



THE CENTER
FOR LEADERSHIP &
SOCIAL CHANGE

Service-Learning Information for Faculty

Welcome!

The Florida State University Service-Learning Program supports the integration of community service into the academic curriculum by working closely with faculty to foster partnerships with community-based agencies.

Service-learning is experiential education that combines classroom instruction with organized service to the community, emphasizing civic engagement, reflection, and application of learning.

The Center provides support to faculty through:

- Individual consultations for service-learning course development
- Facilitating connections to community agencies
- Sample language for syllabi
- Suggestions for reflection
- Sample forms to support service-learning including hour logs and evaluations
- Presentations about ServScript
- Service-Learning Orientation for students

For more information or if you have any questions, please visit our website at <http://thecenter.fsu.edu> or contact:

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Table of Contents

Center for Leadership and Social Change	4
Service-Learning	5
Types of Service-Learning Experiences	6
Service-Learning Presentations	7
Sample Syllabus Excerpt	8
Non-Profit Agency Partners	10
Sample Document: Hour Log	11
ServScript	12
Sample Document: On-Site Midterm Evaluation Form	13
Service-Learning Success Handout for Students	14
Recommended Readings for Service-Learning	15

Center for Leadership and Social Change

The mission of the Center for Leadership and Social Change is to transform lives through leadership education, identity development, and community engagement.

The Center envisions a future where students and alumni are responsible citizens and effective leaders. They are aware of their values and multiple identities, including ability, age, class, ethnicity, faith structure, gender identity expression, nationality, race, sex, sexual orientation, veteran and socioeconomic status. They recognize the intersection of these identities and acknowledge that multiculturalism enhances the quality of life. From this understanding, students belong to and create communities that benefit from the value of difference.

Students are aware of and engaged in the world around them and use their talents and means to create a more just and humane society. In their personal, professional, and creative communities, they readily seek and accept opportunities for life-long learning, meaningful influence, and positions of trust in order to create positive sustainable change.

Center Mission Alignment and Intersection



Service-Learning Snapshot

What is Service-Learning?

Service-learning is experiential education that combines classroom instruction with organized service to the community, emphasizing civic engagement, reflection, and application of learning.

Benefits of Service Learning

For the institution:

- Enhances the quality of student learning
- Provides opportunities for collaborative community research
- Fosters relationships between faculty and community agencies
- Engages students in theory to practice through practical experience
- Increases students engagement and retention

For students:

- Explore professional fields and enhance employability
- Positively impact the community
- Enhance learning and promote critical thinking
- Practice being a guest in another community
- Learn their limits and experience courage

For community agencies:

- Opportunity to educate students about the social issue addressed by the agency
- Break down barriers between “town” and “gown”
- Agency and client needs are met
- Students provide a fresh perspective
- Students are potential future contributors

By the Numbers

In 2012:

- The Service-Learning Program identified 122 separate service-learning courses (89 undergraduate, 33 graduate) available to students, and total of 279 separate class sections (187 undergraduate, 92 graduate).
- Through their coursework 4,701 service-learning students completed 422,510 total hours of related service.
- Over 231 faculty members taught a service-learning class.
- Service-Learners were engaged from 29 academic departments.

Types of Service-Learning Experiences

Structured

From our experience, students have the most success when the agencies have expressed the need for a small group to either work on a specific project or serve at regular intervals. We suggest faculty prepare for the semester by sending the agencies a copy of the syllabus and relevant information about the course as well as arranging an orientation.

Semi-Structured

The above option can be fairly time intensive, so another option might be to have students select their own agency, even from a list of possible agencies, and their first service-learning assignment is to create a work plan that both the students and the agency sign.

Open or Flexible

A third option would be to have students choose their own agencies and serve independently but complete an assignment in small groups with other students who are serving at agencies related to the same social issue, comparing their observations and experiences with knowledge of the issue from course materials.

Required

All students serve the same number of hours at the agency and complete reflective assignments.

Optional

Students have the choice of service-learning or a comparable assignment such as a paper or class presentation. This works well for students who lack transportation or non-traditional students who work or have family obligations.

Hours-Based

Students serve a predetermined number of hours at the agency. Ideally, students spread their hours out throughout the course of the semester so they are serving a few hours each week. Some agencies may require students to serve a large number of hours at one time (such as at a special event) but students should not try to serve all of their hours in a short period of time unless the agency and the faculty member have approved.

Project or Problem Based

Students' service is focused on a particular event or project at the agency and may or may not be associated with a specific number of hours. Students work with the agency to determine if there is an event or wish list project on which they can focus their service.

Service-Learning Presentations

As you look ahead, if you plan to have students from your courses going out into the community to serve, we hope you will take advantage of our service-learning orientation or presentation. The idea behind the orientation is to give students a brief, but informed glimpse of service-learning realities so they (and the agencies they serve) can get the most out of the experience. It is our hope that this conversation will reduce the misunderstandings and mutual confusion that sometimes occurs in a service-learning situation, and therefore contribute to a better teaching experience for you. We can present this orientation during your regularly scheduled class time as a supplement to your class conversation about and introduction to the service-learning component. This can be scheduled at your convenience.

Title: Service-Learning Orientation

Type: Orientation

Time Required: 45 minutes

Description: The Service-Learning Orientation is designed for any student going out into the community to serve as part of a class. Topics covered include how to be a considerate service-learning citizen, nonprofit realities, common tensions between students and their agencies, and quality reflection. We hope this conversation will reduce the misunderstandings and mutual confusion that sometimes occurs in a service-learning situation, and therefore contribute to a better experience for everyone involved.

Title: Service-Learning Presentation

Type: Informational

Time Required: 15 – 20 minutes

Description: This Service-Learning presentation is designed for academic service-learning courses. During this session, the presenter will introduce the participants to service-learning, the Center, potential options for service-learning to be completed (to be determined in consultation with the faculty member), and the ServScript Program.

Service-Learning Syllabus Excerpt

LDR 2162-Leadership in Groups and Communities
Spring 2012

Course Meets

Tuesdays and Thursdays from 9:30 – 10:45 in DSC 1006

Course Objectives and Description

Course Description:

LDR 2162 is an interactive, dynamic theory to practice course focused on learning leadership knowledge, skills and values in the contexts of groups and communities. This course explores the rich, and surprisingly predictable behavior of human groups and the impact of the leadership process on this behavior. Although the course is focused on learning and understanding leadership theory, students will also have an opportunity to develop skills necessary to be effective in the leadership process and practice these skills within their community. The course will be highly interactive with student participation and outside class involvement as critical components to the learning process.

Course Philosophy:

Learning is an active process from the teacher's and from the learner's points of view. The instructor and student have a strong responsibility to one another. Our obligations as the instructors include (a) being knowledgeable and current on the subject matter, (b) planning and providing quality learning experiences, (c) evaluating work fairly and promptly, and (d) assisting you to meet the course objectives and to fulfill personal goals. Student obligations include (a) preparing and completing assignments, (b) actively participating in the learning process, and (c) expressing needs to the instructor.

Learning Outcomes:

- Leadership Theory: Students will understand and conceptually be able to discuss leadership theory and research focused on teams, groups, influence and power, diversity, group identity, community, and intergroup leadership.
- Personal Reflection: Students will critically analyze their past and current leadership learning experiences within groups and their communities, and examine the motivation and purposes that drive their involvement in the leadership process. Students will explore questions relevant to both the class material and their own unique leadership path.
- Skills Development: Students will develop skills necessary to be effective in the leadership contexts of groups and communities including: group development, organization development, conflict, decision making, group dynamics, social change, and intergroup leadership.

- Application of Theory: Through engaging in their campus curricular and co-curricular communities, in addition to the local community, students will apply leadership theory to practice and enhance their leadership skills, experience and knowledge.

Teaching Strategies

Service-Learning Group Project

150 points

This project has three main components.

- 1) Students will provide at least 30 hours of community service at a Tallahassee non-profit agency. Ten hours of service will need to be completed with your entire group; ten hours of service must be completed with at least one other member of your group; and up to ten hours may be completed individually. Students will record service hours on personal hour log forms, which will be distributed and explained the second day of class. Verification on the hour log must come from the agency representative and be signed at the culmination of each service visit. Fifty points will be awarded for completion of the full 30 hours of community service, with a penalty of 5 points for every hour less than required at each checkpoint. To the extent possible, I expect you to spread your service out over the semester, so that you and your agency will benefit from your consistency over time. (50 points, 2 points off per day late)
- 2) Students will submit three reflection assignments throughout the semester, responding to prompts, reflecting on their service-learning experience, and connecting their service to course concepts. (30 points, 2 points off per day late)
- 3) Student groups will give a 30-minute presentation about their group service experience. This presentation will require participation from each member, an overview of the service-learning experience, and a visual representation of the work completed (photos, video, website, etc.). The purpose of this presentation is to practice using the theoretical frames of the course to describe your group experience. Students must have completed all thirty service hours in order to participate in the group presentation. More guidelines will be discussed in class. (30 points)

Synthesis Paper

40 points

Students will individually write a 5-6 page paper synthesizing and reflecting on a group service experience and making effective use of the course literature. This paper can be about the service-learning group or another group to which you belong (Marching Chiefs, fraternity or sorority, campus ministry, sports team, etc.) At least six citations (each referencing a different author) from the course readings are required. (40 points, 2 points off per day late)

Non-Profit Agency Partners

Community Ambassadors act as liaisons between a non-profit agency and The Florida State University. Ambassadors are community service work study students who strive to create real change by acting as both a representative for their fellow students in the community as well as a representative for their agency at The Florida State University.

The Center currently has partnerships at the following agencies. Learn more about the Center's partner agencies and ambassadors on our website:

<http://www.thecenter.fsu.edu/Programs/Community-Ambassador-Program>

4-H Leon County

America's Second Harvest of the Big Bend (ASHBB)

Big Bend Homeless Coalition (BBHC)

Big Brothers Big Sisters of the Big Bend

Boys and Girls Clubs of the Big Bend (BGCBB)

Damayan Garden Project

Emergency Care and Help Organization (ECHO)

Grace Mission Episcopal Church

Kids Incorporated of the Big Bend

OneBlood Inc.

Panhandle Area Educational Consortium (PAEC) - Migrant Education Program

Renaissance Community Center (RCC)

Special Olympics Florida – Leon County

Success Academy at Ghazvini Learning Center



The Center also provides a listing of other community agencies on our website. You can see more information about community agencies organized by social issues area at:

<http://www.thecenter.fsu.edu/Get-Involved/Issues>



SERVICE-LEARNING HOUR LOG

Name: _____

Site: _____

E-mail: _____

Phone: _____

DATE	SERVICE ACTIVITY	TIME IN	TIME OUT	TOTAL HOURS	SUPERVISOR SIGNATURE

ServScript Program


Through the ServScript Program at Florida State University, students can record their service to the community on their official FSU transcript. Service must be completed at an agency or organization whose mission involves meeting the needs of a community.

Three defining concepts serve as the basis for approved ServScript entries:

- *Community service* is defined as an unpaid, non-punitive, intentional activity to benefit a community need.
- *Community* is defined as the geographic or demographic setting, ranging from local to global contexts.
- *Need* is defined as the civic actions necessary to solve current social problems. Needs are most commonly identified by the mission-based work of not-for-profit agencies, and by for-profit agencies seeking to end pain and suffering.

Service hours must be entered in the same semester in which they are completed. Students enter hours through Blackboard (go to Secure Apps and click on My Service Hours).

Students are responsible for keeping a log of their hours using the ServScript form for auditing purposes.



TERM	FIRST DATE TO RECORD SERVICE	LAST DATE TO RECORD SERVICE
Fall 2012	August 11, 2012	December 7, 2012
Spring 2013	December 8, 2012	April 26, 2013
Summer 2013	April 27, 2013	July 26, 2013

FSU ID (for entry purposes) ex. abc08 _____ First Name _____ M.I. _____ Last Name _____

Phone _____ Alternate Phone _____ Email Address _____

Begin Date/Time in	End Date/Time out	Hours	Agency Name	Service Task	Service-Learning Course #	Course Instructor's Name
2/14 10:00am	2/14 2:00pm	4	Pineview Elementary	Mentoring	EDG 2701-01	Smith
Print Agency Supervisor's Name:			Agency Supervisor's Signature	Supervisor's Phone Number	Supervisor's Email	
Jane Doe			Jane Doe	(850) 555-5555	jdoe@leon.k12.fl.us	
Begin Date/Time in	End Date/Time out	Hours	Agency Name	Service Task	Service-Learning Course #	Course Instructor's Name
Print Agency Supervisor's Name:			Agency Supervisor's Signature	Supervisor's Phone Number	Supervisor's Email	
Begin Date/Time in	End Date/Time out	Hours	Agency Name	Service Task	Service-Learning Course #	Course Instructor's Name
Print Agency Supervisor's Name:			Agency Supervisor's Signature	Supervisor's Phone Number	Supervisor's Email	
Begin Date/Time in	End Date/Time out	Hours	Agency Name	Service Task	Service-Learning Course #	Course Instructor's Name
Print Agency Supervisor's Name:			Agency Supervisor's Signature	Supervisor's Phone Number	Supervisor's Email	
Begin Date/Time in	End Date/Time out	Hours	Agency Name	Service Task	Service-Learning Course #	Course Instructor's Name
Print Agency Supervisor's Name:			Agency Supervisor's Signature	Supervisor's Phone Number	Supervisor's Email	
Begin Date/Time in	End Date/Time out	Hours	Agency Name	Service Task	Service-Learning Course #	Course Instructor's Name
Print Agency Supervisor's Name:			Agency Supervisor's Signature	Supervisor's Phone Number	Supervisor's Email	
TOTAL HOURS			Office Use Only Data Verified By: _____		Comments: _____	

I certify that the hours recorded on this form coincide with the hours recorded online in the Service Tracking System, and that they have been entered accurately.

Signature _____ Date _____

For more information about ServScript, visit <http://thecenter.fsu.edu/ServScript-Program>

On-Site Mid-Term Evaluation Form

(Used by on-site supervisor)

Student: _____ Supervisor: _____

Date: _____ Site: _____

Please indicate next to each statement **the numeral** (0 - 10) which most accurately describes the student's performance during this project.

Very Rarely / Never	Rarely	Irregularly	Frequently	Always
0 - 2	3 - 4	5 - 6	7 - 8	9 - 10

- _____ The student was punctual (as defined by the agency).
- _____ The student communicated with agency appropriately concerning attendance & tardiness.
- _____ The student actively participated in the agency agenda.
- _____ The student showed initiative in interaction with clients/material.
- _____ The student dressed in accordance with agency guidelines.
- _____ The student maintained positive overall interactions with the staff.
- _____ The student presented the hour log regularly for my signature without long gaps in between.

Comments:

Supervisor Signature: _____

Successful Service Learning

Service learning [sur-vis lur-ning]

noun

Experiential education that combines classroom instruction with organized service to the community, emphasizing **civic engagement, reflection, and application of learning**. See also *interesting, exciting, social change, professional development, theory to practice*.



Successful Service Learning

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Experiential education that combines classroom instruction with organized service to the community, emphasizing **civic engagement, reflection, and application of learning**. See also *interesting, exciting, social change, professional development, theory to practice*.



Remember to record your hours each semester through the ServScript Program.

Center for Leadership and Social Change
100 S Woodward Ave
thecenter.fsu.edu
(850) 644-3342

Follow these guidelines in order to make the most of your experience and be most useful at your agency:

- Research the agency before calling.
- You represent ALL Florida State students.
- Have a meeting with your service supervisor and share a copy of your syllabus and any learning goals.
- Check with your agency to find out what attire is appropriate.
- Call your agency if you aren't able to serve when they are expecting you.
- Give your agency notice when the end of your service is approaching and say goodbye.
- Practice good cell phone etiquette.
- Reflect on the experience.



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- Practice good cell phone etiquette.
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Recommended Readings for Service-Learning

- Astin, A. W., Vogelgesang, L. J., Ikeda, E. K., & Yee, J. A. (2000). How Service Learning Affects Students. Higher Education Research Institute [HERI]: Los Angeles, CA.
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