Service-Learning Resource Guide

I hear and I forget.
I see and I remember.
I do and I understand.

Office of Service-Learning
Western Michigan University
Service-Learning Resource Guide

Table of Contents

Introduction to the Office of Service-Learning
Benefits of Service-Learning
Four Myths about Service-Learning
Pre-project planning, best practices
Project planning checklist
Pitfalls, interventions, and preventions
Liability guidelines, WMU
Stakeholder expectations
Student participation agreement
Sample student sign-up forms
Sample time log with evaluation (student)
Reflection, best practices
Service-Learning course designation form
Course examples
Evaluation, samples
Sample syllabi
Policies, Office of Service-Learning
Background checks
HSIRB

Car rental and reimbursement process

Peer institutions, best practices

Service-Learning Awards nomination criteria and form

Service-Learning Professional Learning Community

Appendices

A. Service-Learning Student Position Descriptions
B. Glossary of terms
C. Sample reflection tools
D. Sample background check forms
E. Peer list
Mission:

The Office of Service-Learning’s mission is to engage regional communities, the university, and its’ student body in a mutually beneficial, innovative learning and service enterprise for the purpose of mobilizing knowledge, talents, and energies to benefit the greater community.

We strive to accomplish the following:

- Serve as a campus resource to facilitate the implementation of service-learning and community-based learning.

- Effectively match academic and professional development with needs identified by community stakeholders for the purpose of transitioning classroom learning into practical, professional experience.

- Advocate for the incorporation of service-learning into every curriculum campus-wide.

- Coordinate activities between, and build community among, service-learning stakeholders.

- Provide students with opportunities to engage with nonprofit and for-profit sites to stimulate service-learning and workforce development.

- Create reflection structures that provide a contextual framework to challenge and interrogate theories, stereotypes, and preconceptions as students experience their community.
Student Opportunities (See Appendix A):

- **Service-Learning Scholars Corps:**

  Students will work with the Office of Service-Learning, supervising service-learning projects at various locations in Kalamazoo. Students will serve as liaisons among service-learning students, site supervisors, and the Office of Service-learning. Additionally, students may conduct in-person surveys during fall semester, and may be asked to assist with reflection exercises.

- **Internships:**

  Interns will engage at all levels of project development and provide training and supervision for service-learning student scholars. Interns will also work with the Office of Service-Learning, supervising service-learning projects at various locations in Kalamazoo. Interns will serve as liaisons among service-learning students, site supervisors, and the Office of Service-learning. Additionally, interns will coordinate data collection efforts during the fall semester and may conduct in-person surveys. May also be asked to provide training in reflection and assist with reflection exercises.
Definition of Service-Learning:

Service-learning is a mutually beneficial endeavor in which course learning objectives are met by addressing community-identified needs—putting academics into practice.*

Criteria for service-learning designation:

- Service project must enhance understanding of course learning objectives
- Students provide at least 15 hours of service during the semester with some exceptions, including project-based service that often take more hours to complete
- Must include critical reflection of student’s experiences
- Projects must serve a community-identified need
- Must be a reciprocal partnership among community partners, students, and university instructors
- Best practices suggest that service-learning be a transformative experience

Example: If students collect trash out of an urban streambed, they are providing a valued service to the community as volunteers. If students collect trash from an urban streambed, analyze their findings to determine the possible sources of pollution, and share the results with residents of the neighborhood, they are engaging in service-learning.

Online service-learning: E-service-learning is a form of instruction that delivers instruction or service or both through an online format.

Types of e-service-learning:

- Hybrid Type I (fully online instruction with service fully on site)
- Hybrid Type II (fully onsite instruction with fully online service)
- Hybrid Type III (a hybrid format with instruction and service partially delivered online and partially delivered on site),
- Extreme E-Service-Learning (100% of the instruction and service online).
- Client Based Courses (a particular client is incorporated throughout the course content and the entire class engages in project(s) for that client.

In addition to the best practices found in all service-learning, E-service-learning instructors should educate the instructional design team about the philosophical underpinnings of service-learning to increase buy in and technological support. Community partners can engage with the class through online instructional tools. Instructors using totally online content must be actively engaged throughout the course to support the service-learning.

*See Appendix B for complete list of experiential learning terms, definitions, and criteria.
Service-Learning benefits:

The benefits of service-learning have documented positive outcomes for students, faculty, and the greater community.

Community benefits:

- With curriculum engagement and student innovation coming together to serve our stakeholders, Western Michigan University can lead the region by introducing and engaging new ideas, products, and services throughout the region.
- Businesses and agencies have value added through student innovation, energy, and creativity.
- Meets community-identified needs.
- Provides access to university resources.
- Offers professional development and leadership opportunities.

Student Benefits:

- Provides an opportunity for students to identify and dissect biases and stereotypes, empowering them to build a new framework for understanding
- Contributes to a culture of innovation, unconventional thinking, and problem solving.
- Enhances work-force development and students’ employability through applied learning and real-life experience.
- Encourages civic engagement and social responsibility, and decreases effects of current cultural and political apathy.
- Offers opportunities for students to learn and practice leadership skills.
- Assists in the development of critical thinking skills.

Faculty and Professional Staff Benefits:

- Generates opportunities for research and provides opportunities for publishing, using the growing service-learning education pedagogy.
- Supports professional development by engaging faculty and students in creative and innovative practice.
• May promote tenure and enhanced funding for service-learning designated courses.
• Engages faculty as both teacher and learner.
• Increases potential for stronger faculty/student relationships.
• Increases engaged student participation in class, and increases students’ ability to internalize course material through application of objectives.

**University Benefits:**

• Cultivates the next generation of talent within Southwest Michigan’s region, and continues to grow Western Michigan University as a relevant research-one institution.

• Builds human capital by expanding and strengthening student experience.

• Enhances the reputation of the University as an engaged campus, committed to regional support, student growth, and economic development.

• Builds a reputation for our students as innovative, engaged learners from a full spectrum of disciplines.

• Meets the University’s mission to provide high-quality education, including a strong focus on experiential education.

• Provides opportunities for strong partnerships with stakeholders throughout the region.

• Prepares high-quality graduates who are better prepared to enter the workforce, which serves to entice potential students, both domestic and abroad.

• Engages the community in mutually supportive endeavors.
Four Myths about Service-Learning
From the Michigan Journal of Community Service-Learning Course Design Workbook

Myth #1 – The Myth of Terminology

Academic service-learning is the same as student community service and co-curricular service-learning.

Academic service-learning is not the same as student community service or co-curricular service-learning. While sharing the word “service,” these models of student involvement in the community are distinguished by their learning agenda. Student community service, illustrated by a student organization adopting a local elementary school, rarely involves learning agenda. In contrast, both forms of service-learning (academic and co-curricular) make intentional efforts to engage students in planned and purposeful learning related to the service experiences. Co-curricular service-learning, illustrated by many alternative spring breaks and dance marathon programs, is concerned with raising students’ consciousness and familiarity with issues related to various communities. Academic service-learning, illustrated by student community service integrated into an academic course, utilizes the service experience as a course “text” for both academic learning and civic learning.

Myth #2 – The Myth of Conceptualization

Academic service-learning is just a new name for internships (or student teaching or practica).

Many internship programs, especially those involving community service, are now referring to themselves as service-learning programs, as if the two pedagogical models were the same. While internships and academic service-learning involve students in the community to accentuate or supplement students’ academic learning, generally speaking, internships are not about civic learning. They develop and socialize students for a profession, and tend to be silent on student civic development (in most cases, not all, depending on the internship). They also emphasize student benefits more than community benefits, while service-learning is equally attentive to both.
Myth #3 – The Myth of Synonymy

**Experience, such as in the community, is synonymous with learning.**

Experience and learning are not the same. While experience is a necessary condition of learning (Kolb, 1984), it is not sufficient. Learning requires more than experiences, and so one cannot assume that student involvement in the community automatically yields learning. Harvesting academic and/or civic learning from a community service experience requires purposeful and intentional efforts. This harvesting process is often referred to as “reflection” in the service-learning literature.

Myth #4 – The Myth of Marginality

**Academic service-learning is the addition of community service to a traditional course.**

Grafting a community service requirement (or option) onto an otherwise unchanged academic course does not constitute academic service-learning. While such models abound, the interpretation marginalizes the learning in, from, and with the community, and precludes transforming students’ community experiences into learning. To realize service-learning’s full potential as a pedagogy, community experiences must be considered in the context of, and integrated with, the other planned learning strategies and resources in the course.
Best Practices for pre-project planning process (example using fall semester, service-learning courses)

Based on Fall Semester:

March       Instructor and service-learning staff meet to discuss fall course syllabus and project.

March to April Service-learning staff contacts up to five appropriate potential partners, based on expressed partner needs, to gauge interest and compatibility with course learning objectives.

April       Schedule May appointments with up to five partners, the instructor, and service-learning staff to discuss potential collaboration.

May         Instructors and a representative from the Office of Service-Learning, meet with community partners. At this meeting, instructor provides a copy of the course description, contact information, syllabus, and the expectations form (Stakeholder Expectations below). Partners have an opportunity to ask questions and give feedback.

May to June Instructor meets with service-learning staff member. Partners are selected and all are notified with a decision; contact information is reiterated in this communication. Best practice is for partners to have a cell number for the instructor in case of emergency, as well as contact information for the Office of Service-Learning and/or a service-learning scholar or intern if applicable. A communication plan is communicated, including who will contact whom, frequency, and method (email, phone, etc.). Instructor files necessary paperwork with university, i.e. HSIRB application, etc. when required.

June to July Instructor finalizes class calendar/schedule and shares with community partner for feedback. This includes information about what dates partners will be asked to make classroom visits, if any, and deadlines.

September 1 Instructor emails partner to confirm dates, etc.
Service-Learning Project Checklist

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<th>Prof/Instructor</th>
<th>Course name/number</th>
<th>Offer to partner(s)</th>
<th>Confirm partner</th>
<th>Send syllabus or learning objectives</th>
<th>Student orientation date</th>
<th>Start date</th>
<th>Student availability</th>
<th>Check-in week three</th>
<th>Check-in mid semester</th>
<th>Evaluation reminder to all</th>
<th>Debrief</th>
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## Service-Learning Potential Pitfalls, Interventions, and Preventions

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<th>Potential Pitfalls</th>
<th>Intervention</th>
<th>Prevention</th>
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| Collaborations can and often do have bumps; partner relationships are messy, especially during the first semester or two of a new partnership. | • Immediate communication with and among all parties. Instructor (and Office of Service-Learning for service-learning courses) communicate with partners as needed.  
• If necessary, instructors and students should sit down with partner to identify a solution.  
• Even if the project doesn’t work out in the end, have everyone meet—again as soon as possible. This helps students frame the experience as a positive learning opportunity and may salvage the relationship with the partner for future projects. | **Best practice**: Put in time upfront.  
• Meet potential partners several weeks before the course begins.  
• Provide a copy of course syllabus and Stakeholder Expectations (Stakeholder Expectations below) to partners.  
• Very clearly lay out expectations for all parties, including assessment and evaluation.  
• If a match is made, use a written document with dates, times, orientation information, etc. This is not a “contract” but a schedule for all to follow.  
• Consider interviewing students before registration.  
• From the beginning, make sure there is an expectation for all parties that communication about issues or potential issues are discussed immediately, at the first sign of trouble, not after the project has failed.  
• Plan for orientation for partners and orientation at the sites for students.  
• It is strongly recommended that partners have instructor phone numbers in case of urgent issues. For service-learning courses with a TA or service-learning scholar, student assistants’ numbers may be provided in lieu of the instructor’s number.  
• Be consistent, be available, and answer calls and emails promptly.  
• Foster open communication among instructor, students, and partners. Students must trust that site glitches are to be expected and asking for help will not affect their grades, or they are unlikely to admit problems. Students are taught to see instructors as authoritarian and are unused to a co-learner / co-teacher expectation.  
• Contact students four to six weeks before |
the semester begins and inform them of expectations—conduct, time commitment, pre-placement requirements, e.g. background checks (need to be completed before the beginning of the semester for timely start dates), transportation, etc.

- For service-learning courses, use service-learning project checklist—when to do what.
- First day of class, students sign expectations agreement; include community partner site, rules (see Student Participation Agreement).
- Be certain that students know in advance that they will feel uncomfortable. Invite discussion of discomfort. Also, have a backup plan for students who are in unhealthy (for them) placements.
- Contact community partner half way through the semester to assure that everyone is on track.
- Evaluation of student and partnership; make process and expectations clear.
- Make a final contact with the partner to debrief.
- Make sure partners know up front of planned university closures.
- Consider having a teaching assistant or service-learning student scholar (request through the Office of Service-learning; based upon availability).
- Keep number of students and partners at a manageable level. The more sites, the more communication is required; also we don’t want to overburden partners with too many students to manage. Again, a TA or Service-learning Scholar can help both parties manage.

| Lack of resources—money, people, and time | • Ask all stakeholders to contribute if unexpected expenses occur, but *set that expectation in the planning stage.*  
  • Contact your dean. | • Seek funding beforehand. The Office of Faculty Development has some small grants available. Always contact the Development Office before writing external grants to get the go-ahead.  
  • Agree to share the burden of funding with dollars or in-kind donations. |
| Not planning enough in advance (instructors with community partners and students; students with time management) | • Communicate frequently and remember that better planning makes for better outcomes all around. | Best practice: Put in time upfront.  
• Meet potential partners a full semester, or as soon as possible, before the course begins.  
• Provide a copy of course syllabus and sample Stakeholder Expectation information (see below) to partners at first meeting.  
• Very clearly lay out expectations for all parties, including assessment and evaluation.  
• If a match is made, use a written document with dates, times, orientations, etc.  
• Consider interviewing students before registration.  
• Set realistic goals and boundaries. |
| Instructor lack time or may not have experience with conducting reflection and student learning is often negatively impacted. Reflection is key to student learning! | • The Office of Service-Learning has reflection resources available (also see Appendix C). If an issue occurs, contact the Office of Service-Learning for assistance/direction.  
• Also consider attending a service-learning brownbag lunch discussion for input. | Professional development:  
• Professional learning community will be available on a regular basis.  
• Open brownbag lunch discussions for sharing ideas and problem solving will take place monthly.  
• Attend a course development workshop to learn more and share best practices with fellow instructors. |
| Traditional model of hierarchy isn’t a good fit for service-learning. | • If communication doesn’t flow horizontally, step back and recreate space for open communication and discussion. | All parties understand that service-learning is relational; all stakeholders are co-learners, co-teachers, and co-creators of knowledge. |
| Conduct, Liability, Policies | **Conduct:** Communicate directly with parties involved as soon as possible. When appropriate, instructor should contact Student Conduct.  
**Liability:**  
• See Liability guidelines in the | • Make expectations clear from the start.  
• See Stakeholder Expectations and Student Participation Agreement below. |
**Policies:**
- See Office of Service-Learning Policies section below.
- To reiterate a few:
  - No touching—includes sitting on laps, frontal hugging, grabbing a misbehaving child, braiding hair, etc.
  - No Facebook friending with those community members served, e.g. K-12 students, agency clients, etc.
  - No sharing of personal email addresses

Where can students go if they are uncomfortable with class, community partner, or project?
- Instructors, whenever possible, should be the first resource for students.
- If students do not feel comfortable with an instructor, they may contact the Office of Service-Learning for guidance.

Lack of time for follow-through on evaluation.
- Communication; ask appropriate party (partner, student, service-learning scholar, Office of Service-Learning) to follow up with partners.
- Set expectations in advance and include it in the collaboration agreement. It is most helpful if everyone has a copy of the evaluation from the beginning so that they know what they are to evaluate.

Lack of communication leads to duplication and appearance of disorganization; e.g. students handle something without the instructor’s knowledge, and the instructor
- Communication among all parties to clarify what has been completed, what needs to be done, etc.—*sooner rather than later.*
- Communicate with one another, and include as many details as possible in Stakeholder Expectations.
contacts the partner for the same purpose.

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<tr>
<th>Transportation</th>
<th>Oftentimes, departments will cover the cost of a vehicle if arrangements fall through. Communicate need to your partner(s). Buddy students with transportation when possible.</th>
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<td>Make sure students know that transportation may be necessary; seek placements close to campus for those without cars; provide bus schedules or recommend the WMU app which includes the bus schedule. Cover these needs in the pre-semester contact/interview with students; see Car Rental and Reimbursement Process below.</td>
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Many departments are not supportive of those who do or want to do service-learning.

|                | Check with your department chair and/or dean to learn what the policy is in your area. Advocate for universal teaching and learning expectations of service-learning. |
Liability Guidelines

**Academic Experiential Learning** (e.g. service-learning, capstone courses, etc.)

WMU’s liability insurance covers third parties (community partners and members) and the University from legal action if:

- Off-campus service is explicitly stated in the course syllabus as a core requirement
- Activity is organized by WMU faculty or staff—does not cover “volunteer” work even when it’s associated with a course
- Students must complete and sign community partner site sign-up form
- NOTE: Student’s personal health insurance would cover injuries sustained during service; liability coverage only covers the third party, aka the community partners and their constituents, and the University
- With regard to transportation, students should *not* have community partners or constituents in their cars as a part of their service. If they do, the student’s personal auto insurance policy will cover in the case of an accident; if uninsured or underinsured, students will be responsible for damages. THEREFORE, STUDENTS SHOULD NOT TRANSPORT COMMUNITY MEMBERS DURING STUDENTS’ SERVICE TO THE COMMUNITY AND ITS MEMBERS!!

**Non-Academic Community Service** (aka co-curricular learning and volunteerism [even service hours required for a course if there is no specific community partner and project set up by university professors or staff] )

- WMU does not cover students or community partners when students are volunteering
- WMU is not liable if a student does something intentionally harmful. In such cases, students would be held responsible for damages
- NOTE: Exceptions *may* be made if a student unintentionally causes damage, accident, or injury; these incidences are determined on a case-by-case basis

**Internships**

- University-approved internships should have affiliation agreements with community organizations and businesses that spell out liability coverage. (Most businesses and agencies require these agreements)
• If for academic credit during the semester, WMU coverage applies as indicated in affiliation agreements
• NOTE: If an internship continues beyond the end of a semester, students must file an extension letter in order for WMU to continue liability protection. If the student does not file this letter, they are responsible should anything happen during internship hours
• NOTE: If the internship is not for an academic program, there is no liability coverage (See non-academic Community Service)

Registered Student Organizations

See non-academic community service with the addition of the following:

• RSOs are not covered as part of the University with the exception of staff and faculty advisors covered as part of their employment with the University
• Some RSOs purchase their own insurance
• Some RSOs are insured under a national organization, such as some fraternities and sororities
• Extenuating circumstances may be reconsidered on a case-by-case basis

Stakeholder Expectations

Western Michigan University
Office of Service-Learning

Stakeholder Expectations

Partnership Objective
To develop a _____ (project type, brief description, or name)____ by collaborating in a careful, proactive, and efficient manner.

Course Objectives

Partnership Deliverables
Once a collaboration is established, our partnership will produce ___ (product) _____________. At the end of the semester, each party will receive a copy of the following items for future use:

• Product
• Product

Example 1
• Completed grant application
• Research and supporting documentation for grant application

Example 2
• Cognitive testing of 35 children
• Individual findings and remediation plan for each child

Example 3
• Six weekend art classes for seven- to nine-year-olds
• Art exhibit and fund raising event

Expectations
Community partners can expect the following from the instructor and students:

Because our partnership involves students enrolled in a semester-long course, it is important that we share our expectations in advance. Once the partnership is established, our community partner can expect:
Instructor will:

- Communicate with you at midterm and end-term or more frequently as needed or agreed upon.
- Secure the necessary clearance for this project through Western Michigan University if necessary.
- Coach students on professionalism in advance of their contact with your organization.
- Manage the students / teams so that deadlines are met.
- Work with students to produce high-caliber products.
- Review final products for thoroughness and effectiveness.

Students will:

- Be on time or call in advance if tardiness is unavoidable.
- Dress appropriately for the organization or project
- Rescheduling days / times must be preapproved by the instructor and missed visits cannot be made up at the end of the semester unless arranged in advance with the instructor. If an unavoidable emergency occurs (traffic accident, hospitalization, etc.) student must contact instructor as soon as possible following the absence. Excused or unexcused status is at the instructor’s discretion; excused absences may be made up with community partner approval.
- Student will communicate upcoming planned absences with partner not less than one week beforehand and will contact partner as soon as possible if an unavoidable absence occurs.
- Communicate on a regular basis, i.e. ask questions, request feedback, share concerns.

Likewise, your organization will:

- Communicate with the instructor and students throughout the semester, especially if there are concerns.
- Allow students to conduct on-site visits as applicable and agreed upon in advance.
- Respond to student inquiries during the project, based upon agreed protocol.
- Complete an evaluation form at the conclusion of the semester.
- Send a representative to the following two class meetings if applicable or as agreed upon:

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<th>Date</th>
<th>Time</th>
<th>Purpose</th>
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<td>To introduce the class to your organization. To brief the class on your project.</td>
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<td>To attend student presentations if applicable</td>
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Students should expect:
- Understanding prior to registering for a service-learning course of the out-of-class service hours requirement.
- Clear understanding of what is expected of them from instructors and community partners.
- Clear grading criteria.
- Responses to emails in a timely manner.
- Timely assistance with problem solving.
- Communication with or from the instructor throughout the semester, especially if there are concerns.

From the Office of Service-learning, all parties should expect:
- A copy of service-learning resource guide before the project begins.
- At least a midterm and end-term contact.
- Responses to emails in a timely manner.
- Support for all stakeholders.
- Assistance with problem solving.
Student Agreement

Western Michigan University
Office of Service-Learning

Student Participation Agreement
(signature required)

Student name:
Project Name:
Project description:
Is the project a course requirement? Yes No
Community Partner:
Instructor:
Dates of Contact:
   Partner visits:
   Student orientation at site:
   Start date:
   End date:
   Student schedule (include dates students will be on site—may be adapted):
   Assignment deadline(s):
   Instructor check-ins:

Academic Experiential Learning (e.g. service-learning, capstone courses, etc.)

WMU’s liability insurance covers third parties (community partners and members) and the University if:

- This form is signed by the student and instructor.
- Off-campus service is explicitly stated in the course syllabus as a core requirement.
• When project or activity is organized by WMU instructors or staff—does not cover “volunteer” work even when associated with a course.
• NOTE: Student’s personal health insurance covers injuries sustained during service; university liability coverage applies to third parties, including community partners, their property and their constituents, and to the university.
• With regard to transportation, students should not have community partners or constituents in their cars as a part of their service. If they do, the student’s personal auto insurance policy will cover in the case of an accident; if uninsured or underinsured, students will be responsible for damages. THEREFORE, STUDENTS SHOULD NOT TRANSPORT COMMUNITY MEMBERS DURING STUDENTS’ SERVICE TO THE COMMUNITY AND ITS MEMBERS!!

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<th>I understand that I:</th>
<th>Student initials</th>
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<td>Am expected to be punctual and present as scheduled</td>
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<td>Will communicate consistently and in a professional manner</td>
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<td>Will not transport community members in my own vehicle as a part of their service.</td>
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<td>If I do so, I understand that my personal auto insurance policy will provide coverage in case of an accident; if uninsured or underinsured, students will be responsible for damages.</td>
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Student signature:

Instructor (witness) signature:
Events and time slots are offered on the dates that follow. Each student should sign up for one of these.

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<tr>
<th>Partner name:</th>
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Each student is required to provide two to three hours of service. Please sign up accordingly by entering your name in the appropriate time/date slots. Students may sign up for as many slots as they wish. Please enter your name under the times you will be working throughout the semester.

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<th>Semester weeks</th>
<th>9:00 to 10:00</th>
<th>10:00 to 11:00</th>
<th>1:00 to 2:00</th>
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Your service-learning project for this class requires you to complete 15 hours of service with your community partner. In order to help track and verify these hours, please bring your log sheet with you each time you visit your community partner, and have a staff member sign and date to verify your participation. On your last day, please have your site supervisor complete the evaluation below. Thank you!

<table>
<thead>
<tr>
<th>Date &amp; Time of Service</th>
<th>Hours of Service Performed</th>
<th>Type of Service Performed (a few words describing what you did)</th>
<th>Teammates who worked with you</th>
<th>Community-Partner Signature and date</th>
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Student behaved professionally in the following areas with one being the lowest score and five being the best:

1. Student was dependable, e.g. came on days / times scheduled
   1 2 3 4 5
2. Student was on time and ready to work
   1 2 3 4 5
3. Student was courteous to staff
   1 2 3 4 5
4. Student was respectful to members of the public
   1 2 3 4 5
5. Student was open to learning from staff and those served
   1 2 3 4 5
Best Practices in Reflection

Best Practices (see Appendix C):

- Begin communication with students before the semester begins. This sets expectations and acts as prevention for many things that can go wrong when working with multiple partners.

- Transparency: be real with your students. This facilitates openness, risk-taking, and builds the culture of co-learners and co-teachers versus the traditional teaching model which is more authoritarian.

- Consider opening each class with a brief time for students to meet in assigned small groups for checking in with one another (If you have multiple partners, it’s good practice to have students grouped by partner.). Start by providing prompts that will help focus and direct discussion toward that day’s course content. This builds community and trust, which enhances connectedness and learning and helps students make connections between themselves and course content.

- When reflection journals are utilized:
  - Reading journals can be labor intensive; consider have a teaching assistant or service-learning scholar be your first pair of eyes.
  - Ask questions—and keep asking to get at deeper meaning and critical thinking. Why? Why? Why? Instructors need to be engaged in student’s learning so as not to be viewed as the disinterested teacher just collecting papers. Give students feedback throughout.
  - Offer opportunities for students to read each other’s journals with students’ permission. Making this a requirement can be counterproductive.
  - Use course materials to reflect on who students are and what they believe to foster self-awareness and identify biases.
  - Questions for students to consider:
    - What did you do (during project hours with community partners)?
    - How did you feel about it?
    - What did you discover about yourself or those you were serving?
    - Did you discover personal biases or uncover subconscious stereotypes about the group or activity?
    - How does your service work relate to course content?
• Make it clear that notes taken during class should not reflect what the instructor is saying, but how what s/he is saying relates to the individual student.

• Students often shut down when the instructor enters the conversation. Consider modeling good reflection practices and then let students take turns leading for the rest of the semester:
  
  • Best outcomes are accomplished when instructors work with the students who will be leading for the class period so that students have a structure to give the exercise shape—something more than open discussion. Those who utilize this method have found that students become increasingly engaged throughout the semester.
  
  • Consider allowing students to choose their own topics, within course context or content, when working with the week’s leaders.
  
  • Instructor serves as monitor and asks agitating questions to increase depth of discussion.

Prevention:

• Cookie cutter reflection requirements don’t always get the desired depth and critical outcomes:
  
  • Requiring students to read or comment on one another’s journals may impede some student’s willingness to honestly reflect.
  
  • Many students view this as “just one more thing” and miss the intended benefits. Offer opportunities for students to read each other’s journals, but not as a requirement.
  
  • Lack of structure and/or unplanned activity, relying on open discussion, frequently leads to “chatting” or complaining without the desired critical analysis. Be prepared and intentional.

• Whenever possible, offer students opportunities to individualize reflections—use other means than written journals.
Course designation request form

Western Michigan University
Office of Service-Learning

Course Designation Request Form

Instructor:

Department:

Course name and number:

Is service-learning required for all students or is it optional?  Required  Optional

Note: To receive course designation, all students must participate.

Course objectives:

Project vision:

How many hours will students be required to serve?

How many community partners do you envision working with each semester?

Do you have a community partner(s) in mind?

What reflection method do you envision utilizing?

Were you approached by the community to provide a service?  Yes  No

If not, how was the community need identified?

Will you be requesting a service-learning student scholar to assist you?  Yes  No
Service-Learning Course Examples

The College of Arts and Sciences

PADM 4000- Seminar in Nonprofit Leadership with Professor Jan Maatman

This class is an advanced seminar in Nonprofit Leadership. The overarching themes addressed in this course include nonprofit management, human resource development, nonprofit board development and relations, and professional financial literacy. Skills practiced include consensus decision-making, grant-making decisions, and research and performance of best practices in key areas (e.g., community impact measures). Students taking this seminar have an opportunity to study community-identified needs in Kalamazoo County and to feel the impact of their work.

The process is as follows: Students solicit grant proposals from appropriate nonprofit agencies; each student completes at least 15 hours learning about an agency that submitted a proposal. As a class, students review proposals and determine which agencies will receive funds. Students then plan a community event at which applicants learn who has been awarded grant funds. This culminating event is a celebration with, and sharing of, gratitude among all the stakeholders that participated.

The College of Arts and Sciences

SPAN 4400- Internship or Service with Spanish with Dr. Michael Millar

This course for advanced language students, offered by the Department of Spanish, promotes ongoing collaboration between WMU students, faculty, and community organizations such as Kalamazoo Public Schools (KPS), the Hispanic American Council, and Communities in Schools of Kalamazoo. Students enrolled in Spanish 4400 serve as tutors and mentors for all grades and levels of the curriculum, and help coordinate after-school bilingual club activities. The primary language of instruction and mentorship is Spanish, allowing students to improve their acquired language skills through interaction with the local Hispanic community, while also putting their abilities to work for the community. In addition to work with individual KPS students, WMU students also participate in parent outreach efforts and serve as interpreters for parent-teacher conferences. These students create and deliver presentations for KPS and the greater community on the topic of culture, including their experiences during their study abroad.

The College of Arts and Sciences

The Fort St. Joseph Archaeological Project, Department of Anthropology with Dr. Michael Nassaney
The Fort St. Joseph Archaeological Project was initiated at the request of local citizens to identify, investigate, and interpret the physical remains of Fort St. Joseph, one of the most important Colonial outposts in the western Great Lakes. WMU conducts its annual archaeological field school at the site, in partnership with the city of Niles, the Fort St. Joseph Museum, and Support the Fort, a nonprofit organization focused on preserving the fort's history. The project has netted more than 100,000 artifacts and animal bones associated with the French and English occupation of the fort from the 1680s to the early eighteenth century.

This project gives students an opportunity to receive instruction in the classroom and gain hands-on experience at the dig site, and to work with the Fort St. Joseph Museum to create a wide range of programs to teach the public about the post's history. Each field season, WMU field school students host three summer camps— one for young adults, another for continuing education adults, and one for elementary and high school teachers. Student-led public education and outreach programs also allow the public to view ongoing excavations and to interact with the student archaeologists. At the close of the field season, students host “Community Days,” a two-day public open house to interpret and share the archaeology and history of the fort. This event attracts approximately 2,000 visitors annually and includes lectures, an outdoor museum, site tours, historical reenactments and demonstrations, period music, and food.

**The College of Education and Human Development**

**Literacy Studies 3790 with Dr. Deanna Roland**

WMU students enrolled in Literacy III work with children from kindergarten to sixth grade, at the Dorothy J. McGinnis Reading Center and Clinic, an institution that provides numerous clinical, research, and diagnostic services to a diverse population of children, university students, and adults in the local Kalamazoo and surrounding communities. For this service-learning initiative, WMU students conduct weekly individualized instruction sessions, based on information from the assessments and interviews that are administered to the elementary students to learn about their interests and literate abilities. WMU students also develop and host presentations for families at the conclusion of the sessions, which affords WMU students the opportunity to demonstrate their knowledge and application of the teaching strategies that they acquire throughout the semester. In addition, some Literacy Studies students continue their work, partnering with the Kalamazoo County Juvenile Home, during the summer semesters. Graduate students in Literacy Studies work with kindergarten through eighth grade students in the summer as well.

**The College of Engineering and Applied Sciences**

**ENGR 1001- Introduction to Engineering Design, Safe Routes to School**
First-year students in Civil and Construction Engineering (CCE), who are enrolled in Engineering1001, have an opportunity to work on a service-learning project called “Safe Routes to School” (SRTS). SRTS is a federal program intended to make it safe, convenient, and fun for children to bicycle or walk to school, and to get the regular physical activity children need for good health. This initiative also helps ease traffic jams and air pollution, unites neighborhoods, and contributes to students’ readiness to learn in school.

The SRTS project is a collaboration among the WMU College of Engineering, Michigan Department of Transportation (MDOT), and local public schools. Each fall a partner school is identified, and WMU students learn and apply transportation engineering principles as they identify barriers to safe travel. WMU students complete a walking tour of the surrounding neighborhood and survey children and their families, as well as school teachers and administrators. Upon completion of the assessment, WMU students present a remediation plan to city engineers and other city and county officials, as well as to school administrators, members of the school board, and to the general public.

**The College of Fine Arts**

**Artist as Citizen Program, administered by professional advisors in the major**

As an initiative in the College of Fine Arts, the Artist as Citizen Program seeks to foster the civic engagement of student artists through community-based service projects, enabling them to utilize their skills and talents to serve the Kalamazoo and Southwest Michigan Community. Select advanced undergraduate and/or graduate students participate in one of two project areas throughout a semester, arts administration or skill-based service.

The arts administration project emphasizes learning and service related to planning and development of exhibitions, arts programs, cultural activities, marketing, and fundraising, among other operational aspects. The skill-based service project engages artists to directly apply their skills for the benefit of the community. This may include design and execution of artistic workshops in community-based settings; theater students working with youth to express themselves through the arts; direct use of talents in collaboration with community partners to revitalize neighborhoods through art; and to engage the public through the arts.

**Haworth College of Business**

**MGMT 4010- Project Leadership with Dr. Timothy Palmer**

Management 4010 provides students with professional leadership experience by giving them an opportunity to gain important insights into themselves as leaders, their leadership strengths, and opportunities for personal and professional development. Over the course of the semester, students work with a business or nonprofit to explore the agency’s views
on leadership in modern organizations. Simultaneously, students conduct feasibility studies for these organizations’ business ideas. Students determine the plausibility of the proposal by researching their client’s strengths and weakness, soliciting stakeholder input, creating a marketing plan, among other aspects of the new venture. This offers students practical application of the course objectives by showing them motivational frameworks available to leaders as well as the characteristics of successful leadership and programming in today’s environment. Throughout the semester, students are required to provide self-reflections and evaluations of their experience. At semester’s end, teams give presentations to their clients to explain whether the proposed business idea is feasible, provide their team research to clients, and recommend future action.

The College of Health and Human Services

The Southwest Michigan Children’s Trauma Assessment Center

Western’s Southwest Michigan Children’s Trauma Assessment Center (CTAC) is an interdisciplinary service team of professionals and students from Behavioral Pediatrics, the School of Social Work, and the departments of Occupational Therapy, Speech Pathology and Audiology, Nursing, and the Physician Assistant Program, as well as Michigan State University medical students. Recognizing that exposure to traumatic events affects child functioning, and that symptoms can subsequently be manifested (e.g., hyper-vigilance, withdrawal, sleeping difficulties, depression, and significant mood swings), the Center offers assessment for early detection of deficits in order to minimize cognitive, psychological, and physiological impact on these children. The end product is an interdisciplinary care plan, tailored to the individual child.

CTAC’s target population is children, ages three months to 17 years, entering foster care due to experiences of child abuse and/or neglect or following exposure to a traumatic event. The assessments address several developmental domains including cognitive/academic, physical, speech/language, social/familial, emotional, and behavioral and are administered through interdisciplinary team collaboration, including student learners from the departments listed above.
Evaluation (pending; additional information from Drs. Barb Barton and Lynn Lee)

University evaluation

Student Evaluation

Community Impact
Sample service-learning course syllabi

Sample 1

ENGR 1001 – Introduction to Engineering Design

Course Instructor: Dr. Edmund Tsang, C-250 CEAS
Email: edmund.tsang@wmich.edu
Phone: 269-276-3249
Office Hours: TR 2:30-3:30 PM; and MW 10:30-11:30 AM

Catalog Data: An introduction to engineering design process and the engineering and engineering technology disciplines. Topics include engineering design process, teamwork, written and oral communications, engineering ethics and impact of engineering solutions on society. Credit: 1 hr.

Meeting Time/Place: Section 43628 – Wednesdays from 11:30 a.m. to 2:00 p.m. in C-123, CEAS
Section 43629 - Fridays from 12:30 to 3:00 p.m. in C-141, CEAS


Reference Materials:
3. Course webpage: WMU WebCT/e-Learning on GoWMU

Course Materials/Supplies
1. Design/Lab notebook
2. Computer discs

Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment for next week</th>
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</table>
| 1    | 9/7  | Course syllabus, policies, and class schedule  
Design Project: Need statement/background research  
Survey to form design teams | Ch. 1, 2, 3, 4, and particularly 11 |
| 2    | 9/14 | MDOT briefing on SR2S – Darrell Harden  
Teamwork in engineering  
Brainstorming & affinity process  
Successful team traits; potential teamwork problems & solution | Ch. 13, 14 |
| 3    | 9/21 | Introduction to Engineering Design Process and Design Specifications  
Introduction to oral engineering communication | “Specifications: Neighborhood Audit” & “Specifications: School Property Assessment” from e-Learning |
| 4    | 9/28 | Working and Communicating with Design Project Community Partners – Dr. Yvette Hyter, WMU Unified Clinic  
Review SRTS Specifications for Field Trip |
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<th>Date</th>
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<tr>
<td>5/10</td>
<td>Field Trip: Conduct school property assessment &amp; walking audit of neighborhood</td>
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<tr>
<td>5/10</td>
<td>Design Project Oral Progress Report #1: Present findings of school property assessment/walking audit Design Project: Brainstorm solution ideas</td>
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<tr>
<td>5/10</td>
<td>Incorporating MDOT Standards in SRTS Design – John Polasek, P.E.</td>
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<tr>
<td>5/10</td>
<td>Informal progress report on solution ideas to MDOT (Darrell Harden) for feedback How to improve oral communication Ch. 6</td>
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<tr>
<td>5/10</td>
<td>Design for the Environment &amp; Future Challenges Design Project: Draft engineering action plan Ch. 12</td>
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<tr>
<td>5/10</td>
<td>Oral Progress Report #2: Draft engineering action plan Project Management Introduction to Microsoft Project – Dr. Pingbo Tang Ch. 15</td>
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<tr>
<td>5/10</td>
<td>Introduction to Engineering Ethics Work on final draft of engineering action plan</td>
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<tr>
<td>5/10</td>
<td>Thanksgiving Break</td>
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<tr>
<td>5/10</td>
<td>Complete final draft of engineering action plan</td>
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<tr>
<td>5/10</td>
<td>Final Exam: Turn in design project written report &amp; make final project oral presentation</td>
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**Course Objectives**
1. To develop skills in the engineering design process
2. To develop skills in teamwork
3. To develop written and oral communication skills
4. To develop professional behavior in the areas of punctuality, time management, meeting deadlines, and professional appearance appropriate of engineering professionals
5. To network with faculty and students of the College of Engineering and Applied Sciences, potential future employers, and other Western Michigan University support personnel
6. To have basic awareness of engineering codes of ethics and impact of engineering solutions on society

**Topics**
1. Teamwork in engineering
2. Communications (written, oral, visual)
3. Introduction to Engineering Design Process
4. Completion of a design project, including documentation
5. Basic awareness of engineering codes of ethics and impact of engineering solution on society
6. Time management/Study skills

**Computer Usage**: Use computers for reports, data presentation and visualization.
Grading:
1. Homework 30%
2. Design Project 50%
3. Attendance 5%
4. Participation/Teamwork 5%
5. Quiz 10%
Total 100%

Course Learning Outcomes
1. Students successfully demonstrate the engineering design process in completing a design project
2. Students demonstrate teamwork skills
3. Students demonstrate written and oral communication skills
4. Students demonstrate punctuality in attending class
5. Students meet all assignment deadlines
6. Students demonstrate time management skill in carrying out the design project
7. Students have networked with CEAS faculty and students, employers of engineers and engineering technologists, and other WMU support personnel
8. Students demonstrate basic awareness of engineering codes of ethics and impact of engineering solutions on environment

The course contributes to ABET-EAC Criterion 3 categories a, c, d, e, and g, and ABET-TAC Criterion 3 a, d, e f, and g.

ABET category content
Engineering Design 80%
Engineering Professionalism 20%

Course Policies
1. Attendance: Your presence in the classroom contributes to discussion and learning. You are required to attend classes and are allowed two (2) unexcused absence. Failure to meet the attendance policy will result in a score of “zero” in attendance grade. Request for excused absence must be accompanied by official letter of excuse, e.g., a letter from your physician if you are ill and unable to attend class, within one week of unexcused absence.
2. Punctuality: You are expected to attend classes punctually. If you are late by 5 minutes or more, you may be considered absent without an excuse. Please see the instructor immediately if you foresee any problem attending class on time.
3. Homework is due on the deadline specified in the assignment. Late homework will not be accepted.
4. Academic Honesty: You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate Catalog that pertain to Academic Integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with the instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.
5. Special Needs: Any student with a documented disability who needs to arrange reasonable accommodations must contact Ms. Beth denHartigh at 387-2116 and/or at beth.dengartigh@wmich.edu at the beginning of the semester. This office must make a disability determination before the instructor provides any accommodations. Any student with a qualified need who wishes to use a tape recorder to tape class lectures or requires special accommodation
should meet with the instructor during first week of class to make the necessary arrangement to address the special need of the student.

6. There is a co-curricular component of course assignments that must be met. Failure to complete this component of the assignments will result in a grade of “Incomplete.” For more information about the co-curricular assignments, see document titled “Co-curricular Assignments.”

7. The only e-mail address that should be used for communication between WMU students and WMU faculty and staff is the e-mail address associated with a BroncoNet ID. This e-mail address typically takes the form firstname.middleinitial.lastname@wmich.edu. An example is buster.h.bronco@wmich.edu. Students cannot automatically forward e-mail from this address to other addresses. Students can access this email account or get instructions for obtaining a BroncoNet ID at GoWMU.wmich.edu.

8. WMU is a diverse, multicultural institution of higher learning and, as a community, we jointly embrace both individual responsibility and dignified respective for our faith and our differences. Therefore, students who must be absent from scheduled classes for religious observances must inform the instructor at least one week prior to the absence.

9. A laptop computer should only be used in class for the purpose of learning and not for non-academic uses such as checking e-mail, social networking sites, etc. The class will agree on a policy during the first day of class to address violation of laptop computer policy.

10. Cell phones should be turned off during class or set to vibrate mode. The class will agree on a policy during the first day of class to address violation of cell phone policy.
Sample 2

ANTH 4900/6900
2012 Archaeological Field School
WESTERN MICHIGAN UNIVERSITY
Summer II

Instructor: Michael Nassaney Office: 1014 Moore Hall
Telephone: 387-3981 e-mail: nassaney@wmich.edu

Field School Staff: Joe Hearns, Teaching Assistant; Tim Bober, Public Education Instructor; Erica D’Elia, Public Outreach Coordinator; Alex Brand, Lab Coordinator; Skylar Bauer, Intern

BACKGROUND

The Fort St. Joseph Archaeological Project (FSJAP) began in 1998 when Support the Fort, Inc. invited WMU archaeologists to locate the physical remains of Fort St. Joseph (20BE23), an 18th century mission-garrison-trading post along the St. Joseph River in Niles, Michigan and one of the oldest European settlements in the western Great Lakes. From the outset the project has had a strong community orientation. Work conducted by the 2002 WMU archaeological field school demonstrated that the site of Fort St. Joseph contains intact deposits that can inform on the history and culture of the colonial fur trade along the frontier of the French empire. Subsequent investigations in the summers of 2004 and 2006-11 have led to the recovery of hundreds of religious, military, and domestic artifacts, along with a number of fireplaces and evidence of structural remains, likely associated with habitations.

The FSJAP is a community-based partnership involving Western Michigan University, the City of Niles, the Fort St. Joseph Museum, Support the Fort, Inc. (STF), the Michigan Humanities Council, and numerous individual and institutional sponsors. The program is an opportunity for students to practice public archaeology and heritage preservation through community engagement. In 2008 the City of Niles entered into a 10-year collaborative agreement with WMU to facilitate site exploration in order to assist in understanding, interpreting, and promoting their cultural heritage. The Museum curates a collection of over 200,000 objects associated with the fort. STF is a non-profit organization dedicated to educating the world about Fort St. Joseph. Our summer camp program and open house are significant public education and outreach components of the project in which you will participate. The field school is organized as a
learning community with a focus on community service-learning. The service-learning objectives are discussed in greater detail below.

THE 2012 PROGRAM: GOALS AND LOGISTICS

The 2012 archaeological field school will continue investigations under the auspices of the FSJAP. The goals of the project are to identify, investigate, and interpret the physical remains of Fort St. Joseph (20BE23) and contemporaneous sites in the St. Joseph River valley of southwestern Michigan. This year we will continue excavations at the nearby Lyne site (20BE10) and expand our excavations on the floodplain to ascertain the southwest and southeast boundaries of the fort.

Students in the field school will receive instruction in surveying techniques, proper field excavation, artifact processing and analysis, and interpretation of findings as part of a long-term program devoted to exploring colonial interactions between Native Americans and Europeans in the North American fur trade. Following an orientation in archaeological theory and method, we will introduce you to background information on the fort site and the results of previous work. We will also discuss the development of a research design and how we will implement our field methods to address our research questions. There will be lectures and discussions on the Native American occupation of the region before contact, the motivations of early French explorers, activities associated with the fur trade and daily life, and the history and material culture of the colonial military and militia. You will also be exposed to various information sources that historical archaeologists use in their studies such as written records, maps, and museum collections. We will spend approximately six weeks in the field recovering, recording, and interpreting archaeological materials from sites in the St. Joseph River valley, weather permitting, including Fort St. Joseph. Each of you will have the opportunity to gain experience in a range of different field techniques. In the event of rain we will schedule other learning activities including field trips when possible.

Niles is located about 65 minutes from the WMU campus. To minimize transportation time, we have secured housing in Niles. Your course fee includes housing, transportation, and equipment. **Food and general living expenses are not included in the course fee.** As you will see, this course is very different from typical classroom learning. Above all, it is very important that we work and live together as a learning community. In the remainder of the syllabus you will find information on course requirements and our expectations for your performance. What follows is not the last word on these topics, but some guidelines that will facilitate the operation of the field school over the next seven weeks. We are very visible in the community and we expect that you will always be respectful in interactions with the public and our partners; you are literally the face of WMU and the project. The success of the field school is dependent upon you and the way you interact with your classmates and the community. Finally, as anyone who has taken a field school can tell you, get ready for an intense experience and a whole lot of fun!!
SERVICE-LEARNING OBJECTIVES

1. Students will gain competence in surveying techniques, proper field excavation, artifact processing and analysis, and interpretation of findings by practicing and teaching novice archaeologists in our summer camp program.

2. Students will learn to practice publicly engaged archaeology and heritage management by interacting with members of the community to learn how decisions are made in developing and interpreting a heritage tourist site.

3. Students will gain an appreciation for the multiple stakeholders who have a concern with archaeological matters by participating in an open house that showcases archaeological findings to a broad segment of the community and allows students the opportunities to discuss their role in the recovery of history.

4. Students will learn how to conduct archaeology in the contemporary world in which there are multiple stakeholders with an interest in the work by engaging with communities to make the writing of history more collaborative in an effort to transform and decolonize the discipline (see Nassaney 2011, 2012).

REQUIRED READINGS: The materials in the course pack are required readings. You should read the course pack carefully from cover to cover by the end of the orientation and have it with you at all times in the field. In addition, you should consult the following readings:

Nassaney, Michael S.


<table>
<thead>
<tr>
<th>Date</th>
<th>Activity (meeting time and place)</th>
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<tbody>
<tr>
<td>6/28</td>
<td>Orientation (9 am–noon; 1- 4 p.m., Moore 0121)</td>
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<td>Topics: Introduction to the 2012 Archaeological Field School, Historical Archaeology, Archaeology of Colonialism, Archaeology at Fort St. Joseph</td>
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<tr>
<td>6/29</td>
<td>Orientation (9:00 –noon, 1:00 - 4:00 p.m., Moore 0121)</td>
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<td>Topics: Research Design, Public Archaeology in a Learning Community</td>
</tr>
<tr>
<td>7/2</td>
<td>Orientation (9:00 –noon, 1:00 - 4:00 p.m., Moore 0121)</td>
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<tr>
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<td>Activities: tDAR, Field and Lab Procedures, Native Americans in the St. Joseph River valley</td>
</tr>
<tr>
<td>7/3</td>
<td>Orientation (9:00 –noon, 1:00 - 4:00 p.m., Moore 0121)</td>
</tr>
<tr>
<td></td>
<td>Activities: Field exercises, pack the trailer</td>
</tr>
<tr>
<td>7/4-7/8</td>
<td>Independence Day Recess</td>
</tr>
<tr>
<td>7/9</td>
<td>Assemble and leave for the field (8:30 a.m. from Moore Hall parking lot)</td>
</tr>
<tr>
<td></td>
<td>Get settled in Niles, Museum visit, site tour</td>
</tr>
<tr>
<td></td>
<td>Evening: set up lab</td>
</tr>
<tr>
<td>7/10-7/12</td>
<td>In the field; evening lab work (7-9 pm); 7/11 public lecture</td>
</tr>
<tr>
<td>7/16-7/19</td>
<td>In the field; evening lab work (7-9 pm)</td>
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<tr>
<td>7/23-7/27</td>
<td>In the field; evening lab work (7-9 pm); 7/25 public lecture</td>
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</tbody>
</table>
Summer camp for lifelong learners

7/30-8/3  In the field; evening lab work (7-9 pm); 8/1 public lecture

Summer camp for middle schoolers

8/6-8/10  In the field; evening lab work (7-9 pm); 8/8 public lecture

Summer camp for educators

8/9  Media Day

8/11-8/12  OPEN HOUSE (8 am – 4 pm); 8/11 Community dinner with re-enactors

8/13-8/15  Complete field work, process and inventory artifacts, sort samples, and clean equipment. Move out of Niles, unpack on campus.

REFLECTION/ASSESSMENT

Reflection and assessment are important components of service-learning. There will be ample opportunities for reflection and assessment, both written and oral. Written reflections will take the form of journal entries, whereas oral discussions will be more informal. Read and re-read these guidelines to focus your observations and enhance your learning.

Keeping a journal is different from other writing assignments you may have undertaken. You should view it as an opportunity to express yourself by reflecting on what you hear and see in and outside of the classroom, lab, and field. Think about your personal and group interactions with objects, members of the project, our partners, volunteers, speakers, the public, and other community groups. Learning in this course is meant to be multi-layered, reflexive, and emancipatory—through your efforts you will gain understandings and insights into various subjects including yourself. This is what living in a learning community entails.
Since the field school is an exercise in community service-learning (CSL), you should think about some of the following questions in your journal writings:

1. What are you learning by virtue of the service that you are doing? What is the service?

2. What are the sources of your learning (e.g., teachers, other students, the public, our partners, the readings, others)? What are some community assets? In other words, what does the community provide that the university doesn’t, and vice versa? Provide specific examples.

3. Service is meant to be beneficial. What are some community needs? Who are the potential beneficiaries of the service we are providing?

4. How is CSL different from traditional classroom learning? How has CSL transformed or reinforced your ideas about archaeology, history, preservation, local communities, the University, and yourself?

Other journal suggestions, procedural and otherwise:

A. Get a notebook. Try to write at least one page a day (M-F). Think of this as a first draft. Over the weekend, reflect on your entries, organize your weekly thoughts, and provide a two-page (500 word) printed summary. You will produce a total of six summaries; date them and use only your initials as a means of identification.

B. In the first two weeks you should reflect on the orientation, including the service-learning objectives and teaching methods. Reflect on the practice of keeping a journal as a different way of thinking about the course and about academic knowledge and experience.

C. In subsequent weeks comment on the ideas, knowledge, and approaches that you encounter in the course. What are you learning and how are you learning it? How did our learning community and experiential learning fit your learning style? Try to distinguish between your ideas and those of others. Do these new ideas reinforce or contradict your previous thinking or past experiences? How might the community react to this knowledge? Who might this knowledge serve?
D. It is important to express your own views, perceptions, ideas, and experiences in the process of critical self-reflection. Try to be honest and frank. Your writings will be treated with appropriate sensitivity, kept confidential, and only used anonymously.

E. Always use the first person and be explicit about how your identity (age, gender, race, ethnicity and nationality, background, socio-economic status) and the specific social conditions of your life affect your interactions with different communities and the way you think about history, archaeology, the fur trade, old forts, heritage stewardship, community groups (multiple publics), our partners, and public interpretation, for example.

F. In the last entry, reflect on the overall experience building on previous observations and understandings. Assess what you have learned and your new understandings and how the course differed from other classroom learning. Reflect on the journal as an experimental and experiential tool and compare it with other assignment methods. Discuss the ways in which learning in this field school may extend beyond archaeology and how it may have impacted your own thinking, learning, living, and social interactions. Revisit questions 1-4 to inform your reflection.

EVALUATION

At the end of the course you will be asked to provide an evaluation. You may do so anonymously. There is no formal examination in this course. To successfully complete the course you must:

a) attend consistently and participate fully in all field school events and activities;

b) provide a regular contribution to the blog; and

c) submit your printed journal entries in a timely manner. Persistent patterns of tardiness will be noted. Your instructor will provide critical feedback on your journals. Here are some themes and due dates:

7/9 Orientation: What did I get myself into?

7/16 Getting acquainted with the field and the community

7/23 Fieldwork at the Lyne site and cooperative learning

7/30 Fort St. Joseph: the place of mud and backhoes in archaeology and interpretations of 18th century
material culture

8/6 Summer camps: learning by teaching

8/15 The Open House: Is public archaeology worth it?

You are allowed one full day of absence during the course of the field school, no questions asked. Be sure to inform one of the staff members when you will miss class in advance. We expect all of you to do well in the course and to work to your fullest potential in the field, library, archives, laboratory, on-line, and in the community.
EVERYONE IN THE CLASS IS REQUIRED TO BE AT THE CELEBRATION ON THURSDAY, APRIL 12, FROM 3-7 P.M.

Directions to Jan Maatman’s Office (224E Walwood)-Take Oliver from the Recreation Center. At the top of the hill you run into Oakland. Turn left on Oakland and turn right into Lot #1. There is metered parking there. Student parking is available across the street in back of the Little Theater. Use the East Entrance to Walwood and go to the second floor. Enter the School of Public Affairs and Administration. My office is to the left.

The goal of Nonprofit Education Programs at WMU is to strengthen the capacity of leaders to carry out the missions of the organizations they serve. This is accomplished through education, community-service, and research designed to improve the contribution that public-serving organizations can make to society. Special emphasis is placed on individual and community development as the pivotal function of nonprofit organizations and collaboration as the central mode of public problem solving.

Lester M. Salamon articulates the key educational and community challenge facing us today, “The central challenge, particularly the central management challenge, confronting efforts to solve our pressing societal problems is to prepare people to design and manage these immensely complex collaborations and networks that we increasingly rely on to address our public problems.” Salamon, L. (1998). “A field whose time has passed?” In M. O’Neill & K. Fletcher (Eds.), Nonprofit Management Education. (Pp. 137-145). Westport: Pager Publishers.
Course Description: This class is an advanced seminar in nonprofit leadership.

The topics addressed by this course include nonprofit financial management, human resource development, nonprofit board relations and development, risk management, and environmental assessment. Students must complete PADM 2000 and have senior status before enrolling in this course (3 credit hours; "C" grade or better in order to count toward your nonprofit minor).

Seminars are defined as, “a group of supervised students doing research or advanced study” (Webster’s New World Dictionary, Third College Edition). Students taking this seminar have a unique opportunity to experience grant-making. This class will grant up to $10,000 to local nonprofits. We will study, determine and prioritize human needs in Kalamazoo County; we will issue requests for proposals to appropriate agencies; each student will do at least 15 hours of service-learning in an agency that submitted a proposal; we will review proposals; we will create a follow up report for agencies who received a grant; and we will determine who and how much money each agency/program is given and announce publicly our selections. In order to accomplish this we will learn consensus decision-making; study various community indicators, learn how to read 990s and financial statements, listen to how local foundations make granting decisions, research best practices in the priority areas, study grant writing best practices, as well as read and discuss ways of measuring impact.

There will be lots of choices in this seminar but the following is nonnegotiable:

1. Attendance counts. The work is sequential. You will not be able to make good decisions if you have missed crucial classes and that is not fair to other students and not fair to the people anxious for our grants. If you are not present in a seminar you not only deprive yourself of valuable information and a voice in the decision-making process but you will deprive others of your experience and expertise. After four absences I stop grading your work. This means that you will be given a “0” for your funding document and any other work I grade at the end of the class. There are no excused absences. This means after four absences, you fail the class.

2. Respect counts. Respect means you come on time, turn off your cell phones, do not use lap tops unless it is part of the learning or discussion, do not begin to pack up before the end of class, do not leave the room during class, do not have side conversations during class, do not sleep, do not work on other projects during class. Any of these behaviors will result in your being asked to leave the class and having that class count as an absence.

3. Consensus counts. All decisions will be made by modified consensus decision-making.

Office Hours

As I have many community as well as university committee meetings, please make an appointment. Appointments can be made through e-mail (jmaatman@wmich.edu) or by phone 387-8945. Generally, I am in the office between 11 a.m. and 2 p.m. on Tuesday and Thursday.
**Required Texts**

*Financial Basics for Nonprofit Managers* by Thomas A. McLaughlin

*Money Well Spent* by Paul Brest and Hal Harvey

**Additional Required and Optional Reading in Electronic Reserves**

http:www.wmich.edu/library/reserves
(If you are prompted for a password use, “nonprofit”.)


Course Objectives

By the end of the semester, the student will:

1. understand and use consensus decision-making.
2. become a problem solver. Problem-solving involves the following key steps: defining the problem and key issues; researching the problem, issues and potential solutions; identifying the assumptions and values underlying the problem and its possible solutions; breaking the problem apart; imagining unique solutions; developing a consensus on possible solutions; creating an experiment to check out the solutions, generalizing and finally explaining the potential solution to all involved.
3. learn how to read statistical reports and tie the information to your decisions.
4. learn about the demographics in Kalamazoo County and be able to research information in other geographic locations.
5. build local and regional partnerships with the nonprofit community.
6. learn how to research best practices.
7. learn the processes that organizations use to collaborate.
8. understand the importance of financial planning, policies and monitoring and be able to read and interpret financial statements.
9. learn best practices for grant writing and how to effectively critique grants.
10. articulate theories for measuring impact.

Course Grading

10% Issue Essay-Submit a 3 page essay identifying a program or organization that you would fund if the decision was yours alone. Suggested problem areas are: children and/or youth development, economic and/or neighborhood development and revitalization, hunger, homelessness or health. It is OK to choose a problem outside of these areas such as issues
involving the environment, peace and justice, or the arts but $2,500 of our grant money must be spent in the suggested problem areas.

Questions to address in your paper include, why is this issue or organization important to you or to society? What is the data that supports your argument about the need? How will addressing this issue make a difference in the world? How would this grant make a difference? Be sure your essay has a thesis and support for your thesis. Essays will be read by the entire class so be prepared to be called upon to share your rationale with the class. **This assignment is similar to writing the problem or need statement in a grant proposal.** You will be graded on whether you convince me that this is a problem my hypothetical foundation should fund.

**30%** Funding Document-Essay on your experience with the organization and why the class should or should not fund the agency assigned to you. This essay must begin with your recommendation. Include the mission, needs served, impact on participants, and your site visit experience. Reflect on what you learned and whether you might volunteer and/or give to this organization.

Next research your organization. Visit the website of your organization, print the information about your nonprofit from Guidestar (particularly the 990), do the ratios from the book, Financial Basics for Nonprofit Managers, determine who "owns" the nonprofit (funder supplying the majority of their revenue), their overhead expenses as opposed to what they spend on program. Check Charity Navigator http://www.charitynavigator.org to see what they say about your nonprofit. Go to http://www.kpl.gov, local information, and type in the name of the organization to find out information from the Kalamazoo Public Library. If you find there are articles from past issues in the Kalamazoo Gazette you will need to go to the central library and use the microfilm to read them.

Research the best practices of programs addressing the issue of your local program, if it’s a program to prevent homelessness what practices have been shown to be successful at preventing homelessness? (Note-research librarians, agency staff, national nonprofit websites, journals, etc. should be used.) Use American Psychological Association Style Guide for citations.

Outline of paper might look something like:

1) Introduction and Funding Recommendation
2) History, Mission, Needs, and Impact
3) Summary of your experience
4) Financial Analysis
5) Comparison of service provided by agency to best practices
6) Conclusion
Use American Psychological Association (APA) manual for citations.

10% Presentation of your agency to class (This is an oral presentation of your funding document.)

15% Class Leadership-Students will be assigned a part of one class (30-45 minutes) to lead. This class is based on the reading for the day. You may write discussion questions, have the class read a short article or chapter from a book and discuss it, write or find a case study for the class to read and discuss, break the class into small groups to do research and make presentations, design and have the class do a role play, or any other experiential learning methodology. You may not use powerpoint or a lecture.

10% Class Preparation and Participation-For each reading assignment you must bring notes on the reading. Your reading notes should include the following: Outline of what you know about the topic before you begin your reading followed by what you want to know. Then you read the chapter(s) and conclude your outline with what you learned. This 10% will also include class participation and a demonstration of your use of Consensus Decision-Making

5% Responsible for at least five people’s (beside yourself) attendance at the grant presentation.

10% 15 Hours of Service-learning of your choice but subject to approval.

10% Face to face business solicitation of 2 businesses. Your conversation must be with a person who has authority to give funds.

Course Policies
Academic Honesty: You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate (pp. 271-272) Catalog that pertains to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. [The policies can be found at http://catalog.wmich.edu <http://www.wmich.edu/catalog> under Academic Policies, Student Rights and Responsibilities.] If
there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment.

**Grading Scale**

94-100 A

87-93 B/A
80-86 B
73-79 C/B
66-72 C
59-65 D/C
52-58 D
0-57 E

**Consensus Decision Making**

1/10 Introduction to each other

PowerPoint on 2011 Grants

Powerpoint on Consensus Decision Making

Explanation of Service-learning Requirement

Class Leadership Assigned

**Homework for 11/12:** Bring at least one written question about the syllabus. Read selected grant proposals and final reports from 2011.

1/12 Syllabus Questions

Business Solicitation Packet and Explanation

“Major-Ask”

The Essential Story

- The Before Stage
The Intervention
The After Stage
Myth about Nonprofits

Role Play of Business Solicitation

Discussion of 2011 Grant Proposals

Homework for 11/17: Read 2011 Kid’s Count Data Book

Begin by reading Definitions and Data Sources (pps. 68-70) and Criteria for Selecting Kids Count Indicators (p. 71)

1/17 Student Leadership on Basic Statistics and Discussion of Kid’s Count

Homework for 1/19: Read Poverty in Kalamazoo County, 2010

Needs in Kalamazoo County

1/19 Guest: Denise Hartsough-Community Investment Director-Greater Kalamazoo United Way

Homework for 1/24: Read maps of Kalamazoo County (found in library electronic reserves) on Physical/Mental Health, Self-Sufficiency, Strengthening Community, Strengthening Families and Youth. Also read Emergency Service Guide, Youth Out-of-School Time Guide, Youth Mentoring Guide and Healthcare Guide (all found at http://www.gryphon.org/)

1/24 Begin discussion of priorities-Student Leadership

Homework for 1/26: Issue Essay Due (Bring enough copies for everyone.)
1/26 Students present their issue or priority.

Homework for 1/31: Read all issue essays.

1/31 Come to consensus on priority or priorities. Create master list of agencies fulfilling our priorities, divide up and call to let them know about our grants and priorities. Be sure and indicate that all proposals will be judged on criteria identified in the RFP (request for proposal) and that this call does not indicate that they will be selected.

Homework for 2/2: Identify 3-5 agencies that fit our priority or priorities. Read Preface, Introduction and Chapter 1 (pps. x-20) in Money Well Spent.

Strategic Philanthropy

2/2 Student Leadership on Definition and Examples of Strategic Philanthropy

Homework for 2/7: Read The Power of Theories of Change by Brest in E-Reserves and Chapters 2 and 3 (pps. 21-58) in Money Well Spent (note the author is the same in both readings).

Theories of Change

2/7 Student Leadership on Theories of Change

Homework for 2/9: Read Chapters 5 (pps. 71-85) and 7 (pps. 103-115) in Money Well Spent and Dashboards that guide good in E-Reserves.

Dashboards

2/9 Student Leadership on Dashboards

Homework for 2/14: Read Chapters 6 (pps. 87-101) and 14 (pps. 229-239) and read Collective Impact and Merging Wisely in E-Reserves.

Collaboration

2/14 Student Leadership on Collaboration
Homework for 2/16: Read Chapters 9 and 10 (pps. 135-164) in *Money Well Spent* and *Measuring Social Value* by Mulgan in E-Reserves.

**Evaluation**

2/16  Student Leadership on Evaluation

Homework for 2/21: Read Chapters 11, 12, and 13 (pps. 167-239) in *Money Well Spent*.

**Service, Research, and Advocacy**

2/21  Student Leadership on Service, Research, and Advocacy

2/23  Amy Slancik | Community Investment Officer, Initiatives | Kalamazoo Community Foundation  
aslancik@kalfound.org

2/24  RFPs DUE TODAY at 5 P.M.

Homework for 2/28: Read *Financial Basics for Nonprofit Managers*, Chap 3-4

**Financial Analysis**

2/28  Student Leadership on Accounting Basics

Students assigned agency (one, two, or three) that submitted a proposal

Homework for 3/1: Set up site visit. All site visits must be completed by 3/20. Read *Financial Basics for Nonprofit Managers*, Chap 5

Balance Sheets
3/1  Student Leadership on Balance Sheets

3/5-3/11  Spring Break-No Classes

Homework for 3/13: Over Spring Break read all proposals. Read *Financial*
Basics for Nonprofit Managers, Chaps 6-7.

Ratios

3/13   Student Leadership on Ratios

**Homework for 3/15:** Read *Financial Basics for Nonprofit Managers*, Chaps 11, 12, and 17.

Budgeting and Risk Management

3/15   Student Leadership on Budgeting and Risk Management

**Homework for 3/20:** Guidestar. Go to www.guidestar.org and begin exploring their website.

Guidestar

3/20   Student Leadership on Guidestar

Decision-Making

3/22   Agency Programs, Financials, Management Presentations

3/27   Agency Programs, Financials, Management Presentations

3/29   Decision Making

4/3    Decision Making

4/5    Decision Making

4/10   Decision Making
4/12 Service-learning Celebration (No Class)

**Homework for 4/17:** Read *Delivering on the Promise of Nonprofits* by Bradach, Tierney, and Stone in E-Reserves

**Evaluation**

4/17 Evaluation of Event
   - Student Leadership on Event Evaluation

4/19 Evaluation of Class
   - Student Leadership of Class Evaluation
   - Final Paper Due

April 23-27-Exam week-Individual appointments to evaluate semester’s work.

**Class Deliverables:**

1. Issue Essay (A problem statement that you might submit to a foundation)
2. Funding Document Paper
3. Recruit at least five people to come to the Service-learning Celebration
4. Fulfill individual responsibilities at the event.
5. Read and participate in class discussions.
6. 15 Hours of Service-learning
7. Assist with setting up and breaking down room into committee seating
8. Solicitation of two businesses
HONORS 2801
Health and Wellbeing
Spring 2013

Class: (day/time) Instructor: Richard Szwaja
Location: Phone: 269.
Office: Email:

Office hours: Tuesday, 2:00-3:30 p.m. Room 1022 LHC
Wednesday, 12:00 – 1:30, Suite 2400 CHHS

HOL 2801 fulfills Western Michigan University’s General Education Area 8: Health and Wellbeing. This course provides students with a holistic approach to understanding self and community through a health focus, exploring multiple dimensions of health and wellbeing.

“The purpose of education is to show us how to define ourselves authentically and spontaneously in relation to our world—not to impose a prefabricated definition of the world, still less an arbitrary definition of ourselves as individuals.” Merton (1979)

Students will engage in activities, reflection and dialog which will foster critical thinking skills and personal exploration. Students are exposed to theory and practice in the following areas: self-care and wellbeing, culture, research, and health broadly defined and encompassing mental, emotional, physical, spiritual, environmental, social and occupational wellness.

“If higher education cannot deal with the messiness of real life, educated people . . . clearly will not know how to use their knowledge with wisdom, compassion, and love.” Palmer (2010)

As a service-learning course, students will further explore the classroom learning through their direct experience of, and reflection on, an intensive community-service experience. Students will participate in a minimum of 15 hours of service, intimate reflection of their service experience, and classroom dialog connecting the service experience to course content.

Required Reading:

Coursepack - available at WMU Bernhard Center Bookstore

Additional readings, audio and video material on e-learning site.
Course Objectives:

Upon completion of the course, the successful student will be able to:

• Understand the role of body, mind, spirit, and the social self in understanding and promoting health.
• Think critically about their wellness, analyzing current wellness in each of the dimensions studied, and making relevant changes to improve their wellness as desired.
• Understand their cultural identity and development.
• Engage in meaningful and relevant classroom discussions about the implications of various aspects of health and wellness at the individual, campus, local, regional, national and global levels.
• Interact intentionally and effectively with individuals in the broader community whose cultural identities differ from their own.
• Identify and discuss current and relevant research in Holistic Health, and bridge the gap between research and community application.
• Reflect deeply on the classroom and service-learning experience, extrapolating life-long learning awareness.

Course Components:

The most meaningful learning in this class will occur through two primary modalities – our classroom community, and your service-learning experience.

Classroom Community:

Learning in the classroom will come primarily from the exchange of stories, experiences and knowledge between members of our classroom community. This community, in which we become increasingly willing to speak from our hearts as well as our minds, relies intimately on the consistent presence and participation of all its members. Your presence and participation not only enhances your learning experience, but also that of each member of our community!

Because of the nature of this class, **full attendance is expected**, as is your **active participation**;

For this reason, the attendance policy is as follows:

• If for any reason you need to miss class please notify the instructor and at least one member of your learning community as soon as possible.
• If you miss a class you are still held responsible for turning in any assignments that were due on the date you missed.
• Each class period provides you the opportunity to earn 10 points for attendance and participation. You must be in class AND actively participate to earn full points.
• Each absence (other than university-excused absences) after your first will cost you one half of a letter grade (an ‘A’ grade would become a ‘BA’ if you have two absences, a ‘B’ if you have three absences, etc.).
**Service-Learning:**
The service-learning component is intended to deepen your classroom learning experience through a direct and meaningful interaction with a community partner. This interaction will offer you opportunities to experience (vs. simply read and discuss about) various aspects of health and wellbeing, and to reflect on your perceptions, judgments, expectations, interactions and experiences relative to health and wellbeing.

It is essential to the success of this class that you participate in a minimum of 15 hours of the service-learning project between weeks three and twelve of the semester. You must participate in at least one visit per week during each of these 10 weeks, with each visit lasting at least one hour. For your safety, please be sure to always have at least one member of your team with you each time you visit your community partner or work on your service project. Your full participation is worth 100 points.

Since the most meaningful learning from this service-learning experience will come as a result of your reflection on the experience, you will complete 10 service-learning reflection journals, as explained in the rubric section of the syllabus. Each journal is worth an additional 20 points.

**A BIT ABOUT CLASSROOM ETIQUETTE**

As much as possible, our classroom will become a vibrant and dynamic learning community in which we learn from each other and from our shared experiences.

For this to be feasible, certain community norms (also known as cultural norms) will be established together during the first days of class. In the meantime, and in addition to whatever norms are established, please honor the following:

- **Preparation.** Much of your learning will come from each other and your shared participation during class. You are expected to come prepared. Please read all assigned materials prior to class, and be prepared to engage in discussions and experiences based on the readings.

- **Timeliness.** The structure of this class requires timely attendance, both at the beginning of each class session as well as returning from any breaks or break-out sessions. Please be sure to arrive on time. If you will be late for any reason, please contact your instructor in advance, and please minimize distractions when you enter the classroom.

- **Cell phones.** Please turn phones off or set them to silent mode (not vibrate, which is still distracting). Please refrain from all phone use while in class, including texting, talking and e-mailing. In case of emergency, please inform the instructor and your group of your need to make an emergency call, and make the call outside of the classroom.

- **Laptops and tablets.** Much of the course will be based in small-group, direct-experience, and/or dialogue, with activities and discussions providing rich learning
opportunities. Laptops can easily distract, separate, and cause disconnection. Unless otherwise instructed, please refrain from using laptops or tablets during the class.

• **Food & Drink.** Please refrain from eating any food/snacks during class time (during break is ok.) Beverages are fine during class.

*Students needing accommodations for special needs: Please see me within the first two weeks of class to provide any documentation to ensure those needs are met in a timely manner.

**Plagiarism:**
Plagiarism refers to the use of someone else’s ideas or words without correct documentation. It is the student’s responsibility to ask the faculty member to clarify any questions on correct use of documentation for the work submitted in the course.

Cheating refers to the use of someone else’s knowledge or sharing course work in a way that is unauthorized by the faculty member. The faculty member may authorize the use of reference books for a paper, for example, but require that a test be done without such help.

**Please note:**
“You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate (pp. 274-276) [Graduate (pp.25-27)] Catalog that pertains to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.”

**Reservation Statement:**
The instructor reserves the right to make adjustments to this syllabus as needed
Grades

Points are assigned primarily for participation, reflection and application. The more genuinely and fully you participate in our learning community, reflect on your experiences, and apply new learnings to your own daily and weekly quest for health and wellness, the higher your grade and, more importantly, the more value you will take from this course.

A letter grade will be assigned in accordance with the total number of points accumulated and will be determined by using the following grade scale:

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<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94 – 100%</td>
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<td>BA</td>
<td>88 – 93 %</td>
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<td>B</td>
<td>82 – 87 %</td>
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<td>CB</td>
<td>76 – 81 %</td>
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<td>C</td>
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<td>DC</td>
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<td>D</td>
<td>60 – 64 %</td>
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<td>E</td>
<td>59 % and below</td>
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Assignments

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<th>Assignment</th>
<th>Delivery</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Invitation and Ownership Reflection</td>
<td>E-learning discussion</td>
<td>Jan. 14</td>
<td>20</td>
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<tr>
<td>Wellness Assessment</td>
<td>E-learning &amp; In class</td>
<td>Jan. 22</td>
<td>20</td>
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<tr>
<td>FACE Assessment</td>
<td>E-learning</td>
<td>Jan. 29</td>
<td>20</td>
</tr>
<tr>
<td>Student Journal – 20 points each for 10 entries</td>
<td>E-learning discussions</td>
<td>Weeks 3-12</td>
<td>200</td>
</tr>
<tr>
<td>Individual Plan for Enhanced Wellbeing</td>
<td>E-learning drop box</td>
<td>April 16</td>
<td>160</td>
</tr>
<tr>
<td>Service-learning Group Presentation</td>
<td>In Class</td>
<td>April 16</td>
<td>50</td>
</tr>
<tr>
<td>15 Hours of Service-learning</td>
<td>With Community Partners</td>
<td>Weeks 3 - 12</td>
<td>100</td>
</tr>
<tr>
<td>Attendance &amp; Participation (10 pts per session)</td>
<td>In Class</td>
<td>Weeks 1 - 14</td>
<td>140</td>
</tr>
<tr>
<td>NOTE – each absence after your first costs you a half letter grade in addition to losing 10 points.</td>
<td>In Class</td>
<td>Weeks 1 - 14</td>
<td>140</td>
</tr>
<tr>
<td>Final</td>
<td>In Class</td>
<td>April 23</td>
<td>90</td>
</tr>
</tbody>
</table>

Total Points 800
# Weekly Schedule and Assignments

<p>| Week | # | Theme                          | Focus                                                                 | Preparation – Prior to Class                                                                 | Assignments Due (prior to or at the beginning of class) |
|------|---|-------------------------------|                                                                     |                                                                                               |                                                         |
| 1/8  | 1 | Intro &amp; Community - Building | Course Intro &amp; Overview;                                          | Read pgs 1 - 34:                                                                             | Invitation and Ownership Reflection (Discussion Forum) |
|      |   |                               | - Purpose                                                             | - Introduction                                                                               | Due Monday, 1/14                                      |
|      |   |                               | - Outcomes                                                            | - Contemplative Pedagogy                                                                     |                                                         |
|      |   |                               | - Structure                                                           | - To Hell with Good Intentions                                                                |                                                         |
|      |   |                               | - Roles                                                              | - Art of Powerful ?s                                                                         |                                                         |
|      |   |                               | - Norms                                                               | - What is Guided Imagery                                                                     |                                                         |
|      |   |                               | Community Building;                                                   |                                                 |                                                         |
|      |   |                               | Meditation                                                            |                                                 |                                                         |
| 1/15 | 2 | Intro &amp; Community- Building;  | Check-In                                                              | Make a personal plan for service-learning and meeting.                                        | Wellness Assessment (bring printed results to class) |
|      |   | Service-Learning              | Overview of health and wellness; Holistic model                      |                                                                                               |                                                         |
|      |   |                               | Understand service-learning                                          |                                                                                               |                                                         |
|      |   |                               | Guided meditation                                                     |                                                                                               |                                                         |
| 1/22 | 3 | Service-Learning              | Check-In                                                              | Read pgs 34 - 52:                                                                             |                                                         |
|      |   |                               | Meet community partners; Choose service-learning partnerships.        | - Health &amp; Wellness                                                                          |                                                         |
|      |   |                               | Multiple layers of self-care: Cultivating balance &amp; initiating change.|                                                                                               |                                                         |
|      |   |                               | Meditation/ Mindfulness                                               |                                                                                               |                                                         |
| 1/29 | 4 | Dimensions of Wellbeing       | SL Check-In                                                           | Read E-Learning:                                                                             | SL Reflection (Discussion Forum)                       |
|      |   |                               | Social Wellness                                                       | - Stuck Vs. Transformed Community                                                             |                                                         |
| 2/5  | 5 | Dimensions of Wellbeing       | SL Check-In                                                           | Read pgs 53 - 64:                                                                             | SL Reflection (Discussion Forum)                       |
|      |   |                               | Spiritual Wellness                                                    | - The Four Domains Model                                                                     |                                                         |
| 2/12 | 6 | Dimensions of Wellbeing       | SL Check-In                                                           | Read pgs 65 - 110:                                                                            | SL Reflection (Discussion Forum)                       |
|      |   |                               | Physical Wellness: Mindful Eating &amp; Movement                          | - Transtheoretical Model of Behavior Change                                                   |                                                         |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>#</th>
<th>Section</th>
<th>Activity/Reading/Work</th>
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<tbody>
<tr>
<td>2/19</td>
<td>7</td>
<td>Dimensions of Wellbeing</td>
<td>SL Check-In, Mental Wellness, Emotional Wellness, Read pgs 111 – 148: - When Perfect Isn’t Good Enough - Psychoneuro-immunology, SL Reflection (Discussion Forum)</td>
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<td>8</td>
<td>Dimensions of Wellbeing</td>
<td>SL Check-In, Environmental Wellness, Occupational Wellness, TBD, SL Reflection (Discussion Forum)</td>
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<tr>
<td>3/5</td>
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<td>SPRING BREAK</td>
<td>NO CLASS</td>
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<tr>
<td>3/12</td>
<td>9</td>
<td>Research</td>
<td>SL Check-In, Research in Holistic Health, TBD, SL Reflection (Discussion Forum)</td>
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<td>3/19</td>
<td>10</td>
<td>Research</td>
<td>SL Check-In, Bridging the Gap Between Research &amp; Application, TBD, SL Reflection (Discussion Forum)</td>
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<td>3/26</td>
<td>11</td>
<td>Culture</td>
<td>SL Check-In, Defining and Understanding Culture, Read pgs 149 - 1169: - How Did You Become Yourself - From Playground to Pharmacy, SL Reflection (Discussion Forum)</td>
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<td>4/2</td>
<td>12</td>
<td>No Class</td>
<td>Presentation Prep</td>
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<tr>
<td>4/9</td>
<td>13</td>
<td>Culture</td>
<td>SL Check-In, Culture and Health, Read pgs 170 - 177: - DIY Lifestyles?, Final SL Reflection (Discussion Forum)</td>
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<td>4/16</td>
<td>14</td>
<td>Service-learning Presentations</td>
<td>Individual Plan for Enhanced Wellbeing (Dropbox)</td>
</tr>
<tr>
<td>4/23</td>
<td></td>
<td>Dialogic Final</td>
<td>Reflect and Think Forward</td>
</tr>
</tbody>
</table>
Assignment Philosophies and Rubrics

The assignments for this course are assigned for two reasons: stimulation and assessment. Each is intended first and foremost to stimulate your thinking about and ownership of various aspects of academic and life-long learning. As you read each rubric and prepare to complete your assignments, you are encouraged to adopt a sense of ownership:

- What does this mean to you?
- How do you experience it and know it?
- How can your experience of this assignment enhance your understanding and ownership of Health and Wellbeing, and of your own wellness?

The assessment function is pretty straight-forward: how well can you integrate material from class and life-experiences into the assigned writing/presentation?

The more thorough and genuine you are in your writing, the higher your grade will be. You are graded on your clarity and depth of thought, genuine self-expression, creativity, reasoning and supporting arguments, competent organization, and grammar/spelling. You are also graded on how effectively you address all points set forth in the rubric.

You are not graded on your values and opinions. Please feel free to express your genuine thoughts and feelings about your experience, the class, your instructor, etc. Just make sure that your approach aligns with the principles/norms of healthy community that we established at the beginning of class.

SUBMISSION of ASSIGNMENTS

Unless otherwise noted, all assignments must be submitted online using e-learning. Each assignment rubric will indicate where within e-learning to submit the assignment, whether in a dropbox folder or discussion board.

Font Type & Size: All papers and assignments written in a word processing platform (other than the e-learning discussions) must be single-spaced, 12 point in one of the following standard fonts: Calibri, Times New Roman or Arial.

ALL ASSIGNMENTS MUST BE COMPLETED ON TIME. In the event of technical/printer issues, you may e-mail your paper as long as it is in the instructor’s inbox by the start of class on the assigned day. In such cases, please contact the instructor in advance.

Late assignments will receive a 10% deduction each day for three days, after which the assignment will no longer be accepted for points.

Student Reflections:

Students will complete several different reflections throughout the semester, each of which is explained in more detail below. The purpose for reflections is to invite you to intentionally and consistently assess your
experiences, development, progress and wellness throughout the semester. Research suggests that keeping a journal can have profoundly positive impact on one’s wellbeing and one’s success.

**Required Reflections (12):**
Week 1: Ownership and Invitation Reflection
Weeks 3: FACE Assessment
Weeks 3 – 12: 10 Service-Learning reflections.

**Optional Extra Credit Reflections (3):**
You can complete three Extra Credit reflections throughout the semester worth up to 20 points each.

---

**Student Ownership and Invitation Reflection**
20 points, Due Jan. 14 on Discussion Board
Approximately 600 - 700 words

The purpose of this reflection is to help you to take full ownership of this class by considering the invitation that you have accepted, and owning the gifts and potential reservations you bring to the class.

- Reflect on the first session of this course, including the community-building, class philosophies, syllabus, service-learning and meditation:
  - What stands out for you? Why?
  - What surprises you? Why?
  - What excites you? Why?
  - What concerns you? Why?
- Ask at least one question about the course syllabus.
- Ask any additional questions you have about the course, the philosophies, service-learning project, assignments, learning outcomes, etc.
- Share at least one hope you have for yourself in this course.
- Share at least one gift you bring to our learning community.
- Share any concerns or reservations you have about your participation in this course.

**Grading:**

**Depth & Genuineness (10 pts):** The reflection is well thought out with points explored beyond the surface. Seems to be written from the heart as well as from the head.

**Relevance (10 pts):** The content is relevant to, and addresses all questions in the rubric.

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**FACE Assessment**
15 points, Due Jan. 21 on Discussion Board
Approximately 600 – 700 words
The purpose of the FACE assessment is to invite you to be better prepared for your service-learning experience, by considering the Facts, your Assumptions, your perceived Challenges, and your Expectations for the experience.

This assessment is available in the “Taking Ownership of the Experience” discussion forum. Please answer all questions genuinely, from the head and heart. Please take enough time to answer beyond the surface answer, considering your thoughts and feelings that may be a little further beneath the surface.

**Facts:** What do you KNOW about the upcoming experience? Think of the hours, expectations, responsibilities, partnerships, etc.

**Assumptions:** What do you THINK you are getting into? Think of any stereotypes you may have, rumors you have heard, or previous experiences that might relate to this one.

**Challenges:** What do you WORRY about encountering? Think of such things as: dangers, fears, confusions, the prospect of interacting with new and different groups and individuals, time management, etc.

**Expectations:** What do you hope to GAIN from the experience? Think of such things as people you will meet, knowledge you will gain, skills you will obtain, etc.

**Grading:**

- **Depth & Genuineness (10 pts):** The reflection is well thought out with points explored beyond the surface. Seems to be written from the heart as well as from the head.

- **Relevance (10 pts):** The content is relevant to, and addresses all questions in the rubric.

**Student Service-Learning Journal Rubric**

20 points each; 10 reflections due throughout the service-learning project.

No more than one reflection per week.
Approximately 700 – 1,000 Words

The purpose of these reflections is to engage you in deeper consideration of your service-learning experience, and of your own health and wellness, as well as issues relative to health and wellbeing in and around your community. They are intended to be more relaxed than a formal paper - more like an informal conversation with a trusted friend about your experiences.
The bullet points below are intended as a reflection guide. Please do NOT generate a list of answers. Rather, please write a narrative that captures your thoughts about these bullet points more organically than a list of answers.

1. Describe your service-learning experience(s) since your last journal entry:
   - Where did you do your service?
   - What did you do?
   - With whom did you interact?
   - How long were you there?
   - What worked well?
   - What was less effective?

2. Describe your reactions and awarenesses throughout the service-learning experience:
   - What feelings (happy, angry, sad, scared . . . or any of their derivatives) did you experience?
   - What surprised you?
   - What challenged you?
   - What assumptions did you notice that you hold about yourself?
   - What assumptions did you notice that you hold about others?

3. Identify any connections between your experiences and reactions, and the aspects of health and wellness that we’ve covered in class.
   - What did you notice that relates with any of the dimensions of wellness that we’ve discussed?
   - What did you notice about holism and the holistic perspective?
   - What did you notice that supports or challenges any of the conversations we have held in class?
   - What did you notice with regard to your own health and wellbeing?

4. Indicate what you intend to apply from your experience and reflection that may lead you further down the path of intentional health and wellness.
   - What mental models or beliefs related to any aspect of your health and wellness might you seek to better understand?
   - What attitudes or feelings regarding anything that impacts your wellness might you want to address?
   - What behaviors would you like to pay attention to and either continue doing, alter, or stop doing?

**IMPORTANT:** You must meet with your community partner at least once per week each week during weeks 3 – 13. You must also turn in one journal each of these weeks, reflecting on that week’s experience. **You will not be allowed to turn in late journals. Please plan accordingly.**
Extra Credit Reflections
(To be completed if you desire extra credit for up to three additional reflections in three separate weeks.)
20 points each; Approximately 700 – 1,000 words

The purpose of these reflections is to engage you in deeper consideration of your own health and wellness, as well as issues relative to health and wellbeing in and around your community. They are intended to be more relaxed than a formal paper - more like an informal conversation with a trusted friend about your experiences.

1. What successes (physically, mentally, emotionally, socially and/or spiritually) have you experienced in the past week? What do you suppose allowed for these successes? Why were these important to you?

2. What struggles (physically, mentally, emotionally, socially and/or spiritually) have you experienced in the past week? Why do you suppose you experienced these struggles? What can you learn from them?

3. What surprised your or challenged your beliefs about your health and wellbeing or that of the world around you during the past week? What mental model or world view of yours do you suppose was being challenged? What value does this tension hold for you?

4. How aware and present have you been during the past week or two? Why do you suppose that is? What consequences (positive and negative) have you experienced as a result of your awareness and presence?

5. What is one goal you have for the coming week relative to your own health and wellbeing? Why is this goal important or valuable for you? What will you do to ensure you attain it?

Grading:

Depth & Genuineness (10 pts): The reflection is well thought out with points explored beyond the surface. Seems to be written from the heart as well as from the head.

Relevance (10 pts): The content is relevant to, and addresses all questions in the rubric.
15 Hours of Service-Learning

Between the 3rd and 12th week of the semester

Each student is responsible to log a minimum of 15 service-learning contact hours throughout the ten weeks of the semester that are allocated for the service-learning project (weeks 3 – 12). This does not include planning time, drive time, or any other investment of time other than direct service time with your community partner. It does include orientation if required by the sites.

Each student will spend a minimum of one hour per site visit and must make at least one visit per week, keeping in mind that the minimum number of hours is 15, so plan accordingly. You will sign up for hours in advance, according to your availability and the needs of the community partner. Drop-in hours are rarely available. Please note that hours cannot be made up after the 12th week of the semester, unless there are extenuating circumstances such as a death in the family, hospitalization, etc.). Please plan ahead!

You will bring a time-log with you each time you visit your community partner, and have your log signed by an instructor-approved representative of the community partner.

Please dress professionally, according to the site and / or project, and will be on time and otherwise dependable. If students are working outside and clean, unripped jeans may be appropriate. Please treat this as a "real" job, and keep in mind that you are making valuable contacts and adding hand-on experience to your resumes. Make a good impression.

You will earn points toward your service-learning project as follows:

- 100 points for completing 15+ hours.
- 50 points for completing 13 - 14 hours
- Zero points for completing fewer than 13 hours.
Wellbeing affects us all, no matter how young or old, how learned or wise, how healthy and wealthy . . . or not. All too often in our western world, “success” is defined primarily by one’s career accomplishments and accumulation of wealth and status. Yet most people who claim to experience the greatest level fulfillment in life do so by attending to their physical, mental, social, emotional and spiritual wellbeing, as well as their career, status and wealth.

This semester-long project asks you to create an Individualized Plan for Enhanced Wellbeing, taking into consideration all materials read and discussed in class, as well as your Wellbeing Self-Assessment. Your plan will include the following components:

- **Introduction (20 points):** A couple of paragraphs to address the following:
  - What “wellbeing” means to you (your story of wellbeing).
  - Your general interpretation of the results from your Wellbeing Self-Assessment.
  - A general statement of what you hope to change or address to improve your overall level of wellbeing.

- **Analysis (100 points – 20 per dimension):** For five of the seven dimensions of wellbeing (physical, mental, social, emotional, spiritual, environmental and vocational), please share:
  - Why you chose this dimension.
  - What you perceive as your current level of wellbeing for this dimension, including:
    - The rating from your assessment and what that score means for you.
    - A subjective assessment of your level of wellbeing including at least one personal example that relates to this dimension.
  - General statement of what you would like your wellbeing to look and feel like in this dimension.
  - Current strengths in this dimension:
    - At least three strengths.
    - Why you perceive these as strengths.
    - What you have done to build these strengths.
    - What you intend to do in the future to build or maintain these strengths.
  - Current shortcomings in this dimension:
    - Two or three shortcomings.
    - Why you perceive these as shortcomings.
    - What you have done to address these shortcomings in the past.
    - What you intend to do in the future to address these shortcomings.
  - What you discovered about yourself in this dimension through your service-learning experience.
• Plan (20 pts): Determine one dimension in which you most desire to improve your level of health and wellbeing. Provide a detailed plan indicating how you intend to enhance your wellbeing in this dimension.
  ▪ Explain why you decided to focus on this dimension of wellbeing.
  ▪ Include at least two specific activities or experiences in which you intend to engage on a regular basis.
  ▪ Explain how these activities will enhance your level of wellbeing in this dimension.
  ▪ Consider information about nutrition, hydration, rest, exercise, meditation/reflection/prayer, learning, counseling/coaching/mentoring, community and relationship-building, etc.
  ▪ Indicate how you intend to assess your follow-through with the plan on a daily and weekly basis.

• Introspection (20 points): Indicate what you have learned about yourself and your wellbeing through this assignment:
  o What new information did you learn about yourself and your wellbeing?
  o How has your understanding of wellbeing and health been impacted by this assignment?
  o What surprised you as you thought about and wrote this paper?
  o What caused you anxiety?
  o What excited/encouraged you?
  o If you were to take one question or insight that has resulted from doing this assignment and carry it forward, what would that be and why?

Grading (for Individual Plan for Enhanced Wellbeing)

Depth and Genuineness (40%): The assignment is well thought out with points explored beyond the surface. Seems to be written from the heart as well as from the head, including both thoughts and feelings.

Relevance (30%): The content is relevant to, and includes all points in the rubric.

Quality (20%): The student attends to details and quality of grammar, spelling and structure. The presentation is tidy and easy to read.

Timeliness (10%): The paper is turned in on time, as specified in the rubric.
Service-Learning Presentation
15-20 minute presentation & facilitated discussion
Due April 16; 50 points

Purpose: To share with classmates your group’s service-learning experience, group process, and individual as well as group learnings related to health and wellbeing.

Each service-learning group will deliver a 15 to 20 minute presentation according to the following rubric:

- **Brief description of the Community Partner with which you worked:**
  - Who does your Community Partner serve?
  - What purpose does your Community Partner serve in community?
  - What issues related to health and wellness are they expected to address through their mission, vision, and services.
    - Please provide the language of your Community Partner’s mission and vision, as well as an extensive list of their services.

- **Brief explanation of your relationship with your Community Partner:**
  - How were you greeted & made to feel welcome by your Community Partner initially and during each visit?
  - How did you collaborate with your Community Partner to determine the goals, outcomes, timelines, etc. of your partnership?
  - What kind of work/volunteerism did you do with your Community Partner?
  - Would you partner with this Community Partner again? Why or why not?

- **Reflection on your takeaways from the Service-Learning experience:**
  - What was your experience of the work you did with your Community Partner?
    - Were you successful in doing the work? How do you know?
    - How did you feel about doing the work? What did it evoke from you? Why?
  - What mental models, world views or stereotypes did you confront (individually and as a group) during the service-learning experience?
    - What prompted the confrontation?
    - What, if anything, has changed regarding your mental model, world view or stereotype?
    - What influence will this have for you and your wellbeing in the long run?
  - What was the most valuable take away from your experience?
    - What made this the most valuable takeaway?
    - How will this takeaway make a difference in your intentional pursuit of health and wellness?

- **Design and Delivery**
  - Your presentation needs to be creative and engaging – little would be more boring than a series of four 15 – 20 minute monotonous answers to all of the above questions!
Please consider using:
  - Photos from or about your community partner.
  - PowerPoint, Prezi, posters or some other creative tool.
  - Music that fits the theme of your project.
  - A brief (2-3 minute) video interview with someone from your community partnership that speaks to their purpose or to your project.
    - You are also welcome to invite your community partner to join us in class and address some of these points in person.
  - Stories that speak to the questions above.
  - Engaging questions that invite your audience into the presentation.
  - A creative drama/skit or activity that addresses the above questions.

Grading:

**Relevance (up to 15 pts):** You address all sections of the rubric, using the questions to guide your answers. You do not necessarily need to answer each question, but do need to speak with clarity and competence to each section and sub-section.

**Creativity (up to 15 points):** Your presentation is engaging and interesting. You use a variety of tools to deliver your information.

**Team Effort (up to 10 points):** Each member of your team is fully and equally involved in the delivery of your presentation. You play to team-member strengths, while also inviting each other out of your comfort zones.

**Duration (up to 10 points):** Your presentation lasts a minimum of 15 minutes, and no more than 20 minutes. There is a 5 point deduction for each minute below the minimum or above the maximum, up to 10 total points deduction.

**References:**

Merton, T., (1979), Love and Living. New York, NY; Farrar, Straus, Giroux

Office of Service-Learning Policies (work in progress)

Western Michigan University

Office of Service-Learning

Policies

Students:

Client interactions:

- No touching—including sitting on laps, frontal hugging, grabbing a misbehaving child, braiding hair, etc.
- No Facebook friending with those students served, e.g. K-12 students, agency clients, etc.
- No sharing of personal email addresses.
- No closed doors one-on-one time with clients.

Community Partners:

- Nondiscrimination policy: All community partners who wish to collaborate with the Office of Service-Learning are encouraged to contact the office; however, LGBT status must be included in the organization’s Affirmative Action/Equal Opportunity employer statement, prohibiting discrimination and harassment, based on sexual orientation or gender identity.

Office of Service-Learning:

- The Office of Service-Learning will do due diligence to ensure the physical and emotional safety of community-engaged students. This includes working with partners whose policies reflect the values stated in WMU policies (http://www.wmich.edu/hr/handbook/index.html)
Background checks and pre-service requirements may apply!

First, procedures vary among partners and types of services provided. Background checks (see Appendix D for sample forms) are required for almost all projects with medical providers who frequently also require TB testing, and in a few instances, certain vaccinations are also required; this is more frequently the case with interns, who are much more involved in direct medical care, than it is with service-learning students. Students working with children under the age of 18, such as with public schools or Communities in Schools, are almost always required to have a background check; there are some exceptions for students who serve fewer than four hours per week and are never left unsupervised with children (e.g. Junior Achievement).

Many medical and educational institutions that require background checks also require drug screening, and a few will require a credit report. Depending on the community partner, and often influenced by the number of hours students serve during a semester or academic year, these screenings may be paid for by the partner. In some cases, students are required to cover these costs, so it is important to be familiar with the practices of all partners with whom you collaborate!

Also, consider how soon into the semester students should begin their service. If they will begin sooner than five or six weeks in, it is highly recommended that the screening process begin six to eight weeks before the semester begins. Depending on the number of checks and the volume of requests agencies have at a given time, checks have been known to take up to eight weeks to complete, and students cannot begin service prior to receiving clearance!

Forms also vary from partner to partner, so it is best practice to contact your upcoming partners well in advance to be sure you have the most up-to-date forms and procedures. If you require pre-registration interviews for students, that is a good time to have all these forms completed, signed, and submitted.
Human Subjects Institutional Review Board (HSIRB)

For general information, links, and forms:
http://www.wmich.edu/research/hsirb.html

Process to submit project/program proposal to HSIRB:

Required Training for Human Subject’s Researchers description:

Link to CITI required training modules:
https://www.citiprogram.org/default.asp
Car Rental and Reimbursement Process

Use the ONLINE TRAVEL AUTHORIZATION for all University reimbursed travel (air and ground modes of travel).

- Create New Travel Authorization Request; Routes authorization for approvals to supervisors
- Accounts Payable completes payment for reservation

Ground Travel—Steps to online:

**AUTHORIZATION**

1. **Logon** to [https://auxe.wmich.edu/travel_authorization/](https://auxe.wmich.edu/travel_authorization/) to create or verify a travel request

2. **Fill out an Online Ground Travel Authorization** [https://auxe.wmich.edu/travel_authorization/](https://auxe.wmich.edu/travel_authorization/)
   - **Login** to the Travel Authorization system using your BroncoNet ID and password, and create a new Travel Authorization Request
     - Have your travel estimation dates available for entry into the online system
     - Complete and submit an online travel authorization.
     - Wait for notification that your authorization has been approved

*Please note: if you have checked "Return to requestor instead of Enterprise" on your travel authorization, your travel authorization will not be sent to Enterprise but will come back to you. Enterprise cannot process any reservations until they receive your authorization. You will first need to mark "Approve/Route" within your request before moving on to the next step.*

3. **Reserving a car is done during the authorization process**
• When you click on “submit”, your vehicle is automatically reserved as long as you have not marked “return to requestor as noted above; however, it is good practice to verify receipt with Enterprise at (269) 372-1234

4. Pick up and return the car to:

   Enterprise Rent-A-Car  
   3611 STADIUM DRIVE  
   KALAMAZOO, MI 49008-1534

   NOTE: Always return the car with a full tank of gas, and keep your receipt for reimbursement (see below procedure).

5. If necessary, call to arrange after-hour pick-up or return at (269) 372-1234

   • Keys must be picked up during regular business hours; there is a drop-box for after-hours returns

REIMBURSEMENT (Expenses directly related to travel, i.e. fuel)


1. **Collect all your receipts** from your travel and fill out a Travel Expense Voucher immediately upon return to work.

2. **Obtain Proper Signatures** from supervision and route the Travel Expense Voucher through the proper channels.

3. **Submit the Travel Voucher and Travel Authorization to Accounts Payables**  
   Make a copy of the signed Travel Expense Voucher, original receipts and the signed Travel Authorization form for your records. Send the original documentation to Accounts Payable, mail stop 5208 via campus mail.

4. All authorized business expenses will be reimbursed via the employee paycheck.

5. **CUSTOMER SUPPORT:**

   • Email travel-auth@wmich.edu
   • PHONE: (269) 387-2200
   • [https://auxe.wmich.edu/travel_authorization/](https://auxe.wmich.edu/travel_authorization/)

*Please note:* Expenses that are not directly related to the business purpose of the trip will not be reimbursed. Some examples include movie rentals or personal telephone calls. For meals, be mindful of per diem limits.
Peer Institutions- Best Practices

Among our ten research-one peer universities (see Appendix E), the following are best practices with regard to faculty, student, and community development:

Definitions:

- Service-Learning is a pedagogy that links academic study and civic engagement through thoughtfully organized service that meets the needs of the community. This service is structured by and integrated into the academic curriculum, which provides opportunities for students to learn and develop through critical reflection.

- Service is integrated into an academic course, utilizing the service experience as a course “text” for both academic learning and civic learning.

- Students learn civic responsibility through meaningful, intentional service.

Requirements of a service-learning course:

- Students serve a community-identified need.
- Service mutually benefits both the student and the community.
- Uses reflection activities as rigorous teaching and learning strategies.
- Course options ensure that no student is required to participate in a service placement that creates a religious, political, and/or moral conflict for the student.
- Assessment of service is clearly defined in course grading and/or learning objectives.
- Syllabus includes a statement regarding the expectations and impact of service on discipline(s).
- Courses range from 1-6 credit hours.
- Requires a minimum of 20 service hours per course

Faculty Development and Professional Staff Support:

- Professional learning community or other faculty training to help faculty develop a strong background in the service-learning pedagogy (required by several of our peers).

- Assistance integrating service-learning projects into coursework

- Funding to faculty members who utilize service-learning in the classroom or public scholarship in their research.

- Strong faculty support measures to ensure broader adoption of service-learning in merit, tenure, and promotion throughout the academy.
Fellowships:
- Allows faculty to design new courses or modify existing ones to include a service-learning component. May include release time and/or financial remuneration and development grants.
- Creates a community of scholars who will integrate the philosophy, pedagogy, and process of service-learning into each component of their professional lives – research, teaching, and professional service.
- Lends greater legitimacy to service-learning with regard to matters of tenure and promotion.
- It is expected that the benefits to fellows will increase the quality and visibility of the Service-Learning program by increasing the number and variety of service-learning courses available.

Student Development, Support, and Recognition:
- Enhancing social responsibility, citizenship and awareness of community needs to improve the quality of life – opportunities for realizing self-efficacy to create change.
- Every student will have the opportunity to effect positive change in society and enhance a personal philosophy of leadership through service.
- Gives students a sense of empowerment and a better understanding of issues in diversity and civic responsibility.
- Help students better understand and retain course content.
- Connect students to the larger community.
- Leadership development: Civic Engagement Fellows (CEFs) are unpaid student leaders who are dedicated to bringing community service, issue awareness and advocacy opportunities to their campus.
- Service-Learning Scholars may apply for mini-grants to fund their projects. Money will be available for items such as supplies, some travel and other related expenses.
- Formal student recognition banquet.
- Many peers issue certificates of achievement and special insignia to be worn at graduation.
- Several institutions have a service-learning graduation requirement.

Community partner capacity building and support:
- Celebration of community-university partnerships (luncheon and awards)
- Most progressive of our peers, WMU hosts:
  - Annual networking breakfast for community and campus partners—students are welcome and encouraged to attend.
  - Annual service-learning summit, recognizing the contributions of all constituencies
  - Annual service-learning awards for partners, faculty/instructors, and students
Importance of a Designation for Service-learning Courses:

- Provide the ability to identify, track, report, and assess service-learning courses to provide accurate data.
- Gives students and advisors the opportunity to select courses that provide innovative learning opportunities.
- Provides faculty with guidelines for creating new service-learning courses.
- Assists faculty with promotion and tenure by displaying their use of civic engagement pedagogy.
- Once a course receives the SL designation, it is assigned an s-l attribute. Each semester, a list of SL-designated classes is posted online to allow students and faculty to view the full list of SL classes offered in any given semester at NIU.

Steps for S-L Designation:

For courses to count toward the service-learning student requirements, they must be approved by the service-learning campus advisory team;

- A course approval submission form (see Course Designation Request form above) will be completed by faculty and signed by chairs. The form will specify how a course meets the criteria for a service-learning designation and will be submitted to the service-learning advisory team.

- The service-learning advisory team will meet periodically to review and approve course proposals received by chairs.

- The criteria for a service-learning designation states:
  - Service project must enhance understanding of course learning objectives.
  - For interpersonal service, students must provide at least of service during the semester with some exceptions; for project-based courses, service extends to completion of the project and may take more or fewer hours of service.
  - Must include critical reflection of student’s experiences (see sample reflection activities in Appendix C).
  - Projects must serve a genuine community need (as identified by the community).
  - Must be a reciprocal partnership among community partners, students, and instructors. To this end, see Stakeholder Expectations section above. Also see Student Participation Agreement forms that must be signed by students and instructors.
  - All students are required to participate as service-learners; service-learning is not an “option” within a single course.
Once a course is approved and designated as service-learning, the service-learning team works closely with the Office of the Registrar to complete course notation process for Banner and course catalogs.
Service-Learning Awards

Service-Learning Award Guidelines and Nomination Form

Service-learning is a mutually beneficial endeavor in which course learning objectives are met by addressing community-identified needs--putting academics into practice.

Criteria for service-learning designation:

- Service project must enhance understanding of course learning objectives
- Students provide at least 15 hours of service during the semester with some exceptions.
- Must include critical reflection of student’s experiences
- Projects must serve a genuine community need
- Must be a reciprocal partnership among community partners, students, and professors/instructors/staff

Eligibility

Must be Western Michigan University faculty or staff, student, or community partner.

Number of Awards

Nine awards will be given to three faculty/staff members, three students, and three community partners.

Nature of Awards

Award winners will receive a plaque and public recognition for her/his commitment to service-learning at the annual Service-Learning Awards Celebration.

Origins of Nominations

Entire University community including staff, faculty, and students, as well as the greater Kalamazoo community.

Criteria

Candidates must demonstrate dedication to outstanding service-learning. The following criteria should be used as a guide:

- Engagement in service-learning, defined as a mutually beneficial endeavor in which course learning objectives are met by addressing community-identified needs.
- Students must provide at least 15-20 hours of service during the semester (15-20 is the recognized academic standard; however, consideration will be given to those who serve less than 15 hours).
- Engaged in service-learning that includes reflection of the work, interactions, and learning regarding the service.
- Effective collaboration among community partners, students, and professors/instructors/staff.
- Finding innovative solutions to problems.
- Projecting a positive attitude and/or promoting a positive image of the University and service-learning.
Administration/ Selection

The Office of Service-Learning will collect forms, organize and preserve anonymity, and disseminate for review by selection committee members.

Review Committee

Compromised of five individuals (i.e., WMU faculty/staff, students, and community partners).

Awards Notification

The Office of Service-Learning will notify nominees via email and telephone, and award winners will be announced at the first annual Service-learning Awards Celebration at 5:15 p.m. on April 12, 2012 at the Fetzer Center. Please also join the Nonprofit Celebration: honoring the gift of giving, at 4:30 p.m. Hors d’oeuvres and networking opportunities will be available at 4:00 and 5:15 p.m. for both events.
Nomination Form

Nominee:

Department/ Organization:

Email:

Phone:

Circle one: Community Partner Faculty/staff Student

Nominator:

Department/ Organization:

Email:

Phone:

Nominations are due by ___________ at 5:00 p.m.

Please give specific examples of why your nominee deserves to receive the Service-learning Award. Selection is based on the information you, the nominator, provide for the committee. To assure your nominee will remain anonymous, please do not use your nominee’s name or department affiliation in your explanation. **Maximum 500 words.**
Professional Learning Community

Professional Learning Community Syllabus

Week 1: Expectations, attendance, overview, definition, individual motivations for doing or wanting to do service-learning, definition of a project, goals of reflection, field notes, and assign readings.

Assignment: For next week, begin to imagine a course (objectives/goals, project/activity ideas, reflection, etc.). You will present your completed project plan at the end of the semester, so keep it in mind as we progress through the steps in the weeks ahead.

Reminder: Next weeks’ service project may go longer than our usual sessions. Wear comfortable clothing that may get dirty.

Readings: To Hell with Good Intentions; Four Myths of Service-Learning

Week 2: Opening circle. Complete service project, Building Bikes, Building Community (be prepared to write field notes; this is particularly important because we will use this experience throughout the semester, and having good notes will help keep experiences fresh.

Readings: From Experience to Knowledge, Mo Lotif; The FACE (Facts, Assumptions, Challenges, Expectations) Assessment: To Prepare Oneself to Enter a New Service-Learning Community; and “Critical” Incident Journal

Week 3: Opening circle. Reflect on last weeks’ project: Describe your interaction with clients—both your reaction to them and theirs to you. Individually, generate reflection questions: What do you want your students’ responses to be? How do you write a reflection question to elicit reflection and learning? Pair participants to test their questions to see if they elicit the response you are seeking.

Assignment: Write learning objectives. Keep this in mind for the course you will be designing for presentation.
**Week 4:** Opening circle. “Reverse of last week”; in pairs, share reflections and have one another guess the learning objective based upon the reflection content; get feedback for improvement.

**Assignment:** Determine what type(s) of reflection activities you would like to use. Be prepared to pilot them during next session. Keep this in mind for the course you will be designing for presentation. Keep this in mind for the course you will be designing for presentation.

**Week 5:** Opening circle. Divide into two groups; each person in each group will take a turn facilitating group reflection. Discussion of how successful each was and how to make improvements.

**Assignment:** Complete your course plan and be prepared to present next session.

**Week 6:** Opening circle. Discussion of each potential course. What were the major challenges? What would make it less difficult?

**Week 7:** Final reflection on semester and evaluation.
Appendices

A. Service-Learning internship and student scholar corps position descriptions
B. Terms, definitions, and criteria
C. Reflection activities (samples)
D. Sample background check forms
E. Peer institutions, list
Appendix A

Student Service-Learning Position Descriptions

Student Scholar:

Name of organization: WMU Office of Service-Learning

Contact name: Shawn Tenney, Director

Phone number: (269) 387-2139

Email address: shawn.l.tenney@wmich.edu

Address: WMU, 1903 West Michigan Avenue, Kalamazoo, MI 49008-5284

URL: www.wmich.edu/servicelearning

Job title: Service-Learning Scholar

Job description:

Students will work with the Office of Service-Learning, supervising service-learning projects at various locations in Kalamazoo. Students will serve as liaisons among service-learning students, site supervisors, and the Office of Service-learning. Additionally, students may conduct in-person surveys during fall semester, and may be asked to assist with reflection exercises. There are opportunities to create internships in addition to the scholars’ opportunities.

Overview:

The Service-Learning Scholars will provide support to instructors, students, and community partners. Scholars will keep in regular contact with community partners as their primary responsibility, checking in by phone or email on a biweekly basis and once a month in person—or more frequently if glitches occur in projects.

Fall in-person surveys will take place in September and October. Scholars will meet with department chairs and complete surveys to collect data regarding service-learning and other types of community engagement. Data will be entered into a database on a regular basis.

Instructors who request assistance with reflection exercises may require students to manage or administer reflection activities for their students. This may include leading small group discussions and/or may require that scholars read and comment on student journals. Students
will receive training if asked to assist with these activities and will be provided with materials to assist them.

**Major Duties:**

- Visit community partners to monitor project progress
- Regular communication with service-learning office staff, instructors, and community partners
- May require some problem solving with students if issues arise
- Conduct in-person surveys during fall semester and enter data into Excel
- May require review of student reflection journals
- May require scholars to lead small group reflection activities

**Required Skills:**

- Ability to work autonomously and in a team
- Desire to serve as a leader
- Excellent written and verbal communication skills
- Ability and motivation to effectively achieve goals and objectives
- Ability to develop and maintain professional relationships
- Organized, flexible, and committed to follow through on requests
- Investment in social justice

**Preferred Qualifications:**

- Experience with a service-learning course or instructor recommendation
- Students with junior or senior status
- GPA of 3.0 or above

**Working Hours and Environment:**

Reports to the director service-learning. Works individually and as part of the service-learning team that may include other student scholars. The scholar appointment is two-semesters with option to work reduced hours during the summer, and scholars are invited to continue throughout their academic careers. Hours are flexible, both in how many hours students are available and days and times; service-learning staff will assist with developing a caseload that is manageable. The intention is for students to develop a unique skill set that includes leadership, project management, interpersonal communication, relationship building, and networking among community partners. Relaxed, supportive working environment with shared office and access to computer, phone, fax, and printer.
How to apply: Contact Shawn Tenney at shawn.l.tenney@wmich.edu

Job type: professional development

Work location: WMU campus and City of Kalamazoo

Compensation: This is an unpaid or work study position that offers a unique career development and networking opportunity and hands-on job experience
Service-Learning Internship:

**Name of organization:** WMU Office of Service-Learning

**Contact name:** Shawn Tenney, Director

**Phone number:** (269) 387-2139

**Email address:** shawn.l.tenney@wmich.edu

**Address:** WMU, 1903 West Michigan Avenue, Kalamazoo, MI  49008-5284

**URL:** www.wmich.edu/servicelearning

**Job title:** Service-Learning Intern

**Job description:**

Interns will engage at all levels of project development, provide training and supervision for service-learning student scholars. Will also work with the Office of Service-Learning, supervising service-learning projects at various locations in Kalamazoo. Interns will serve as liaisons among service-learning students, site supervisors, and the Office of Service-learning. Additionally, interns will coordinate data collection efforts during the fall semester and may conduct in-person surveys. May also be asked to provide training in reflection and assist with reflection exercises.

**Overview:**

Service-Learning interns will provide support to service-learning scholars, instructors, students in service-learning courses, and community partners. Interns will meet with community partners at the beginning of the semester to establish a relationship and clear understanding of projects in order to support all involved. Will also contact partners mid-semester and at the end. Interns may be asked to serve as a liaison for instructors, partners, students, and the Office of Service-Learning and provide intervention if glitches occur in projects.

Fall in-person surveys will take place in September and October. Interns will coordinate and track progress toward the goal of in-person interviews with every department chair and may be asked to take part in the actual interviewing process. Will oversee data entry and proof for accuracy on a regular basis.

Instructors who request assistance with reflection exercises may require students to manage or administer reflection activities for their students. The intern will meet with the instructor to get a clear understanding of her/his reflection process and will match a service-learning scholar for
each instructor. Interns will also provide student scholars with training in reflection best practices. Interns may also be asked to lead reflection small group discussions and/or read and comment on student journals. Interns will receive training in all these areas and will be supported by Office of Service-Learning staff.

**Major Duties:**

- Visit community partners to establish relationships and finalize project plans; may be present during project planning and matching projects to courses; monitor project progress
- Supervise student scholars who act as liaison for all stakeholders; assist with problem solving
- Receive and provide training in best practices for reflection; may be asked to lead small-group reflection and/or read student reflection journals
- Regular communication with service-learning office staff, instructors, and community partners
- Coordinate data collection efforts and may be asked to conduct in-person surveys during fall semester and manage data entry

**Required Skills:**

- Ability to work autonomously and as part of a team
- Desire to serve in a leadership role
- Ability to motivate other students
- Excellent written and verbal communication skills
- Ability and motivation to effectively achieve goals and objectives
- Ability to develop and maintain professional relationships
- Organized, flexible, and committed to follow through on requests
- Investment in social justice

**Preferred Qualifications:**

- Experience with a service-learning course or instructor recommendation
- Students with junior or senior status
- GPA of 3.0 or above

**Working Hours and Environment:**

Reports to the director service-learning. Works individually and as part of the service-learning team that may include other student scholars. This is a two-semester appointment with option to work reduced hours during the summer. Interns are invited to continue in a leadership capacity throughout their academic careers. Hours, days and times are flexible; service-learning staff will assist with developing a caseload that is manageable. The intention is for interns to develop a unique skill set that includes leadership, supervision, project management, interpersonal
communication, relationship building, and networking among community partners. Relaxed, supportive working environment with shared office and access to computer, phone, fax, and printer.

How to apply: Contact Shawn Tenney at shawn.l.tenney@wmich.edu

Job type: Internship

Work location: WMU campus and City of Kalamazoo

Compensation: This is an unpaid position that offers a unique career development and networking opportunity and hands-on job experience
Appendix B

Experiential Learning Glossary of Terms and Criteria

**Experiential Learning**: Experiential learning at Western Michigan University “informs many methodologies, in which educators purposefully engage with students in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people’s capacity to contribute to their communities”\(^1\) (Association for Experiential Education and UNESCO)

**Direct Community Engaged Learning**

**Community-Based Participatory Research**: Community-Based Participatory Research (CBPR) is a collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings. CBPR begins with a research topic of interest to the community with the aim of combining knowledge and action for social change.

**Community Service Work Study**: Institutions must use at least seven percent of their Work Study allocation to support students working in community service jobs, for example, reading tutors for preschool age or elementary school children; mathematics tutors for students enrolled in elementary school through ninth grade; literacy tutors in a family literacy project performing family literacy activities; emergency preparedness and response; and service to nonprofit organizations and/or their constituencies. As with all types of work study, community service work study is a federally funded employment opportunity for financially qualifying students.

**Service-Learning**: Service-learning is a mutually beneficial endeavor in which course learning objectives are met by addressing community-identified needs--putting academics into practice.

*Criteria for service-learning designation:*

- Service project must enhance understanding of course learning objectives
- Students provide at least 15 hours of service during the semester with some exceptions.
- Must include critical reflection of student’s experiences
- Projects must serve a genuine community need
- Must be a reciprocal partnership among community partners, students, and professors/instructors/staff
**Online service-learning**: E-service-learning is a form of instruction that delivers instruction or service or both through an online format.

*Types of e-service-learning:*

- Hybrid Type I (fully online instruction with service fully on site)
- Hybrid Type II (fully onsite instruction with fully online service)
- Hybrid Type III (a hybrid format with instruction and service partially delivered online and partially delivered on site),
- Extreme E-Service-Learning (100% of the instruction and service online).
- Client Based Courses (a particular client is incorporated throughout the course content and the entire class engages in project(s) for that client).

In addition to the best practices found in all service-learning, E-service-learning instructors should educate the instructional design team about the philosophical underpinnings of service-learning to increase buy in and technological support. Community partners can engage with the class through online instructional tools. Instructors using totally online content must be actively engaged throughout the course to support the service-learning.

**Volunteerism and Community Service**: Refers to work done without financial remuneration in order to give back to the community and may be completed by individual students, organized group activities. It may be done on a voluntary or mandated basis, such as when required for consideration for admission into an academic program.

*Examples Include:*

- *Fall into the Streets* and *Spring into the Streets* in which students participate in neighborhood clean-ups, etc.
- *Alternative Spring Break*
- *Urban Plunge*

**Co-curricular learning**: Co-curricular learning is similar to community service, but includes structured reflection.

**May Include Direct Community Engaged Learning**

**Capstone** (also referred to as senior seminar): Offers undergraduate students nearing graduation the opportunity to summarize, evaluate, and integrate some or all of their college experience.

*Criteria for capstone courses are:*
• Typically taken for credit, for a grade, and for one semester
• Taken in the student’s senior year
• Requires students to synthesize all previous coursework in program or degree
• Typically requires original research, project work, case studies, simulations, performance, or oral presentations
• Treated as core requirement, tied to specific degree program / major
• Most often kept at fewer than thirty students

**Dissertation**: Formal, written treatise that covers a subject in great detail, submitted in the course of qualifying for a doctor of philosophy degree. The dissertation is considered experiential only when it involves direct interactive research.

**Exhibit**: An exhibit is a public display, showcasing student’s acquired skills in the visual arts, such as paintings, pottery, mixed media, etc.

*Criteria:*

• Requires preapproval of the academic advisor, the faculty evaluator, and the department chair

**Peer to Peer Mentoring**: Periodic and sustained communication (in person or electronic) with students (individually or in groups) by a more experienced student with the purpose of coaching and guiding students through academic, personal, and social concerns.

*Criteria:*

• Must be connected to university office
• Must have ongoing supervision with university staff or faculty
• May be paid or unpaid
• Must be student to student

**Personal Development Programs**: Personal development programs provide students with experiential opportunities to improve self-awareness, develop talents, improve career readiness and/or contribute to goal attainment.

*Guidelines:*

• Programs are designed with a theoretical framework in mind
• Programs must have identified learning outcomes
• Programs must have reflection components
• Topic areas could include, but are not limited to, leadership development, communication skills, interpersonal relationships, multicultural competencies, critical thinking skills, ethics, group dynamics, etc.

**Recital**: A recital is a public appearance showcasing student’s acquired performance skills, usually associated with performing arts.

**Criteria**:

• Work with a guest artist or in a faculty directed work, in fully produced projects not encompassed in specific courses
• Must be approved by and acceptable to the faculty of the respective discipline
• Bachelor candidates must present at least one successful solo performance—scheduled public recitals, convocations, or area recitals, prior to graduation
• Individual students may be required to give additional recitals at the discretion of their private teachers
• Prerequisite to performance on any student recital shall be a recommendation by the student’s applied teacher
• Prerequisite to the recital is an approved hearing of that recital by the student’s area faculty
• Graduate College: In addition to the above definition and criteria, graduate student recitals require an oral examination on the recital materials is an additional course requirement

**Registered Student Organizations (RSOs)**: A student who is involved in an RSO is defined as one who is an active member through meeting and event participation.

**Guidelines**:

• Students must be involved for a term no shorter than a semester.
• Involvement can include being part of the general membership or the executive board.

**Student Employment**:

a. **Campus employment**: Paid student positions working for WMU.

**Criteria**:

• Student must be enrolled at WMU at the time of employment
• Work no more than 30 hours per week as a domestic student, no more than 20 if attending WMU on a student visa
• Campus employment is funded through a variety of sources, including: individual department budgets, grants, research dollars and Federal Work Study

b. **Community Service Work Study:** See above in “Direct Community Engaged Learning”

c. **Co-op:** Cooperative Education is a program which alternates periods of academic study with periods of work experience in appropriate fields of business, industry, government, social services, and the professions. Cooperative Education may also be a parallel work and education program, where the student attends college full-time and works no more than 20 hours per week.

**Criteria:**
- These are paid positions
- Each work situation is developed and/or approved by the co-operative educational institution as a suitable learning situation
- The co-op student is engaged in productive work rather than merely observing
- The co-op student receives remuneration for the work performed
- The co-op student's progress on the job is monitored by the co-operative educational institution
- The co-op student's performance on the job is supervised and evaluated by the student's co-operative employer
- The time spent in periods of work experience must be at least thirty percent of the time spent in academic study

d. **Federal Work Study:** The FWS Program provides funds for part-time employment to help income qualifying students finance the costs of postsecondary education. Students may be employed by the institution itself; a federal, state, or local public agency; a private nonprofit organization; or a private for-profit organization.

e. **Internship:** An internship is a form of experiential learning that integrates knowledge and theory with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths, and give employers the opportunity to guide and evaluate talent. An institution should have a policy to favor paid work positions for students whenever pay can be arranged in work environments that have the potential for meeting the student's goals.

**Criteria:**
- May be paid or unpaid
- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one
semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

- At least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

f. Practicum: A course of study designed especially for the preparation of teachers and clinicians that involves the supervised practical application of previously studied theory.

Criteria:

- Instruction aimed at closely relating the study of theory and practical experience, both usually carried out simultaneously
- An academic exercise consisting of study and practical work
- Supervised experience in counseling or a similar activity through such procedures as role-playing, recorded interviews, abstraction, analysis, and supervisory evaluation with interviewing techniques
- Provides an opportunity to apply and integrate the knowledge acquired throughout a specific program
- A real-world experience of direct practice
- Always includes mentoring from faculty and experts in your area of study
- Proficiency with necessary skills for professional practice
- An internship is longer and more intensive than a practicum and offers a broader training experience with added responsibility so that one can develop the hands-on expertise needed to practice in the chosen field.

Student Research: An inquiry or investigation conducted by an undergraduate student who makes an original scholarly or creative contribution to the discipline. Requires a faculty advisory and may be for credit.

1. Community-based research: See definition above in “Direct Community Engaged Learning”

2. Field Research: Any activity aimed at collecting primary (original or otherwise unavailable) data, using methods such as face-to-face interviewing, internet surveys, telephone and postal surveys, and direct observation. Requires a faculty advisor and may be for credit.

3. Independent Study: An independent study is an opportunity for students to use research skills or a creative activity to explore an area of interest in great detail. Often, students who pursue independent study programs are required to write a final research paper or
other specified project and present on the findings of the study. Requires a faculty advisor and may be for credit.

4. **Laboratory experience**: Students take part in active learning, making original inquiries and/or observations aimed at meeting learning objectives for a course or for career objectives of the investigator/learner.

**Criteria**:
- May include research to generate novel and/or original observation or interactions
- Requires a faculty advisor
- May be a course requirement for credit

**Study abroad**: Study abroad is any academic work performed abroad and related to students' on-campus curriculum through any of a number of arrangements, varying in academic objectives, length, location, and cost.

**Thesis**: A requirement for graduation, the thesis is an original work of scholarship or creative activity completed by an undergraduate honors or masters’ student, following approval by a faculty member and at least one other person with significant expertise in the area of study or a closely related discipline.

**Criteria**:
- Reflects the academic standards of the major field of study

**Examples include**:
- Senior engineering design projects
- Creative works of fiction
- Original documentaries
- Novel educational curricula
- Original performances or works of art
- Traditional research papers, which would rarely be considered “experiential”
Appendix C

Sample 1

"CRITICAL" INCIDENT JOURNAL
Dr. C. Kim Cummings
(see example, next pages)

Weekly journaling will encourage you to pay attention to the details of events that befall you, to think deeply about the meaning and the explanation of those events, and, perhaps most important from a practical point of view, to figure out how you might respond strategically to the situation. Events differ in complexity, but look to write at least two single-spaced pages reviewing one or more significant events. Through your journal you will also communicate directly with Kim (who will not be a part of All Talk), and he will respond as soon as he can. Please come with your journal entry, punch holes in it and insert it in your binder.

A "critical incident" is any event/happening (including an emotional state) that strikes you as carrying a larger meaning, that raises significant questions or concerns in your mind, and/or that requires some strategic response. For example:

- You observe that many people appear extremely apprehensive about speaking with you as you go door-knocking and, further, that you are feeling deeply discouraged and unsure of yourself. What significance for your organizing might this set of events/feelings have? Why would those people be apprehensive about you? Is your street one where most people are defensive or fearful toward one another, and if so, why? Do particular types of people seem more cautious than others? And what are the practical implications of these responses: How might you change your approach to minimize residents’ fears and leave yourself less nervous? If residents’ fears are widespread, might you need to open space in an upcoming meeting to talk about that?

- Certain patterns emerge e.g. the elderly homeowners in your area are predominately Caucasian, whereas younger residents tend to be African American or Hispanic: How might this pattern prove significant to relationships between different participants, and what possible explanations can you come up with? Strategically, what could you do to find out more about these residential patterns and relationships between different racial groups? What can you do to encourage bonding across divisions of race and age?


- **Describe particular events** ("What?"): Be specific! Report specific details of people’s age, ethnicity, and indications of social class; of what people said and how they behaved; of your own feelings and reactions to events.

- **Explore significance** ("So what?"): Why did the incident matter, for you personally, for the project, for the dynamics of the neighborhood, and/or for assigned readings? What problems and/or potentials might be associated with your observations? If strong emotions were felt by you or others, what consequences/complications are likely to follow from them?

- **Explain it** ("Why what?"): You may not be at all confident in your judgment, but explore possible
reasons *WHY* people (residents, you or members of your team, your supervisor, etc) are doing what they are doing, feeling what they are feeling? In trying to explain, consider our readings.

- **Respond strategically (“Now what?”):** Explore what you might *do* in response to any need or problem implied by your reflection. *In other words, do some planning:* how could you meet the need, avoid the problem, or take advantage of the potential associated with your reflection? This might involve a follow-up meeting (one-on-one) with an individual to explore further how he was feeling, a tentative plan-of-action for a next meeting, a determination to talk over a particular problem with a teammate, etc. The organizer’s distinctive burden is always to be thinking ahead, to anticipate what will need to be done, and to prepare herself for the challenges that lie along the way.

**CRITICAL INCIDENT JOURNAL—AN ILLUSTRATION**

**BUILDING BLOCKS, 2010, RCL**

**Fieldwork Summary, Week 2:**
Doorknocking: Tuesday 4:30-6, Wednesday 4:30-5:30, Saturday 3:15-3:45, Sunday 3-4
Group Meetings: Tuesday 8-8:30, Thursday 8-9, Friday 4-6, Sunday 2-3
Meeting with Supervisor: Sunday 4-5; First Residents Meeting: Sunday 5-6

**Critical Incident Journal, Week 2**

Last week I reflected on the lack of people in their houses and resolved to spend more time in the neighborhood. I certainly did do more doorknocking this week and on Thursday when I couldn’t go just Alex and Shoshana went around. This proved to be highly effective, actually, and we now have talked to someone from nearly every house and feel very much a part of North Street. Right before our first meeting we went around again to remind neighbors to come and we had high hope for attendance. We weren’t exactly disappointed numerically so much as demographically. 8 people from 5 houses plus 2 landlords attended which is not bad for the first meeting. Unfortunately, those in attendance were all the more white, middle-class, socially secure, long-standing residents. None of the African-American families attended even though we talked to several of them just an hour before the meeting. And so our new problem has arisen: we’ve gotten to talk to nearly all the families on the block and people have expressed interest—how do we translate that interest into motivation for even the least fortunate demographic.

**What?** To get more specific, the group meeting consisted of a couple who has lived in the neighborhood for almost 20 years, makes an effort to get to know everyone, did the project ten years ago, and already has ideas ready. There was another couple who has been here seven years, are both teachers, and have a handful of project ideas in mind as well. One of Jack’s tenants from right across the street showed up, said he’d be happy to help with anything, but didn’t really have any personal project ideas himself. A father and son who’ve lived here a while and were known to the first couple attended, talked about painting their house, and then chatted with us for a while about the five boats they own. With these details I’m trying to illustrate that the residents who showed up are ones that have been here for a while, are familiar with each other or connected to Jason, are all white, and were all easily comfortable coming right in and joining the discussion. The only exception to this was a young woman who showed up a few minutes late looking nervous and didn’t talk a whole lot. She gave me some real hope for this neighborhood because she was brave enough to come to the meeting even though she doesn’t know anyone. Once she did join in the conversation, which was good to see, and the older families laughed at her joke and were very friendly to her. By the end she seemed very happy there and I feel certain that if the other residents like her had come they would have found the atmosphere to their liking. So the point is: we have a very welcoming, amiable, and cohesive group forming that could handle a few more of the
uncertain and colorful residents, could take them in and weave them into the social fabric that exists. But to make this happen we need to first get those residents down to that firehouse.

So what? This is a problem because the families that attended are already part of the neighborhood, already have contacts and feel a part of the community to some extent. While it is wonderful to reinforce this for them, Building Blocks is also seeking to build community among residents who currently feel disconnected and are lacking that sense of place in their lives. The funny thing about this though, is that a sense of belonging is something that we don’t necessarily realize is lacking from our lives if we aren’t used to it. Furthermore, it isn’t something easily marketed because until you are an integral part of a community the importance of being one isn’t easily understood. It is our job as organizers to deliver the incentives of the program, our enthusiasm, and in general convince them to attend the meetings and so far it appears that we’ve fallen short. I don’t mean to suggest that we haven’t been trying that hard or spending that much time. It’s just a very different neighborhood than we’re really used to. And I think we were all taken aback by the number of families we’d talked to within an hour of the meeting who didn’t show up. I am hoping that this was in part due to the fact that this is the first of two meetings, and perhaps hesitant residents said to themselves, “oh, I’ll just catch the meeting on Wednesday instead.” If that’s what happened then there is still community potential out there that with a bit more persistence on our parts we may be able to drum up. The point is that we don’t want to end up with just the most affluent, secure, tenured residents participating even if they alone give us pretty good numbers because this project seeks to reach out to all residents equally.

Why what? I have touched upon length of residency and social comfort, but I think those are significant reasons and wish to explore them more deeply as reasons why certain residents did attend the meeting and other didn’t. I also want to add to this list the issue of children, who were an easy way to meet parents but as none of the people who showed up had kids, seem to be a hindrance when it comes to actually getting to the meeting. Basically, what Shoshana and I reflected on after our meeting is that Building Blocks is supposed to help people in desperate situations become part of a community that can support and nurture them, and yet the set-up of Building Blocks is such that the same people it values most often end up excluded. We want the poor, black, disruptive family who just moved in to develop a friendship with their older, white, long-term neighbors but that troubled family may be more wary of people going around giving out money, they may work two jobs and not be able to attend the meeting times and thus feel left out of the project, they may have three kids that they don’t know what to do with during the meeting, they may be less educated and feel intimidated by the three of us well-spoken white kids and our meetings. In short, I think the why of the matter is that we are alienating them. It’s times like these I wish I were a chameleon and could change something about my appearance to convince them that the differences between ourselves aren’t so great, and it’s also times like these that I realize that the differences between myself and the residents are so great and who am I to think that I can spend a week marching all over their neighborhood and presto! A community! Hannah said something about this last Monday night during class, about how all of us spend time learning about other cultures so we can claim tolerance and we feel that we can transcend social borders now because we understand that they shouldn’t be there and that they don’t matter to us. But this is an incredibly naïve way of looking at things because the whole point of reflecting on another lifestyle is not to break it down and conclude that you could easily insert yourself into this lifestyle, it is to appreciate the differences that separate the norms of our lifestyle from theirs, to respect that no matter how badly we want to leave behind our cultural markings and not be prejudiced by others, the same liberal arts philosophy has not been impressed upon everyone else we meet.

Now what? So given that we want more even demographic participation but the project as well as ourselves may be off-putting to the poorer residents, what do we do? I don’t think we try to “dumb ourselves down” and try to be more like them. This is transparent and insulting. We will never come off as if we live there, we will come off as if we are pulling a Sarah Palin and being one of the folks. I think we owe these residents more respect than that. On the other hand, using unnecessarily long words should probably be avoided, and of course we don’t introduce ourselves as college students. It helps a lot that Jacob can say he lives two blocks west and Sarah and I live a “ten minute walk away.” What else can we
do before Wednesday? Well, we need to make people see that the project isn’t the three of us spewing information at them, that it is their neighbors working together. We can go around again and tell residents how great the first meeting went, that they need to come to this meeting to participate, we can call landlords and tell tenants they’re already on-board. Also, two of the families that came to today’s meeting plan on returning Wednesday which should be great for making new participants feel more welcome. We are really lucky to have the existing community that’s already on North Street. A final strategy to get residents to see that it’s not just us pushing for Building Blocks would be to see if any of the residents who came today want to go door-knocking with us for even fifteen minutes and talk to a couple of their neighbors to make it more of a community effort.

**ALL TALK**

Each week you will meet in small groups with facilitators. These sessions will encourage each person in turn to talk about and reflect upon the week's experience, directing him/herself toward the group as a whole. The individual is encouraged to "take center stage" for 5 minutes or so. The focus remains for this time on the individual, hopefully provoking subsequent group conversation. Group members and facilitators can be most helpful often by asking penetrating questions rather than by imposing advice.

Here are some general guidelines for All Talk:

- Reflect in advance about what you're going to say (your "critical incident" journal should help).
- Report the *specifics* of particular events as the foundation for generalizing or posing a problem. Collect "stories"; cultivate the capacity to remember the *details* of what people say and do.
- Balance reflection on both the positive and the negative, on what is going well and what is problematic.
- Seek help from others in understanding what’s going on or how to respond to problems. Among the most helpful reflections are those in the form of questions or problems suggested by the experience (with the person on focus him/herself beginning the process of pondering possible answers).
- Consider not only the challenges immediately related to your organizing task, but also larger and more abstract questions related to the dynamics and culture of the neighborhood, the nature of grassroots organizing, and the improvement of Building Blocks as a program. Seek to discern the “larger meaning” of particular events, and keep trying to understand why people behave as they do. Identify questions of interpretation and be ready to speculate.
THE FACE (Facts, Assumptions, Challenges, Expectations) ASSESSMENT
~To Prepare Oneself to Enter a New Service-Learning Community~

<table>
<thead>
<tr>
<th>FACTS</th>
<th>ASSUMPTIONS</th>
<th>CHALLENGES</th>
<th>EXPECTATIONS</th>
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<tbody>
<tr>
<td>What You Know (hours, pay, expectations, responsibilities, etc.)</td>
<td>What You Think You Are Getting Into (Stereotypes, rumors, previous experiences, etc.)</td>
<td>What You Worry About Encountering (danger, fear interaction with different groups, confusion, time management, etc.)</td>
<td>What you Hope To Get From The Experience (people you will meet, knowledge you will gain, skills you will obtain, etc.)</td>
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Creative Reflection Ideas

If I Had a Million Dollars

Present students with the scenario that they received $1 million to improve their service agency. Instruct them to list all of the components of the program and their strengths and weaknesses. Students should allocate the fictitious $1 million to improving parts of the agency and provide reasons for their answers. What if there was only $50,000 to allocate to the project? Would they still want to allocate the funds in the same percentages or would they want to concentrate on just improving one or two parts? Why?

One-Liners

Ask students to brainstorm a list of nouns, verbs, adjectives and adverbs that describe their experience. Challenge them to summarize what they have learned by writing, in one sentence, the importance or relevance of something they learned during the project. Have students use their one-liner as a topic for a essay or presentation. Relate the one-liners to headlines in newspapers or magazines.

It’s All in a Name

Ask students, “if you were going to write a book about your service-learning experience, what would title be?” Have students generate a name for their experience.

Division of Labor

After students have engaged in a service-learning project, ask them to analyze the project in terms of a workforce. Who performed which activities? How were efforts organized? Who managed the project? Who were the suppliers? Who were the customers? To what extent was customer feedback used? How did the communication flow? Who made decisions and what types of decisions did they make? Discuss multiple types of divisions of labor and the idea of different ways to organize work. Talk about which type of organization is best for efficiency and effectiveness. Compare points of view of workers, managers, volunteers and customers.

Paralleling Picasso’s Secret Guernica

After a shocking massive air raid by the Germans prior to World War II, Picasso painted Guernica. This work has been the subject of many writings as scholars attempt to decipher Its meanings. Ask you students to examine the painting and its many images, hypothesizing the messages Picasso was trying to convey. Then ask students to draw their own Guernica reflecting their service experience and messages they would like to convey through the artwork.
Reflection of the Senses

Have students reflect on their service experience by creating statements about how their service experience affected their senses. Pose the questions… What did you see? What did you hear? What did you smell? What did you taste? What did you touch?

Interview

Two different approaches to the interview can be taken. One, place students in pairs and have them interview each other with pre-designed questions and then report their findings to the class. Two, have students compose an interview script where they are interviewed about their service experience by a famous person. These scripts can later be acted out in front of the class.

Inventory of the Community

Have students prepare an inventory of the community in regards to their service experience. What resources are available in the community? Who are the local leaders? What organizations are there and what do they do? What relationships exist in the community? What are the attitudes toward the cause in the community? What challenges have been presented? What has been done for the cause in the past? What can be done in the future? What is the current standing of the cause?

Different Perspectives

Have students recall an event from their service experience that exhibited some degree of conflict. Students can reflect on this event by writing about the event from both sides of the conflict. Have students explain the resolution that was reached naturally and propose an alternative resolution. These essays can be further used to stimulate a debate or discussion among the class.
The Making of a Movie

Have students make their service experience into a movie like *Erin Brockovich*. Instruct them to begin by writing a storyline for their movie that includes an introduction to the major characters, the key events that take place, the major conflict and the conflict’s resolution. After writing the storyline, have students develop a title for their movie and cast the movie with famous actors and actresses. Every casting decision should be accompanied with an explanation about why the chosen actor or actress would be able to portray their character effectively.

Four-Part Summary

Have students structure their reflective essay or presentation around four basic questions: What did you do? Who did you help? What did you learn? How did you make a difference?

Service Learning Paseo Wheel

Divide students into two groups of the same size. Have the groups form two concentric circles; one circle inside the other. The inner circle should turn to face the outer circle. Tell students that they will be asked a question and have one minute to consider their response. After one minute, instruct the students in the outer circle to respond to the question. The students in the inner circle then paraphrase the other students’ responses without commenting on them. After two minutes, instruct the outer circle to move to the left and repeat the same question again. This time, have the inner circle respond to the question and the outer circle paraphrase their responses. This step can be repeated numerous times with the same sequence. Each time, students in the outer circle should move one spot to the left. Complete the activity by having students discuss what they have learned from sharing their thoughts. Possible reflection questions include: *What happens to students when they engage in service-learning*, *What happens to the community when students engage in service-learning*, etc.

Collages

1. Ask students to cut out images from various print resources (magazines, newspapers, etc.) that metaphorically represent the social problem, or some aspect of it, studied in their service learning experience.

2. Have each student combine these images into an aesthetically pleasing collage.

3. Display the collages around the room.

4. Starting with their own, have students visit each collage and chose and single image that metaphorically represents their service learning experience or related social problem.

5. Have them write down a description of the image along with how it is related to their service experience.
6. After students have traveled around the room and collected multiple image metaphors, have them combine them in a written reflection about their service experience.

**Solution Walk**

1. Take a ten to fifteen-minute walk around the classroom, building, or campus and look for ten objects, events or situations. Have students make a list of the objects, events or situations that they observe.

2. After the walk, have students choose three items from their list that they can metaphorically link to their service learning experience or social problem.

3. Using the three items selected, have students create a list of metaphors linking the items to their service learning experience or social problem.

4. Have students compare and contrast their metaphors looking for similarities and differences among them.

5. Have students choose three metaphors from their list and develop the metaphors into solutions for the social problem studied in their service learning experience.

6. Have students elaborate on their proposed solutions by providing evidence from their service experience as to why each solution was selected, how it would occur and the desired or expected outcome from the proposed solution.

**Photo Walk**

1. Throughout the service experience, ask students to take pictures of various events, situations and locations that they come in contact with.

2. After they complete their service, have students look through their photographs and select ten to fifteen pictures that effectively communicate significant events from their service experience.

3. For each photograph, have students write a single sentence caption that defines the experience illustrated in the photograph.

4. Students can combine the photographs to create a visual storyboard or memory book. Students can also elaborate on their captions by composing a short paragraph to accompany each photo and caption.
**Five Senses**

1. Have students create five columns on a piece of paper and write one of the five senses in each column; sight, smell, taste, touch, and hearing.

2. In each column, have students list reflective thoughts of their service experience that relate to each sense.

3. Have students combine these thoughts into a reflection essay, presentation, poster or diagram.

**Reverse Your Perspective**

1. State the social problem your service site addresses in the form of a question.
   
   Ex: “How can I decrease the amount of pollution in local rivers and streams?”

2. Reverse the essence of the question.
   
   Ex: “How can I increase the amount of pollution in local rivers and streams?”

3. List all the ways you can think of to accomplish the reversed question.
   
   Ex: “Stop recycling, dump trash into the waterways, never clean-up the waterways, etc.”

4. Evaluate every idea on the list by assigning a numerical rating from one to ten (ten being the most significant) to each idea.

5. Focus on the highest rated items as these are the most probable causes of the social problem.
   
   Ex: “dump trash into the waterways” is the highest rated

6. Reverse back to the original question to get a new perspective.
   
   Ex: “How can I decrease the amount of pollution in local rivers and streams by not dumping trash into the waterways?”

7. List all the ways that you helped accomplish this during your service experience.

8. List all the ways you could help accomplish this in the future.

9. Use the lists create a reflective statement or project about your service experience.

**Working Backwards**
1. Write the social problem your service site addresses on a piece of paper. Include a brief explanation about how you feel about the social problem and how you are affected by it.

2. Close your eyes and imagine the best possible solution to the social problem. Write the solution on the paper below the social problem.

3. Write a brief explanation about how you would benefit from the solution, how the community would benefit from the solution and how you feel about the solution.

4. Write down how you would set your solution in motion.

5. List the people, situations and events that would contribute to the solution.

6. Use the lists you generated to create a step by step plan to reach your solution. Include specifics about who, what, where, when and how for each step.

7. Keep generating steps until you can fully link your social problem to your ideal solution.

8. How does or would your service site, and other sites like it, play a role in reaching the ideal solution?

9. What knowledge from your service experience helped you generate your plan and solution?

Plus—Minus—Interesting (PMI)

1. Make three columns on a sheet of paper. Title the columns “Plus,” “Minus,” and “Interesting.”

2. Under the “Plus” column, list all of the positive aspects of your service experience.

3. Under the “Minus” column, list all of the negative aspects of your service experience.

4. Under the “Interesting” column, list all of the aspects of your service experience that do not fit in the other two categories, but are worth noting.

5. Use the three lists to generate and organize a reflective essay or presentation about your service experience.

The PMI can be done at the end of the service experience or after each visit to a service site. If used throughout the service experience, the multiple PMI lists can help generate a post
reflection project by incorporating the thoughts recorded throughout the experience into a final reflective account.


**Free Association Brainstorming** (This reflection session should take place no earlier than the end of the first 1/3 of the project experience.)

This exercise involves both writing and speaking and is seen as nonthreatening in an oral presentation sense. (Sloan, 1996)

1. Begin by asking students the questions below, one at a time. Encourage them to write down as many different brainstormed thoughts as possible (one for each card).
   
   • Give each student 10-20 “post-its” and ask them to write down all the feeling they had when they first heard about their service-learning requirement.
   
   • After they finish the first question, have them write down all of the feelings they had when they experienced their first “field encounter.”
   
   • After finishing question two completely, have them write down all of the feelings they are having “right now” regarding their service-learning experience.

2. Have three newsprint papers strategically located and taped to walls around the classroom. Have one with a large happy face, one with a sad face, and one with a bewildered face.

3. Ask students to now place their words on the newsprint paper that most closely fits their brainstormed feelings. Then have them stand next to the newsprint that has most of their feelings.

**Quotes**

Using quotes can be a useful way to initiate reflection because there is an ample supply of them, and they are often brief and inspiriting.

1. Written quotes may be used in a variety of ways. You might give each student a page of quotes and ask them to pick one that fits his/her feelings about the service-learning project. Then you could ask them to explain why this quote represents his/her feelings.
The best results seem to be when the students are given the sheet one session before the reflection class. This gives them time to put their thoughts together. The students could also do it as a one-minute paper that might then be read and explained to the rest of the class. (Diane Sloan, Miami Dade Community College)

Here are some quotes as examples you might want to use:

- “If we do not act, we shall surely be dragged down the long, dark and shameful corridors of time reserved for those who possess power without compassion, might without morality, and strength without insight.”  
  —Dr. Martin Luther King, Jr.

- “A different world cannot be built by indifferent people.”  
  —Horace Mann

- “I believe that serving and being served are reciprocal and that one cannot really be one without the other.”  
  —Robert Greenleaf, educator and writer

- “Never doubt that a small group of thoughtful, committed citizens can change the world: indeed, it’s the only thing that ever has.”  
  —Margaret Mead

- “Unless you choose to do great things with it, it makes no difference how much you are rewarded, or how much power you have.”  
  —Oprah Winfrey

2. Quotes in Songs: Ask the students to find a song where the singer uses lyrics that describe what he/she feels about the service-learning project. Emphasize that it does not need to be a whole song but a lyric in a song. If they have access to the song, tell them to bring it in to play at the end of the reflection session. Even if they do not have the song, ask them to “say” the lyric that describes their feelings. This usually proves to be “fun” in a sense that it creates a casual atmosphere and bonds the group together. Many times others will help by trying to sing it with them. Playing the songs usually creates a celebratory atmosphere. You might also bring a bag of Hershey’s kisses or something similar to keep the festive spirit going. (Adapted from Prof. Gwen Stewart’s song speech, Miami Dade Community College)

**Ethical Case Studies**

Ethical case studies give students the opportunity to analyze a situation and gain practice in ethical decision making as they choose a course of action. This reflection strategy can foster the exploration and clarification of values. Students write a case study of an ethical dilemma they
have confronted at the service site, including a description of the context, the individuals involved, and the controversy or event that created an ethical dilemma. Case studies are read in class and students discuss the situation and identify how they would respond. (David Lisman, Colorado College)

**Truth is Stranger than Fiction** - (This is an exercise that is best used toward the middle or end of the student’s experience).

Have the students break into groups of three (no more). Ask them to share the most unusual story that happened to them during their service-learning experience. Some students will be hesitant at first. If they really can’t think of one, don’t let them off the hook. Tell them to take the assignment home, write it and submit it at the next session. This usually motivates them to think of one rather quickly. In fact, most classes come up with some really interesting stories. Then have the class come together as a whole and share them. It is surprising how animated all of the students get. Even if it’s not their own story, they feel some ownership if the person was in their group. Usually everyone ends up sharing a story. As you move through the exercise, even the reticent ones usually find themselves sharing something. Be prepared to prod these students a little. If you happen to have a class that’s filled with interesting stories, you might want to save these stories and submit them to the Service-Learning Program for future use. (Diane Sloan, Miami Dade Community College)

**Student Portfolios**

This type of documentation has become a vital way for students to keep records and learn organizational skills. Encourage them to take photographs of themselves doing their project, short explanations (like business reports), time logs, evaluations by supervisors or any other appropriate “proof” which could be used in an interview. Require them to make this professional. Keep reminding them that submitting it at the end of the term is only one reason for doing this. “The real reason is to have documentation to present at future interviews. This could be a major factor in distinguishing them from other candidates.” Student portfolios could contain any of the following:

- Service-learning contract, weekly log, personal journal, impact statement, directed writings, photo essay. Also, any products completed during the service experience (i.e., agency brochures, lesson plans, advocacy letters) should be submitted for review. Finally, a written evaluation essay providing a self-assessment of how effectively they met the learning objectives of the course is suggested for the portfolio.

**It’s My Bag**
Tell the students to find a bag at home (any bag). Then tell them to fill it with one (or two depending on the time) item(s) that remind them of how they feel about their service-learning project. Tell them to bring this bag with the item(s) to the reflection session, and have them explain their items to the rest of the class. The items that they bring usually turn out to be inspiring visual aids that bring out some great comments. (Adapted through a speech exercise provided by Prof. James Wolf, 1998)

**It’s Your Thing/Express Yourself**

This reflection exercise takes a long time in preparation (probably several weeks, if you want them to use lots of creativity). You can use a solo version or group. Both usually turn out to be very rewarding for the individual performers and the class. Tell the students that they will have the opportunity to create their own version of their feeling toward the service-learning project. Examples could include poetry, visual art (paintings, drawings, sculpture), music (rap is a rather popular choice for this exercise), individually created games or puzzles, any form of creative outlet that gives the student the chance to perform or explain in front of the class is what you are looking for. Be sure to require that it must be some kind of individual work that he/she created. This type of reflection works well if you have each student create something. However, if you are limited for class time, ask them to form groups and give them the same directions explaining that at least one of each group member’s feelings must be included in their creation. You will be amazed at the kind of creativity that surfaces either way you do it. (adapted from Multiple Intelligence exercises created by Profs. Michael and Donna Lenaghan, Miami Dade Community College)
Appendix D

Sample background check forms

University of California, Berkeley
Employee/Applicant Release and Disclosure Form

Disclosure: Background checks are required for staff employees hired, transferred, promoted, reclassified or reassigned to certain sensitive positions, or for the security of University resources. If the background check reveals a criminal conviction or other information relevant to that position you may be disqualified from holding that position. Your background check may contain the following:

- Criminal records (fingerprints)
- Civil records
- Driver’s license status
- Social security verification
- Credit reports
- Employment history
- Other (specify) _________________________________________________________________

Authorization: I understand that I am required to furnish the attached information for the University’s use in determining my qualifications for a position which has been classified as sensitive by the University of California, Berkeley. I authorize my current employer, previous employers, and any law enforcement agency to release to the University any information about me which said current or previous employer or law enforcement agency may have in its possession. Unless already prohibited by law, this includes but is not limited to any data or materials involving disciplinary matters that are currently sealed. It also includes any data or materials involving disciplinary matters which the employer has promised to withhold pursuant to any agreement to which I am a party. I agree that a photocopy of this Authorization may be accepted by any law enforcement agency or by my current or former employer in the same manner as the original. I hereby expressly waive any requirement that I be provided prior or contemporaneous notice (either oral or written) of the agency’s or employers release of information or documents about me to the University.

I further understand that to the extent the University is prohibited by law from sharing confidential reports about me that it receives either from a law enforcement agency or from a current or former employer, I am entitled to receive summaries of the contents of the reports upon request.

Release: I hereby release, discharge and exonerate any person, agency or entity supplying information and documents about me to the University pursuant to the above Authorization from any and all liability of every nature and kind arising out of the furnishing of such information and documents. I understand that the University has sole authority to designate which positions or responsibilities require .

Certification: I hereby certify that all statements on the attached background check form are true and correct to the best of my knowledge and belief. I understand that the University of California, Berkeley solicits this information and may solicit additional information so as to be informed of my previous record and character. I further understand and agree that any misrepresentation, falsification, or omission of facts by me may constitute good cause for corrective action, up to and including my disqualification, release or dismissal from University employment. I also understand and agree that my employment with the University of California is conditioned upon the University’s determination that the results of this background check are satisfactory. I further agree and understand that future criminal behavior by me may be considered in a review of employment status by the University of California.

_________________________________________         _______________________________________
Signature/ date      Witness signature/date

Complete other side.
University of California, Berkeley
Employee/Applicant Release and Disclosure Form

Print name:
Last First Middle

Date of birth: ______________ Social Security #: ______________ Driver’s License #: ______________

Home phone: ______________ Business phone: ______________ Cell phone: ______________

Other names you have used:

Current address:
Street City State Zip How long?

How long have you lived in California? ______________

Have you ever been convicted of any felony? Yes _____ No _____

Have you ever been convicted of a misdemeanor? Yes _____ No _____

Have you ever paid a citation (i.e., traffic ticket)? Yes _____ No _____

Include any conviction with a dismissal per 1203.4 PC.

Excludes:
• Convictions for marijuana-related offenses for personal use more than two years old (as specified in H&S 11361.5)
• Traffic violations for which the fine imposed was $300 or less

If yes, please describe the nature of the crime(s), the date and place of conviction and the legal disposition of the case:

Note: A “yes” response will not necessarily disqualify you from consideration for employment. Failure to disclose will be viewed as a possible bar to employment.

Are you out on bail or released on your own recognizance pending trial? Yes _____ No _____

If yes, please explain:

Note: A “yes” response will not necessarily disqualify you from consideration for employment. Failure to disclose will be viewed as a possible bar to employment.

State Private Notice
The State of California Information Practices Act of 1977 (effective July 1, 1978) requires the University to provide the following information to individuals who are asked to supply information about themselves.

The principal purpose for requesting the information on this form is to conduct background checks. University policy and federal statute authorize the maintenance of this information. Furnishing all information on this form is mandatory—failure to provide such information may result in determination that the applicant is ineligible for employment. The University official responsible for maintaining the information on this form is the Assistant Vice Chancellor—Human Resources, the University of California, Berkeley.

Note: Applicant/Employees will receive a summary of criminal background information. Original materials are confidential.
Appendix E

Peer Institutions

- **University of Alabama, Tuscaloosa;** Center for Community-Based Partnerships; http://ccbp.ua.edu/

- **University of North Carolina Greensboro,** Office of Leadership and Service-learning (Broken down into co-curricular service, service-learning, leadership, and community-engaged scholarship as separate programs under one office.) http://olsl.uncg.edu/

- **University of North Dakota;** Center for Community Engagement
  *We Link Academic Resources with Community Needs*
  http://und.edu/centers/community-engagement/

- **University of Southern Mississippi,** Office of Community Service-learning
  http://www.usm.edu/ocs1/

- **Kansas State University;** School of Leadership Studies (http://www.k-state.edu/leadership/)

- **Texas Tech University;** Teaching, Learning and Professional Development Center
  http://www.tltc.ttu.edu/servicelearning/

- **West Virginia University;** Center for Civic Engagement
  http://cce.wvu.edu/

- **Northern Illinois University;** Office of Student Engagement and Experiential Learning
  http://www.niu.edu/engagedlearning/service/service_learning.shtml

- **Temple University;** http://www.temple.edu/community/index.htm
  *Reaching Outward, Reflecting Inward*

- **University of Akron;** The service-learning office in the Institute for Teaching and Learning
  http://www.uakron.edu/service-learning/index.dot