Enhancement Option #5: Service Learning/Civic Engagement (e.g., assignments which place students in leadership positions to conceive of and implement programs that they know will benefit others; assignments which will involve students in developing good civic dispositions, as suggested in the 2006 Middle States Report)

Corresponding COMAR requirement for one credit hour (COMAR regulation .16.C.1.c.): Additional 45 hours per semester of supervised, documented learning.
Enhancement Option #5:  
Service Learning/Civic Engagement  
Just a Few Possible Ways One Might Include this Option in a Course

*Important note: In order to count toward the 4th, additional credit, the work referred to below and otherwise specifically associated with the enhancement aspect of a course must exceed that expected or already executed within a traditional 3-credit version of the course in question, and all such work must be specifically assigned and evaluated via papers, exams, etc.

- Have students teach and mentor at-risk young people in Wicomico County as identified by various non-profit service organizations.
- Have students study the problem of recruitment and retention of minority students at SU with the goal of presenting their recommendations to the University Committee on Multicultural Concerns.
- Have students contribute x hours of service at a local homeless shelter, doing everything from working as food servers in the lunchroom to assisting interviewers in assessing the needs of clients.
- Have students provide service to non-profit organizations in foreign settings in which they must both utilize their foreign language skills and exercise and expand their knowledge of the culture (this would obviously also fit with Enhancement Option #6: International Education/Cultural Enrichment).
- Have students participate in a musical performance programs, and other programs, in local schools.
- Students could write publications or PSA for Community-Based Organizations (CBOs).
- Students could help at-risk students with reading (or some other skill) in after-school programs.
- Students could translate publications for CBOs into Spanish or another language.
- Students could research planning and zoning in Wicomico County and advocate a position to the Wicomico County Council.
- Students could put on a concert to raise funds for a non-profit in Wicomico County.
- Students could learn about aging by delivering food for Meals on Wheels.
- Students could use PAC 14 to inform the public about a community issue (e.g. dry wells; water pollution).
- Students could learn about the housing stock in Wicomico County by serving with Habitat.
- Students could learn about homelessness by designing a service-project to provide with food, clothing, and shelter.
- "Your Subject in the News" – Students report on news stories in which knowledge gained from your course improves their understanding of events in the community, state, nation or world. This could be an individual or group assignment.
- University speakers – Require students to attend several political/policy-related lectures during the semester and write reflective essays.
President Debates (fall semester 2008) – Opportunity to analyze candidates from a variety of perspectives: rhetoric, image, accuracy of statements, or policy differences. Commission on Presidential debates (www.debates.org) has useful ideas.

Letters to the Editor or Op-Ed Essays – Groups of students research and discuss different issues then individual students writing informative or persuasive letters or Op-Ed essays. Invite a local newspaper editor to read the letters/essays and then visit your class and evaluate them.

Current issues – Divide class into groups and assign groups the task of developing background papers on different issues by tracking issues that are continually in the news. Each student could be responsible for following their group’s issue in different newspapers, blogs, etc.

Classroom speakers – Invite guest political/governmental/policy speakers to your class to discuss policies or issues relevant to the course. In addition, ask them to touch on how they became involved in the political life of their community and the rewards it offers. Students hear a lot about the negative side of politics but not too much about the positive. As time permits, PACE will help facilitate classroom speakers; please give them a few weeks notice.

Recent designation by the State of Maryland of a Salisbury Arts and Entertainment District could be a way to explore the nexus between public policy and the arts. Students could research how the designation was achieved and what it means. Local speakers could be invited to present their views.

Art and/or Theater at Eastern Correctional Institution of Maryland: work with the Philosophy Department's student led groups at ECI. They do philosophy and literature discussion groups now but could be interested in expanding to include art and theater. (This does require some training and orientation.)
GOALS of Service-Learning

- To enhance student learning by joining theory with experience and thought with action.
- To fill unmet needs in the community through direct service which is meaningful and necessary.
- To enable students to help others, give of themselves, and enter into caring relationships with others.
- To assist students to see the relevance of the academic subject to the real world.
- To enhance the self-esteem and self-confidence of your students.
- To develop an environment of collegial participation among students, faculty, and the community.
- To give students the opportunity to do important and necessary work.
- To increase the civic and citizenship skills of students.
- To assist agencies to better serve their clients and benefit from the infusion of enthusiastic volunteers.
- To expose students to societal inadequacies and injustices and empower students to remedy them.
- To develop a richer context for student learning.
- To provide cross-cultural experiences for students.
- To better prepare students for their careers / continuing education.
- To foster a re-affirmation of students' careers choices.
- To keep them in class and serve as a tool for retention.
- To give student greater responsibility for their learning.
Service-Learning Project Walk-Through Activity

1. Identify a course in which you might include a service-learning project.

2. What course objectives could be met through performance of a service-learning project?

3. What real community need(s) could be met through this project?

4. List possible service-learning projects your class could do to meet that need:
   - Indirect:
   - Direct:
   - Advocacy

5. Who could you partner with in the community to perform this project?

6. How would you reflect with your students and evaluate the effectiveness of your project?
PRINCIPLES OF GOOD PRACTICE FOR COMBINING SERVICE AND LEARNING
(Wingspread Conference, 1989)

1. An effective program engages people in responsible and challenging actions for the common good.

Participants in programs combining services and learning should engage in tasks that they and society recognize as important. These actions should require reaching beyond one's range of previous knowledge or experience. Active participation - not merely being a spectator or visitor - requires accountability for one's actions, involves the right to take risks, and gives participants the opportunity to experience the consequences of those actions for others and for themselves.

2. An effective program provides structured opportunities for people to reflect critically on their service experience.

The service experience alone does not insure that either significant learning or effective service will occur. It is important that programs build in structured opportunities for participants to think about their experience and what they have learned. Through discussion with others and individual reflection on moral questions and relevant issues, participants can develop a better sense of social responsibility, advocacy, and active citizenship. This reflective component allows for personal growth and it is most useful when it is intentional and continuous throughout the experience, and when opportunity for feedback is provided. Ideally, feedback will come from those persons being served, as well as from peers and program leaders.

3. An effective program articulates clear service and learning goals for everyone involved.

From the outset of the project, participant and service recipients alike must have a clear sense of: (1) what is to be accomplished and (2) what is to be learned. These services and learning goals must be agreed upon through negotiations with all parties, and in the context of the traditions and cultures of the local community. These goals should reflect the creative and imaginative input of those providing the service, as well as those receiving it. Attention to this important factor of mutuality in the service-learning exchange protects the "service" from becoming patronizing charity.
4. An effective program allows for those with needs to define those needs.

The actual recipient of service, as well as the community groups and constituencies to which they belong, must have their primary role in defining their own service needs. Community service programs, government agencies, and private organizations can also be helpful in defining what service tasks are needed and when and how these tasks should be performed. This collaboration to define needs will insure that service by participants will: (1) not take jobs from the local community, and (2) involve tasks that will otherwise go undone.

5. An effective program clarifies the responsibilities of each person and organization involved.

Several parties are potentially involved in any service and learning program: participants (students and teachers, volunteers of all ages), community leaders, service supervisors, and sponsoring organizations, as well as those individuals and groups receiving the services. It is important to clarify roles and responsibilities of these parties through a negotiation process as the program is being developed. This negotiation should include identifying and assigning responsibility for the tasks to be done, while acknowledging the values and principles important to all the parties involved.

6. An effective program matches service providers and service needs through a process that recognizes changing circumstances.

Because people are often changed by the service and learning experience, effective programs must build in opportunities for continuous feedback about the changing service needs and growing service skills of those involved. Ideally, participation in the service partnership affect personal development in areas such as intellect, ethics, cross-cultural understanding, empathy, leadership, and citizenship. In effective service and learning programs, the relationships between groups and individuals are dynamic and often create dilemmas. Such dilemmas may lead to unintended outcomes. They can require recognizing and dealing with differences.

7. An effective program expects genuine, active and sustained organizational commitment.

In order for a program to be effective, it must have a strong, ongoing commitment from both the sponsoring and
the receiving organizations. Ideally, this commitment will take many forms, including references to both service and learning in the organization's mission statement. Effective programs must receive administrative support, become line items in the organization's budget, be allocated appropriate physical space, equipment, and transportation, and allow for scheduled release time for participants and program leaders. In schools, the most effective service and learning programs are linked to the curriculum and require that the faculty become committed to combining service and learning as a valid part of teaching.

An effective program includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.

The most effective service and learning programs are sensitive to the importance of training, supervision, and monitoring of progress throughout the program. This is a reciprocal responsibility and requires open communication between those offering and those receiving the service. In partnership, sponsoring and receiving organizations should recognize the value of service through appropriate celebrations, awards, and public acknowledgment of individual and group service. Planned, formalized, and ongoing evaluation of service and learning projects should be part of every program and should involve all participants.

An effective program insures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.

In order to be useful to all parties involved, some service activities require longer participation and/or a greater time commitment than others. The length of the experience and the amount of time required are determined by the service tasks involved and should be negotiated by all the parties. Sometimes a program can do more harm than good if a project is abandoned after too short a time or given too little attention. Where appropriate, a carefully planned succession or combination of participants can provide the continuity of service needed.

An effective program is committed to program participation by and with diverse populations.

A good service and learning program promotes access and removes disincentives and barriers to participation. Those responsible for participation in a program should
make every effort to include and make welcome persons from differing ethnic, racial, and religious backgrounds, as well as those of varied ages, genders, economic levels, and those with disabilities. Less obvious, but very important, is the need for sensitivity to other barriers, such as lack of transportation, family, work and school responsibilities, concern for personal safety, or uncertainty about one's ability to make a contribution.
INSTITUTE FOR SERVICE LEARNING
Salisbury State University • 1101 Camden Avenue • Salisbury, MD 21801
Telephone: (410) 546-6015 • Fax: (410) 543-6069

Instructor __________________________ Course __________________________

Class Meeting Time ______________________

SERVICE-LEARNING STUDENT APPLICATION

TO BE COMPLETED BY THE STUDENT:

Date __________________ Student Number ______________ Date of Birth* ______________

Name (Please print) ____________________________ Male / Female  (Please Circle)

Address ______________________________________

City ______________________ State __________ Zip Code __________

Telephone (Home) ______________ (Work) ______________

*(Students under 18 must complete a “Parental Consent” form before beginning their placement-available from the Institute for Service Learning.)

ETHNIC GROUP:

____ Hispanic  ____________________________  ____ African American

____ White (not Hispanic origin)  ____________________________  ____ American Indian/Alaska Native

____ Asian/Pacific Islander  ____________________________  ____ Other

Important:
Both this form and the “Service Experience Approval Form” must be turned in to your instructor by the deadline.
Service Learning Seminar
IDIS 280 - 153
Spring 2000
The Service Learning Institute at Salisbury State University

Service Experience Approval Form
(To be completed by the student and submitted to the Instructor)

1) Attachments:
   1) Agency agreement
   2) Position description

2) Briefly describe the relationship between the proposed service experience and the companion course.

Student signature  Date  Instructor signature  Date

page 1
Service Learning Seminar  
IDIS 280 - 004  
Spring 2000  
The Service Learning Institute at Salisbury State University  

Agency Agreement  

_________________________ agrees to accept ___________________________ (name of agency) (name of student) for placement in the agency for a 20-hour, 10-week service experience subject to the following conditions and understandings:  

3) The agency will assign a supervisor to the student.  

4) The agency will assist the student in development of a position description which will include function, qualifications, duties, and the name, address and phone number of the supervisor.  

5) The agency assumes sole responsibility for screening, training and supervision of the student.  

6) The student assumes sole responsibility for his/her conduct while performing under this agreement.  

7) The supervisor will certify hours of service satisfactorily performed.  

8) The supervisor will conduct an exit interview at which time student performance will be reviewed.  

Agency Director signature ___________________________ Date ___________________________  

Supervisor signature ___________________________ Date ___________________________  

Student signature ___________________________ Date ___________________________  

page 2
AGENCY EVALUATION OF STUDENT

If your instructor wants a agency evaluation of your work, please have your immediate supervisor complete this form. After completion, this should be returned to your instructor. Thank you for your cooperation.

Student’s Name__________________________________ Agency Name________________________________

On a scale of 0 to 4 (4 representing the highest) please rate the service-learning student in the areas listed below by placing an “X” in the appropriate box.

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<th>Attendance/Punctuality</th>
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<td>Overall Performance</td>
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Comments

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Supervisor’s Name_______________________________ Signature_________________________

Position____________________________________ Date_______________________________

Phone______________________________________
Service-Learning Student Satisfaction Questionnaire

Instructor's Name __________________________ Course __________________________

FOR STATISTICAL PURPOSES (Please circle) Gender: Male Female
Race: Asian/Pacific Islander African American Hispanic White (non-Hispanic) Other
Age ______

With which agency did you complete your service work? ______________________________________

How long have you been involved in service-learning?
___First Semester (1) ___Second Semester (2) ___More than two semesters (3)

Were you satisfied with the help you received in choosing a service-learning placement?
___Yes(1) ___No(2)

Did your service-learning experience have any effect on your career plans?
___confirmed my career choice (1) ___made me think about a different career choice (2)
___changed my career choice(3) ___had no effect on my career choice(4)

PLEASE RATE YOUR EXPERIENCE AT THE AGENCY SITE AT WHICH YOU PARTICIPATED
(Mark only one per row):
VS=Very Satisfied S=Satisfied D=Dissatisfied VD=Very Dissatisfied

<table>
<thead>
<tr>
<th>Questions</th>
<th>(4) VS</th>
<th>(3) S</th>
<th>(2) D</th>
<th>(1) VD</th>
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<tbody>
<tr>
<td>1. Helpfulness of agency staff</td>
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<td>2. Adequate orientation and training</td>
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<td>3. Adequate supervision</td>
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<td>4. Meaningful tasks to perform</td>
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<td>5. Recognition of my effort</td>
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OVERALL, HOW WOULD YOU RATE YOUR EXPERIENCE AS A SERVICE-LEARNING STUDENT? (Mark only one)
___Excellent (4) ___Good(3) ___Fair(2) ___Poor(1)

WOULD YOU RECOMMEND YOUR SERVICE-LEARNING EXPERIENCE TO ANY OF YOUR FRIENDS AND CLASSMATES?
___Yes(1) ___No(2)

COMMENTS
__________________________________________________________
__________________________________________________________
Please circle the response which matches your feeling to the statements below*:

1. The service I did through this class helped me to see how the subject matter I learned can be used in everyday life.
   Strongly Agree   Agree   Disagree   Strongly Disagree

2. I feel that the service I did through this class was not at all beneficial to the community.
   Strongly Agree   Agree   Disagree   Strongly Disagree

3. The service I did through this class helped me to better understand the lectures and readings required for this class.
   Strongly Agree   Agree   Disagree   Strongly Disagree

4. I feel I would have learned more from this class if there were more time spent in the classroom instead of doing service in the community.
   Strongly Agree   Agree   Disagree   Strongly Disagree

5. The idea of combining service to the community with college course work should be practiced at more classes at Salisbury State University.
   Strongly Agree   Agree   Disagree   Strongly Disagree

6. I was already used to doing service to my community before taking this class.
   Strongly Agree   Agree   Disagree   Strongly Disagree

7. This class made me more interested in doing service in my community than I was before.
   Strongly Agree   Agree   Disagree   Strongly Disagree

8. I probably won’t do community service of any kind once this class has finished.
   Strongly Agree   Agree   Disagree   Strongly Disagree

9. I learned much about myself through my service activities.
   Strongly Agree   Agree   Disagree   Strongly Disagree

10. Some educators say that real learning means being able to integrate learning into your own behavior. With that definition, I feel that this class was very successful in helping me really learn.
    Strongly Agree   Agree   Disagree   Strongly Disagree

*(These 10 questions are from the Bennion Center at the University of Utah)

FINAL COMMENTS ABOUT YOUR SERVICE-LEARNING EXPERIENCE:
SERVICE-LEARNING RESOURCES

AAHE Series---Service-Learning in the Disciplines

- Communication Studies
- Composition
- History
- Peace Studies
- Philosophy
- Political Science
- Psychology
- Sociology
- Spanish
- Women’s Studies

CAMPUS COMPACT PUBLICATIONS


JOURNAL

- Michigan Journal of Community Service-Learning

JOSSEY-BASS BOOKS


OTHER BOOKS

Civic Engagement and Curricular Enhancement

I. Some Definitions
II. Some Concepts
III. Preliminary Suggestions
IV. Sample Syllabus

I. Some Definitions

● **PACE’s Working Definition:** By the term ‘civic engagement’ we mean those learning activities in which students (along with faculty and staff) become involved with the surrounding public communities (neighborhoods, municipalities, counties, non-profit organizations) for the primary purpose of cultivating in students an informed, thoughtful and responsible participation on behalf of the public good. The goal of civic engagement is to inculcate civic dispositions in students that will lead them to become better citizens. A desired outcome of such engagement will be the enhancement of the quality of civic life in those communities, thus making the University a more active citizen in the city and region.

● **Definition proposed by Thomas Ehrlich and his colleagues in Civic Responsibility and Higher Education:**

  “Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes” (Preface, page vi).

  “A morally and civicly responsible individual recognizes himself or herself as a member of a larger social fabric and therefore considers social problems to be at least partly his or her own; such an individual is willing to see the moral and civic dimensions of issues, to make and justify informed moral and civic judgments, and to take action when appropriate” (Introduction, page xxvi).

● **Campus Compact’s Definition of an Engaged Campus:** “One that is consciously committed to reinvigorating the democratic spirit and community engagement in all aspects of its campus life: students, faculty, staff and the institution itself”

● **Civic Engagement as Distinct from yet related to ‘service learning’:**
  The terms ‘civic engagement’ and ‘service learning’ are often used interchangeably as in #5 of the enhanced options.
We, however, do see an important difference in that civic engagement initiatives have as their primary purpose the explicit relating of community engagement with an understanding of the political and civic context. An example of service learning might be building a house for Habitat for Humanity while an example of civic engagement is a recycling project that reports to the city council. The distinction however need not be hard and fast when working with the specifics of curricular enhancement.

II. Some Concepts

Civic Engagement fosters experiential learning and reflection centered on citizenship.

There are many different models out there that can be adopted. For purposes of convenience, we offer the following three-fold breakdown and should be seen as more illustrative than comprehensive. Each discipline can add its own specific items.

1. **Knowledge Component**
   Every good civic engagement will have a reflective component that will foster:
   - Ability to gather, research and analyze civic information
   - Ability to make judgments about community issues and strategies
   - Ability to assess strengths and limitations of engagement

2. **Affective Component**
   Every good civic engagement will have an emotive component that will foster:
   - Motivation to become more engaged as a citizen
   - Development of civic virtues/dispositions (and avoiding their opposites) such as fairness, tolerance and responsibility for the public good

3. **Skill Component**
   Every good civic engagement will have opportunities to learn civic skills
   - Learning how to work effectively with other citizens to achieve goals
   - Learning how to persuade others
   - Learning how to communicate with others in a public setting

The civic engagement arena should be viewed broadly and the university and surrounding communities offer ample opportunities for civic learning.

We have developed (based on other models) what we call the “3Cs”: curriculum, campus and community. By those terms, we look for civic engagement arenas and opportunities found in the curriculum (1 credit enhancement), campus (events like lectures) and community (local issues). All three can be woven into an enhanced course.
III. Preliminary Suggestions

Tom Ehrlich has identified several educational strategies that develop college students’ political understanding, motivation, skills and engagement. Three may be valuable for course enhancement in the Fulton School:

● political discussion and deliberation;

● speakers representing various levels of political involvement or participants in the development and implementation of public policy;

● structured reflection on these experiences. (Recommended for all experiences.)

Preliminary suggestions for course enhancement:

● "Your Subject in the News" - Students report on news stories in which knowledge gained from your course improves their understanding of events in the community, state, nation or world. This could be an individual or group assignment. (James L. Perry and Steven G. Jones, *Quick Hits for Educating Citizens*. This book is available at PACE.)

● Letters to the Editor – Groups of students research different issues with the goal of writing an informative or persuasive letter to the editor of a local, state or national newspaper. Writing an op-ed piece and submitting it to a newspaper is another possibility

● Classroom speakers – invite guest political/policy speakers to your class to discuss policies or issues relevant to the course or how they became involved in the political life of their community, state, or nation. Students frequently are interested in the positive and negatives of civic involvement. As time permits, PACE will help facilitate classroom speakers; please give us several weeks notice.

● University speakers – require students to attend several political/policy-related lectures during the semester and write reflective essays. A good place to start is the national Constitution Day, Sept 17. PACE and the Provost will sponsor an SU speaker around this date. Other ideas for Constitution Day are available at: [http://www.constitutioncenter.org/constitutionday/display/MainS/Home](http://www.constitutioncenter.org/constitutionday/display/MainS/Home)

● Current issues – Divide class into groups and assign groups the task of developing background papers on different issues by tracking issues that are continually in the news. Each student could be responsible for follow their group’s issue in different newspapers, blogs, etc.

● Presidential Candidate Debates, especially fall semester 2008, provide a number of opportunities. The Commission on Presidential debates ([http://www.debates.org/](http://www.debates.org/)) has a few useful ideas.


Almost a decade of research supports the idea that appropriately designed courses and programs
can increase our students’ motivation and skills for civic engagement. Assessment tools to evaluate civic engagement programs are available.

IV. Sample Syllabus

Curricular Enhancement Syllabus in Political Philosophy: Fall, 2007

*Political Engagement* (25% of grade)

I want you to be able to apply what you are learning in this class to the real world of civic engagement. With that in mind, become engaged in the political community. You can do that in any number of ways.

Engagement with the organization for at least 2 hours a week for 10 weeks: 20 hours all told.

Students will keep a weekly journal of their engagement in which they will be asked to reflect on their engagement in light of the themes and discussions of the course. Your reflections will be judged on the quality of the experience and the depth of your reflection. I will periodically collect and grade the journals (on at least a monthly basis; depending on how many students are enrolled). I expect that writing and reflection will take at least an hour each week of their time: 15 hours all told.

At the end, students will write a final summation paper (3-5 pages) on their experience in the engagement piece and how it related to Robert Coles’s book, *The Call of Service*. [10 hours ]

Some options:

*Voter Registration Drive:* become involved in *The Institute for Public Affairs and Civic Engagement* and the University’s voter drive this Fall semester. Dr. Long is running a 1 credit course or you can just volunteer your time. Lots of interesting and fun activities. Contact PACE on website or 410-677-5045.

Join a politically engaged organization on campus, such as the Republican or Democratic Clubs or Amnesty International. Become engaged with an issue in the community. Dr. Haven Simons is offering a 1 credit course on development in Ocean City.

[For purposes of better control, I am now considering making Dr. Creston Long’s course the centerpiece but allowing some other options.]