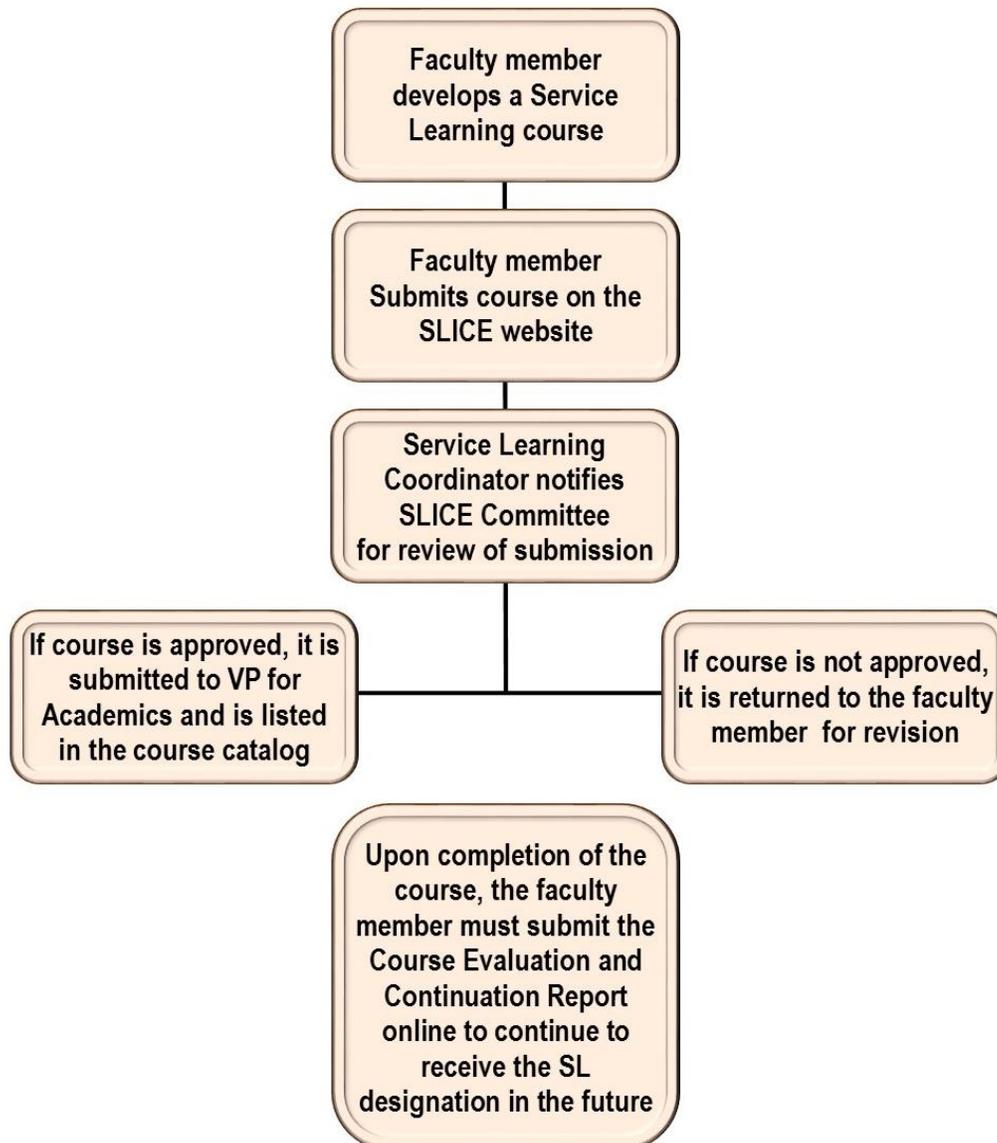
- **Learning objectives:** Review competencies for your discipline or profession and any competencies that your department or degree program has established. This will provide guidance on what decision you make related to learner outcomes and competencies. A best practice is to identify what the student must learn from completing the service task.
- **Service objectives:** Engage community partners in discussions about their expectations of student learning outcomes. As part of this collaborative process, it is equally important to share information with community partners about the educational requirements expected of students. This discussion will create an excellent foundation for identifying student activities that build upon the interest of the community and the requirements of the institution.
- **Develop an assessment of learning:** Measuring student learning outcomes can take many approaches. For example, you may measure student success in achieving identified outcomes through written-papers, completion of tests, formal and informal feedback, reflection journals, and discussions, successful completion of a specified product, focus groups, interviews, and observations. It is important that students and community partners are a part of the assessment process. For example, community partners can complete a pre- and post-student assessment form that measures the students' participation at the community site. Students may also complete a self-assessment of their participation in the class and community site. A series of useful handouts are available in this Handbook that provides examples of student measurement.

### Service Learning Course Designation

Each faculty member has a choice as to which pedagogies are employed in his or her classroom. Why then is it necessary to formally designate the use of service learning pedagogy? Service learning is an innovative pedagogy and a dynamic tool for teaching and learning. When structured correctly, it is not merely community service and it will greatly impact student learning. However, when service learning is not structured correctly, it is not a viable academic experience and can risk doing harm to the community. Our mission at NWOSU is to have consistency in the development and implementation of service learning curricula.

## Designation Procedure

When submitting your course at [www.nwsu.edu/forms/service-learning-course-approval](http://www.nwsu.edu/forms/service-learning-course-approval) use the SLICE Committee Rubric for Service Learning Course Designation form located on page 17 of this handbook as a guide. The rubric is what committee members will use to approve or deny your course, it is a valuable tool for you to utilize. Courses that wish to continue receiving the SL designation must submit the Course Evaluation and Continuation Report at the end of each semester the course is offered. [www.nwsu.edu/forms/service-learning-course-follow-up](http://www.nwsu.edu/forms/service-learning-course-follow-up)



Courses submitted by the **deadline of January 31<sup>st</sup>**, will be considered for Service Learning designation, in the course catalog for the upcoming school year.

## During the Course

### Elements of the Service Learning Course

**Preparation** – consists of the learning activities that take place prior to the service itself. During this period, students should be introduced to the concept of service learning. Students also learn what is expected of them as well as what they can expect from the service activity/project. Preparation activities typically include identifying the problem to be addressed, selecting and planning the project, and training and orientation.

**Action** - is the service itself. The service must be meaningful, have academic integrity, provide for student ownership, have adequate supervision, and be developmentally appropriate.

Service may be direct, indirect, or civic

- Direct service refers to one's personal involvement in the service activity, such as tutoring, tax preparation, or a neighborhood clean-up project.
- Indirect service involves directing resources to a problem, for example, a food drive or a walk a thon.
- Civic service refers to efforts to promote change, such as lobbying, advocacy, or a letter writing campaign.

**Reflection** - Reflection is what distinguishes service learning from other forms of experiential education, such as internships and practicum programs. Reflection links the community service experience with course materials, such as readings and lectures. Reflection enables students to critically analyze and learn from their service experience. Ideally, reflection should take place before, during and after the service. During post-service reflection, accomplishments can be documented and acknowledged. Examples of reflection are:

- Journaling
- Group discussion
- Individual and group presentations, including audio or visual presentations
- Directed writings
- Research papers
- Online discussions
- Service learning portfolios
- Service Logs
- Personal narratives

**Celebration** - Students should know their school and community recognizes and appreciates their efforts. Students need to understand that their efforts matter and they make a difference. Celebration ties in nicely with final reflection, too. Celebration is a fun way for students to think about how they worked with each other and to commend each other on their accomplishments, skills, education, and experiences.

## After the Course

### Assess, Evaluate, and Disseminate

At the end of a service learning course faculty members should seek feedback from students and community partners about the course. Here are some guidelines to help you assess, evaluate and disseminate your Service Learning course:

- Use reflection assignments to assess student learning and evaluation performance.
- Evaluate analytical skills, communication skills, critical thinking skills, and judgment from students' reflection papers and presentations. Grading rubrics are useful to clarify your expectations.
- Create individual or group assignments that require students to integrate the course content and the service experience.
- Although points may be provided for successfully completing the service contract and obtaining supervisor evaluation, the grade should be based upon rigorous assessment of student learning and skill application.
- Use the evaluations to plan and refine your next Service Learning course.
- Share assessment results with community partners, peers, and the SLICE Office.
- **Complete the Evaluation and Continuation Report on the SLICE website to retain your Service Learning designation at the end of every course offering.**

# Helpful Forms and Worksheets

## Faculty Course Development Worksheet

### Step 1: Reflect and Gather Resources

The needs of the community are:

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Ideas for service learning projects are:

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The learning goals for my students are:

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### Step 2: Seek Consultation & Training

Ways that the Service Learning Coordinator is assisting me:

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Professional development opportunities (such as workshops and conferences) that I can attend that would be beneficial to the development of my course:

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### Step 3: Explore Partnerships with Community (see SLICE website for partners)

List all appropriate community organizations for your course:

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**Step 4: Design or Redesign the Course**

My learning objectives for this Service learning course are as follows:

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The knowledge/skills my students (and I) must have prior to beginning the project:

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The project scope:

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**Step 5: Develop a Syllabus**

On your syllabus, how will service be expressed as a goal?

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How the service experience will be measured:

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What will be measured?

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Description of the nature of the service placement/project:

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Description of the learning goals and objectives of the service learning:

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Anticipated outcomes of the experiences for students and community organizations:

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List the roles and responsibilities of students in the placement and/or service project:

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Describe the community need(s) met by the service placement or project:

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Description of the community organization's role as co-educator:

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Description of how students will be expected to demonstrate what they have learned in the placement/project:

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Course assignments that link the service placement or project and the course content:

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Description of the critical reflection and analysis process:

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Description of the expectations for the public dissemination of students' work:

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## Step 6: Provide Orientation & Training for Students

### Points to remember:

- Discuss the service learning experience on the first day of class
- Discuss the syllabus (explain learning goals and clarify student expectations)
- Prepare your students (appropriate skills and briefing on responsibilities)
- Address your students' concerns, fears, and expectations
- Upon request the Service Learning Coordinator is available to speak to your class about the Service Learning experience

After addressing the above points, what student concerns, fears, and expectations were present?

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How did you approach addressing these concerns, fears, and expectations?

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### Points to remember:

- Students and faculty member should be familiar with the community organization before project begins
- Students should understand the organization's mission statement
- Students should possess knowledge of the population being served by the organization
- Each student may present the information on their community organization's background to the class, or in reflection

## Step 7: Supervise Students

### Points to remember:

- Provide students with a timeline which should include the following: benchmarks for contacting the community partner, meetings with supervisors, signing agreements and waivers, beginning and completing the service, and completing evaluations

Are there any other things that you could include in your timeline? If so, what?

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If there are students who are unable to participate, what are alternative projects or assignments which could be considered?

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**Points to remember:**

- Faculty members should contact the community partner at least once mid-semester to seek feedback and, when possible, visit the service site(s) to observe the student/community partnership in action
- Maintaining communication with the community partner is not only important for the Service Learning partnership, but also contributes to student accountability
- On request, the Service Learning Coordinator can assist with follow-up
- SLICE should be notified of any serious concerns or problems that arise with students at the service sites

**Step 8: Implement Critical Reflection and Analysis Activities**

**Points to remember about critical reflection:**

- It allows students to analyze concepts, evaluate experiences, and postulate theory
- Provides students with the opportunity to examine and question their beliefs, opinions, and values
- It involves observation, asking questions, and putting facts, ideas, and experiences
- It improves basic academic skills and promotes a deeper understanding of course subject matter and its relations to the non-academic world
- It improves higher level thinking and problem solving and students' ability to learn from experience
- It promotes personal development by enhancing students' self-awareness, their sense of community, and their sense of their own capacities

**Points to remember about facilitating critical reflection and analysis:**

- The culture of the class community must be one in which students feel included, respected, and safe
- The dialogue between instructor and students must be meaningful to the students
- Students are helped to feel respected and included in the class community through small groups in which they can exchange concerns, experiences, and expectations about the service and the class
- By involving them in real community problems, Service learning provides students with a need to know, a desire to enhance their skills and a commitment to solving problems of importance to them
- When facilitating reflection, vary the activities to accommodate multiple learning styles

What activities will you use to facilitate critical analysis and reflection in your Service Learning course?

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**Step 9: Assess, Evaluate, and Disseminate**

**Points to remember:**

- The evaluation and continuation form located on the SLICE website must be completed at the end of every semester the course is offered to keep your SL designation

Describe the reflection assignments that you will use to assess student learning and evaluate performance:

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Describe how you will evaluate analytical skills, communication skills, critical thinking, And judgment from reflection papers and presentations:

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Describe individual or group assignments that require students to integrate course content and service experience:

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List the approaches that you will use to make sure that the grade will be based on assessment of student learning and skill application and not on the service itself:

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Describe how you will use evaluations to plan and refine your next Service Learning course:

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List how you plan to share assessment results with community partners and SLICE:

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## Redesigning a Course Syllabus to Include Service Learning

Below are some suggested modifications to a traditional course syllabus that will help transform the class into a Service Learning class.

### Readings

- Include Service Learning readings, if appropriate.

### Course Description

- Identify the class as a Service Learning course, including a definition of Service Learning.
- A discussion of civic responsibility, how it may be defined in your discipline and how this course will prepare students for life-long engagement in their community.
- Include a description of Service Learning project, statement of problem or community need(s) to be addressed, activities to be conducted, relevance of the project to the course or discipline, rationale for incorporating service learning into the course, and other relevant information.
- Identification of community partner organization(s), or, if applicable, indicate the course learning objective met by students forming their own partnerships - and also provide resources and guidance for students to do so.

### Course Goals and Objectives

- State course goal(s) to be achieved through the Service Learning experience.
- Identify learning and service objectives associated with the Service Learning component of the course so that students will know what they are expected to learn from Service Learning experience.
- Define learning outcomes to be achieved by the Service Learning experience.

### Course Requirements/Learning Activities

- Describe the Service Learning course requirements, including whether participation in the Service learning project is required or optional, number of service hours, frequency of service activities, reflection exercises, and other related activities.

### Schedule of Course Activities

- Include schedule of Service Learning activities (for example, orientations, trainings, class discussions, initial contact with site supervisor, start and end dates, service dates and hours, presentations, assignment due dates, reflection exercises, celebration activities).

### Evaluation

- Describe how the Service Learning component of the course will be evaluated (written and oral examinations; demonstration of a skill; assessment of written assignments; reflection; oral presentations; evaluation by service site supervisor; Service Learning contract; portfolios; other indicators of learning).

### Course Grade

- Number of service hours required, as well as the grading scale and explanation of points and percentages related to the Service Learning experience, and reflection assignments.

## SLICE Committee Checklist for Service Learning Course Designation

Course Name: \_\_\_\_\_ Course Abbreviation/Number: \_\_\_\_\_

**Instructions:** Below are the criteria for a Service Learning course. If even one of the criteria is not met then the course will not be given the SL designation. The instructor will be advised to revise the section that did not meet the criteria.

Criteria	Yes or No
<p style="text-align: center;"><b>Course Objectives</b></p> <p>The instructor identified one or more course objectives addressed through service work in the community.</p>	
<p style="text-align: center;"><b>Community Partnerships</b></p> <p>The instructor either: 1) Selected and assigned community partner organizations that offer projects/experiences that address course learning objectives; or 2) Indicated the course learning objective met by students forming their own partnerships - and also provided resources and guidance for students to do so.</p>	
<p style="text-align: center;"><b>Service Learning Projects &amp; Experiences</b></p> <p>The Service Learning projects or experiences described enhance the students' learning of the identified course objective(s).</p>	
<p style="text-align: center;"><b>Critical Thinking &amp; Structured Reflection Assignments</b></p> <p>Critical thinking exercises and structured reflection assignments create a connection between service work, course objectives, and student learning outcomes.</p>	
<p style="text-align: center;"><b>Civic Responsibility</b></p> <p>Reflection activities guide students to think specifically and critically about civic participation, civic responsibility, and community engagement.</p>	
<p style="text-align: center;"><b>Elements of a Service Learning Syllabus</b></p> <p>The applicant attached the course syllabus and inserted, or indicated where she/he will insert, the elements listed below.</p>	
<p style="text-align: center;"><b>Plan for Sharing the Project</b></p> <p>The applicant included a plan for sharing this experience with colleagues, the greater college community, or the community at large.</p>	

The instructors are directed to attach their syllabus and indicate where they inserted, or plan to insert, the following:

- Explanation that the course is a Service Learning course, including a definition of Service Learning.
- A discussion of civic responsibility, how it may be defined in your discipline and how this course will prepare students for life-long engagement in their community.
- Explanation of how Service Learning ties to specific course objectives.
- Explanation of the Service Learning activities in which students will be engaged.
- Explanation of critical thinking exercises and reflection assignments specifically related to the Service Learning experience.
- Identification of community partner organization(s), or, if applicable, the resources students may utilize if required to form their own partnerships.
- Number of service hours required, as well as the grading scale and explanation of points and percentages related to the Service learning experience, and reflection assignments.

## Service Learning Student Contract

Service Learning entails important responsibilities. Your commitment to the university requires that you fulfill those responsibilities as you provided needed services to our community members. The ethics and commitments detailed below are guidelines for assuring that you have a productive and positive experience, and that the Service Learning course accomplishes its stated outcomes on behalf of those with whom you will work. In the course of your Service Learning activities, remember that a responsible investment of your time and talent reflects well on the community, and NWOSU.

### As a representative of my Service Learning course:

- I commit to be free from the influence of drugs and alcohol during the service learning experiences;
- I understand that no illegal actions will be tolerated by the University;
- I agree to conduct myself with integrity at all times. This includes being honest and showing respect for all individuals and their property;
- I agree to show respect for all human beings whom I encounter during my service learning experience. While I am not responsible for another individual's self-esteem, I am committed to interactions that are positive and intend to enhance another individual's self-worth;
- I acknowledge that I am not perfect, yet I am committing time to try and improve the lives of others. I understand that I am neither responsible for their present situation nor am I capable of solving all their problems. I will do my best to serve the needs to which I have been assigned and will take satisfaction in knowing that my efforts are appreciated and have made another's situation better.

### Responsibility

It is important the students in the Service Learning course carry out all assigned tasks and duties related to their service learning activities. If you agree to be somewhere or to do something, you are expected to follow through. The people you are assisting are relying on you. Emergencies may arise that will prevent you from meeting an obligation, but you are expected to make every effort possible to notify those in charge as soon as possible. Please carefully plan your time commitment to Service Learning so that your other various responsibilities do not conflict. You are responsible for becoming knowledgeable of and act according to the site of the services policies and procedures if applicable. If you have questions regarding these policies, please ask the person in charge. It is critical that you attend all training related to the service learning activities.

### Confidentiality

As part of your commitment to the Service Learning course you will, at all time, keep confidential all identifying information about your clients. This includes names, addresses, phone numbers, place of employment, living habits, personal and/or family problems. And other things that clients may discuss with or in front of you. If a situation arises, such as suspicion of child abuse, you are to immediately notify the person in charge. If you are discussing your client in a reflection exercise, please use the most general terms and descriptions possible, while still expressing your point.

**What to do in the Event of Problems**

Should a problem arise when performing a service learning activity, notify the person in charge immediately. If problems occur that do not get resolve, contact your instructor of the course and/or the Service Learning Coordinator, Janet Valencia, at (580) 327-8615 or 8134.

**Transportation**

In most cases, transportation to and from the service site will be the students' responsibility. By agreeing to provide transportation to other students you are taking on the responsibility of transporting them to and from the service learning site safely. Please take all necessary precautions. If the institution provides transportation, only certified drivers may be used.

**Agreement Statement**

I have carefully read and understand the SLICE Service Learning Student Contract. I agree to uphold the contract to the best of my ability and recognize that my actions and attitude reflect directly upon SLICE, the Service Learning course and NWOSU.

Print Name \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_



## Helpful Reflection Questions

### Reflection questions for the beginning of the semester

- What is the identified problem/community need?
- How is your community partner site addressing that need?
- Why are you needed?
- What are some of your perceptions or beliefs about the population you will be serving?
- What fear, if any, do you have about working in the community?
- What do you hope to gain from this experience?

### Reflection questions during the semester

- How does your service learning experience relate to the learning objectives of the course?
- What did you do at your site since the last reflection discussion?
- What did you observe?
- What did you learn?
- What has worked? What hasn't?
- What do you think is (will be) the most valuable service you can offer at your site?
- Is there something more you could do to contribute to the solution?

### Reflection questions toward the end of the semester

- What have you learned about yourself?
- What have you learned about your community?
- What have you contributed to the community site?
- What values, opinions, beliefs have changed?
- What was the most important lesson learned
- How have you been challenged?
- What should others do about this issue?
- What impact did you have on the community?