FACULTY RESOURCE MANUAL 2019-2020
Community-Based Learning and Research Pedagogy

LΛNDIS
CENTER FOR COMMUNITY ENGAGEMENT
LAFAYETTE COLLEGE

Thank you for your interest in expanding community-based learning and research at Lafayette. This faculty resource manual is designed to guide you through the process of integrating community-based learning and research (CBLR) into your courses. This manual will provide the information, tools, and resources that new CBLR faculty will need to get started and that returning faculty can use to further develop their community-engaged courses.

As a high-impact, transformative learning practice, community-based learning and research helps secure Lafayette's place among the nation's most distinct colleges and supports the College's mission, core values, and strategic direction in the following ways:

> **Mission**: *encourages students to examine the traditions of their own culture and those of others; to develop systems of values that include an understanding of personal, social, and professional responsibility; and to regard education as an indispensable lifelong process*
> **Core Values:** *diversity and inclusion, sustainability, and community engagement*
> **Strategic Direction**: *transform from a College Hill to a College Town*

The Landis Center for Community Engagement serves as the primary liaison between faculty, students, and community partners and facilitates curricular and co-curricular experiences that contribute meaningfully to the needs of the community. We support faculty, community partners, and students throughout their CBLR activities with practical information - from developing community-engaged course outcomes through risk management to assessment.

We hope to partner with you to enhance student learning, support creative pedagogy, create an exciting classroom dynamic, and strengthen connections with the community.

Sincerely,

Arthur Kney
Director of the Landis Center for Community Engagement

Chelsea Cefalu
Assistant Director, Community-Based Learning and Research

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About the Center for Community Engagement

Landis Center for Community Engagement Mission Statement

The Center for Community Engagement supports community-based learning and research, student leadership, and other community engagement activities. The Center connects students, community members, faculty, and staff through mutually beneficial, sustainable partnerships. We promote critical thinking, experiential learning, reflective service, and informed action.

How We Can Help

The Landis Center for Community Engagement coordinates community engagement through coursework, service internships, EXCEL scholarships, independent studies, and other faculty and student research projects. We do this by:

- Maintaining our Community Partnerships Inventory, which lists every active community partner and which projects and programs we partner on
- Identifying and connecting faculty with community organizations relevant to the goals of your course or project
- Coordinating civic responsibility and engagement workshops
- Recommending reflection activities and resources
- Assisting with in-class reflection sessions
- Coordinating assessment of student, community partner, and faculty experiences
- Maintaining records of community-based learning and research activities
- Coordinating risk-management activities
- Hosting workshops and guest speakers
- Increasing visibility of community-based learning on campus and in the community

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Introduction to Community-Based Learning and Research

What is Community-Based Learning and Research?

Community-based learning and research (CBLR) is a teaching and learning strategy that emphasizes experiential learning, direct service, and community partnership. It links community engagement and academic study through mutually beneficial collaborations that provide practical learning experiences and research opportunities for students and faculty that also effectively address community needs and concerns. Through community-based learning and research, our community partners become our team-teachers as students learn from residents, professionals, and organizations in ways that are not possible through traditional classroom learning. Community partners, in collaboration with faculty, generate researchable questions that are infused into courses, internships, independent studies, EXCEL scholar projects, and independent faculty research.

These activities are intended to enhance learning by providing Lafayette students with opportunities to:

- Test the validity of facts and theories and study concrete instances of phenomena presented in course readings, lectures, and discussions
- Learn from people in the local community outside of Lafayette faculty expertise
- Analyze ways in which concepts and skills learned in a traditional academic setting might be used to solve real-life problems
- Work collaboratively with those not part of the campus community to design and implement projects that benefit a larger community
- Develop their skills as active, responsible, and well-informed citizens

Examples of community-based learning and research include:

- Engineering students design assistive technologies to assist elderly people become more independent
- Math students work with under-represented students at the middle school to increase their understanding of core math competencies
- Biochemistry students conduct seminars on the effects of substance abuse on the human body
- Aging Studies students visit with memory support patients to help keep them connected to their families
- Environmental Studies students conduct a water quality survey and report findings to city officials
- An independent study project explores the social emotional competencies of young men and women in transitional housing
- An EXCEL scholar develops feasible economic models for the local library to bring services to community children over the summer months

The Benefits of Community-Based Learning & Research

Benefits for Students
Community-based learning and research has been shown to have positive effects on students' learning as well as their social and personal development. Students have reported the following outcomes:

- Deeper understanding of course content
- Improved problem-solving techniques, analysis, and critical thinking
- Increased ability to apply course content and skills to real-life situations
- Enhanced moral development and personal identity
- Greater motivation to work harder
- Increased ability to work and communicate effectively as part of a team
- Increased understanding of complex social issues
- Increase student satisfaction with their overall college experience by deepening their relationships with their peers and professors
- Increased sense of connection with the community

Adapted from: Eyler, J. & Giles, D.E. (1999) Where's the learning in service-learning? San Francisco

Benefits for Faculty
By taking learning beyond the campus and into the community, faculty enrich and enliven their teaching and research. Community-based learning can open new paths for scholarship and can increase opportunities for professional networking, collaboration, recognition, and reward. Faculty who integrate community-based learning into their pedagogical practices experience the following benefits:

- Greater satisfaction with the quality of student learning
- Increased satisfaction with student engagement and the classroom dynamic
- Networking opportunities with community organizations and other faculty, both at Lafayette and other institutions
- Opportunities for research and publication
- Enhanced job satisfaction and commitment to Lafayette

Adapted from: Eyler, J. & Giles, D.E. (1999) Where's the learning in service-learning? San Francisco

Benefits for the Community

Addressing the socio-economic and environmental needs of the local community becomes easier for city officials, businesses, schools, and non-profit organizations when their efforts are supported by the energy and enthusiasm of college students and the expertise of faculty. The community also benefits when students who have developed an ethic of service and civic engagement become tomorrow's volunteers and civic leaders. Community organizations have reported the following benefits:

- Fulfillment of practical need through valuable human resources
- New ideas and solutions to existing problems
- Enhanced college/community connection

Adapted from Eyler, J. & Giles, D.E. (1999) Where's the learning in service-learning? San Francisco

Benefits for Lafayette College
Through community-based learning and research partnerships, Lafayette College can enhance faculty teaching, research, and service initiatives; provide high-impact educational experiences for its students; extend college knowledge and resources beyond the campus; create a positive relationship with local communities; and help the city in which it is located become an even more desirable place in which to live and work.

Types of Community-Based Learning and Research Activities

- *Direct Service* involves personal contact with people in the community. Examples include students implementing arts therapy or social media literacy programs for senior citizens, designing and then teaching engineering projects to elementary school students, participating in a community recycling or garden project, tutoring children in an after-school program, and volunteering at a local animal shelter or food pantry.

- *Indirect Service* entails working behind the scenes; such activities are often centered on channeling resources to a problem rather than working directly with individuals needing a particular service. Examples include collecting food or toys for low-income families, participating in a public park cleanup project, mapping the wiring system of a homeless shelter, designing a system for managing agency volunteers, and creating brochures or social media sites that a nonprofit could use to better publicize its services.

Types of Community-Based Learning and Research Projects

- *Problem-Based* projects require students, working alone or in teams, to engage with the community as consultants working for a client. Students work with the community organization to understand a specific issue within the community to help recommend possible solutions to the problem.

- *Discipline-Based* projects require students, working alone or in teams, to maintain a strong presence in the community throughout the semester while reflecting on their experiences and tying them to the understanding and analysis of course content.

- *Capstone Course* is a culminating experience for students that asks them to draw upon knowledge gained through their undergraduate coursework and to then connect those experiences to relevant issues in the off-campus community. Capstone courses can ask students to explore a new topic or synthesize their understanding of their discipline into practice.

- *Service Internship* students engage with the community in a mutually beneficial partnership to produce a body of work that is of value to the community. Service internships must have regular opportunities for reflection during which students can analyze their experiences and insights using discipline-based theories.

- *Advocacy* requires students to lend their voices and talents to the effort to make the public more aware of and motivated to eliminate the causes of a specific community problem. Activities include making presentations to the community about a particular issue or distributing literature related to the issue throughout specifically affected neighborhoods. Examples include presentations at school board or city council meetings, letters to the editor, or publicly circulated reports about such issues as school bullying, pollution of a local stream, inadequate job opportunities for individuals leaving prison, or the need for partnership benefits for LGBTQ city employees.

- *Research* is defined as a partnership of faculty and community partners and/or students who collaboratively engage in research with the purpose of addressing an important community concern and/or effecting social change. Examples include conducting research on and with local immigrant communities, researching and evaluating models of community furniture banks, helping to design an improved waste water treatment plan for a municipality, assessing the success of a local city festival, and creating qualitative or quantitative research tools for an agency trying to reduce low-income children's summer learning loss.

Adapted from: Campus Compact – https://compact.org/initiatives

Guiding Principles

Lafayette Guiding Principles of CBLR Pedagogy
The Center for Community Engagement is dedicated to following best practices for the integration of CBLR projects into regular courses, independent studies, service internships, honors theses, Excel Scholar projects, and other faculty-supervised research projects. Following are some of the main principles that guide our work:

- CBLR projects are beneficial to all parties—faculty, students, and community partner(s). Projects are designed to fulfill specific learning outcomes while simultaneously addressing a community-identified need or concern

- The course or project offers students an intentional and intellectually grounded experience in community-based learning and/or research by using scholarly readings, assignments, and classroom exercises that help students prepare for, conceptualize, and analytically frame the community engagement experience

- Students have the opportunity to reflect on the connections between course readings, discussions, and the learning that is occurring through their community engagement activities

- Students directly interact with community members on at least one occasion, even when doing indirect service projects that primarily entail conducting research for a community organization

- Partnerships are sustainable, where practical.

- The roles of faculty, students, and community partners are clearly defined and agreed upon

- Sound risk management practices for background clearances, transportation, volunteer agreements, and IRB approval are adhered to

- Faculty and community partners agree to participate in assessment activities facilitated by the Center for Community Engagement

Ten Principles of Good Practice in Community-Based Learning and Research Pedagogy

1. **Academic credit is for learning, not for service**
   Academic credit is not awarded for simply participating in community engagement activities, but rather for the student's demonstration of academic and civic learning.

2. **Academic rigor remains uncompromised**
   Students in a community-based learning and research course must have the same opportunities as students in non-CBLR courses to master academic course material. Community engagement activities should contribute rigor to the course through the synthesis of knowledge gained inside and outside the classroom.

3. **Student learning objectives are established**
   Learning objectives should be clearly articulated and measurable, and should include both academic and civic learning.

4. **Establish criteria for the selection of community placement**
   The community placement must relate to the content of the course and support the course's learning objectives. The duration of service must be sufficient to enable the fulfillment of learning goals. Partnerships must meet an articulated need in the community as determined by the community.

5. **Provide educationally sound mechanisms to harvest community learning**
   Activities such as classroom discussions, reflections, presentations, experience journals, and assigned papers can help students integrate their experiences in the community into their classroom learning and support course objectives.

6. **Prepare students for learning from the community**

Most students have not yet had the experience of extracting and creating meaning from experience and merging it with other academic and civic course learning strategies. Providing examples of assignments and inviting community partners into the classroom can help students better understand how to successfully fulfill course objectives.

7. **Minimize the distinction between the students' community learning role and classroom learning role**
Classrooms and communities provide very different learning contexts for students. Establishing the classroom as an active learning environment can minimize the difference in these learning role and inspire studentdto be active learners in the classroom as well as the community.

8. **Rethink the faculty instructional role**
Commensurate with the preceding principle's recommendation for active student learning, this principle advocates faculty who engage in community-based learning and research also rethink their roles. An instructor role that would be most compatible with an active student role shifts away from a singular reliance on transmission of knowledge and toward mixed pedagogical methods that include learning facilitation and guidance.

9. **Be prepared for variation in, and some loss of control with, student learning outcomes**
Because of the variability in community engagement experiences and students' reactions to them, community-based learning and research classrooms often see greater variability in learning outcomes. Even when students are exposed to the same presentations and the same readings, instructors can expect that classroom discussions will be less predictable and the content of student papers/projects less homogeneous than in courses without a community engagement component.

10. **Maximize the community responsibility orientation of the course**
Purposeful civic learning is essential to the community-based learning and research classroom. Designing classroom norms and learning strategies that that will complement and reinforce the civic lessons from the community experience will support civic learning and enable students to apply theory to practice.

Adapted from Howard, J. (2001). Principles of good practice for service-learning pedagogy. Michigan Journal of Community Service Learning, Summer 2001, Page 16-19.

Adapted from: Hefferman, Kerrissa. Fundamentals of Service-Learning Course Construction. 2001

Community-Based Learning and Research Course Design

Community-based learning and research can be integrated into an existing course, or you can choose to build civic learning into a new course. The following section will guide you through the steps of creating your own community engagement course component.

Planning Your Course

Step 1. State your desired learning outcomes
Why is community engagement an important focus for the course? What new learning are students expected to gain? Outcomes are broad and could include:

- To allow students to engage with people who are culturally different from them
- To promote an understanding of societal inequities
- To better develop students' workplace skills
- To fill unmet needs in the community
- To empower students through their own learning

Step 2. Select the learning outcomes that are best addressed through community engagement and develop specific objectives
How will students apply classroom knowledge to new situations? Is your goal to have students question prior knowledge or belief systems? Explore the effects of power and privilege on society? Examine causality? Understand that complex problems have multiple solutions? Examples of community-engaged learning objectives include:

- Students will evaluate how cultural misunderstandings inform stereotypes
- Students will explore the root causes of poverty in the West Ward and compare them to other urban areas
- Students will work in groups to create an economic model that will help bring library services to community children who cannot travel to the library
- Students will use Publisher to prepare promotional materials
- Students will evaluate their commitment to their communities and their role as citizens

Step 3. Envision the community engagement experience that will serve as a primary course "text"
What type of service experience will be provided? Direct or indirect? Problem-based or discipline-based? How many sites will students work at? How many times a week and for how many hours?

Step 4. Select other course content and pedagogies
How do you want to synthesize the community engagement experiences with the academic content of the course? Do you want to explore community and social contexts? Relevant historical or theoretical perspectives? The issue being addressed and the root cause of that issue? What will best align with desired outcomes?

Step 5. Consider potential community partners
Do you already have a community organization in mind? Do you need help finding a partner that aligns with your vision and goals? The Center for Community Engagement can help connect you to your partner either way.

Step 6. Integrate critical reflection
When will reflection occur? How often? Where? Through what mechanisms? What prompts will you provide?

Step 7. Plan for student assessment
How will students demonstrate their learning? How will they be graded? What role, if any, will the community partner play?

Step 8. Address logistical issues
Do you need to submit a proposal to CEP? Will you apply for a course attribute through the Registrar's Office? What materials will you need? Do students need background clearances or transportation? When will orientation take place?

Adapted from: Jacoby, B. Service Learning Essentials: Questions, Answers, and Lessons Learned. 2015

Additional sources of information:
Campus Compact. Introduction to Service-Learning Toolkit: Readings and Resources for Faculty. 2003.
Jacoby, B. Service Learning Course Design Workshop. 2012

You might start by having your students participate in a community-wide event and asking them to reflect on their experiences in a journal entry. They might also conduct interviews downtown about people's sustainability habits and report them to the class. You could set aside one week in the semester during which your students facilitate learning workshops with classes at the middle school. Also be sure to consider how a community-based learning and research component might be connected to one or more of your existing outcomes. For example, a learning outcome like "Students will be able to identify the adverse risk factors that often lead to teen pregnancy" can be achieved through course readings, classroom discussions, *and* students' first-hand interactions with teen parents.

The CBLR Course Attribute
Courses receiving the CBLR attribute offer students an intentional and intellectually grounded experience in community-based learning. Such courses provide students with opportunities to learn about and identify ways they might help address the needs of a community group (e.g., a nonprofit, a business, a public school, a city government agency, a coalition of concerned citizens addressing environmental issues). Courses with the CBLR attribute have at least one experience in which students interact directly with community members, then carefully reflect on what they've learned through the community-engaged experience.

Courses officially designated as CBLR through the Registrar's Office have the following learning outcome:

By the end of the semester, the student will be able to: Integrate scholarly information from readings, labs, lectures and/or classroom discussions with knowledge gleaned from their community engagement experiences

As with all learning outcomes, the above statement appears on the syllabus and is assessed during the course of the semester.

The CBLR attribute can help students identify courses with a community engagement component. CBLR is a searchable term in banner and DegreeWorks, which means that students who are looking for a CBLR course can click on "CBLR" and call up a list of such courses.

The CBLR attribute is *permanently* assigned only to courses that always have a community engagement component. It is assigned retroactively to courses or sections of courses that had a CBLR component in a given semester but don't necessarily always have this component.

Having the CBLR attribute officially attached to your course helps the Center for Community Engagement track the number of courses, students, and faculty involved in community-based learning research and to gauge the impact of these experiences.

Creating a Community-Based Learning and Research Syllabus
A community-based learning and research syllabus has all of the same components as traditional course syllabus, but pays particular attention to civic learning. Elements to include are:

- Definition of and rationale for community-based research and learning
- Description of community engagement experience
- Projects and assignments related to the community engagement experience that illustrate the connection between the community engagement experience and academic content of the course
- Learning outcomes and objectives for students
- Outcomes for community partner
- Role of structured reflection activities
- Articulation of how community engagement and reflection will be evaluated

Adapted from: Jacoby, B. Service Learning Essentials: Questions, Answers, and Lessons Learned. 2015
Heffernan, K. (2001). Fundamentals of service-learning course instruction

Understanding Who Does What

Faculty Responsibilities
- Define learning objectives
- Consider community engagement project options
- Develop syllabus with assignments that integrate civic learning
- Allow time for orientation, reflection, and assessment
- Evaluate students' academic and civic learning

- Communicate openly with community partners and Center for Community Engagement

Center for Community Engagement Responsibilities
- Assist faculty in development of learning objectives and projects
- Identify potential community partners
- Facilitate orientation with community partner
- Facilitate civic engagement learning module with students
- Facilitate risk-management
- Provide reflection resources
- Conduct reflection sessions as requested
- Coordinate assessment of student, faculty, and community partner experiences
- Communicate openly with faculty and community partner

Community Partner Responsibilities
- Identify community need that can be met through community-based learning and research course
- Determine appropriate responsibilities of students
- Identify number of students needed
- Participate in orientation of students to social issue, agency mission, and the role of the organization in the community
- Supervise students while on site
- Communicate openly with faculty and Center for Community Engagement

Building Effective Community Partnerships
Choosing a community partner that aligns with the vision and goals of your course is critical to having a positive community-based learning and research experience. The Landis Center has compiled the Community Partnerships Inventory, which can be found on our website and includes all of our active partners, their role in the community, and which programs the College has with them. We are happy to help you identify agencies that support your vision and to act as the liaison in establishing your partnership. Elements of a successful community partnership include:

- *Reciprocity:* Clear understanding of each other's goals, responsibilities and the planned outcome to ensure that the collaboration is an equitable partnership in which community organizations and students mutually benefit from the experience both by meeting course objectives and addressing community-identified needs.

- *Communication:* regular communication before, during and after the semester will help to ensure a successful experience for community partner, students, and faculty.

- *Feedback:* Purposeful and planned feedback at least mid-way through the semester and at the conclusion of the course. This might include discussion of student performance, logistical challenges, and a review of expectations.

- *Sustained involvement:* Stepping in and out of the community development process can be harmful to a community organization that has devoted significant resources to the collaboration and who has come to depend upon the partnership. Sustained involvement and commitment can be programmatic as well as individual.

The Community-Based Learning and Research Experience

Effective community-based learning and research courses move along a continuum. At the beginning is orientation, followed by direct or indirect service, reflection, and finally assessment.

1. Orientation: Students must participate in an orientation prior to their first community engagement experience. This orientation should be in collaboration with the community partner and contain the following elements:
   - How the community-based learning and research project relates to the class
   - Brief history of the community organization
   - The role of the organization in the community
   - The needs of the organization and its clientele that will be met through the project
   - Any significant behaviors or assumptions of behavior of the demographic with which students will work
   - Expected behavior while working in the community
   - Expectations for confidentiality
   - Any known risks or assumptions

2. The Engagement Experience: You've worked hard to design your course and your students are engaged in the community. The following suggestions will help you manage their experiences:
   - Create deadlines for students to contact community partners, submit volunteer agreements, arrange transportation, secure clearances, and begin their engagement experience. The Landis Center will help you create and enforce these deadlines.
   - Contact the community partner(s) at least once mid-semester to confirm that expectations are being met and to gather feedback. The Landis Center can also assist with follow-up.
   - Don't wait for students to come to you with problems and concerns. Check in with them periodically so that small issues don't grow into insurmountable ones.

3. Reflection: Building opportunities for critical reflection strengthens students' ability to connect what they learn in the classroom to what they experience in the community. Reflection activities can be:
   - Written
   - Oral
   - Media-based
   - Online

4. Assessment: Assessment is critical to understanding the impact community-based learning and research has on students, faculty, and community partners. The Landis

Center has developed assessment tools to quantitatively gauge responses to community-based learning and research. Faculty can help strengthen these assessments through the qualitative evaluation of reflection activities and how well students synthesize their community engagement experiences and course content.

Risk Management

While community-based learning and research is a high-impact transformative experience that benefits students in tangible and intangible ways, it is important to recognize and prepare for the risk that comes with sending students into the community.

Lafayette College's insurance policy does not cover students for injuries or other damages sustained while travelling to and from community partner sites or while engaging with the community. The Landis Center has adopted the following policies and procedures to help manage the risk of hundreds of students engaging with the community:

1. **Every community partnership must have a signed Memorandum of Understanding:** The Landis Center will draft the Memorandum of Understanding in collaboration with the faculty member and their community partner. The Memorandum of Understanding includes the contact information, expectations, and responsibilities of all parties. The Agreement also defines the responsibilities of Lafayette College to the community partner. The Landis Center already has MOU's on file with many community organizations within the Easton area. An additional MOU is not required for additional programs.

2. **Every student must sign a volunteer agreement before engaging with the community:** The volunteer agreement outlines expectations of student behavior while on site in the community. By signing the volunteer agreement, students acknowledge that any community engagement activity carries an element of risk and that they accept this risk. They will also acknowledge that they carry sufficient personal insurance in the event of an accident.

3. **Student-owned vehicles are the last choice for student transportation:** Students involved in a motor vehicle accident are not covered under the College's insurance policy unless they are operating a College-owned vehicle. Students can become approved drivers of College-owned vehicle through Public Safety.

4. **Background clearances are facilitated and maintained by the Landis Center for Community Engagement:** The Landis Center is responsible for providing community partners with verification that all students working with minors or certain elderly populations have received the proper background clearances. The clearances include the PA Criminal Record Check, the PA Child Abuse History Clearance, and the FBI Criminal History Record. Volunteers working with children will also be required to sign a Mandated Reporter Statement of Understanding indicating they understand their responsibility to report suspected child abuse or neglect to ChildLine.

Integrating Community-Based Learning and Research and Scholarship

Several academic departments already recognize community-based learning and research as a consideration for promotion and tenure. If your department does not, increasing the visibility of your community-based learning and research activities can help encourage them to embrace community engagement as a legitimate and valuable pedagogical and scholarly endeavor. You can increase visibility of your projects by:

- Sharing your findings in an on-campus presentation or discussion
- Sharing your findings at a community event
- Presenting your findings at state, regional, or national conferences
- Publishing your findings in academic journals or other higher education publications
- Incorporating your findings into broader contexts of subject matter
- Submitting grant proposals to support your projects
- Seeking coverage of your engagement activities from Communications

Resources

Community-Based Learning and Research Planning Timeline
The Landis Center has created a suggested timeline to help guide faculty through the process of the logistical elements of community-based learning and research:

60 days preceding the anticipated community-based learning and research experience:
- Meet with Landis Center to discuss course vision and aims, align course outcomes with community engagement outcomes, and identify a community partner

30 days preceding anticipated community-based learning and research experience:
- Discuss transportation options with the Landis Center
- Schedule van orientation for student drivers with the Landis Center
- If course requires PA State Clearances, notify students of this requirement
- Forward class roster to Landis Center to determine which students need clearances (if required by their program)
- Conduct a site visit at community partner organization and outline terms of the project and partnership
- Work with Landis Center and community partner to draft a Memorandum of Understanding (if one does not already exist)

*Please note that as of the 2017-2018 academic year, Bailey Health Center requires a tuberculosis screening for all students volunteering through a Lafayette-sponsored program

2 weeks preceding the anticipated community-based learning and research experience:
- Establish deadlines for clearances, transportation requests, volunteer agreements, etc.
- Submit final volunteer schedule to Landis Center
- Identify student drivers and forward Driving of College-Insured Vehicles Approval Process instructions
- Submit transportation request to the Landis Center
- Schedule student orientation with community partner, facilitated by the Landis Center for Community Engagement

During the Community-based learning and research experience
- Communicate regularly with community partner and Landis Center to ensure that expectations and goals are being met on all sides
- Check in periodically with students to evaluate any concerns
- Conduct reflection sessions with or without Landis Center assistance

At the end of the Community-based learning and research experience
- Meet with the community partner and Landis Center to discuss strengths and challenges of the project

- Work with Landis Center to distribute evaluations to students
- Complete faculty experience evaluation
- Meet with Landis Center and/or community partner to discuss future partnerships

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Landis Center for Community Engagement

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Community-Based Learning and Research Planning Sheet

1) General Information			
Professor		*Email*	
Course or Project Title			
Community Partner (if existing/known)	*Please complete one form per placement location		
	Contact	*Email*	

2) Learning Outcomes and Objectives	
What learning objectives can be deepened through community engagement?	
How are these objectives currently being met?	
What do you want your students to learn from community engaagement that they couldn't in the classroom?	

3) Description of Project	
What social or economic issue(s) do you want the project to explore?	
Who is the target population?	
What types of activities will allow your students to reach course objectives through community engagement?	
Do you want there to be uniform or variable student participation? (please describe)	
Will the project be direct or indirect service? (please describe)	
Are there any known risks or assumptions?	

4) Evaluation of Community Engagement and Academic Learning	
What type(s) of academic assignments will complement the service? (readings, papers, presentations, group projects)	
What type(s) of reflection activities will you employ? (journals, class discussion, focus groups, visual reflection)	
How will you grade the civic learning component of the course? What weight will this component be given?	

5) Logistics			
Approximate Number of Students		*Type of Project*	*Choose an item.*
Project Start Date		*Transportation*	*Choose an item.*
Project End Date		*Will students work with children?*	*Choose an item.*
		Will students work with seniors?	*Choose an item.*
Other			
Please note that programs requiring contact with children or certain elderly populations will require students to complete background clearances. These clearances may include PA State Child Abuse and PA State Criminal Background checks, FBI fingerprinting, and a tuberculosis screening. Students will also be required to complete mandated reporter training.			

Community Engagement Reflection Questions and Activities

Critical reflection is an essential part of synthesizing experiences into broader perspectives. In order to ensure that we don't inadvertently reinforce stereotypes and oversimplify complex problems, it is important that students consider, analyze, and question their experiences in the context of content knowledge.

The Four C's of Reflection
Effective strategies for fostering reflection are based on four core elements of reflection known as the Four Cs. These elements are described below:

Continuous reflection: Reflection should be an ongoing component in the learner's education, happening before, during, and after an experience.

Connected reflection: Link the "service" in the community with the structured "learning" in the classroom. Without structured reflection, students may fail to bridge the gap between the concrete service experience and the abstract issues discussed in class.

Challenging reflection: Instructors should be prepared to pose questions and ideas that are unfamiliar or even uncomfortable for consideration by the learner in a respectful atmosphere.

Contextualized reflection: Ensures that the reflection activities or topics are appropriate and meaningful in relation to the experiences of the students.

Eyler, Janet, and D.E. Giles. A Practitioners Guide to Reflection in Service-Learning. *Nashville: Vanderbilt University, 1996.*

Reflection Questions
Effective reflection questions should relate to the learning objectives of the course. They should require students to think critically about their community engagement experiences and how those relate to academic course material. Reflection questions should ask students to think about both themselves and the project, and to analyze the social issue the project addresses. Some sample questions include:

General Personal Reflection
- What do you bring to this experience? How much effort are you willing to put forth
- How did this experience make you feel? How do you think it made others feel?
- What assumptions and expectations did you bring to this experience? What assumptions and expectations do you think others brought about you?
- How did your experience reveal your values, attitudes, and biases? How did it challenge or reinforce your values, attitudes, and biases?
- What was it like to work with community members and other students from different ethnic or cultural communities? How are your life experiences similar or different from theirs?

- In what ways did you do well in this experience? What personal characteristics helped you do well? What was difficult for you? What personal characteristics contributed to your difficulties?
- How have you changed as a result of this experience? How will these changes affect your future behaviors?

Project-Based Questions
- What are the strengths and limitations of the project?
- Does the project address immediate needs or long-term solutions?
- If the project continued, would the problem go away eventually?
- If the project stopped in order to try another approach to the issue, would the community suffer?
- Are there assets in the community that are not being tapped? Is our involvement so focused on the community's deficits that we haven't seen its assets?

General Analytical Questions
- What concepts/theories/facts/principles have you learned that relate to your experience? To what extent were they validated or challenged by the experience?
- What do we know about the social issue being addressed and about how it has affected this community in particular?
- What are the symptoms of the problem, and what are the causes?
- What social issues, such as racism, class stratification, and sexism, are connected to this problem? To what extent can a difference be made on this issue without addressing these social problems?
- How do differences in power and privilege emerge in this experience? What underlying systems influence these power dynamics? What are their effects?
- What underlying systems maintain the problem and the power dynamics? How can they be addressed? Dismantled?
- What ethical issues emerged during this experience?
- How do the ethical principles and practices of your discipline align, or not align, with the core beliefs of the community or organization you are working with?
- What tensions between individual interest and common good did you observe? What trade-offs between them occurred? To whom were they beneficial? Were they appropriate?
- What is progress? Is progress good for everyone?

Questions to Explore Future Action
- Is enough known about the issue in this community or is more research needed?
- Who needs to understand the problem better? Why?
- Have the voices of all community members been heard? What steps have been taken to ensure everyone agrees on the direction of the effort?
- Is more funding needed? Who would use the money and what would they use it for? Who can be approached for funding?
- What laws or policies affect the issue? How did they come to be?
- What stance do local and/or national politicians take on the issue?

- How are other groups or individuals working to address the problem? How might a coalition coordinate the effort? What are the strengths and weaknesses of this approach?
- What campus or community organizations could be tapped to make the effort stronger?
- How can students use the knowledge and skills they gain in college, particularly in their career fields, to address the issue?

Adapted from: Jacoby, B. Service Learning Essentials: Questions, Answers, and Lessons Learned. Campus Compact 2015

Reflection Activities

Journals
Journaling requires students to organize their thoughts and allow them space to reflect privately. There are several different models of effective journaling. These include:
- **Personal Journal –** Students write freely about their experiences, with or without a prompt, usually weekly. Journals can be submitted periodically to the instructor and/or be used as a resource for a culminating essay.
- **Highlighted Journal** – Before submitting their personal journal, students read through their entries and highlight sections that directly relate to concepts covered in class.
- **Key Phrase Journal** – Students are asked to integrate key words and phrases from course material into their journal entries. Students could also create their own list of key phrases to include.
- **Double-entry Journal** – Students record their personal thoughts and reactions on the left page of the journal and write about key issues from academic course material on the right. They then draw arrows connecting relationships between the sides.
- **Critical Incident Journal** – Students focus on the analysis of a specific event that occurred within the designated time period. Students are asked describe their response to the event and articulate an action plan for how to handle it in the future. Prompts for a critical incident journal include:
  - Why was this experience significant to you?
  - What underlying issues surfaced as a result of this experience?
  - How will this incident influence your future behavior?
- **Three-part Journal –** Students divide each page of their journal into three sections. In the top section, they describe an experience they had during the designated time period. In the middle section, they analyze how course content relates to the experience. In the bottom section, students discuss how the experience and course content can be applied to their personal and/or professional life.

Adapted from: "Reflection Activities: Tried and True Teaching Methods to Enhance Students' Service-Learning Experience," a packet compiled by Professor Diane Sloan, Miami Dade College, and based on the work of Julie Hatcher and Robert Bringle's "Reflection Activities for the College Classroom" (Indiana University – Purdue University Indianapolis).

Oral Reflection
Oral reflection encourages students to think about and intentionally choose their messages and speech patterns. Some methods of oral reflection include:
- Class discussions

- Focus groups
- Debates
- Stories
- Presentations
- Teaching modules
- Poetry slams

Media Reflection
Media reflection allows students to express themselves creatively and to capture nuances that may be elusive through words. Media reflection can include:
- Collages
- Posters
- Videos
- Photo journals
- Paintings, sketches, etc.
- Scrap books
- Musical compositions

Online Discussion Groups
Online discussion groups create a dialogue between students in a non-threatening environment. Discussion groups can take the form of weekly summaries or can be initiated by a prompt from the course instructor. The instructor can serve as moderator, or students can rotate the responsibility. Discussion groups can be created in almost any social media platform including Facebook, GroupMe, SnapChat, or Moodle.

Sample Community-Based Learning and Research Syllabus

ES101 Introduction to Engineering

Course Learning Outcomes

By the end of this course, students will:
- Understand the engineering design process
- Recognize that engineering at Lafayette and beyond is innovative and exciting.

In support of the outcomes listed above, students will:
- Have an introductory design experience (ABET outcome c)
- Have experiences using engineering equipment, tools, software, and hardware appropriate to the topic of the course (ABET outcome k)
- Have a working knowledge of engineering graphics and basic CAD skills (ABET outcomes g & k)
- Have in introductory understanding of the societal context of engineering relevant to the topic of the course (ABET outcome f)
- Gain experience in visually and orally conveying engineering information (ABET outcome g)

Course Grading

- Module A 40%
- Module B 40%
- Graphics 15%
- Co-curricular Activities 5%

Note: Students must successfully complete both modules and graphics to pass the course.
Module switch date:
Last day of first module: 10/17/2017
First day of second module: 10/18/2017

Design Thinking (Module B)

Fall 2017, Section 10 Instructor: Rachel Koh kohr@lafayette.edu / AEC260 Office Hours: Monday 2-4 or by appointment

Module Description

Engineers design technologies- products, processes, experiences- to enhance the human experience. This module is an immersive introduction to the engineering design process, from identifying needs and desires of a population to brainstorming, detailing, and iterating design solutions. What social and political factors drive engineering innovation? Who decides what technologies matter? What is a "good" solution, and for whom is it "good"? The principles we will discuss apply across disciplines and applications, and we will explore their relevance in different fields of engineering. Students will have team-based, hands-on design experiences with several creative projects to develop an understanding and practice of engineering design. In two major projects, students will reverse-engineer an existing everyday device of their choosing, and design their own novel assistive technologies. Through these projects, students will reflect on the ethics and societal considerations in the practice of engineering design, and leave with a more nuanced understanding of the ways technology and humanity interact. What does it mean to enhance the human experience, and how do we achieve that?

Logistical Information

Class Time & Location: 8:00-9:15am M/W/F, AEC239

Instructor Contact: I am best reached by email or in my office. Please allow 24h on weekdays for me to respond to email; if you have not heard from me after 24h you may email again. I don't typically respond to email on weekends.

Office Location & Hours: AEC260 / Mondays 2-4pm / I am generally available between 9a-5p, during times that are not blocked off on my schedule (posted outside my office door). Students may drop by or email in advance for an appointment.

Course Technology:

Moodle: We will use Moodle to access and turn in assignments, and you will have forum sections to communicate with your project teams.

MATLAB: We will introduce MATLAB during the 5th week of the course. Students will be guided in accessing MATLAB through the College license and have the option of using personal and/or lab computers.

CATME: CATME is a peer evaluation software used to perform peer assessment when you are working in teams.

Course Textbook: There is no required textbook for this course. Students may access reading materials through the Moodle page.

Module Learning Outcomes

At the end of this course, students will be able to:

- Express the role of engineering in society;
- Identify challenges that can be addressed through engineering technology;

- Design and iterate upon a solution to an engineering problem;
- Deliver a scientific oral presentation;

- Integrate ethics into their engineering design practice;
- Work collaboratively on a design team;
- Express their own motivation for studying engineering.

Module Requirements and Grading

Attendance and Engagement (40%)

Engagement Policy: Course attendance includes (1) showing up and (2) engaging in the class. There are a lot of different learning styles represented among you and engagement can look like a lot of different things. Some examples of engagement in this classroom include: participating in large class discussions verbally; participating in small group discussions verbally; active listening; note-taking. There are many others. If you do not feel that you are able to participate according to these expectations, please contact the instructor during the first two weeks of classes to make alternate arrangements for classroom engagement.

Absence policy: The absence policy for this course is comparable to the College's Class Attendance policy. In this class, students are given 1 unexcused absence without penalty, out of 20 classes. Students are responsible for the learning course material by connecting with classmates or coming to office hours. If a student is concerned about health or other conditions which make class attendance especially difficult, please contact the instructor or Disability Services for accommodations.

Course Projects (40%)

Students will complete two course projects in teams of four. Rubrics will be provided when projects are assigned. Your peer evaluations using CATME will make up a portion of this grade.
Reverse Engineering Project (10%)
Assistive Technology Project (30%)

Homework (20%)

Submitting Assignments: Homework is due by the time and date noted on the Moodle page, usually the beginning of class on the due date.
Late policy: Students may turn in late assignments. 10% per day from the total possible score will be subtracted from the earned grade. For example, an assignment earning a 9/10 (see grading rubric) which is turned in 2 days late will earn a 7/10.

LAFAYETTE COLLEGE

Landis Center for Community Engagement

522 March Street ◆ Easton, Pennsylvania 18042 ◆ tel 610-330-3067 ◆ https://landiscenter.lafayette.edu

Memorandum of Understanding

Title of Course:

Project Duration:

Community Partner:

Partnership Site:

Partnership Site Representative:
Name and Title:
Phone number:
Email:

Lafayette College Representation:
Name and Department or Program:
Phone Number:
Email:

<mark>**The following sections will reflect the specific project or course**</mark>

Project Description:

Project Purpose:

Training and Orientation of Students:

Transportation to and from CBLR project site:

Responsibilities of Students (timeliness, dress code, responsible for bringing supplies, etc.)

Role of College Faculty:

Role of Community Partner On-Site Supervisor:

Inclement Weather policy:

Procedures for last-minute, unexpected cancellation by either party:

Dates program will not run (e.g., Lafayette fall or spring break dates, teacher in-service or PSSA

dates)

Person(s) providing Supervision of Students:

<mark>**The following will be the same for all Memoranda of Understanding**</mark>

Terms and Conditions:
1. Lafayette College agrees to:
a. Use its best efforts to present only those students in good standing at Lafayette College and who are academically prepared to meet the objectives of the Program;
b. Designate a Lafayette College representative who shall coordinate the educational objectives of the Program with the Site's representative;
c. Advise students of the objectives of the Program, the nature of the service, and what activities are approved for student participation;
d. Require all students to attend a Program specific orientation prior to beginning the Program;
e. Provide verification of all background checks required by Site.

2. Community Partner agrees to:
a. Designate an individual to coordinate with Lafayette College's representative the objectives of the Program and the activities approved for student participation. Inform the Site staff of the objectives so that staff may support the intent of the program;
b. Review and abide by Lafayette College's Community Partner Guidelines;
c. Make available facilities for the students participating in the Program for the number of students and for the time period agreed to in advance;
d. Provide Lafayette College representative and student participants with orientation to the Site including a tour, information about general operations, rules, policies procedures and any other matters that may be specifically applicable to the Program and the Site and student activities, and information about emergency procedures. Promptly notify the College representative and participants of any changes;
e. Designate a qualified supervisor who will supervise the student Program participants. Site represents that students will NOT be left unsupervised.
f. Provide a safe environment in compliance will all state, federal, and local laws, and take precautions to provide for the safety of the student participants including notification to students and Lafayette College representative concerning any potential hazards or circumstances which may create unsafe conditions;
g. Promptly notify the College representative of any unsatisfactory performance or misconduct by a student and provide documentation thereof;
h. Treat confidentially any student records, assessments, attendance reports and the like. Such records shall not be disclosed except to the College representative.
i. Participate in pre and post evaluation aimed at assessing the program.

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Volunteer Agreement

As you begin your relationship with a community organization, you are probably eager to get involved and contribute to the lives of the people and community partners with whom you will work. We expect that you will view yourself as a representative of Lafayette College in the community and as such, we ask that you carefully read through and abide by the following guidelines created to assist you in having the best and most productive experience possible.

Use common sense and conduct yourself in a professional manner at all times. Every site has its own rules, policies, procedures, protocol, and expectations that you are expected to understand and adhere to.

Responsibilities to Self

- DO be aware that you are representing Lafayette College
- DO know that if you are having trouble at your service site, you can talk with your Program Coordinator about it
- DO know that you can request an alternative service site if you are not comfortable with your current site
- DON'T make promises or commitments that you cannot keep
- DON'T tolerate verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual at any time during your term of service
- DON'T tolerate verbal exchange or engage in behavior that might be perceived as discriminating against an individual on the basis of her/his age, race, gender, sexual orientation, ability or ethnicity

Responsibilities to Community Partner

- DO be punctual and responsible in completing your commitment to the service site
- DO call your program coordinator if you know you will be late or not able to come in at all
- DO keep all information about individuals you work with confidential
- DO show respect for your service site, its staff, and individuals you encounter
- DON'T engage in any type of business during the term of your service

Safety and Risk Management

- DO participate in orientation for your community service experience

- DO make sure you know whom to contact at the site and at the College in case of an emergency
- DO make sure you know how to exit your service site in case of an emergency
- DO ask for help from your supervisor or another staff member at your service site when in doubt
- DON'T report to your service site under the influence of drugs or alcohol
- DON'T give or loan money or other personal belongings to community members
- DON'T give a community member or community-based organization representative a ride in a personal vehicle or Lafayette van
- DON'T use your personal vehicle to provide services for your organization

Adapted from: http://service.csumb.edu/students/student-guide#top

For assistance in accommodations for any disabilities you may have please contact Ms. Rebecca Brenner, Coordinator of Disability Services, Scott Hall 312.

I understand that all volunteer situations carry inherent risk and acknowledge that I may have exposure to unpredictable situations while I am volunteering in the community. By typing my electronic signature below, I release Lafayette College and its trustees, officers, employees, and agents from and against any and all liability arising out of or connected to my voluntary participation. I further affirm that appropriate personal health insurance is in force to cover such an accident.

Transportation Policies and Procedures

It is important to the Landis Center for Community Engagement that students have safe and reliable transportation to and from their service programs. To support this initiative, the Landis Center provides the use of vans so that students may transport themselves in groups to and from their partnership sites.

Please complete the Transportation Request form located on the Center for Community Engagement's website at least two weeks prior to your program start-date. Ultimately, it is the responsibility of each program coordinator to ensure that they submit a request for transportation. The Landis Center cannot guarantee transportation for events that do not allow two weeks to secure transportation.

All students wishing to operate vans owned or leased by the Landis Center must complete the Driver of College-Insured Vehicles Approval process through the Lafayette Department of Public Safety. The process can be lengthy, so students should complete the requirements at least three weeks before the projected start date of their program. Once a student is certified as a student driver for Lafayette, they must notify the Community Partnerships Coordinator so that they may be added to the Center's Approved Driver's List. The link to the Public Safety Driver Approval Process is below:

https://publicsafety.lafayette.edu/student-driving-of-college-insured-vehicles/

All student drivers must attend a Landis Center sponsored van orientation before they will be permitted to operate any vehicle owned or rented by the Landis Center. The van orientation will address proper safety procedures, care of the vans, and drop-off and pick-up procedures. Students must bring a copy of their Driver Approval Form and their score on the Student Driver Quiz to their orientation. Van orientations are held regularly throughout the semester.

The Landis Center encourages students to use the LCAT transportation system when it is available and corresponds with their programming. The LCAT schedule is below:

https://publicsafety.lafayette.edu/lcat/

If a Landis Center van is not available, registered student drivers may be able to rent a vehicle through Enterprise, also at the above link. Please be sure to fully read the Student Car Rental Policy available on the website.

Students are encouraged to use Lafayette College insured vehicles when they are available.

Section G of the Lafayette College Transportation Procedures (rev. May 2017) published by the Department of Public Safety – Parking and Transportation Division states in part:

"Students are discouraged from using personal vehicles for transportation to College events (i.e. field trips, athletic events at Metzgar Fields, etc.) when transportation is provided by vehicles rented by the department or the Lafayette College Area Transportation (LCAT) shuttle. If a student elects to use a personal vehicle, and an accident occurs, the student's personal auto

insurance provides the coverage and the student is responsible for the deductible. The College's insurance policy will NOT provide secondary coverage. In addition, the student also assumes all costs of travel and will not be reimbursed by the College."

Please note that the Landis Center for Community Engagement vans can only travel within a 4-mile radius of Lafayette College. This covers all partners within Easton. If a student needs to travel outside of a 4-mile radius, they should arrange to rent a vehicle through Enterprise. Please note that the Landis Center cannot reimburse travel costs outside of 4 miles.

Please contact the Landis Center with any questions.