# THE UNIVERSITY OF TENNESSEE KNOXVILLE

# SERVICE-LEARNING

## COURSE WORKBOOK

For Course Number and Title

# SERVICE-LEARNING

## COURSE WORKBOOK

Course Number and Title

_____

Faculty Member

_____

Department

_____

Partner Contact (Site Supervisor)

_____

Organization

_____

# About This Workbook

This workbook accompanies the University of Tennessee, Knoxville, Service-Learning Course Design Guide. Both the guide and the workbook were created through a partnership between the Office of Service-Learning and the Teaching and Learning Center to assist faculty who are planning a service-learning course. Our offices are available for additional support and consultation as you design a transformative service-learning experience for your students. We look forward to welcoming you to the growing network of citizens, scholars, and professionals creating positive change through service-learning and engaged research.

# Contents

# [1] Checklist: Steps for Planning and Implementing a Service-Learning Course

**Check each item as you complete the corresponding step.**

☐ Discuss the service-learning course plans with your department chair.

☐ Determine student learning outcomes, considering both academic and civic learning outcomes

☐ Identify one or more possible community partners who can provide experiences to students in line with your intended learning outcomes for the course.

☐ Contact organizations to find a good match for your course.

☐ Arrange to meet community partners in person to discuss the objectives and details of the project.

☐ If desired, complete a memorandum of collaboration to facilitate the process.

☐ Become familiar with the risk management procedures for service-learning courses.

☐ Consider accessibility of the experience to students with disabilities, adult students, and students whose ethnic, racial, religious, sexual, or gender orientation might put them at risk in the service context.

☐ If applicable, visit the Office of Disability Services website to learn more about accommodations for students with disabilities.

☐ Develop course assignments and assessments that align with the academic and civic learning outcomes.

☐ Create a plan for integrating reflection as a tool to connect the service to the academic and civic learning outcomes.

☐ Design a process for evaluating and improving the partnership with the community partner.

☐ If applicable, plan to use the OSL evaluation forms to facilitate continuous improvement to the partnership and service experience.

☐ Read through the S designation information on the OSL website to determine if you would like to have your course designated.

**The Office of Service-Learning is available to support you in every step of the service-learning process.**

Contact us at servicelearning@utk.edu or 865-974-9577 for assistance.

# [2] Clarity in Learning Outcomes

Examine the following learning outcomes. Are they good or not so good? Why? If the learning outcome is stated poorly, how would you make it clearer?

a. The student will understand basic human development theory.

_____

b. The student will appreciate music from other cultures.

_____

c. The student will demonstrate competence in a particular focus area of nuclear engineering.

_____

d. The student will identify and summarize the important features of major periods in the history of western music.

_____

# [3] Writing Learning Outcomes

When designing learning outcomes, it is important to reflect upon the following questions.

What do you want your students to learn from the academic content of the course?

_____

How will you know they've learned it?

_____

What seems reasonable within the time available?

_____

What civic knowledge, skills, values, or propensities do you want them to gain?

_____

How will you know they've gained it?

_____

What seems reasonable within the time available?

_____

# [4] Converting Expectations into Learning Outcomes

When thinking about learning outcomes in the context of a service-learning course, consider the content that needs to be addressed through the course as well as the needs and expectations of the community partner.

A possible expectation for a course on educational policy might be *Students will explain why cultural competency is necessary for effective development and evaluation of educational policies*. What academic knowledge and/or civic competencies will students need to fulfill this outcome through their service experience?

_____

As you consider what academic knowledge and civic competencies students will need for your course, try turning these into student learning outcomes.

Academic learning outcomes (academic knowledge needed):

_____

Civic learning outcomes (civic competencies needed):

_____

If applicable, outcomes that span academic knowledge and civic competence area

_____

# [5] Course Planning Matrix

For the greatest benefit, use this tool throughout the planning process so it can inform, and be informed by, every step in the process.

Reflection should be built into the course as a way to prompt students to draw connections between the academic content of the course and the civic learning yielded from their service projects so that each adds value to the other.

## Academic

| What do I want my students to learn from the course content? (academic learning outcomes) | What do they already know? (pre-assessment of content knowledge) | How do I help them learn it? (instructional plan for content and classroom activities that support fulfillment of outcomes) | How will I know they've learned it? (assessment of academic learning outcomes) |
|---|---|---|---|
| 1. | 1. | 1. | 1. |
| 2. | 2. | 2. | 2. |
| 3. | 3. | 3. | 3. |
| 4. | 4. | 4. | 4. |
| 5. | 5. | 5. | 5. |

# Civic

| What civic knowledge, skills, values, or propensities do I want them to gain? (civic learning outcomes) | What do they already know about responsible citizenship in the discipline? (pre-assessment of civic learning outcomes) | How will the service help them make desired gains? (service project plan with community partner) | How have they grown as a result of the experience? (assessment of civic outcomes) |
|---|---|---|---|
| 1. | 1. | 1. | 1. |
| 2. | 2. | 2. | 2. |
| 3. | 3. | 3. | 3. |
| 4. | 4. | 4. | 4. |
| 5. | 5. | 5. | 5. |

# [6] Faculty-Community Partner Memorandum of Collaboration

These pages duplicate the faculty-community partner MOC for use in planning. The actual form is provided as an interactive Microsoft Word document at **servicelearning.utk.edu/forms**. Review these questions with your community partner as you collaborate to design a service project for your course.

## Information about the Faculty Member

Name

_____

Department

_____

Email Address

_____

Phone Number

_____

(Optional) Office Location

_____

(Optional) Add additional information about yourself that you would like for the community partner to know.

_____

## Information about the Course

Course Number and Title

_____

Semester and Year Offered

_____

Department

_____

Provide a brief description of the course. It may be helpful to attach a copy of the syllabus for the community partner to see.




_____

## Information about the Community Partner

(To be provided by the community partner)

Name and Title of Partner Contact (Site Supervisor)

_____

Name of Organization

_____

Site Supervisor Phone Number

_____

Site Supervisor Email Address

_____

Physical Address of Site

_____

Hours of Operation

_____

Please provide a brief description of the community organization who will host the students. If possible, attach a brochure or flyer for the organization.

_____

## Information about the Service Project

Responses to the questions below may be provided by the faculty member, the community partner, or both parties together. The purpose of these questions is to serve as discussion prompts to clarify the nature and scope of the service project based on 1) the needs identified by the partner organization and 2) the learning outcomes the faculty member intends for the students involved in the service project.

Why have you chosen to integrate service-learning into this course? What intended learning outcomes do you have for the students involved in the service project?

_____

Do the faculty member or community partner have a minimum total hour requirement for the service? If so, how many hours? How should the student log hours? Should the community partner request a minimum duration of continuity for the service (for instance, six weeks)? If so, what duration? _Note: If the students are unable to complete the duration of service requested by the community partner, the faculty member should seek out a different partner organization._

_____

What methods will the students and the community partner use to communicate throughout the life of the project (phone, email, text, etc.)? How will a student "call in" if unable to make it to the service site at some point? How will the community partner let the student know if there is a change of plans, the service site is closed, or something else needs to be communicated?

_____

How often will the faculty member and community partner communicate about the status of the service, progress made, and any changes needed?

_____

What pre-service training or requirements, if any, does the community partner have for the students? *Note: Students engaged in service-learning must comply with both the Office of Service-Learning, departmental, and community partner requirements. Find information on requirements for service-learning students at the bottom of this form.*

_____

What are the potential risks to service-learners of engaging in the service-learning activities? What are the potential risks to service-learners of having contact with the agency clients? What are potential risks to service-learners of traveling to and from their homes, the campus, and the agency? What are the potential risks to agency staff and clients of having student service-learners on-site?

_____

What expectations do the faculty and community partner have of students working at the community organization? How are the students to dress when serving at the site? How are they to interact with clients, if applicable? Are there certain skills or competencies students should master before beginning the service? Are there any additional expectations the student should be aware of?

_____

How will the students close out the project? What are the deliverables, if any, to be completed? If applicable, what qualities would make each deliverable most helpful to the community partner? To the students?

_____

Note: Requirements for Service-Learning Students*

- All students engaged in service-learning classes involving minors must sign the "TN Law on Mandatory Reporting of Child Abuse and Child Sexual Abuse" reporting form prior to the service engagement. Reporting forms may be accessed at *http://policycentral.utk.edu/wp-content/uploads/sites/29/2016/05/Mandatory-Reporting-Law.pdf*. Signed reporting forms should be housed securely in the department main office. It is recommended that students who will be working with minors also complete the "Tennessee Mandatory Reporting of Child Abuse and Child Sexual Abuse" training prior to the service project. The training course is free, and only takes about 25 minutes to complete. The training can be accessed online at *http://lms.csw.utk.edu/login.aspx*. Students can log in with their UT ID and password, and select the module entitled "Child Abuse Reporting" from the drop down menu.

- The Office of Service-Learning requires that students engaged in service-learning with any high-risk population (elderly, children, and persons with disabilities) EITHER carry liability insurance or sign a liability waiver. Liability waiver forms may be accessed at *http://servicelearning.utk.edu/forms/*. If students choose to purchase liability insurance, the Office of Risk Management offers annual liability insurance policies for the reduced rate of $20. Academic departments housing service-learning courses are responsible for overseeing risk management compliance measures associated with these experiences. Faculty teaching service-learning courses should also familiarize themselves with their community partner organization organization's requirements for volunteers. Service-learning students must comply with both community partner organization requirements as well as requirements set forth by Office of Service-Learning and the college, department, or program housing the service.

- Some service-learning courses involving minors MAY be considered "Covered Programs" under the University of Tennessee System Safety Policy SA0575 (Programs for Minors Policy). If so additional requirements apply. Find more information about the policy at *http://policycentral.utk.edu/policies/programs-for-minors/*, and contact Brian Browning, Executive Director of Auxiliary Services, at 865-974-3061 or safety-minors@utk.edu with any questions about the policy.

- Some academic departments and/or community organizations require pre-service screening measures such as background checks, drug tests, or sex offender registry checks for service-learning students. If the department or college housing the course currently has requirements and/or processes in place for screening students, instructors should follow these requirements and/or processes. If screening processes are required by the community partner organization and the home department/college does not have an existing process in place for overseeing screenings and addressing findings, the instructor should acquire permission from the department head prior to confirming the partnership with the organization. OSL is available for consultation with instructors and departments/colleges on how to establish a process to oversee screenings and address findings.

*Policies regarding Risk Management at the University of Tennessee are subject to change. The Office of Service-Learning strives to make up-to-date information on risk management policies and procedures available to faculty. Visit *http://servicelearning.utk.edu/faculty-resources/risk-management/* for information and updates.

# [7] Questions for Student Reflection

In light of your own academic and civic learning outcomes, think about some possible reflection-in-action and reflection-on-action questions to help your students connect their learning and service.

Reflection-in-action:

_____

Reflection-on-action:

# [8] Proposal for Service-Learning (S) Course Designation Approval

These pages duplicate the S designation proposal form for use in planning. The actual form is provided as a Microsoft Word document at **servicelearning.utk.edu/s-designation**.

Department

_____

Course Number and Title

_____

Credit Hours

_____

Course Description

_____

Credit Restrictions *(if any)*:

_____

Frequency of Course Offering:

_____

Course Capacity per Semester: *(per course & total if multiple sections)*:

_____

Contact Name, Phone, Email:

_____

# Service-Learning (S) Standards:

Service-learning is a course-based experiential learning strategy that engages students in meaningful and relevant service with a community partner while employing ongoing reflection to draw connections between the service and course content. When implemented according to the below standards of best practice, service-learning can enhance academic learning, promote civic responsiveness, and strengthen communities. Find information about planning and implementing a service-learning course at **servicelearning.utk.edu**.

**The S designation is intended to identify courses in which service-learning is implemented in accordance with the below standards.**

1. *The course includes one or more academic learning outcomes that will be enhanced by the service.[i]*
2. *The course includes one or more civic learning outcomes that will be enhanced by the service.[ii]*
3. *The instructor and one or more community partners[iii] will collaboratively design a service project or experience that advances the above mentioned student learning outcomes while meeting one or more needs identified by the community partner/s organization.[iv]*
4. *The course includes structured reflection upon the service project/experience by the students in light of intended academic and civic learning outcomes.[v]*

• What are the academic and civic learning outcome/s that will be enhanced by the service project or experience? See Standards #1 and #2 above.

• How will the department ensure the course establishes and maintains Standard #3 above? Please describe, if applicable, how the department would address a change of instructor or other potential disruption while maintaining the integrity of this standard.

• How will the course use structured reflection to prompt students to consider the service project or experience in light of the intended academic and civic learning outcomes?

• Please attach a representative course syllabus (including course description, prerequisites, clear indication that the course is a Service-Learning course, and course objectives that include academic and civic learning outcomes that will be enhanced by the service). If available, please attach one or more samples of student work produced in conjunction with a service-learning project or experience from this course.

• Courses that receive the S designation will become eligible to receive support through the campus's Quality Enhancement Plan (QEP), Experience Learning. Please indicate if the department would like to learn more about support available to this course through the QEP.

• Please attach documentation of approval of proposed course changes at the department and college levels, including signatures of approvers at department and/or college levels.

Please e-mail the completed form, syllabus, and other requested materials to Molly Sullivan at *msulli27@utk.edu* as a Microsoft Word or PDF file.

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[i] Academic learning outcomes refer to what students should be able to demonstrate, know, or do by the end of the course. Generally there are two ways that the integration of service can enhance academic learning for students: 1) through complementing more traditional classroom- and book-based pedagogies (e.g. students improving Spanish speaking abilities by serving in a Latino/a community organization), or 2) through enabling learning possibilities precluded in more traditional pedagogies (e.g. the same students learning about Latino/a culture as a complement to their language learning). The instructor should be purposeful to design the service experience and accompanying coursework in a way that enhances the students' academic learning, and should communicate these provisions to the community partner organization during the planning stage.

[ii] Civic learning involves the personalizing of the learning experience in light of the student's role as a citizen, scholar, or professional. The civic knowledge, skills, values, or propensities to be advanced through the service-learning should be determined by the instructor, and should be reflected in the student learning outcomes and content of the course. Civic learning can range in its level of intensity from a general focus on responsible citizenship (e.g. democratic preparedness or professional ethics) to an emphasis on change-making (e.g. political or social action).

[iii] A service-learning community partner can be 1) any nonprofit or public sector organization, agency, or institution, or 2) a private sector business or establishment that is underserved in the traditional market economy. In cases such as university-operated legal or veterinary clinics, the community partner can also be the client.

[iv] The service project or experience should 1) clearly contribute to the community partner organization's ability to fulfill their mission or charge, and 2) clearly advance one or more academic and civic student learning outcomes from the course. The instructor and the community partner should work together to define an appropriate service project or experience in line with these goals. This entails the instructor sharing the anticipated student learning outcomes with the community partner, and the community partner sharing information about the organization's mission and needs.

[v] Reflection is the purposeful consideration of the service project or experience by students in light of intended academic and civic learning outcomes. For example, a reflection assignment may include examining some aspect of the service project/experience in light of a theory or framework observed within the discipline. Through ongoing reflection, the service should continually inform the learning and the learning should continually inform the service so that each adds value to the other. Reflection activities can include guided discussion, structured journals, blog entries, oral presentations, or written papers. Reflection questions should be rooted in course content, and should prompt students to consider their roles and responsibilities as citizens, academics, and professionals in a complex and diverse society.

# Notes

# Contact
# Information

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# T SERVICE-LEARNING

**JOINTLY AUTHORED BY THE OFFICE OF SERVICE-LEARNING AND THE TEACHING AND LEARNING CENTER**

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