

# COMMUNITY-BASED SERVICE-LEARNING ACTION PLAN

St. John Fisher College

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Service-Learning integrates community projects in academic courses to meet community needs and enhance student learning. We work with non-profits, neighborhoods, and small businesses to provide **client support** (e.g. tutoring, training) and/or **capacity-building products** (e.g. marketing, technology). Completion of this Action Plan will ensure a well-coordinated and communicated project and will be passed on to all participants. If questions are already completed (answers will be based on our conversations), please modify/add where needed. Thank you for taking this extra step!

Please return as an attachment to Lynn Donahue at [ldonahue@sfjc.edu](mailto:ldonahue@sfjc.edu)  
by August 22, 2014

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**SJFC COURSE NAME:**

**CLASS DAY AND TIME:**

**START AND END DATE:**

**SEMESTER:**

**COMPONENTS:**

- a) **Required vs. Optional:** ☐ required ☐ optional
- b) **Number of Service-Learning Hours:** ☐ 30-40 hours ☐ 20-30 hours ☐ 15-20 hours
- c) **Number of Service-Learning Students:**
- d) **Makeup of Students (Majors/Class Year):**

**FACULTY CONTACT INFORMATION:** (Name, Title, Department, Address, Phone, E-mail)

**COMMUNITY ORGANIZATION/PROGRAM NAME:**

**COMMUNITY PARTNER CONTACT INFORMATION:**

**Community Partner Initial Contact:** (the person(s) responsible for *scheduling and/or orientation*) (Name and Title, Address (City, State, Zip), Phone Numbers & E-mail)

**Community Partner Primary Contact:** (the person(s) responsible for *overseeing students' work*) (Name and Title, Address (City, State, Zip), Phone Numbers & E-mail)

## SERVICE LEARNING PROJECT (To be completed by both the course instructor and community partner)

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Please provide a description of the service-learning project that includes a) students' **responsibilities/tasks** that they will engage in during the semester and b) **students' final outcomes (created product(s) and client support work)**.

## COMMUNITY PARTNER INFORMATION (To be completed by community partner)

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1. **ORGANIZATION MISSION& GOALS AND PROGRAM INFORMATION:** What should students know about the **mission and goals** of your organization or program (so they can understand their audience and create outcomes that are in-line with your mission and goals)? Please also include **program details and logistics** that are relevant to the students' work (e.g. hours of operation, number of clients)
  
2. **NEEDS & GROWTH:** What are the **needs** of your program/organization (**or areas of growth**) that you'd like students to contribute to? This information will ensure the best match between the course and your needs and will help students understand the value of their contributions.
  
3. **DESIRED OUTCOME:** What do you hope will be the **outcome** of this project? (e.g. How do you hope to use **the final product** from students? What is the hoped for **impact on your clients**?)
  
4. **STUDENT PREPARATION/SUPPORT:** Please provide information on **the preparation needs of the students and how you can best support the students** and. This information can be decided on in collaboration with the course instructor and Center Director. Here is a list of information you may want to include depending on the project:
  - a) orientation to your organization and its needs; volunteer requirements such as paperwork, medical tests
  - b) skills and knowledge students should ideally have; professional behavior and other expectations
  - c) regular student meetings agreed upon in advance to pass on feedback and address concerns
  - d) introductions to other staff and clients

## FACULTY INFORMATION (to be completed by the course instructor)

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1. **GOALS AND PURPOSE OF SL ASSIGNMENT:** Please provide **1-3 course goals** that the service-learning assignment will help accomplish. Then describe **the content knowledge and/or academic skills** that the service-learning assignment will help students enhance their understanding and application of. (Boyer and Glassick's Model of Scholarship: Clear Goals)
  
2. **PROJECT SUPPORT:** Where appropriate for your course and service-learning project, please provide information on one or more assignments you will integrate in your course to support the service-learning project and help students accomplish their project goals such as **meetings with student teams in class, required mid semester partner feedback, bi-weekly progress reports, in-class debriefs?** What is the plan to **present the final outcomes, deliver the final product to the CP and/or celebrate the successes?** (Boyer and Glassick's Model of Scholarship: Adequate Preparation and Effective Presentation)
  
3. **ACADEMIC SUPPORT:** Where appropriate for your course and service-learning project, please provide information on one or more assignments you will integrate in your course to enable students to **connect the service project with the academic content, apply the course content to the project, and/or assess if the SL assignment goals were achieved?** What reflection assignments will help **address concerns** or understand **the contextual or social justice issues** (if appropriate)? (Boyer and Glassick's Model of Scholarship: Reflective Critique and Significant Results)

## WORK PLAN AND TIME-LINE: (to be completed in collaboration with partner, faculty, and Director)

The most successful projects have a time-line with project deadlines, meeting dates, and other benchmarks. Please complete this time-line in coordination with the course instructor and Director of the Center for Service-Learning and Civic Development. This plan can then be passed on to the students.

- **Meetings:** Orientation dates, mid-semester meetings with agency supervisor and instructor, end of semester meetings/celebrations
- **Client Support:** Weeks or dates students will meet with the clients/students/elders, etc.
- **Capacity-Building Project:** Benchmarks such as drafts/report due, event planning dates, research targets, etc.

a. **Week 1:**

b. **Week 2:**

c. **Week 3:**

d. **Week 4:**

e. **Week 5:**

f. **Week 6:**

g. **Week 7:**

a. **Week 8:**

b. **Week 9:**

c. **Week 10:**

d. **Week 11:**

e. **Week 12:**

f. **Week 13:**

g. **Week 14:**

h. **Week 15: Final Exam Week**

# Criteria for a Service-Learning Course and/or Project

To uphold academic rigor, reciprocal benefit, and “best practices,” the following criteria must be met for a course to be given a Service Learning (SL) attribute for course registration and service-learning designation under a course name.

## THE SERVICE COMPONENT

**The service-learning project addresses a stated community need.**

The project is collaboratively developed, reciprocally beneficial, and adds value to the community.

The project takes the form of client support or capacity-building work (typically resulting in products that are given to the community partner).

Service hours are between 15 and 40 hours per semester.



## THE ACADEMIC COMPONENT

**The service-learning project is a graded academic assignment that addresses one or more course goals.**

The project is designed to enhance understanding and application of course content and develop problem solving, cultural competence, and communication skills.

The project is assessed based on accomplishment of course goals (not for service hours.)

Service-learning can be optional or required.



## LINKING THE TWO TOGETHER

**Course assignments link the meaningful service with the academic course content using the service as "text".**

**Students apply the course content to creation of the service product or development of effective client support.**

Reflection assignments enable students to address questions, check perspectives, and reflect on professional, civic, and personal development.



## EXPECTATIONS

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### **Community Partner:**

- Designate one person to provide oversight to SL students and project feedback and support.
- Return student communication in a timely manner and discuss concerns with the instructor or Director.
- Provide orientation on the agency and its clients including standards of professional behavior.
- Review the course syllabus and assignments relevant to students' work and discuss, if needed, the alignment (or misalignment) of course deadlines and the agency's calendar
- Complete a *Community Impact Assessment* if able to at the conclusion of the semester on the impact of Fisher SL students to improve our program and document the impact.
- Use reasonable measures to provide a safe working environment (e.g. escort students to car).
- If needed, request termination of a student's work in the event of negligence or harm.

### **Faculty:**

- Provide students with sufficient support and structure through readings, lectures, team meetings, and assignments to create quality service-learning outcomes.
- Integrate reflection assignments that enable students to connect the community-based service experience with academic content and facilitate social, emotional, civic, and professional growth.
- Include definition of service-learning and details of service-learning assignment in course syllabus.
- Provide students with an orientation to SL and expectations of professional behavior (Video).
- Communicate with your partners during the semester on project expectations and student performance.
- Participate in the *Student and Faculty Impact Assessment* to assess impact and improve the process.

### **Students:**

- Behave in a professional and courteous manner and abide by the site's policies and rules which include avoiding use of electronic devices, dressing in a professional manner, preserving confidence of information, maintaining appropriate boundaries, and being on time to the assignment.
- Communicate with the supervisor, course instructor and/or the Director about concerns, questions, and if appointments need to be changed. Update the partner on progress and ask for regular feedback.
- Take the time to learn about the community partner. Commit to observe and learn, maintain a non-judgmental and positive attitude, ignore stereotypes of the community, and break stereotypes of college students.

### **Center for Service-Learning and Civic Engagement**

- Identify interested Fisher faculty and Rochester community partners.
- Assist in the development of mutually beneficial client support and capacity-building projects that meets community needs and accomplishes academic course goals.
- Provide faculty training, student orientation information, and community partner training and support.
- Provide and evaluate faculty course development stipends and project support stipends.
- Address concerns, trouble-shoot and facilitate effective service-learning during the semester.
- Monitor and assess impact of service-learning through record keeping and Impact Assessments.
- Promote positive outcomes through the media, web sites, conferences, and Fisher and local events.

Please let me know if you have questions or concerns. We aspire to nurture community/college partnerships that are reciprocal and sustaining in order to respond to identified needs and build on assets. We strive to create a spirit of collaboration, social responsibility, and respect for all participants.

**Thank You!**

**Dr. Lynn Donahue, Director, Center for Service-Learning and Civic Engagement**  
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**St. John Fisher College**  
**Community-Based Service-Learning**  
**Faculty Fellow Stipend Application**  
**Due: August 22, 2014**

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**FACULTY CONTACT INFORMATION:** (Name, Title, Department, Address, Phone, E-mail)

**SJFC COURSE NAME:**

**SEMESTER:**

- Have you taught this course as a service-learning course before? ☐yes ☐no
- If yes, what semester/year? \_\_\_\_\_
- Are you interested in serving as a mentor for faculty new to SL? ☐yes ☐no

**SYLLABUS:** Please submit your syllabus by the application deadline.

*All Service-Learning Faculty Fellow Stipend applicants must complete the “Faculty Information” questions on page 2 above. The time-line will be completed in collaboration with your community partner and Director of the CSLCE. The Community Information will be obtained by the Director of the CSLCE.*

## **Introduction:**

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Congratulations on your decision to integrate service-learning into your upcoming course! Below are Faculty Fellow benefits, requirements, and criteria that are used to designate your course as service-learning (with a SLC Attribute on the registration page). This application will enable you to become a Service-Learning Faculty Fellow and receive a stipend for course development. This opportunity is available to all full and part-time faculty.

## **Benefits of Becoming a Service-Learning Faculty Fellow**

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- Receive up to \$800 for training and course development. Stipend amounts will range based on factors such as new vs. returning to SL, required vs. optional SL, etc.
- Receive training and consultation on service-learning theory, pedagogy, and implementation
- Join a community of faculty interested in service-learning that you can dialogue and share ideas with.
- If interested, become a mentor to future Fisher service-learning instructors through individual support, attendance at trainings, and presentations at campus-wide workshops.

## **Stipend Requirements:**

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To receive a stipend, please complete 1-6 below. Half of the stipend amount is distributed at the beginning of the semester and half after the course is complete and *after* the following requirements are met and considered by a committee of the Service-Learning Advisory Board.

- 1) Submission of the *Action Plan/Stipend Application* and course syllabus with service assignment and reflection assignment described on it.
- 2) Completion of *Service-Learning Course Development Training*
- 3) Showing of the *Service-Learning: From Classroom to Community* video to your students and distribution and collection of the *Student Agreement Form* at the beginning of the semester.
- 4) Distribution and collection of the *Student Impact Assessment* and completion of the *Faculty Impact Assessment* (on-line survey) at the course’s conclusion.
- 5) Submission of 3-5 examples of student’s SL project (product delivered to the community partner) and/or 3-5 examples of a written reflection assignment (especially if students did client support only).