TUSCULUM
C O L L E G E

ESTABLISHED 1794

COMMUNITY-BASED
EDUCATION/SERVICE-LEARNING

FACULTY
HANDBOOK

2010-2011

Center for Civic
CCA
Advancement

Contents

Community-Based Education at Tusculum College

At Tusculum, Community-Based Education including service-learning is an integral part of the Civic Arts curriculum and a requirement for all non-education majors. Many courses include service-learning components and as part of the Commons Core Curriculum, all students have the opportunity for practical experience outside the classroom and a chance to serve the community. We describe these experiential learning projects as the Civic Arts in action!

The current sequences of courses including a community component are as follows:

- Incoming freshman begin with the Tusculum Experience class which includes McCormick Service Day.

- CMNS 251-Theory and Practice of Citizenship as a prerequisite their sophomore year.

- Service-Learning option of an approved internship, an approved departmental course with a significant service-learning component, or one of the following classes.

SVLN 354   Local Issue Based Focus

SVLN 356   Immersion – travel to distant location for example, Belize, CA; Washington DC; Caretta, WV; New Orleans, LA, etc.

SVLN 351   Summer Practicum-in students' home town

- The Service-Learning requirement is to be completed no later than the end of the junior year.

The Center for Civic Advancement

The college has established the Center for Civic Advancement (CCA) with a full time staff to teach the Commons Service-Learning courses, to help support students and faculty in undertaking service-learning components and to coordinate service and volunteer activities of all kinds. The Center for Civic Advancement develops the annual sequence of courses based on community need and student learning objectives aimed at engaging students in academic practice while nurturing civic understandings. (See catalog for general descriptions and annual course list or refer to the TC_Academic Advising" site at Sakai. The Center provides support and leadership in the area of Community Based Education and the advancement of the Civic Arts Mission to students, faculty, the campus community and the community at large. The Center is located in Rankin Hall with offices and a gathering space for students to work together on projects.

Mission Statement
The Center for Civic Advancement is dedicated to effecting positive change by promoting social responsibility, social justice and equity through civic engagement and service and learning partnerships involving students, campus and community.

Please feel free to contact us at anytime to support your service-learning efforts!

Joyce Doughty: Director, Center for Civic Advancement   636-7372 or ext. 5372

For Service-Learning Resource information and community agency contacts, please visit our website at www.tusculum.edu/cca. You are encouraged to come by the CCA in Rankin Hall, Room 200, to check out books or videos from our library.

Community-Based Education and Service-Learning
Through Faculty Course Integration

Service-Learning is an experiential teaching pedagogy that can be an effective vehicle for the development and acquisition of foundational knowledge that consists of specific competencies, skills and attitudes. In their book, *Where's the Learning in Service-Learning?*, Eyler and Giles state that when the service experience is well integrated with theory and practice through effective application and reflection many of the intellectual goals of higher education, including learning and application of material, critical thinking and problem solving, and perspective transformation can occur. Students acquire valuable skills in areas such as leadership, collective decision-making, communication, working in groups, public problem solving and self-knowledge. Referred to as the Virtue Competencies, the concepts of Civility, Self-Knowledge, and Ethics of Social Responsibility lie at the heart of Tusculum's student outcomes for service-learning experiences.

What are the Potential Benefits?

What UCLA research says about Service-Learning effects on students:

- Improved academic performance including writing skills & critical thinking
- Impact on student values-commitment to activism & promotion of racial understanding
- Enhanced feelings of self-efficacy
- Increased leadership skills

  Additional benefits:

  For the community:
- Works toward long-term positive change
- Builds capacity (skills, resources, networks) for empowerment
- Encourages collaboration among diverse community groups
- Develops local knowledge

  For the college:
- Provides students relevant and innovative learning opportunities unavailable on campus
- Encourages students to become leaders and community change agents
- Builds trust and a working relationship between the college and community
- Works to fulfill community mission of the college

Definitions

There are many great definitions of service-learning within the field. Several commonly used definitions are presented here to provide a basis for discovering the common ground among them and to promote discussion about their meaning.

- Service-Learning means a method under which students learn and develop through thoughtfully organized service that: is conducted in and meets the needs of a community and is coordinated with an institution of higher education, and with the community; helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students enrolled; and includes structured time for students to reflect on the service experience. *- American Association for Higher Education*

- Service-Learning is a combination of community service and classroom instruction, with a focus on critical, reflective thinking as well as personal and civic responsibility. *- American Association of Community Colleges*

- Service-Learning is an experiential teaching method which engages young people in meaningful service to their communities as a means of enriching their academic learning, promoting personal growth and helping them develop the skills needed for productive citizenship. *- Tusculum College CCA*

Types of Service

<u>Direct Service</u> - activities which address immediate needs, one to one, but not always the conditions from which these needs emerge: tutoring, mentoring, visiting the elderly, serving food at a soup kitchen.

<u>Indirect Service</u> - the channeling of resources to solve problems. Students become part of a larger community effort. Community based research (CBR), community building, socially responsible daily behavior, community economic development, drives, collections, fundraisers, clean-ups, construction, environmental.

<u>Civic Action and Advocacy</u> - active participation in democratic citizenship. Informing the public about problems to be addressed and working toward a solution: lobbying, speaking, educating, writing, formal and informal political activities, public policy work, vigils, rallies, marches, picketing.

Community-Based Research (CBR)

What is Community-Based Research?
Community residents, with the assistance of academic researchers, gather information they need to address local problems. The community drives the entire process of setting the goals for community change, identifying questions that need to be researched, collecting the information, and deciding how to take action with the results.

Community-based research can be a powerful tool for communities because it puts community folks in charge of local planning and research - a process that traditionally has been left to experts in academia and government. *Knowledge is power!*

What is the difference between Community-Based Research and Traditional Research?
Community-based research values the local community perspective at every phase of the research process, instead of treating community members as merely sources of data for researchers.

Basic Principles for Designing a Community-Based Learning Course

1. **Community Engagement and Preparation –** Does the service component meet a public good as identified by the community? Has collaboration with community, students, and faculty occurred? How will the partnership with the community be handled? What are the structures in place to guide how the work will be accomplished, what roles will be filled, and how the product will be utilized?

   Clear expectations and communication of goals and processes will alleviate possible conflicts or disappointments. Students will need to be prepared for the experience by learning about the service site, acquiring the skills they will need for the service as well as exploring the social contexts related to the service. Make sure there is enough substance in the service to keep students meaningfully engaged.

2. **Connection to Academics –** Is there a clear link between the service project and the course content? It is critical that the service component of the course is outlined in the syllabus and that the rationale for its inclusion is explained. Academic rigor should always be maintained and academic credit is for learning, not for service. Instructors need to think about the explicit connections between course goals and the community's expectations and clearly articulate service and learning goals.

3. **Reflection –** Is there a mechanism that encourages students to link their service experience to course content and to reflect upon why the service is important?

   Reflection is an active, on-going, and thorough dissection of the service activity. It is the means by which students come to understand the meaning and impact of their efforts. They link what they have learned about themselves and the academic disciplines to what they have done in service to others. Without reflection, students simply go through the motions of service and remain cognitively unaffected by the experience, left with their personal ignorance and biases reinforced or unexamined.

   Some possible questions for reflection are:
   What am I doing and why? What am I learning? What stereotypes do I have about this population? What has been most challenging about the experience personally, intellectually, emotionally? What have I learned about myself? What are the social issues being addressed? What are some possible solutions to these issues?

   Reflection methods should be diverse and multifaceted. Examples include: writing journals, essays, research papers or articles for the local newspaper, discussions in class or with the community, oral presentations, educational presentations, artistic expressions, i.e., role plays, music, painting or drawing, etc.

<u>Reciprocity/Parity</u> -- Is reciprocity and parity evident in the service component? This suggests that every organization, entity, and individual, including the instructor involved with the service-learning project, functions as both a teacher and learner on equal terms. Participants are perceived as colleagues, not as servers and clients.

<u>Presentation to Community/Celebration</u> – Is there an opportunity for the results of the service work and experience to be presented to the community and/or public?

The sharing of results, achievements and knowledge, across organizations and among individuals is the final step in the service-learning process. This involves the recognition and evaluation of the partnerships between the College and community agencies where community change is discussed and celebrated. For example: Are oral histories that student's collect returned to the community in some public form? Is the data students collected on the saturation of toxins in the local river made public?

Sequence for Reflection Questions

Expectation / Anticipation	What do I think may happen? What stereotypes do I have about this population? What pitfalls, if any, do I anticipate?
Description	What are your observations - people, sights, smells, physical setting, etc. What do you see, hear, and feel?
Comparison	Compare this agency with others you have seen - similarities and differences.
Analysis	What parts of the experience have been most challenging to you personally, intellectually, emotionally?
Synthesis	What have you personally learned from your placement site? What are the social issues being addressed?
Evaluation	What changes would you recommend in how your service operates? What are some possible solutions to the issues that have been raised?

References:
Introduction to Service-Learning Toolkit. Providence, RI: Campus Compact 2000.
Fundamentals of Service-Learning Course Construction. Heffernan, Kerrissa Ed.D. Providence, RI: Campus Compact 2001.
Civic Engagement Across the Curriculum. Battistoni, Richard Ph.D. Providence, RI: Campus Compact 2002.
A Practical Guide for Integrating Civic Responsibility into the Curriculum. American Association of Community Colleges. 2002.

Guidelines for Student Reflection

1. Activities should encourage creativity.
2. Reflection sessions should be student-driven.
3. Activities should address community impact and social change.
4. Reflection should also develop and explore personal growth and responses of each individual student.
5. Activities should be structured enough to achieve learning objectives, yet flexible enough to a lot for changing individual and project needs.
6. Reflection methods should be diverse and multifaceted.

Speaking:
    Whole class discussion
    Small group discussion/activity with report
    Oral reports to group
    Discussions with community members or experts on the issue
    Public speaking on project - teachers, church, agency board, etc.
    Teach material to younger students
    Testimony before policy makers

Writing:
    Essay, expert paper, research paper, final paper
    Journal or log - kept daily, weekly or after each service experience
    Case study, history
    Special project report
    Narrative for a video, film or slide show
    Guide for future volunteers/participants
    Self evaluation or evaluation of program, service agency
    Newspaper, magazine and other published articles
    Portfolio

Multimedia:
    Photo, slide, video or power point presentation
    Painting, drawings, collages, 3 dimensional creations, etc.
    Dance, music, role-play, theater

Activities:
    Gather information needed to serve or understand a project
    Surveys or Community Based Research
    Simulate or role-play actual or possible situations
    Prepare conference or workshop presentations
    Plan a training session for other students, program leaders
    Recognition and celebration
    Plan new or next-step future projects
    Recruit peers to serve
    Allocate program budget

Guidelines on Liability and Safety issues for
Class Service-Learning Projects

All too often, when someone mentions the words *liability, risk,* or *insurance*, eyes glaze over and attention shifts. Yet, these are vitally important issues since we must consider all aspects of any activities we organize.

The cardinal rule is: ***Communicate***. Before a service-learning project is begun, there must be clear communication between all parties: the agency, the faculty member, students, and the service administrators (the CCA). More than anything else, this will reduce, if not eliminate, risk.

Most cases of liability involving students arise from negligence or from failure of the campus to execute its duty appropriately to protect the student(s). Liability can occur for placing a student in an unsafe situation or for failing to warn a student of potential dangers. For example, travel hazards; failure to properly screen or train participants; and abuse of others can cause liability. Liability can also result from injury that the student causes to someone else in the performance of the job. For example, if a child, under the supervision of a volunteer working in a day care center, were injured because the student allowed the child to run into the street, the college and/or the sponsoring service organization would become liable.

The first step in assuring that your students are properly informed about service experiences is to present the goals, learning outcomes and requirements of the service elements **in the course syllabus**. Provide time for discussion and encourage questions during the course. Explain to the students what they should expect and be sure they know the correct procedures to follow in the event of an emergency, accident, unexpected changes and/or problems (*Tips and Tools, 2002).*

Faculty, students, community agencies and the Center for Civic Advancement as the service administrator, all have key roles in creating safe service experiences. The following examples list the most important elements of each role.

FACULTY MEMBER: connects students and communities through academic courses, allowing time for questions to be raised and discussion so that students are comfortable with the experience and know what to expect. Facilitates communication of expectation and responsibilities in regard to issues such as behavior, appropriate clothing, use of tools and machinery and environmental considerations. They will notify the student and the supervisor of any changes.

Faculty may invite community partners into the classroom to teach students about the mission and activities of the agency. Community agencies should be considered as equal partners and instructors in the project. They can also provide valuable insights throughout the entire process. There are several benefits to this, including the fact that a close working partnership between the agency and the faculty member may lead to conversations about safety issues that would never be explored if there were no comfort level between the two.

STUDENTS: should adhere to all policies of the site, including safety procedures. They will follow an agreed-upon schedule or notify the supervisor if unable to work when expected. They will respect all confidentiality and reporting policies of the site. They will not work alone with a

child or other client and will not transport anyone unless cleared by the site supervisor. They will notify the supervisor and the CCA or instructor of any changes.

Students should follow commonsense guidelines for behavior while serving. They should: respect the privacy of all clients (recipients of volunteer service); avoid inappropriate language and dress; never give out their phone numbers or addresses or loan money to clients; never offer their home as shelter to a client; ask for help if in doubt, and be flexible in their thinking.

COMMUNITY PARTNERS: provide training in the organization and safety procedures of the workplace as well as orientation and training for the position, providing a clear understanding of what is expected of the student(s). The site supervisor will guide and evaluate the student(s). S/he will certify the service hours given by the student(s) and may be asked to provide a brief evaluation at the conclusion of the service. They will notify the student and the CCA or the instructor of any changes.

CENTER for CIVIC ADVANCEMENT: cultivates relationships with a wide variety of community agencies with the goal of reciprocal benefits for each. The Center also seeks to provide appropriate resources for faculty and students at the same time as maintaining safety and other standards. As service administrators, the CCA negotiates safety standards and a formal agreement with the non-profits and government agencies we most commonly work with. In most cases, a signed *Community Service Assumption of Risk Statement* from the community partner will be on file with the CCA. In the event it is not, one must be signed before the students begin service. Please contact the Center for Civic Advancement for more information. A copy of the *Statement* is attached for your information.

** If you have any questions about any of this information, please call the Center for Civic Advancement: PHONE (423) 636-7372/ FAX (423) 636-7327

References:
ETSU. *Tips and Tools: Strengthening Student-Led Service Initiatives* (Dec, 2002), 13-14.
Joyce, S.A .and Ikeda, E.K. *Serving Safely: A risk management resource for college service programs*. San Francisco: California Campus Compact (2002).

Community-Based Learning Course Development Worksheet

Thinking through the following areas as you develop a Community Based Education component for your course will help ensure a quality, effective experience for you, your students, and your community partner.

1. Course name and content

2. Community partner and intended service project

3. Connection to course content

4. Assignments that support and connect the academic and service components

5. Type of service (direct, indirect, CBR, civic action)

6. Community identified need(s) that the service project meets

7. Student outcomes for Service-Learning component

8. Reflection mechanisms

9. Method of presentation of results/celebration of accomplishments

Community-Based Learning Instructor/Organization Agreement

Instructor _____

Course Name _____

Agreement is between:

_____ **and** _____ .
      Community Organization   **College**

Description of Service-Learning project to be completed by college class and professor:

Community Organization will be responsible for:

College will be responsible for:

Timeline of work:

Description of student training and who will provide training:

Data gathered will consist of:

Final data gathered will be presented to the community organization by_____/_____/_____.

How will final results be used?

Work will be evaluated by:

Will release forms be needed? What will they say and how will they be used?

Other agreements:

This Memorandum of Understanding was entered into on this day _____/_____/_____.

By: _____   By: _____
   (Community Organization)   (College)

                             _____
                             (Instructor / Course)

_____   _____
(Signature)   (Signature)

Disclaimer

Information for this handbook has been derived from the following sources:

- Tusculum College Catalog

- Tusculum College Handouts

- Additional sources as noted in text

- Campus Compact Publications (with permission)

  Battistoni, R. M. (2002). *Civic Engagement Across the Curriculum.* Providence, RI: Brown University.

  Heffernan, K. *(* 2001). *Fundamentals of Service-Learning Course Construction.* Providence, RI: Brown University.

  Saltmarsh, J. & Heffernan, K. (2000). *Introduction to Service-Learning Toolkit.* Providence, RI: Brown University.

  The Mission of Campus Compact

  Campus Compact is a national coalition of more than 1,100 college and university presidents who are committed to fulfilling the civic purposes of higher education. To support this mission, Campus Compact promotes community service initiatives that develop students' citizenship skills, helps campuses forge effective community partnerships, and provides resources and practical guidance for faculty seeking to integrate civic engagement into their teaching and research.