Service-learning is a teaching method utilized at Duquesne University to help our students bring classroom theory to community practice while also strengthening the University’s relationship with the community. Duquesne’s service-learning efforts are driven by the values and practices informed by our institutional mission and charism of our founders, the Congregation of the Holy Spirit:

- **Collaboration**: We do not do *for* anyone what we can do *with* them.
- **Relationships**: We strive to develop sustainable relationships in communities; we do not drop in for one-shot experiences.
- **Responsible action**: By working with community partners we align our efforts with the community’s agenda and vision rather than insert our own.
- **Systemic change**: We try to address the root causes of community challenges. In those instances where direct service is provided, we educate ourselves and our students about the systemic issues that create a need for our service.

Guided in these ways, more than 50 service-learning classes are offered each year. Annually, 2,000 students participate in service-learning.

This guide lays out important information for faculty who are teaching service-learning classes or who are interested in utilizing service-learning in their teaching. It was compiled in summer 2011 by faculty members of the Service-Learning Advisory Committee, staff of the Office of Service-Learning, and through contributions of more than 20 faculty who have taught service-learning classes at Duquesne.

We encourage you to seek assistance with your service-learning. The University established an Office of Service-Learning in 2005 to assist you with many facets of service-learning including course design, community partnership facilitation, publication of scholarship related to service-learning and so much more.

**Office of Service-Learning**

412.396.5893

[servicelearning@duq.edu](mailto:servicelearning@duq.edu)

[www.duq.edu/service-learning](http://www.duq.edu/service-learning)

Murphy Building, 20 Chatham Square
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Service-Learning as an Indicator of Teaching Excellence
Creating a service-learning component involves a lot of thoughtful and intensive work. However, the process is worthwhile because service-learning will not only benefit your students, but it will also benefit your own professional development. Service-learning is one of the criteria employed to determine excellence of teaching per p.27 of the University Faculty Handbook (rev 6-11-10). You are encouraged to include your service-learning work in your teaching dossier.

This section defines service-learning and lists the requirements and details the steps to attain UCSC course designation for service-learning. For your convenience, there are reading suggestions included throughout the guide to supplement your understanding of service-learning.


Understanding Service-Learning
Duquesne University defines service-learning as “a methodology that combines academic instruction, meaningful service, and critical reflective thinking to promote student learning and civic responsibility.” It is unlike other types of service such as volunteerism, internships, and consulting work.

Therefore, service-learning, as understood by Duquesne University, is a pedagogy that combines the lessons you teach in your course with the service you and your community partners have chosen for your students to do in the community. By leading students in thoughtful reflection, you can then unpack the students’ experiences while creating links between the course concepts and the work that the students have done in the community.

![Diagram](image)

This diagram can help you to better visualize how service-learning fits into the many types of experiential education. It provides a visual representation of what effective service-learning accomplishes: involving students in course-relevant service, which addresses the needs of academic learning and the student, as well as the community.

Service-Learning at Duquesne is about collaborating with organizations throughout the community in order to serve those who are underserved—living out the principles of Catholic Social Thought that Duquesne was founded on. The Office of Service-Learning facilitates this process by working with agencies and individuals in communities to discuss issues affecting the quality of life for residents and stakeholders within that particular community.

Service-Learning is not just a matter of fulfilling course or core requirements. This experience can push your students to become more active and engaged citizens of not just their community, but also, the world. Regardless of the reason you are seeking to implement service-learning in your classroom, your students will end up with a better understanding of course concepts, better critical and reflective thinking skills, and experience in civic engagement and meaningful service.
University Core Service-Learning (UCSL) Definition:
The UCSL designation indicates that a course meets the University's Core Curriculum criteria and will fulfill students' graduation requirements. Courses at any level of the curriculum (100 through 400/500) can carry the designation. The "UCSL" designation presumes that the course utilizes a methodology that combines academic instruction, meaningful service, and critical reflective thinking to promote student learning and civic responsibility.

The key features of a UCSL course are as follows:

- Service activities are directly related to course concepts. (see examples on pages 10-17)
- The service provided by students is decided by the community agency or organization with which your course is partnered—not by you or your students. This decision takes into consideration the students' available talents and the community needs.
- The partnership with the agency is reciprocal. You and your students will receive from the partnership what you put in—it is a learning experience for all of those involved. (See examples on pages 24-36)
- Students will reflect on the experience. Guided reflection assignments will help students to unpack their experience while reinforcing how their service has informed their knowledge of class concepts—allowing them to grow as citizens and professionals. Students should reflect before, during, and after their experience. (See examples on pages 17-23)

Steps to attain UCSL Course Designation

UCSL Proposal Submission Guidance
In order to submit a proposal for UCSL designation you should:

- Gain the support of your department's chair and/or dean.
- Review the University Core Criteria for Service-Learning Classes and the Rubric used by the UCSL committee when making decisions about proposals.
- If at any time you are confused when preparing your proposal, feel free to contact the Director of Service-Learning, or the members of the review committee to review a draft.
- When you are ready to submit your proposal, you should include a copy of the course syllabus and any other documentation that describes the service-learning component (i.e. Blackboard documents, additional handouts, web pages).
- When your proposal is complete, please forward it to the Director of the University Core Curriculum, who will then forward it to the committee for review.

To have a proposal considered for the spring or summer semesters, please submit no later than September 15. To have a proposal considered for the fall semester, please submit no later than February 15. Please strictly adhere to these dates as they afford the committee adequate time to review and discuss the proposal prior to summer/fall class pre-registration date.

**Please note that while these are the official due dates we encourage early submissions in order to allow time for any potential changes that may need to occur.**

For more information and important links on submitting a class for a UCSL designation click here.
UCSL Course Criteria [excerpted from the University Core Curriculum Document]

Requirements for Service-Learning as per the Core Curriculum

Service-Learning Requirement
The mission of Duquesne University calls for service of others by persons with consciences sensitive to the needs of society. As part of the University Core Curriculum, every student will take a minimum of one course that includes a required service-learning component. McAnulty College and each school will provide students with courses that incorporate service. Please note: Service-Learning courses add no credits to the University Core Curriculum requirements.

Description
Service-Learning courses can take a variety of forms, but all offer students community-based approaches to teaching and learning by expanding classroom education through extension into the community. By providing students with an opportunity to frame theoretical learning in real-life settings, service-learning leads students to broaden their horizons and to change their perspectives on their participation as citizens of a diverse democracy. The UCSL designation presumes that the course utilizes a methodology that combines academic instruction, meaningful service, and critical reflective thinking to promote student learning and civic responsibility.

Learning Outcomes
Upon completion of the Service-Learning requirement, students are able to

1. Demonstrate comprehension of discipline-specific content formed by their experiences of serving in the community;
2. Recognize and reflect critically on the connections between theory and practice.

Determining “UCSL” Courses
To receive the SL designation, all courses, including degree required internships and field education experiences, must be approved as meeting the University’s Service-Learning criteria by the Service-Learning Advisory Committee’s subcommittee charged with vetting courses proposed for a UCSL designation.

Course Criteria
A. Preparation/Course Design:

1. Clear connections exist between service activities and proposed learning objectives.
2. The academic rigor of the course is enhanced, not weakened, through use of service-learning.
3. Reflection activities are written into the syllabus, structured, and scheduled regularly throughout the course.
4. Rubrics for evaluating reflection activities are provided on the syllabus.
5. Students are oriented to the agency in which they serve and to the course project.

B. Action/Service Performance:

1. Service activities are mandatory.
2. Students perform on-going service with a minimum of 10 hours devoted to service activities (however, 15 hours or more would allow the students to develop meaningful relationships with community organization staff and/or clients). This recommendation is appropriate for courses comprised of 3 credit hours.
C. Reflection:
1. Students engage in carefully designed reflection activities that address the service, the discipline, and their own experiences in ways that encourage further understanding of the course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.
2. The reflection activities are required pre-service, throughout the service, and post-service.
3. Reflection activities are usually graded.

D. Reciprocity:
1. The service provided by the student is determined by the faculty member and the community partner.
2. Both the student and community partner benefit from the service.
3. The provided service helps to meet the organization’s overall goal and is not harmful or wasteful of the student’s or the organization's time.
4. Faculty, students, and community members implement sustainable service partnerships and/or projects.
   • Examples of such sustainability include, but are not limited to:
     o Service-Learning partnerships that continue over many semesters, allowing continual provision of service, albeit course participants change each semester.
     o Projects that include educational activities (such as grant writing) that allow community organizations to continue running said projects.
     o Plans to implement continued service through groups other than the current SL course participants (such as University student organizations).
     o The creation of user manuals or handbooks that provide explanations of how community partners can continue to administer programs or sustain products designed by students in SL courses.

E. Evaluation/Assessment:
1. Faculty members assess the student learning outcomes of the service experience.
2. Academic credit is not assigned to the service performed.
3. Students earn credit by displaying increased knowledge of academic content through the framework of service and reflection.

Mechanism of Implementation
McAnulty College and the Duquesne schools that have baccalaureate programs are responsible for developing Service-Learning courses. The Office of Service-Learning (OSL) provides support to faculty teaching UCSL courses through course design consultation and community partnership facilitation. OSL coordinates Service-Learning initiatives on campus and is advised by the Service-Learning Advisory Committee, which is comprised of faculty representatives from the College and Duquesne schools and from the community. A subcommittee of this Advisory Committee assesses course syllabi and assigns the SL course designation to the courses that meet the specified criteria. (SL proposals with accompanying syllabi are to be submitted to the Director of the University Core Curriculum.)

Committee Rubric for Syllabus Creation
The following chart is the Advisory Committee’s rubric for evaluating UCSL Syllabi. It addresses all syllabus components including course design, service component construction, reflection design, reciprocity levels, and evaluation types. Based on the discussion of this rubric, the committee then accepts or suggests revisions for a UCSL proposal.
<table>
<thead>
<tr>
<th>Class X to be considered</th>
<th>Comments</th>
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<tbody>
<tr>
<td><strong>Preparation/Course Design</strong></td>
<td>Y, N, ?</td>
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<tr>
<td>1. Clear connections exist between service activities and proposed learning objectives</td>
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<tr>
<td>2. The academic rigor of the course is enhanced, not weakened, through use of service-learning</td>
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<td>3. Reflection activities are written into the syllabus, structured, and scheduled regularly throughout the course</td>
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<td>4. Rubrics for evaluating reflection activities are provided on the syllabus</td>
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<tr>
<td>5. Students are oriented to the agency in which they serve and to the course project</td>
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<tr>
<td><strong>Action/Service Performance</strong></td>
<td></td>
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<tr>
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<td></td>
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<tr>
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<tr>
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<tr>
<td><strong>Reciprocity</strong></td>
<td>Y, N, ?</td>
</tr>
<tr>
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<tr>
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<tr>
<td><strong>SL Designation Awarded?</strong></td>
<td>Yes/No/More information needed (!)</td>
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**Examples of such sustainability include, but are not limited to:**

- Service-learning partnerships that continue over many semesters, allowing continual provision of service, albeit course participants change each semester.
- Projects that include capacity-building activities (such as grant writing) that allow community organizations to continue running said projects.
- Plans to implement continued service through groups other than the current service-learning course participants (such as other student organizations).
- The creation of “user manuals” or “handbooks” that provide explanations of how community partners can continue to administer programs or sustain products designed by service-learning students.
UCSL Syllabus Exemplars
There are more than 50 classes at Duquesne that carry the UCSL Designation. Pages 10-27 provide some examples from those classes that illustrate the ways they articulate the components of service-learning. These examples are helpful for faculty who are creating proposals for the UCSL designation. These exemplars are taken directly from syllabi at Duquesne. Unique or strong features are noted on the right-hand side of the page.

Click on the topics below for examples of criteria for the University Core Service-Learning (UCSL) Designation:

Preparation/Course Design
Action/Service Performance
Reflection
Reciprocity
Evaluation/Assessment

Preparation/Course Design (p. 12 in the UCORE Document)
1. Clear connections exist between service activities and proposed learning objectives;
2. The academic rigor of the course is enhanced, not weakened, through use of service-learning;
3. Reflection activities are written into the syllabus, structured, and scheduled regularly throughout the course;
4. Rubrics for evaluating reflection activities are provided on the syllabus;
5. Students are oriented to the agency in which they serve and to the course project.

The examples that follow illustrate how existing UCSL courses prepare students for service-learning. Preparing students includes writing course documents in such a way that the students are introduced to the idea and mechanics of service-learning and how it will be used to support course learning objectives, readings that can inform students' understanding of service-learning, and how service-learning can support disciplinary competencies or standards.

For examples on reflection and partnerships, see the Reflection section and Reciprocity sections, respectively.

HIST 396
Public History

Excerpt from 2010 syllabus

**Service-Learning Objectives**

In this course, students will identify and comprehend the salient concepts of public history in order to prepare for further studies and/or entry-level positions in the field. The course is based on readings that students complete in advance of class in order to be prepared for informed discussion and research conducted to support the community partner project. Public history, by its very nature, is a community-based endeavor, much like service-learning. By expanding the classroom into the community, students shall apply concepts to real-life settings and learn to recognize and support society's fundamental need for memory. By exploring public history through service-learning, students step beyond volunteering into participatory experience and reflection. Performing the role of historian is of itself an act of civic responsibility and engagement that leads to significant awareness. Therefore, the learning objectives must be clearly stated. They are:

**Strong Rationale**

Provides clear rationale for why service-learning is appropriate for this class and how it facilitates student learning and development.
Service-learning Objectives

In this course, students will identify and comprehend the salient concepts of public history in order to prepare for further studies and/or entry-level positions in the field. The course is based on readings that students complete in advance of class in order to be prepared for informed discussion and research conducted to support the community partner project. Public history, by its very nature, is a community-based endeavor, much like service-learning. By expanding the classroom into the community, students shall apply concepts to real life settings and learn to recognize and support society's fundamental need for memory. By exploring public history through service-learning, students step beyond volunteering into participatory experience and reflection. Performing the role of historian is of itself an act of civic responsibility and engagement that leads to significant awareness. Therefore, the learning objectives must be clearly stated. They are:

- To identify and comprehend the intellectual, ethical, and professional issues that public historians confront.
- To understand the dynamic of heritage or, stated differently, how public historians shape perceptions of the past and how public perceptions of the past shape the field of public history.
- Develop critical-thinking skills to negotiate the numerous ways that history is put to use by community stakeholders.
- To reflect on how different points of view and stakeholders craft historical arguments and narratives.
- To reflect on how bias emphasizes, or even privileges, certain historical interpretations over other possible interpretations.

As a service-learning course, students are expected to show mastery of course content and transfer that content into useable material for the community partner. Becoming conversant with the key concepts that challenge public historians is enhanced by experiencing the demands of the job firsthand with the community partner. Spending time outside of class in a public history venue and reflecting on that experience is integral to the development of the student.

MLSP 203
Costa Rica: People & Perspectives,
Excerpt from 2011 Syllabus

At Duquesne University, service-learning is embedded in existing courses through our degree programs and is seen as a valuable learning activity, bringing to life the tradition of Catholic Social Thought and Spiritan charism. Service-Learning combines academic instruction, meaningful service, and critical reflective thinking to enhance student learning and social responsibility. It differs from volunteerism, community service, internship, and field education through its use of structured, critical inquiry and the importance placed on reciprocal partnership between this class and its community partners.

Strong Rationale
Provides clear rationale for why service-learning is appropriate for this class and how it facilitates student learning and development.

Describes unique character of service-learning at Duquesne.
This course uses service-learning, a teaching method in which students engage in service to the community, and affords students the opportunity to work with a number of preselected community agencies whose work relates to justice issues studied in the course. Through service-learning, students will gain firsthand experience of the issues, services and legislative advocacy of community agencies to complement their study of social justice. These service-learning partnerships will offer students community-based approaches to teaching and learning by expanding classroom education through extension into the community.

The students will choose amongst the five established community-based partnerships listed below, each of which has a focus on racial justice, educational justice, economic justice, and/or universal health care (as an instance of economic justice and distributive justice). The students will meet the needs of the community partners by completing the tasks or project that have been previously established and comport with the community partners’ mission statement.

The students can expect to spend at 12 hours in their agency setting over the course of the semester. This will average about 1.5 hours per week from January 18 –March 30.

Service-learning

The core questions that guide our service-learning project are as follows:

What does it mean to be a participant in a community? How may you bring psychology to bear on your everyday in the local human community and the encompassing natural community, thereby fostering the mutual well-being of these interrelated communities?

Psychology -- particularly via a human science approach (as in our department) -- sees psychological life as woven into culture, community, and humankind’s relationship with the natural world. Given the importance of these issues for our majors (both as psychology students and participants in society), our service-learning projects will focus on the interface between the local community and its encompassing bioregion or ecoregion.

Our service-learning projects will take place in cooperation with the Mount Washington Community Development Corporation (MWCDC), particularly with the community’s Parks Director Dr. Ilyssa Manspeizer. Dr. Manspeizer is a cultural and ecological anthropologist who is charged with developing the new Grand View Scenic Byways Park. This green-space surrounds Mount Washington and has recently been designated as a Pennsylvania State Scenic Byway and a City of Pittsburgh park. A special advantage of collaborating with this particular community group is its close proximity to Duquesne University.
SOC 214

Helping Process

Excerpt from 2009 Syllabus

A service-learning component is required for this course.

Two goals of service-learning are:

(1) to integrate community-based work with course-based content, and

(2) to recognize and reflect critically on the intersection of classroom learning and engagement in the community. For this course, the theory and practical instruction on helping in the classroom will be integrated with your work in settings where various forms of “helping” are desired.

Orbis Learning Community, McAnulty College

Excerpt from 2009 Learning Community Plan

The Orbis Learning Community – which combines Sociology, History and Rhetoric courses – focuses on Human Rights and Global Understanding. We wish to integrate learning across the disciplines by asking our students to perceive how cultural identities are shaped and expressed in different ways. All Orbis courses require that students develop effective strategies for recognizing (and formulating their thoughts about) cultural issues and how such issues are portrayed in different texts, media, and disciplines. Orbis also seeks to connect the classroom with larger communities through service. Through service-learning, we ask that students become more aware of and interact with diverse cultures, try to learn from those who are different, and reflect upon this knowledge in written work. Specifically, service-learning in Orbis enables students to connect with their responsibility as members of the global community. Orbis hopes that participating in service-learning will enable our students to see the “otherness” of different cultures as well as the common ground different cultures share.

The primary goal of service-learning within Orbis is to encourage students to apply what they are learning (about history, sociology, and rhetoric) to concrete human interactions. By asking students to consider other cultures from the perspectives of actual individuals and actual cultural interactions (as opposed to stereotypes and unsupported assumptions), we hope to teach them that the key to global understanding requires a combination of perspectives and a perpetually inquisitive and open mind. For example, we hope that Orbis’s shared theme of Human Rights is enhanced by our student’s comprehension that global understanding begins with individual relationships as well as the ability to see and negotiate the similarities and differences among ourselves and cultural “others.” Ultimately, we see Orbis students’ service-learning experiences as reaching beyond their first semester at Duquesne and affecting the way that they approach relationships and learning throughout their lives.
Readings:


**ASHA Standards that apply to this course**

**III.G. Contemporary professional issues**

1. Current professional clinical standards, accreditation requirements, ASHA practice policies and Guidelines

**IV.G. Interaction and personal qualities**

1. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
2. Collaborate with other professionals in case management.
3. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
4. Adhere to the ASHA Code of Ethics and behave professionally.
Examples of Service-Learning Projects

Service-Learning projects that have been created by occupational therapy students in cooperation with community agencies include programs focused on wellness, community reentry, youth leadership, avocational activities, life skills and job readiness, job support, job retention, and professional development.

Overview of Service-Learning Project

Students will work on service-learning projects in groups of two or three. In some cases, two or more groups of students may work at the same community agency and may or may not work on separate projects.

Supervision, Preparation, Implementation, Evaluation

Beginning the week of October 15, 2007, students will spend a minimum of 3 hours/week developing their service-learning project through the following activities:

- Exploring the context of the community agency, and like agencies
- Spending time each week at the agency getting to know the staff and consumers
- Reading literature about OT services for this population
- Identifying assets and needs of the population served by the agency
- Developing a project direction and program plan in partnership with agency staff

Students are required to meet with their community agency supervisor each week to seek direction and discuss the progress of their proposal/implementation. At the end of the fall semester, students are expected to understand the context of the community and community agency, the assets and needs of the community agency, and to have developed with the community agency a direction and framework for their service-learning project. Implementation of this project will take place during the Spring semester, January 7 – April 11, 2008. Course instructor, community agency staff, and consumers will discuss and evaluate the project and its feasibility in a round table discussion at the community site during the first week of December 2007.

Celebration & Poster Presentation

Students, in cooperation with the community agency, will organize a celebration of their service-learning efforts during the final week of their project in April 2008. This celebration will include a poster presentation and discussion with all service-learning stakeholders.

Action/Service Performance (p. 12 in the UCORE Document)

1. Service activities are mandatory;
2. Students perform on-going service with a minimum of 10 hours devoted to service activities (however, 15 hours or more would allow the students to develop meaningful relationships with community organization staff and/or clients). This recommendation is appropriate for courses comprised of 3 credit hours.

The examples that follow illustrate how existing UCSL courses describe the service activities that will be expected of students and the time commitment involved in that service.

For examples on describing partners and the partnership, see section on Reciprocity.
Each student will develop and implement a project that serves the local community. Through these projects you will cultivate your ability to think psychologically and apply such a perspective in practice and in the “real-life” context of a living, local community. In the process, together with your peers, you will help find and implement transformative solutions for problems identified by the Mt. Washington community.

All students are required to participate in the following off-campus activities, all of which involve or support our service-learning work:

- Engage in a walking/historical tour of Mt. Washington: half-day on Saturday (same day as the workshop below).
- Participate in an experiential workshop on ecological psychology in the woods of Mt. Washington Park: half-day on Saturday (same day as the walking tour above).
- Attend community meetings of the MWCDC Open Spaces committee and participate as attentive observers (to understand how an actual community addresses its hopes and concerns, and to see how ecopsychological issues are being taken up in the social realm): approximately one evening per month.
- In collaboration with a peer from our class, conduct survey interviews with Mt. Washington residents to help assess their concerns and wishes regarding Mt. Washington Park, including both the playing fields and the more natural areas.
- Assist with community clean-up, trail-clearing, or other events: one weekend day.

Arrays of experiences help students contextualize their service and learn more about the communities in which they work.

Three community settings will be available:

National Student Partnerships, Hazelwood Center of Life Youth Programs, and the PMHCA Policy Advocacy Group at Community Human Services. Guest speakers will introduce these settings and the kinds of help they would find valuable, inviting you to participate. Each student will commit to participation at one of these settings for 2-3 hours a week while taking this course. Both students and community partners will benefit from this community engagement.

Uses in-class presentations to inform students of their agency choices and introduce community partners to the class.
YOUR ROLE:
Our class will be responsible for developing and presenting a series of lessons on basic Computer Literacy. Topics will be determined jointly with our Community Partner but will likely include: Computer Basics and File Management; Introduction to the Internet and Web pages; Using E-mail; Basic Word Processing; Advanced Internet and Search Engines; Digital Photos, Multimedia and PowerPoint. Working in pairs with another student, you will be responsible for:

- **Developing and presenting one** two-hour lesson to your community partners. This will require significant advanced preparation, including development of: learning goals, a lesson plan, handouts, and hands-on exercises for the lesson. Remember that many of these parents do not have good literacy skills, so simplicity, use of illustrations, and “hands-on” work will be key to effective learning.

- **Acting as a Lab Assistant** for another two-hour lesson delivered by your classmates. During this time, you will work directly with participants to complete the hands-on exercises presented in the lesson. We will be working at the GPLC computer lab in the Family Learning Center, downtown. The lab is equipped with Windows PCs, Microsoft Office, Web browsers, and other hardware/software compatible with what we use in our classroom lab.

- Each of these activities will require a commitment of a two-hour block of time at the downtown Community Partner site. For each lesson there will be a team of four Duquesne students – 2 main presenters and 2 lab assistants – working with GPLC participants. As previously stated, **you must pre-schedule your time and show up on time** to receive credit for these activities.

To prepare you for the above, you will:

- **Attend an in-class orientation session** to familiarize yourself with the circumstances and literacy levels of your community partners. This orientation will be conducted by a GPLC Family Literacy staff member and will be specific to our class. You will obtain valuable information about the program and its participants and how best to relate to them. The Family Literacy Coordinator will share effective training techniques, a sample lesson plan, and give you a chance to ask questions about your role and responsibilities.

- **Conduct a computer lab survey** at the Community Partner site to familiarize yourself with the lab environment you will be teaching in. This will be done on your own time, and is intended to acquaint you with the location of GPLC’s offices, the lab set-up, and the hardware/software you will be working with. This should take roughly 30 minutes and you should schedule time with the GPLC staff in advance.

Clearly describes the expectations for students’ service.

Describes the orientation component.
Reflection (p. 13 in the UCORE Document)

1. Students engage in carefully designed reflection activities that address the service, the discipline, and their own experiences in ways that encourage further understanding of the course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility;

2. The reflection activities are required pre-service, throughout the service, and post-service;

3. Reflection activities are usually graded (the UCORE criterion for Preparation/Course Design establishes that rubrics for evaluating reflection activities are provided in the syllabus).

The examples that follow illustrate how existing UCfSL courses describe and structure reflection and provide some example rubrics that are being used at Duquesne.

For examples on describing wider evaluation see section on Evaluation/Assessment.

Service-Learning Reflection Papers: 25%.

Students will write five papers reflecting upon their experience before, during, and after a service-learning experience consisting of gathering of stories from community members. Each paper will integrate 3-5 themes drawn from course material covered during the weeks relevant to the service-learning experience tied to one of the course objectives listed on this syllabus (reproduced here for your convenience). Although students will perform the service learning in groups, reflection papers must be submitted individually and should be the student’s independent work. Reflection is a method of inquiry used in service-learning to encourage further understanding of the course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. Structured and guided reflective activities and assignments are implemented pre-service, throughout the service, and post-service to facilitate ongoing consideration of the experience.
Service-Learning Reflection Paper 1 should address your understanding of your own cultural identity, your experience interacting with persons different from you in social class and/or race. It should also address this question: To what extent are citizens responsible for the health of the larger public sphere? How can intercultural communication—that is, communicating with persons with different backgrounds than one's own—contribute to an “enlarged” public sphere? Further directions will be provided during the first week of class.

Service Learning Reflection Paper 2 should address, through 3-5 themes from Neuliep/Fanon/lecture, how your service learning experience to this point reveals historical forces connected to the Hazelwood Community that have contributed to community members’ communication and interaction patterns. How is culture, as defined by Neuliep, revealed in community members’ stories and interaction? What consequences for daily life do you believe might emerge from these stories?

Service-Learning Reflection Paper 3 should address, through 3-5 themes from Neuliep/Fanon/lecture, how your service-learning experience to this point reveals the cultural identity of community members. How did you see cultural identity emerging in the stories community members told? What worldview (that is, what beliefs and values) are reflected in the stories? How do you see identity and world view as manifested in these stories shaping a background for communication with persons from other groups?

Service-Learning Reflection Paper 4 should address, through 3-5 themes from Neuliep/Fanon/lecture, how two theories of intercultural communication covered so far helps you understand (1) the influence of social class, race, and/or gender on the personal and group identities of the persons you interviewed in your service-learning experience thus far and (2) how your own social class, race, and gender has influenced your own sense of identity during your interaction with community members as you gathered their stories. What implications for our understanding of public life can you draw from this reflection?

Service-Learning Reflection Paper 5 involves returning to the first paper you wrote. Reflect on your initial responses, which addressed your understanding of your own cultural identity, your experience interacting with persons different from you in social class and/or race, and your answer to the question: To what extent are citizens responsible for the health of the larger public sphere? How can intercultural communication—that is, communicating with persons with different backgrounds than one’s own—contribute to an “enlarged” public sphere? How would you answer those questions now? Respond again, noting similarities and differences in your answers before and after your service-learning experience. Do you believe your experience has shaped your perspective on the answer to these questions?

Appendix

Reflection papers that meet the C level of evaluation exhibit these characteristics:

- Gives examples of observed behaviors or characteristics of the experience, but provides no insight into reasons behind the observation.
- Observations are not connected to course concepts.
- Tends to focus on just one aspect of the situation.
- Uses unsupported personal beliefs as frequently as “hard” evidence.
- Employs few or no specific concepts from text in reflection.

Reflection papers that meet the B level of evaluation exhibit these characteristics:

- Observations are fairly thorough and nuanced although they tend not to be placed in a broader context.
- Provides a cogent critique from one perspective, but fails to see the larger theoretical framework from which concepts are engaged.
- Uses both unsupported personal belief and evidence but is beginning to be able to differentiate between them.
- Perceives legitimate differences of viewpoint.
- Demonstrates a beginning ability to interpret evidence.
- Offers a few specific concepts from text, but does not integrate material with observations.

Reflection papers that meet the A level of evaluation exhibit these characteristics:

- Views experience from multiple perspectives; able to observe multiple aspects of the situation and place them in context, employing themes from course material.
- Makes appropriate judgments based on reasoning and evidence drawn from course material.
- Has a reasonable assessment of the importance of concepts in application to situation.
- Integrates a rich variety of concepts with specific references throughout reflection; connections are drawn explicitly and with clarity.
Service Leadership Paper. The assigned readings (as well as online lectures) in the first four weeks of the course will give you a solid knowledge foundation for understanding leadership, social change, and service-learning. You will also read an article about a Spiritan Catholic perspective on service-learning, which grounds the course at Duquesne University.

Using the models of reflection from your service-learning text, this paper asks you to reflect on the sustained service you have provided to others thus far in your adult life. Remembering that reflection is a kind of metacognition and that writing puts structure to our thoughts and reflections, please do the following in 10 double-spaced, 12-point font pages:

a. Evaluate the values and skills (as described in your leadership and social change text) that have initiated and sustained your service. What are your strengths as a servant-leader? Where do you want to improve?

b. Discuss reciprocity. Have your efforts in service to the community been beneficial? What shortcomings would you describe in the relationship now that you understand reciprocity? What will you do to improve? What can the organization do to improve its relationships with those who render service?

c. Discuss social justice. What societal problems or injustices exist for this community and this organization? Have you ever addressed those before? How would you address them now?

d. Innovate on the social change model of leadership, and express this innovation in writing. What leadership lessons have you learned from service in the community? How does your service allow you to know yourself, engage others meaningfully, and consider a systems perspective when attempting to impact society as a leader?

Critical reflection is required through 6 reflective journaling assignments as listed on the course schedule. These reflections will connect your service experience with your classroom learning, purposefully bringing them together and examining how these separate experiences are connected and how they may illuminate, or influence or even contradict each other. By exploring these tensions and recognitions, the reflective writing experience integrates and broadens your learning about the helping process, and provides an appreciation of the links between classroom and community experience of “helping.”

Reflective Learning Papers will be worth four points each. They will be graded on:

a. evidence of thoughtful reflection on course content.

b. evidence of thoughtful reflection on community work.

c. evidence of thoughtful integration and connection between a and b.

d. clarity and effectiveness of expression, as well as correct grammar/spelling.

Papers must be typed (double-spaced, one-inch margins) and should be limited to 2-3 pages (min/max). Heading should indicate name, date, and paper number (#1 through #6).

Dr. Morrison will provide feedback on your papers and answer any questions you may have.
Reflection: Connecting Service to Academic Learning
Direct writings ask students to consider the service work within the framework of course content.

Exit Cards
Exit cards are brief note cards [5” x 8”] turned in for each class period. Students are asked to reflect on Learning Objectives from class discussions OR Service Action Performance Objectives as they relate to their Service Project.

TWO reflection papers - one at mid-semester and one at the end of the semester are required. Expectations and assessment rubric will be posted on the course website in advance of the due date.

Mid-Term Reflective Summary
The following questions must be answered in a 1 - 2 page reflection at mid-term.

A. Description of work
1. What were your primary duties and responsibilities?
2. What was your work environment?
3. How is this program funded?

B. Course Integration
1. What concepts/principles discussed in class best applies to your service learning experience? First define the concept, then apply it to your experience.
2. Did this experience affect your evaluation of your community or our society? If so, how?

C. Evaluation
1. What did you learn about the site you worked in, its strengths and limitation(s)?
2. What did you learn about working in the community?
3. What did you learn about yourself, your own strengths and limitations; about how this experience affected your own personal goals for this class and your career objectives?
4. Personal Evaluation
   i. How would you change the service-learning experience to make it a more valuable learning experience?
   ii. Would you select this option again in any other class, if presented as an option for a lab or test? Why? Why not?
   iii. Any suggestions on how the professor can be more effective in facilitating your learning from this seminar?

Final Post-Service Reflection
This writing asks students to consider the service experience within the framework of course content. This reflection essay should be 1 – 2 pages in length. Choose one or more of the following questions to guide the essay.

1. Choose three words that best describe your Service Action experience and develop an essay around those words.
2. Think back to your attitude about Service-Learning prior to your experience. Did your experience change or confirm your attitude? Describe your experience as you answer this question.
3. How is your service organization important to the people it serves? What changes would you suggest to the director or the Board of Directors?
4. Were you challenged during this experience? Did you grow in any way?
5. What was the best experience during your Service-Learning project? What was the worst experience? How would you approach this project or another project differently next time?
6. Did the Service-Learning experience impact the way you are thinking about potential careers? If so, how?
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<th>Criteria Score</th>
<th>Excellent</th>
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<td>Writing Quality</td>
<td>Strong writing style with clear ability to express thoughts and point of view. Excellent grammar, syntax, spelling, etc.</td>
<td>Good writing style with solid ability to convey meaning. Very good grammar, syntax, spelling etc.</td>
<td>Writing style conveys meaning adequately. Some grammar, syntax and spelling errors.</td>
<td>Difficulty expressing ideas, feelings or descriptions. Limited syntax. Needs to work on grammar, spelling, etc.</td>
<td>Considerable difficulty expressing ideas or descriptions clearly. Many grammatical, syntactical, and spelling errors.</td>
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<td>Description of Session(s)</td>
<td>Clear incisive description that reveals situation and dynamics vividly. Excellent use of adjectives, metaphors, etc. Sensitive and perceptive.</td>
<td>Solid description that fully discloses the scene. Some interpretation of events, meanings, etc.</td>
<td>Factual description of sequence of events with little “texture” or interpretation. Clearly not fully developed.</td>
<td>Brief or general statement with few details. Little if any sense of meaning.</td>
<td>Little description at all, or brief, perfunctory statements glossing over the event(s). The reader has little idea what transpired.</td>
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<td>So What?</td>
<td>Definite insights into issues and implications of events for self and others. Aware of increased complexity of issues and situations.</td>
<td>Some insights into situations, issues, and personal change/growth. Making connections with implications for self or others. Some sense of complexity.</td>
<td>Positive experience at an intuitive or emotive level. Gains affectively from the “experience” but insights based on conscious reflection are few or simplistic.</td>
<td>Doing the assignment. Neutral experience without personal resonance or impact.</td>
<td>Rigid attitude. Resistant to change in established point of view.</td>
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<td>Commitment and Challenge</td>
<td>Creates a personal plan of action or personal challenge based on commitment to class or insights into teaching.</td>
<td>Creates a “next step” based on previous events or progress in teaching.</td>
<td>Committed to class through rapport or personal caring. Notes class’ progress.</td>
<td>Somewhat committed to class and/or teaching. Unchallenged.</td>
<td>Not committed to the class or teaching. Definitely not exerting self to a level of commitment.</td>
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Adapted from Dr. David Burton’s “A Service Learning Rubric.”
### The Critical Thinking Rubric for SPRG 108, Science at the Service of Society

Critical thinking and writing skills are essential for effective communication, problem solving and analysis in the sciences. This Critical Thinking Rubric will assist you to create better reasoned, more compelling analysis and arguments. This rubric represents a brief overview of the main points to bear in mind as you prepare a reflection for both your Service Learning project and seminar.

1) **Identifies and summarizes the problem/question at issue.**

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- Does not identify and summarize the problem. Is confused by the issue.
- Identifies the main problem and implicit aspects of the problem.

2) **Identifies the STUDENTS OWN perspective and position to the issue.**

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- Addresses a single source or view of the argument.
- Identifies one's own position on the issue drawing support from work experience, and reference information.

3) **Identifies and considers OTHER salient perspectives and positions that are important to the analysis of the issue.**

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- Deals only with a single perspective and fails to discuss other possible perspectives.
- Addresses different perspectives, some drawn from work or references.

4) **Identifies the quality of supporting evidence and provides new evidence related to their Service Action Project that is important to the analysis of the issue.**

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- Confuses associations and correlations With cause and effect. Does not relate to their Service Action Project.
- Examines the evidence; questions, relevance and predictions. Clearly distinguishes between fact and opinion as acknowledged in their Service Action Project.
Reciprocity/Partnership (p. 13 in the UCORE Document)

1. The service provided by the student is determined by the faculty member and the community partner.
2. Both the student and community partner benefit from the service.
3. The provided service helps to meet the organization’s overall goal and is not harmful or wasteful of the student’s or the organization’s time.
4. Faculty, students, and community members implement sustainable service partnerships and/or projects.
   - Examples of such sustainability include, but are not limited to:
     - Service-Learning partnerships that continue over many semesters, allowing continual provision of service, albeit course participants change each semester;
     - Projects that include educational activities (such as grant writing) that allow community organizations to continue running said projects;
     - Plans to implement continued service through groups other than the current SL course participants (such as University student organizations);
     - The creation of “user manuals” or “handbooks” that provide explanations of how community partners can continue to administer programs or sustain products designed by students in SL courses.

The examples that follow illustrate how existing UCSL courses describe their partnerships.

For examples on preparing students for service, please see the section on Preparation/Course Design.

COSC 100
Elements of Computer Science

Excerpt from 2011 Syllabus

Community Partner Information:

As stated, our designated Community Partner is the Family Literacy program of the Greater Pittsburgh Literacy Council (GPLC). Family Literacy programs are designed to break the cycle of poverty by addressing the educational needs of both parents and children. In our region, newly resettled refugees from foreign countries represent the greatest area of need. Many of these refugee families are from pre-technological cultures, where adults (especially women) often have little exposure to formal education. We will be working with parents to help them acquire the basic computer skills needed to survive in the unfamiliar, technologically savvy environment of modern America.

GPLC’s Family Literacy Program strives to meet these needs in a culturally sensitive way, and to empower parents to take part in the influential teaching of their children. Your work - in building their familiarity and knowledge of basic computer technology – will be a valuable service to these parents. In return, you will gain an appreciation of outside cultures, meet the parents and their children, and gain a new perspective on the role technology plays in your own life and career.
Community Partner Information

Although the service-learning environment is a collaborative space, the community partner identifies the priorities of the tasks assigned to the students. It is critical that students understand this distinction: the community partners determine the work students will perform on site. Students will meet the needs of community partners by completing tasks that have been previously established and comport with the community partners’ mission statement and/or business plan. Students join community partners as participant/observers in this course. Observation while participating is the basis for reflection, another significant component of this course. Such an orientation allows students to contribute to the community partner’s project while engaging in the reflection is expected. While there is indeed work to be done in and for the community partner, the student’s development through participation, contribution, observation, and response is integral to successful completion of the course.

Pittsburgh History & Landmarks Foundation
http://www.phlf.org/
This community partner has a long institutional history as an active preservation organization in Pittsburgh. Volunteers and interns have been integrated into its operation for many years. The scope of its operation includes a wide variety of historical public outreach. Students working with this community partner will conduct walking tours, complete research assignments, and edit guidebooks.

Young Preservationists Association of Pittsburgh (YPA)
http://www.youngpreservationists.org/
YPA functions as a grassroots historic preservation activist group. It focuses on developing awareness of historic preservation benefits among the student population, as well as the development community. Duquesne students working with this community partner will conduct site-specific research and documentation of historic properties identified by YPA staff. Short video documentaries will constitute the final product.

Bushy Run Battlefield Heritage Society, Inc.
http://www.bushyrunbattlefield.com/HeritageSociety.html
The Bushy Run Battlefield Heritage Society is an emerging local preservation organization dedicated to the maintenance and interpretation of a significant eighteenth-century battlefield in Westmoreland County, Pennsylvania. Duquesne students working with this community partner will assist in fund-raising campaigns and event organization. Students will work with society staff to populate donor databases and promote the public interpretation of the battlefield. Much of this work can be conducted off-site.

The August Wilson Center
http://www.augustwilsoncenter.org/awc/augustwilson.php

Historic Hill Initiative Kim Ellis, Ph.D., historic.hill@gmail.com
These community partners currently have established, on-going public history projects. Students will assist in an archive project at the August Wilson Center that includes the organization and transcription of previously gathered oral histories. In addition, the Historic Hill Initiative is engaged in the preservation of August Wilson’s historic boyhood home. Students will contribute to the documentation of this historic building.

Describes the importance of agency partners defining the service to be done.

Underscores the importance of flexibility.
SPRG 108
Science at the Service of Society

Excerpt from 2010 Syllabus

Community partners are used to identify specific local needs. Both faculty and the community agency contribute strengths and assets to and benefit from the project. Successful faculty/community partnerships establish clear methods for communication throughout the project and hold advanced discussions on specific activities, timeframe and the role and supervision of students.

Students, instructors, Bayer School representatives, and the community will all benefit from this Service Action Project. This work will enhance student retention of science course materials and laboratory techniques. Students learn how to interact within the scientific community and develop a sense of social responsibility. Faculty help build relationships between the Bayer School and the surrounding Pittsburgh community. And the Community Partner benefits from the contribution of young scientists.

SLP 360
Professional Communication Skills & Behaviors in Speech Language Pathology

Excerpt from 2011 Syllabus

This class has partnered with five community-based organizations; Life’s Work, Community Health Services, Health Care for All Pennsylvania, Homeless Children’s Education Fund, and Bethlehem Haven. Students will choose from between these organizations and will work with them over the course of the semester.

Time commitment: Students will ideally spend 1-2 hours per week at their chosen agency over a period of 13 weeks (January 5, 2011 to April 28, 2011).

Life’s Work: Students will provide guidance and assistance with transition into the work force, assisting the adults in the learning and resource room with their computer skills and aid the staff in preparing the adults for job interviews and other professional skills.

Community Health Services (2 locations: Lawn Street & Atwood Street): Students will engage residents in weekly small group sessions discussing communication and pragmatic skills. Students will prepare topic setters and informational handouts for each session.

Health Care for All Pennsylvania: Students will prepare and conduct memory and cognitive stimulation activities with the geriatric population. The students will lead small group discussions focusing on cognitive functioning tasks and functional memory tasks. The students will provide strategies to assist in memory deficits.

Homeless Children’s Education Fund: Students will prepare and conduct language stimulation activities with pre-school and school-aged children. Language stimulation activities may include reading books, writing in journals, making crafts, and playing age-appropriate games to assist in the development of communication and social skills for all children. They will also provide shared reading experiences with the children at the center.

Describes aspirations of mutual benefit.

Describes range of agency choices and accompanying time commitment.
**Evaluation/Assessment (p. 13 in the UCORE Document)**

1. Faculty members assess the student learning outcomes of the service experience.
2. Academic credit is not assigned to the service performed.
3. Students earn credit by displaying increased knowledge of academic content through the framework of service and reflection.

The example that follows illustrates how an existing UCSL courses describes the way students will be evaluated. For examples of reflection rubrics, see section on Reflection.

**SLP 360 Professional**

**Student Evaluation and Grading**

Evaluation of student performance in this seminar will be based on written assignments and projects, in class activities, class participation, and a final exam as described below:

1) **Quiz-Professionalism / Counseling.** There is one quiz in this course. It will be inclusive of information presented in class as well as assigned reading material from the course textbook.

2) **Service-Learning Hours.** Students in this course will participate in a service-learning project completing 12-15 hours of service. Community partners will be paired with students based on student interests. Community partners will be invited to come and speak to the class on their organization and provide an overview of potential projects.

3) **Pre-Service Reflection Paper.** The student will write a pre-service reflection paper on their feelings regarding their community partner, the project, and the population that they will be serving (i.e., expectations and fears). Points will be deducted from the assignment total for each late day.

4) **Reflection on an article in light of your service.** In light of service, students will identify an article that discusses the benefits of speech language pathology for the population that they are serving. In one page, the student will relate their service population to the findings of the article.

5) **Post-Service Reflection Paper.** The student will write a post-service reflective paper on how their experiences have changed their initial feelings regarding their community partner. They will also describe how their experiences have increased their understanding of the importance of speech language pathology services to all individuals.

6) **Presentation.** The student will participate in a service-learning showcase. Each student will present a poster on their community partner and experience at that site. The poster should include a title, description of their community partner (i.e., mission statement), description of your project, and a comparison of your initial reflective paper and your final reflective paper. The summary should comment on how this experience impacted you and how it increased your understanding of the effects speech language pathology can have on the community.
Types of Service

There are several different models of service-learning. Whichever model you choose will be helpful in providing your students with a meaningful service-learning experience. However, when choosing a service-learning type you should consider your course objectives and desired learner outcomes to find the best fit for you.

As a member of the Service-Learning Advisory Committee I get the opportunity to hear about incredible service-learning projects students and faculty are engaged with in a variety of disciplines across the campus. I also have the opportunity to hear from community partners and how important communication (before, during and after the service-learning course) and building a lasting relationship with professors and Duquesne is to them. Building relationships and responding to the needs of a community based on that relationship is at the heart of the Spiritan Charism. Service-learning courses that exemplify the relationship with the community partner seem to produce better learning outcomes for the students in regards to civic engagement, matters of social justice, advocacy and action for the betterment of the community partner.

--Matt Walsh, Spiritan Campus Minister

The different types of service-learning are as follows:

- **Project Based Work**: Students perform a task that has a clear product, as well as start and end dates.
  - Examples of this type of service include: designing a webpage or conducting a community survey.

- **Ongoing Service**: Students regularly participate in ongoing agency activities—whether it is once a week, biweekly, etc. This service fulfills various needs for the community agency in which the student(s) regularly help.
  - Examples of this type of service include: tutoring, mentoring, patient or client in-take processing.

- **Direct Service**: Service that directly involves interaction with the recipient of said service.
  - Examples of this type of service include: Reading to the elderly, helping youth with homework, preparing taxes for residents.

- **Indirect Service**: Activities where students are serving, but not directly interacting with the recipient of said service.
  - Examples of this type of service include: Students analyzing data for a community environmental agency, students surveying and constructing blueprints for the construction of a local playground.

You may choose to include any of these service styles into your course design. Moreover, you may choose to incorporate a few of these styles to provide more variety in your service-learning component. The type of service-learning should align with your course objectives and create a solid learning environment for your students.
Finding Community Partners

Using OSL
OSL can help to facilitate relationships between faculty and viable community partners. OSL maintains contact with more than 200 nonprofit agencies and is a leading member of a number of long-term community-university partnerships. OSL works collaboratively with Spiritan Campus Ministry to tap other existing partnerships.

Committee Commentary on Appropriate Partnerships
The following information was drafted on February 1, 2009 by the advisory committee. The document is in response to questions in regard to the establishment of appropriate partnerships. The information contains their suggestions for best practices.

“These guidelines address recent faculty inquiries about kinds of community partners and service-learning experiences that meet standards for UCSL-designated courses.

We encourage and applaud faculty use of service and service activities as an effective method of promoting critical reflection and transformative learning within an academic course or program. Like other forms of experiential learning, service may especially appeal to students with an active, concrete style of learning. Reflection on experience can promote greater self-awareness, social responsibility, and the improvement of professional practice. However, not all courses employing service, service activities, or elements of service automatically qualify for the UCSL designation. Many classes allow students to interact with the community. These are valuable experiences when they respect community members and benefit students. The service-learning designation is reserved for courses in which service-learning, as defined in the Core Curriculum, is a major component of the coursework.

The Service-Learning Advisory Committee and its subset course review committee strive to promote service-learning at Duquesne and to support faculty using this pedagogical approach; it does so informed by accepted best practices within a worldwide community of service-learning practice in higher education, while simultaneously situating those practices within the context of a Catholic university in the Spiritan tradition. Duquesne University is also classified as one of the Carnegie Foundation’s Community Engaged Institutions, signifying an embodiment of service-learning that promotes both service and community engagement. Although partnership between a university and an external community partner or agency is not a sine qua non of service-learning, such partnerships have proven to be a robust and fertile form for the realization of the highest goals of service-learning, which include: the development of an enhanced sense of civic and social responsibility, the opportunity to meet community-identified needs through meaningful service, and the opportunity to frame theoretical learning in real life settings. Partnerships with external agencies serve as primary vehicles for universities to give back to their community as well as to exchange knowledge and resources in reciprocal and mutually beneficial contexts at local, state, regional, national, and/or global levels.

At Duquesne, we are further guided in our implementation of service-learning goals and objectives by Catholic Social Thought and by our Spiritan Mission and Identity. Faculty and those developing service-learning courses or programs in which service-learning plays a significant role do well to bear in mind such guiding statements as:

“Duquesne serves God by serving students – through commitment to excellence in liberal and professional education, through profound concern for moral and spiritual values, through the maintenance of an ecumenical atmosphere open to diversity, and through service to the Church, the community, the nation, and the world”; and

“The intellectual solidarity fostered in the university must be accompanied by social solidarity that opens it to the world of poverty and suffering. This solidarity goes beyond a mere citation in the university’s mission statement; it must be instituted in its teaching, curriculum, research and service. Embodying the intellectual and social dimensions of solidarity as a form of commitment to the common good constitutes a great challenge as well as an opportunity in the life of Catholic universities today.”
The values and commitments expressed in these statements and other related works, together with the broad intentions of the Carnegie Foundation’s sense of community engagement, directly inform UCSL decisions in granting the UCSD-designation to Duquesne courses. The following definitions may be found on the Duquesne University service-learning website:

**Service at Duquesne.** *The definition of service-learning at Duquesne University is influenced by our identity as a Catholic University in the Spiritan tradition. The university seeks to partner in a way that serves the underserved and allows us to live out the principles of Catholic social thought. Thus, service-learning is defined at Duquesne as a teaching method concerned with providing meaningful contributions to groups that could not otherwise afford such services.*

**Community Relations.** *Community is defined broadly. Community partners are those groups or agencies that partner with faculty and their students to design and implement service-learning experiences. Faculty should select partners that can provide students with sound learning opportunities. It is important that faculty have direct relationships with their partners to maintain the equity, sustainability, and reciprocity of the partnership.*

Examples of how these over-arching principles and guidelines might inform decisions faculty face in choosing partners for a course bearing the UCSD-designation include:

- **A nonprofit or community-based organization:** The identification of a community partner that is a nonprofit or community-based organization does not automatically guarantee a UCSD designation. If the mission or purpose of the partner were antithetical to broader social aims of promoting diversity in society, for example, it would not be a suitable partner for a UCSD-designated course at Duquesne. For similar reasons, a nonprofit organization that primarily serves constituents who enjoy a privileged position in society may not be an ideal community partner unless something overriding comes into play.

- **University programs, offices, and departments,** whether at Duquesne or other institutions of higher learning, do not normally constitute an appropriate community partner for UCSD-designated courses. Although they are nonprofit entities, universities and university students (current or prospective) enjoy a privileged place in society. Intracampus service, although it may afford opportunity for student learning, does not extend the mission of Duquesne and does not embody the Carnegie Foundation’s ideal of “community engagement.” In rare instances, the constituency or student population served by an on campus program may be arguably disadvantaged and may afford their fellow students an opportunity for social solidarity that opens them to “the world of poverty and suffering.” (In such cases, other UCSD-designated course criteria, such as reciprocity, meaningful service and critical reflective thinking, still apply.)

- **Social causes:** Service-learning on behalf of a worthy social cause does not necessarily make for a viable UCSD-designated course under current UCSD criteria. Service on behalf of the environment, the unborn or other populations which have no effective voice in society is certainly valuable and may afford liberal opportunities for learning. Yet the requirement of reciprocity in the form of a sustainable, mutually beneficial relationship with a viable community partner also needs to be met. Similarly, mobilization of students around a one-time cause or need, while laudable and at times necessary, does not usually meet this criterion.

- **For-profit companies:** For-profit ventures are not necessarily to be excluded from consideration as community partners. Many businesses today, for example, are showing greater concern for corporate social responsibility (CSR). When specific, course-related service promotes social justice, the integrity of creation, and/or the common good – and other UCSD criteria are met – the course may qualify for the UCSD-designation. While the service performed may indirectly provide a financial subsidy to the owners of the business, there must also be an overriding social, economic, or environmental benefit...
derived from the service activity. For example, providing occupational therapy services to enable a business that would not otherwise be able to hire people with disabilities provides a valuable service to the community – not just to the individual business. In another example, a local for-profit business may falter in a poor economy. This company may require management skills, marketing assistance or cost-optimizing evaluations to remain viable and keep a distressed community of local residents employed.

We appreciate faculty who desire to incorporate service-learning into the fabric of a particular course as well as administrators who want to provide multiple opportunities for students to fulfill the Core Curriculum requirement that they take at least one UCSL-designated course. We hope that these guidelines and perspectives outline broader purposes of service-learning at Duquesne and in higher education in general. We value the enthusiasm, commitment and passion that Duquesne faculty have shown for integrating service-learning into the University's curriculum. We invite further dialogue about and alignment of service-learning with the canons of the Carnegie Foundation around community engagement, with the character of a Catholic university, and with the ethos of Spiritan mission and identity.

UCSL Course Review Committee Members, February 2009

- Amy Phelps, Ph.D., A.J. Palumbo School of Business Administration
- Guenko Guechev, M.M., Mary Pappert School of Music
- Jim Woldford-Ulrich, Ph.D., School of Leadership and Professional Development
- Joseph Kush, Ph.D., School of Education
- William Wright, Ph.D., McAnulty College of Liberal Arts

Partnerships vs. Placements

Forming a partnership with a community agency is different than finding a service placement for your students. “Partnership” suggests the exchange of knowledge and resources for mutual benefit. Often, service-learning classes start out with student placements and grow into faculty-community partnerships. The OSL will help you, whatever your needs are.

Sample Partnership Process

The OSL will work with you to create a partnership process that is suitable to your needs. For your information, here is a general process that has been used in the past. This process is used to initiate multiple sites for one class. Classes can also choose to work with only one agency at a time.

1. Make an appointment to meet with someone in the Office of Service-Learning.

2. Bring with you to the meeting a copy of your course syllabus or general learning goals for the students.

3. During the discussion, the OSL staff and faculty person will determine the possible community partner options that are appropriate for the course learning goals and content.

4. The OSL staff will initiate contact with a range of community agencies to describe the desired student learning experience, learn about how students might meet agency needs, and determine if the agency is interested in partnering.

5. Once the list of agencies is identified and confirmed, the OSL staff will put the faculty person in contact with the agencies.

6. During the second week of class (to accommodate the add/drop period), partners are invited to the classroom to describe their service opportunities.

7. The faculty member will give students a period of time to choose their preferred site from among the list of community partners and then administer a sign-up process.

8. The faculty member will confirm with students the community site at which they will be working and coordinate the exchange of contact information between students and community agencies.
Recommendations for Success

- Faculty accompany students to the site for the first time.
- Faculty and community partners implement a sign-in/sign-out process for students to track their service hours.
- Faculty and community partners maintain regular communication throughout the course.
- Faculty visit the site while students are serving at least once over the course of the semester to see how things are going.
- At the end of the semester, faculty and community partners evaluate the success of the partnership and make changes for next time.

Ongoing Community-University Partnerships

The University has two ongoing community-university partnerships that you may like to learn more about. These include the Hill District-Duquesne Collective (HDDC) and the Hazelwood Partnership. Faculty members who are seeking partners visit these partnership meetings and learn more about the varied teaching and research collaborations that are happening between Duquesne faculty and community members.

- **The Hill District Duquesne Collective (HDDC)** collectively engages community and university stakeholders in the development of creative relationships to benefit the community residents, students, faculty, and community-serving organizations. The HDDC works collaboratively with other community initiatives but is unique in that it focuses on community and university service partnerships.

  The HDDC serves as the gathering place and clearinghouse for the needs and assets of Duquesne, the Hill District, and other partners. It maintains a vehicle to communicate these purposes and opportunities. It helps to build respectful, collaborative relationships between students, faculty, residents, and community-serving organizations and help to sustain these relationships. Members of the HDDC educate students on the Hill District and educate community members in the Hill District on Duquesne University.

- **The Hazelwood Partnership** is an ad hoc working group of community and University stakeholders that seeks to equip the residents of Hazelwood to become the community they desire to be. This is done by building and sustaining a relationship between Hazelwood and Duquesne University based in mutuality and reciprocity.

  The Partnership works collaboratively to discern strategies for promoting community revitalization in Hazelwood and the accomplishment of Duquesne University’s mission. In doing so, the Partnership convenes and connects individuals who choose to support these purposes.
approach a new service-learning project similar to my approach of a new statistical consulting project. This requires 2 or 3 meetings with the prospective community partners to begin to understand their organization, their needs, and available data. These meetings serve multiple purposes. It gives me a chance to see the site, to get familiar with the surroundings and key people at the site and to better understand what data is available, and how to devise a data collection strategy. It takes several conversations with key personnel to truly understand what their needs are and how my student project can be designed to provide both a learning opportunity for my classes as well as a valued service for the organization.

--Dr. Amy Phelps, A.J. Palumbo School of Business

While every partnership will be different, the following stages function as a basic guideline for regular communication with your community agency partner. For the best possible partnership, remember that ongoing communication is key for the success of your students, the course itself, as well as the community partner.

Community members of the advisory committee worked with faculty to develop suggestions that include communication frequency, effective communication strategies, a sample memorandum of understanding, community partner assessment, and conflict resolution strategies.

At a minimum, the OSL suggests:

- Meeting and talking with your community partner in person two weeks before the start of service to confirm a schedule and to alleviate any possible roadblocks at this stage in the course.
- Check in with your community partner two weeks after the beginning of the service project to discuss the progress of students as well as any possible developing issues.
- Check in with your community partner two weeks before the end of the service assignment to make sure that the predetermined goals will be met.
- Debrief, in person, after the end of the semester to analyze the overall success of the service project for all involved and to possibly establish a project for the following semester.

Keep in mind that these stages are the minimum amount of communication suggested by the OSL, and that a more steady flow of communication is encouraged. To maintain a healthy partnership it is important to make sure that your community agency partner is aware that they can come to you regarding any questions, comments, or concerns they might have regarding the project, student issues, etc.

In addition, do not be afraid to mention your preferred type of communication. While it is important to meet with your community partner face to face during the semester, regular interaction via email and phone calls can be a convenient means to continue the conversation. Tailoring communication to fit the needs of your community partner and yourself will lead to a smoother semester and more effective overall communication.

Tips for communicating with your agency partner effectively

Utilizing these best practices for communication will not only keep your agency partner informed, but it will also strengthen the partnership that you have with your partner—making the service project a shared work, including input from all stakeholders.

- Share your syllabus with your partner so they are aware of your learning objectives, assignments, etc.
- Solicit from your community partner a written description of the work that is to be done by the students. Having a solid description of the work will help you to better explain the project to students and other faculty. In addition, having the assignment in writing will help to clear up any potential miscommunication regarding the project later in the semester. (See Memorandum of Understanding on page 34)
• Share your actual assignments that ask students to discuss strengths and weaknesses of the community agency. This will allow your agency partner to understand the students’ viewpoints as well as comment on how their agency is viewed as well as its strengths and opportunities for improvement.

• Share student feedback. This allows the community partner to assess the effectiveness of the project from the students’ perspective—affording them the opportunity to make any necessary changes for future projects.

• Solicit community partner feedback. Allow your community partner to be honest about what he or she feels worked and what needs improved. Creating a flow of open and honest communication will allow you to improve the service-learning component not just for future students but also for future community partners.

**Memorandum of Understanding**

The following document was comprised by the Service-Learning Advisory Committee in an attempt to create a cohesive environment between the OSL, faculty, service-learning students, and the community agency partner. The document helps to lay out the specifics of said collaboration and serves as an official document of understanding.

**Memorandum of Understanding**

To further the goals of the Office of Service-Learning at Duquesne University as well as those goals of our partner organizations, this Memorandum of Understanding establishes a Service-Learning Collaboration among the Office of Service-Learning, the supervising faculty member, the service-learning student, and the partnering community organization. Together, this collaboration will reinforce the missions of all involved and generate mutual benefits.

**Responsibilities**

Each entity will be represented by an official contact. The initial contacts are:

- **Office of Service-Learning**
  - Name/Title: 412-xxx-xxxx
  - Email

- **Faculty member**
  - Name/Department: 412-xxx-xxxx
  - Email

- **Student**
  - Name: 412-xxx-xxxx
  - Email

- **Community Organization**
  - Name/Title: 412-xxx-xxxx
  - Email

The Office of Student-Learning (OSL) will:

- Orient partners and faculty to service-learning requirements, procedures, and processes
- Identify, recruit, and orient community organizations to serve as partnership sites
- Maintain records of all partnerships

Supervising faculty will:

- Make contact with the community organization prior to the initiation of any service
- Provide a syllabus and/or course outline to each community organization
- Convey all information on the requirements for successful evaluation to community organizations
- Have ongoing communication and opportunities for feedback with community partners

Students will:

- Demonstrate responsibility, accountability, compassion, and respect throughout the placement
- Observe institutional, ethical, and legal parameters concerning privacy and confidentiality of individuals, organizations, records, and information
- Comply with the University’s academic integrity policy
- Demonstrate punctuality and professionalism
- Attend all sessions or provide prior notification of cancellation or absence
- Abide by the Student Handbook
Community Organizations will:
- Provide a job description to students and clearly delineate tasks
- Provide orientation for students to the agency, the position, the community, and to the expectations and requirements for performance
- Provide clear instruction to all students as to the definition of confidentiality and the applications of policies governing confidentiality and privacy
- Contact supervising faculty in the event of difficulties, conflicts, etc.
- Complete and return all student evaluations and other reports as required

All parties agree to:
- Meet regularly to share ideas, projects, products, and information to establish benchmarks in the achievement of outcomes
- Communicate regularly by email and meetings to promote program development and avoid problems. Please refer to the Conflict Resolution Worksheet.
- Notify the OSL in the event of a change of contact people or changes in programs, requirements, functions, etc.
- Participate in activities intended to promote the growth and development of service-learning

Terms of Understanding
The term of this MOU is for a period of one semester and may be extended upon mutual agreement.

Authorization
The signing of this MOU is not a formal undertaking. It indicates that all signatories will strive to reach, to the best of their abilities, the objectives stated herein.

From the University community:

_________________________________________________________  __________________________
NAME/DEPARTMENT - SUPERVISING FACULTY/DUQUESNE UNIVERSITY         DATE

_________________________________________________________  __________________________
NAME – STUDENT/DUQUESNE UNIVERSITY                             DATE

From the Community:

_________________________________________________________  __________________________
NAME/TITLE                                                      DATE

_________________________________________________________
COMMUNITY ORGANIZATION
Community Partner Assessment

The following document serves as the Community Agency Partner’s outlet to review and critique the service-learning experience that took place with your students during the semester. It functions as a vital tool to maintain and enhance the University’s relationships with agency partners as well as a source of helpful feedback for improving the service-learning component of your course.

Community Partner’s Assessment of Service-Learning Relationship
Thank you for participating in a Service-Learning Project with Duquesne University students and faculty. Your input is critical to the on-going development of Service-Learning and our commitment to building effective community-university partnerships.

Name of your agency: ________________________________________

Focus of Service-Learning Project: ________________________________________

Person filling out this survey: ________________________________________

Contact Information (phone number & email address): ____________________________

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The project addressed an identified need or service gap at our agency.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>The project responded to needs as defined by the director and/or key staff at our agency.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>The project responded to needs as defined by consumers at our agency.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Communication with DU faculty regarding the overall scope of Service-Learning was clear and helpful.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>DU students’ interactions with the director, staff, and consumers at our agency were carried out in a professional manner.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

1). Please explain what worked or did not work in this partnership.
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

2). Please share any suggestions to enhance this experience.
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

3. Would you choose to work with Duquesne University students again? Please explain.
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
Conflict Resolution Worksheet

Service-learning, just as any other project which involves the collaboration of many, can at times be a stressful situation. Often-times these stressful instances can be avoided through careful planning and open communication. However, if the situation arises where a conflict develops between any individuals involved in the project the following document can serve as a tool to help you rectify the situation. This worksheet will not only help you lay out your problem for a better understanding of the situation, but will also give you helpful pointers on communicating with those involved to come to a solution.

Conflict Resolution Worksheet
What is the problem?
Who is involved? Who are the main parties?
What is (or has) actually happened?
What do you want to happen to resolve the conflict?
What can be done to resolve the conflict?

Authentic Listening is the First Step in Solving Conflict
Authentic listening occurs when you respond to the speaker in ways, which indicate to him/her that you care about what s/he is saying and give him/her every opportunity to complete his train of thought. Let the speaker know you are truly listening and feeling what he/she is articulating to you. Try to put yourself inside his/her head.

Six steps to Authentic Listening
*Note: When angry, remove yourself from situation to cool-off before attempting to resolve conflict.

There are specific strategies that are regularly employed in authentic listening. Do not underestimate the simplicity of these steps.

1. Stop talking and listen. Pay attention to how the other person is speaking and the emotion behind their words. A lot of information can be gathered by their intonation.
2. Don’t presume or script the outcome. Get out of your head and get into the other persons.
3. Body language is very telling to the other person. Are you physically agitated, arms folded, or body constricted? Relax your body, unfold arms, and watch body and facial expressions. Make eye contact and use nonverbals to let the other person know you are listening (e.g. head nodding or smile when appropriate).
4. Just as your nonverbals are important as the listener, watch the nonverbals of the person speaking. A listener can gather a lot of information from body movement and posture.
5. Recognize your own emotions (e.g. angry, hurt). Try not to speak from the emotion(s), but use constructive comments or clarifying questions. Ask questions in non-threatening or non-accusatory tone.
6. React to the other person’s thoughts not to the person. You do not have to like the person you are in conversation with. Use language like, “What I hear you saying is …is this correct? Did I understand you correctly?”

Adapted from [http://www.conflictresolution.com/conflict_resolution_strategies.html](http://www.conflictresolution.com/conflict_resolution_strategies.html)

Ways to Thank Your Partner

The following list of suggestions was created by the Office of Service-Learning. While these are just suggestions, you should seriously consider how to appropriately thank your community agency partner for investing their time with your students. Your service-learning project would not exist without their help—they have served as an additional educational resource for your students, and they should be thanked accordingly. While the decision on how to thank your community agency partner is solely up to your discretion the following tips provide helpful suggestions.

Tips on Ways to Thank Community Partners

• Send a Thank You card to the Executive Director of the community partner organization.
• Send a Thank You card to the staff of the community partner organization.
• The faculty member can send a Thank You letter to community partner on Duquesne University letterhead.
• Host an appreciation luncheon for the community partner.
• Have an event to showcase the final project.
• Host an Open House or event at the community partner’s organization where the project was implemented and invite all stakeholders.
• Lead faculty member can acknowledge community partner in a newsletter or on Duquesne University web-site.
• Lead faculty member can recommend community partner to other faculty members.
• Faculty member can make a donation to the community partner. Many community partners have an agency wish list of resources needed or desired for future service projects.
• Invite community partner to a Duquesne University sponsored event for recognition.

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**Establishing Course Objectives & Learner Outcomes**

Developing a service-learning course begins with exploring how service in the community will enhance your student’s learning in the classroom. Duquesne University’s Core Curriculum specifies the anticipated learning outcomes for students in service-learning courses as follows:

Upon Completion of the service-learning requirement, students are able to:

1. Demonstrate comprehension of discipline-specific content informed by their experiences of serving in the community.

2. Recognize and reflect critically on the connections between discipline-specific theory and practice.

Designing a course to meet these predetermined learning outcomes starts with the creation of explicit connections between the students’ service-learning experience and the learning objectives of your particular course.
The following suggestions and questions can help you to generate meaningful learning objectives that are well-connected to your course and subject content:

• Begin by broadly thinking about your discipline in relation to society.
  - What difference does your discipline make for society?
  - Have you personally used your discipline outside of the academic realm to help others?
  - What social issues can you explore through your academic discipline?

• Think particularly about what types of learning occur in your course.
  - **Content Specific Academic Learning**: What theories or principles will students learn in the course that a service component could reinforce?
  - **General Academic Learning**: How could a service component help students to learn about problem solving, critical thinking, reasoning, or decision making skills that are important to your discipline?
  - **Inter- and Intra-Personal Learning**: Why is working collaboratively important in the discipline? Why is it important for people in the discipline to be culturally competent? What personal values and ethical standards should a person in your discipline practice?
  - **Social Responsibility Learning**: How has your discipline addressed issues regarding society, justice, equality, sustainability, etc?

If you were able to answer the above questions, then you have plenty of concepts to work with to create a learning objective for your service-learning course. Now you can select 4-5 objectives that run through the entire course. Once you have settled on objectives make sure to write them down in student-centered language such as “Students will be able to…” (See pages 10-13 for examples of course objectives and learning outcomes)

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For four years, my students have taken their Helping Process skills and insights into the community to provide direct service to our service-learning community partners. They have reflected on how coursework fits into community work, and how they can bring their new insights back to the classroom. This year we are also thinking at a systems level, to assist in local advocacy efforts. How can we use our skills to promote change, so that direct services may be less needed year after year? How can we connect with others who are working to improve existing systems, and reduce the inequities we see in our communities? I’m finding that students benefit from this approach, learning more about empowerment, hope, and action. Awareness of ways to support people’s needs — at personal, community and legislative levels — builds energy for engagement and future involvement, beyond our service-learning classroom.

---Dr. Linda Morrison, Department of Sociology, McAnulty College of Liberal Arts
Six Models for Service-Learning
Kerrissa Heffernen, Ed.D.


- **“Pure” Service-Learning**: These are courses that send students out into the community to serve. These courses have as their intellectual core the idea of service to communities by students, volunteers, or engaged citizens. They are not typically lodged in any one discipline.

- **Discipline-Based Service-Learning**: In this model, students are expected to have a presence in the community throughout the semester and reflect on their experiences on a regular basis throughout the semester using course content as a basis for their analysis and understanding.

- **Problem-Based Service-Learning**: According to this model, students (or teams of students) relate to the community much as “consultants” working for a “client”. Students work with community members to understand a particular community problem or need. This model presumes that the students will have knowledge they can draw upon to make recommendations to the community or develop a solution to the problem; architecture students might design a park; business students might develop a website; or botany students might identify non-native plants and suggest eradication methods.

- **Capstone Courses**: These courses are generally designed for majors and minors in a given discipline and are offered almost exclusively to students in their final year. Capstone courses ask students to draw upon the knowledge they have obtained throughout their course work and combine it with relevant service work in the community. The goal of capstone courses is usually either exploring a new topic or synthesizing students understanding of their discipline. These courses offer an excellent way to help students transition from the world of theory to the world of practice by helping them make professional contacts and gather personal experience.

- **Service Internships**: Like traditional internships, these experiences are more intense than typical service-learning courses, with students working as many as 10 to 20 hours a week in a community setting. As in traditional internships, students are generally charged with producing a body of work that is of value to the community or site. However, unlike traditional internships, service internships have regular and ongoing reflective opportunities that help students analyze their new experiences using discipline-based theories. These reflective opportunities can be done with small groups of peers, with one-on-one meetings with faculty advisors, or even electronically with a faculty member providing feedback. Service internships are further distinguished from traditional internships by their focus on reciprocity: the idea that the community and the student benefit equally from the experience.

- **Undergraduate Community-Based Action Research**: A relatively new approach that is gaining popularity, community-based action research is similar to an independent study option for the rare student who is highly experienced in community work. Community-based action research can also be effective with small classes or groups of students. In this model, students work closely with faculty members to learn research methodology while serving as advocates for communities.
Syllabus Template

The following template was drafted over the summer of 2008 with the help of the University-wide Service-Learning Advisory Committee. It contains the necessary information for creating a syllabus for a UC SL course.

This template was designed to assist Duquesne faculty members preparing proposals for the UC SL designation, which is the University’s descriptor for courses that fulfill the service-learning requirement. The elements that pertain to service-learning are integrated into the Center for Teaching Excellence’s general syllabus template which includes information that is appropriate for any class.

The template provides an overview of the elements that may be included on a service-learning course syllabus and provides example language that could be used to describe the elements. The language throughout can be used verbatim, or may be amended to better reflect the overall tone of your syllabus.

According to Heffernan (2001) exemplary service-learning syllabi:

- Explicitly state that service-learning is used as one of the course teaching and learning strategies
- Define service-learning and distinguish it from other community experiences such as volunteerism
- State the learning objectives that are addressed through the service experience
- Describe the nature of the service placement and/or project
- Define the need(s) the service placement meets
- Specify the roles and responsibilities of students in the placement and/or service project (e.g., transportation, time requirements, community contacts, etc.)
- Specify how students will be expected to demonstrate what they have learned in the placement/project (journal, papers, presentations)
- Define reflection, or critical inquiry, and what constitutes high quality reflection
- Present reflective course assignments that link the service experience and the course content
- Specify how reflective assignments will be graded and/or evaluated


BASIC INFORMATION: COURSE, INSTRUCTOR and COMMUNITY PARTNER

- Course title, department, catalogue number, section number, Duquesne University (see Schedule of Classes)
- Date (term and year)
- Course meeting days and times, room and building
- Time commitment associated with community-based service-learning work
- Course Instructor Information (instructor’s name, office location & office hours, telephone number, e-mail address, and possibly, web page)
- Community Partner Information (name of agency, name of contact person(s); street address, for purposes of getting directions; phone number; email; website; hours of operation)

COURSE DESCRIPTION & OBJECTIVES

- Description of the course (engage students by showing your enthusiasm and the course's relevance to real life; avoid technical language where possible)
- Provide General definition of service-learning. Perhaps along the lines of:
  - At Duquesne University, service-learning is embedded in existing courses throughout our degree programs and is seen as a valuable learning activity, bringing to life the tradition of Catholic social thought and Spiritan charism. Service-Learning combines academic instruction, meaningful service, and critical reflective thinking to enhance student learning and social responsibility. It differs from volunteerism, community service, internships, and field education through its use of structured, critical inquiry and the importance placed on reciprocal partnerships between this class and its community partners.
- State course goals (broad goals and a word about how the course fits the larger curriculum)
- Describe learning objectives
  - Specific outcomes you expect students to achieve – what students know and should be able to do? This also includes learning objectives met in whole or in part by student participation in service-learning activities, which may include some traditional course learning objectives, in addition to those listed in the University Core Curriculum: “Students will demonstrate comprehension of discipline-specific content informed by their experiences of serving the community; students will recognize and reflect critically on the connections between discipline-specific theory and practice.”
- Provide description of the Service-Learning Activities:
  - This section should detail the community work the students will be doing, including the list of partners and description of work that will be done; time commitment; and an explanation of the link between the community experience and the learning objectives of the course.

Service-Learning Description Example:
List of partners and description of work that will be done: This class has partnered with two community-based organizations, XYZ Shelter and the ABC Kitchen. Students will choose from between these organizations and will work with them over the course of the semester to prepare and serve meals to people experiencing homelessness.

Time commitment: Students will, ideally, spend 2 hours per week at their chosen agency over a period of 10 weeks (September 15 – November 30).

Linkage between community experience and learning objectives for the course: The community work being done will help us to better understand the theories and concepts related to the politics of urban social service provision and the types of social service organizations working to meet food insecurity.

Your description may be much lengthier and necessitate separately listing each agency placement due to variance in the work that will be done per site.

INSTRUCTIONAL ACTIVITIES & MATERIALS
- Methods of instruction (e.g., service-learning, interactive lecture, discussion, group work, projects, practicum)
- Calendar of class dates, topics, readings, assignment due dates (including reflective assignments related to service-learning), exam dates
- Special features and dates (e.g., community work dates, excursions, guest speakers, online chats with experts)
- Description of Reflection (suggested description could include, “Reflection is a method of inquiry used in service-learning to encourage further understanding of the course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. Structured and guided reflective activities and assignments are implemented pre-service, throughout the service, and post-service to facilitate ongoing consideration of the experience.”)
- Textbooks, readings and brief description of these
- Where texts are available (e.g., campus bookstore, library reserve, online)
- Other required purchases (e.g., lab supplies, computer CDs, calculator)

ASSESSMENT OF LEARNING
- Brief description of each requirement
- Expectations for in-class participation and group work
- Expectations for reflective/critical inquiry assignments; rubrics to determine quality of reflective work. Classes that carry the UCSL designation are encouraged to include in the description of reflection a copy of the rubric that will be used to evaluate reflective assignments. One example is Bradley’s Criteria for Assessing Level’s of Reflection (see appendix A).
- Due dates for assignments and projects
- Quiz and exam description and dates
- Place, date, and time of final exam
- Grade breakdown for the final grade (# of points possible per assignment/test and total # of points for a final grade of “A,” “B,” etc.); indicate whether or not you will use plusses and minuses in grades

**COURSE POLICIES**

Most importantly, use positive language to set expectations and provide support:

- Duquesne policy regarding academic integrity, available online from [CTE home page](http://cte.duq.edu)
- Your own policy regarding attendance & tardiness
- Your own policy regarding acceptable behavior onsite at community agencies, regarding missed community work dates, and regarding tardiness to community work experiences
- Procedure for students who anticipate missing a community work date or who will be late (for example, “Students who expect to arrive late or miss a community work date should call the site contact as soon as possible and also email the instructor to notify me.”
- Your own policy regarding late assignments & make-up exams
- Information for Students with Disabilities: (Official wording approved by Provost Pearson, Sept. 2007)
  "Students with disabilities are entitled to reasonable accommodations, as determined by the institution, after proper documentation of the disability has been received. At Duquesne University, the Office of Freshman Development and Special Student Services, located in room 309 Duquesne Union (412-396-6657), is responsible for determining reasonable accommodations and for assisting students in communicating these to faculty. Students should notify the faculty member at the beginning of the term, if any reasonable accommodations are needed. Students need to be registered with the Office of Freshman Development and Special Student Services. Before accommodations will be granted, the faculty member should receive a memo confirming the recommendations for reasonable accommodations from the Office of Freshman Development and Special Student Services.”
  (revised September 2007)

**TRANSPORTATION**

- Using the transportation information provided in the [OSL Risk Management Guide](http://osl.riskmanagementguide.com) describe the modes of transportation available to your students and methods for accessing transportation.

**STATEMENT OF RISK MANAGEMENT**

- **Inform students about the risks involved in service-learning**: (suggested language could include, Service-learning most often involves students working in off-campus community settings as part of their University course work. These community-based settings and the work our students do while in them present risks that are not present as part of traditional classroom learning. The site(s) at which you will work have been evaluated to assure that they do not endanger students, agency clients, or faculty.)
- **Provide your students with the available resources and trainings** listed in the [OSL Risk Management Guide](http://osl.riskmanagementguide.com), which includes important phone numbers such as police, Port Authority, and the Office of Service-Learning.

A syllabus worksheet and sample Duquesne syllabi are available upon request from the Center for Teaching Excellence: [cte@duq.edu](mailto:cte@duq.edu), 412-396-5177, 312 Admin. Building.

Example service-learning syllabi are available upon request from the Office of Service-Learning: [servicelearning@duq.edu](mailto:servicelearning@duq.edu), 412-396-5893, 20 Chatham Square.
Reflection

Of all the steps in a service-learning project, reflection may be the most significant for long-term impact on both students and community partners. This is because it is not just passive or therapeutic exploration of the student’s personal feelings. Reflection requires a rigorous, honest assessment of what was done - and often not done. Reflection thus gives the project deeper meaning for the student’s chosen disciplines and vocations, preparing them to continue to give their skills freely to their communities. And it gives community partners the promise of earnest effort at improvement. Finally, reflection sometimes surprises everyone involved because it reveals communal goods developing below the surface - goods we would miss without the honesty and care reflection requires. As a student recently taught me: reflection is ultimately encouraging, for we have always come further than we first thought.

--Dr. Kathleen Glenister Roberts, Department of Communication and Rhetorical Studies

Reflective assignments are integral to course design. They occur before, during, and upon conclusion of the service experience. Reflection helps to clarify the relationship between the service and course concepts, encourages examination of the students’ growth as citizens, and relates the course to issues of social justice.

Integrating Opportunities for Reflection

What is Reflection?

Reflection refers to any activity that enables students to relate their service experience to their understanding of themselves, society and the academic subject. Duquesne’s University Core Curriculum recognizes the importance of getting students to reflect on multiple levels when it says:

Students engage in carefully designed reflection activities that address the service, the discipline, and their own experiences in ways that encourage further understanding of the course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.

Janet Eyler (2001) says, “Reflection is the hyphen in service-learning; it is the process that helps students connect what they observe and experience in the community with their academic study.” According to Dewey, “Reflection is turning a topic over in various aspects and in various lights so that nothing significant about it shall be overlooked – almost as one might turn a stone over to see what its hidden side is like or what is covered by it. Reflective assignments allow students to examine their service experience from the perspective of their personal growth, academic learning, and civic responsibility.”

Each week in class, I set aside time for student groups to reflect upon their service-learning experiences and to verbally share both their concerns and their successes as they carry out their service-learning projects. Members of each student group have so much to share and to learn from each other. Through this experience of listening to each other share the strengths and challenges of their service-learning experience, they discover that they are not alone in their challenges. Through this reflective process, they problem solve together, celebrate their successes and energize each other to keep moving forward in their service-learning projects.

--Dr. Anne Marie Hansen, Rangos School of Health Sciences
When should reflection occur in a Service-Learning course?

Since reflection is integral to students making connections between their service experience and academic study, the university core says, “The reflection activities are required pre-service, throughout the service, and post-service.”

Pre-Service Reflection
In service-learning, initial assessment is critical. Students must know their beginning level of knowledge before they can gauge what they have learned by the end. Help may also be required to introduce students to the community or people with whom they will work. Students must “unpack” their beliefs, assumptions, and anticipations about what they will be doing. Pre-service reflection helps students see how their initial beliefs may have been changed or strengthened by the end of the experience.

During-Service Reflection
Reflection should take place as soon after the service experience as possible. Students should be urged not to let too much time pass before completing reflection assignments. They must be able to remember fresh impressions while they reflect. Students should be coached through reflection, so that deeper understanding can be gained. Students’ progress should also be tracked so that instructors can respond quickly if students or experiences get off course.

Post-Service Reflection
At the close of a course, students can synthesize their service-learning in total. Students must be able to give useful, intelligent information about the service provided upon course conclusion. Instructors should discuss the implications of the service, asking how students’ service-learning experiences will influence their future actions.

What forms can reflective assignments take? What are some examples of reflective assignment?
Reflective assignments can take many forms. Just as traditional course assignments vary based on the subject, the students’ abilities, and the nature of the course, reflective assignments for a service-learning course can take a variety of shapes. Faculty members should remember to plan the reflective assignments in light of class size, course level and course goals. Students can work by themselves, in groups, or with their community partners (fig. 1) in accomplishing reflective assignments. The assignments also can be adapted for various types of learners and learning situations (fig. 2).

Fig. 1: Examples of pre-, during-, and post-reflective assignments:

<table>
<thead>
<tr>
<th></th>
<th>Pre-Service Reflection Activities</th>
<th>During-Service Reflection Activities</th>
<th>Post-Service Reflection Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Alone</td>
<td>• Letter to myself</td>
<td>• Journal entries</td>
<td>• Reflective essay</td>
</tr>
<tr>
<td></td>
<td>Reflection in Groups</td>
<td>• Hopes and fears</td>
<td>• Service-learning theater</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Giant Likert Scale</td>
<td>• Mixed team discussion</td>
</tr>
<tr>
<td></td>
<td>Reflection with Community Partner</td>
<td>• Planning with community</td>
<td>• Lessons learned debriefing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Asset mapping</td>
<td>• Presentation to community group</td>
</tr>
</tbody>
</table>

(Adapted from Eyler, 2001)
### Fig. 2: Types of Learners and Reflective Assignments

<table>
<thead>
<tr>
<th>Doing</th>
<th>Oral</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Art</td>
<td>• One-on-one meetings</td>
<td>• Case studies</td>
<td>• Journals and logs</td>
</tr>
<tr>
<td>• Collages</td>
<td>• Large group discussion</td>
<td>• Books about social issues</td>
<td>• Reflection or self evaluation essays</td>
</tr>
<tr>
<td>• Photo displays</td>
<td>• Presentations</td>
<td>• Current affairs articles</td>
<td>• Advocacy pieces</td>
</tr>
<tr>
<td>• Video</td>
<td>• Advocacy work</td>
<td>• Community newsletters</td>
<td>• Community newsletters, press releases</td>
</tr>
<tr>
<td>• Role play, simulations</td>
<td>• Interviews</td>
<td>• Government documents</td>
<td>• Position papers</td>
</tr>
<tr>
<td>• Advocacy work</td>
<td>• Reflection with community partners</td>
<td>• Articles, books, etc. on leadership, citizenship</td>
<td>• Letters home, to the community, or self</td>
</tr>
<tr>
<td>• Interviews</td>
<td>• Mentoring</td>
<td>• Bibliographies</td>
<td>• Group journals</td>
</tr>
<tr>
<td>• Theater</td>
<td>• Teaching a class</td>
<td></td>
<td>• Memos</td>
</tr>
<tr>
<td>• Watching movies/videos</td>
<td>• Story telling</td>
<td></td>
<td>• Analysis/Integrative papers</td>
</tr>
<tr>
<td>• Program development</td>
<td>• Legislative testimony</td>
<td></td>
<td>• Training manuals</td>
</tr>
</tbody>
</table>

(Adapted from Eyler, Giles, & Schmiede, 1996)

**How are students graded on their reflective assignments?**

The [University Core Curriculum](#) says, “Reflection activities are usually graded.” Like traditionally taught courses, faculty have a variety of approaches to how they grade assignments. An instructor might grade classroom discussions based on participation, an integrative paper based on a grading rubric, or a group activity based on a pass / fail system. Faculty should be explicit in the syllabus about expectations, due dates, rubrics, and the grading policy.

**Where can I obtain help in designing reflective assignments?**

The staff at the Office of Service-Learning is happy to consult with you in designing reflective assignments for your course. Please call us at 412-396-5893 or email servicelearning@duq.edu.

**Works cited throughout this section on reflection include:**


**Using the DEAL Model of Reflection**

TS Eliot writes in Four Quartets (1943),

> “We had the experience but missed the meaning,  
> And approach to the meaning restores the experience.”
Sometimes students fail to connect their service experience with significant learning about themselves, the course materials and their civic responsibility. They miss the meaning of the experience. Reflective exercises help students to make appropriate connections between the service and significant areas of learning. John Dewey (1910) says, “Reflection is turning a topic over in various aspects and in various lights so that nothing significant is overlooked – almost as one might turn a stone over to see what its hidden side is like or what is covered by it.” To help students uncover the meaning of their service-learning and to make significant learning connections, teach your students to use the DEAL Model of Reflection developed by Ash and Clayton (2004).

1. What is the DEAL model?
According to Jameson, Clayton and Bringle (2008), “The DEAL model . . . is an adaptable, three step structure for guiding reflection . . . The model moves students from Description through Examination of those experiences in accordance with specific learning objectives (generally, in the case of service-learning, in the categories of academic enhancement, civic engagement, and personal growth) to Articulation of Learning outcomes.”

2. What does the DEAL model look like?

3. How can the DEAL model be adapted?

Whether students are writing reflective essays, journals, or blogs, require students to move beyond merely describing the service experience. Give them prompts that help them to connect the experience to personal growth, academic content and a sense of social responsibility.

Robert Grossman (2009) prompts his students to reflect on the experience using rich sensory details (“what they see, hear, touch, taste, and smell”) and to relate the experience to the course materials. He says, “Students who describe their experience in rich detail were ready to engage in useful dialogue on course concepts.” Grossman also requires students to relate their richly described experience to quotations from texts or lecture and to make “point-for-point comparisons between the experience and the concepts.”

Grossman shows the process by giving examples from a student’s service experience of tutoring:

A. Describe the Experience in Rich Sensory Language

The teacher pointed to John and said, “Go with this volunteer to work on your reading and spelling homework. You can show him the way to the tutoring room.” We went down the hall to a tutoring room.

When I opened the book to the assigned page, I said, “John, would you read this sentence to me?” John just sat there and kind of shyly hid his face in his hands. I then asked him, “What if I start out reading this sentence and you try to finish it? If you do that I will do the next one.” I read the first half of a sentence, “Sally said…”

To my surprise, John immediately read, “come here Spot.” I then said, “Good Job! You can really do this stuff, can’t you!?” Alternating sentences, we got through the whole assignment so quickly that we also had time to practice his spelling words.

B. Quoted Definitions

My introductory text would define positive reinforcement as “A response is strengthened by the subsequent presentation of a stimulus” (Passer and Smith 2001, 242). The other definition; “A response is strengthened by the subsequent removal or avoidance of a stimulus…called a negative reinforcement.”

C. Point for Point Comparison

My saying, “Good Job! You can really do this stuff can’t you!?” was an example of positive reinforcement. He continued to be willing to read the next line after I read. I’m not sure there is anything I did after his response that removed a stimulus, so there isn’t really an example of negative reinforcement. If after he stumbled on a hard word I pronounced the word and said, “If you have any trouble I’ll help with the hard words,” that would have removed the pressure and would have been a good example of using negative reinforcement. Is there any term for putting pressure on before the response? That was what my first question seemed to have done.”

Resources:


My service-learning, social justice class (Community and University Honors Seminar) has two major learning objectives:

To learn about—and how to learn about—an urban community
To learn a set of transferable project development and management skills

Beginning in the first class I ask students to use published materials and their own visits to the community and with community people to learn about the community’s assets and challenges. Using quantitative and qualitative data, published and experiential, they report on the community and, within a month, select a project to undertake in partnership with the community.

Tools used: research, reporting (blog, individual and group-authored reports), storyboarding (for project selection)

Having chosen a project, the students write a formal proposal, execute the project with their community partners, and report their results.

Tools used: proposal writing (including a budget), Gantt charting (for project planning and management), presentation, and project reporting

--Dr. Evan Stoddard, Associate Dean McAnulty College & Graduate School of Liberal Arts

The degree to which students benefit from a service experience depends on the duration of time spent in the community setting as well as the quality of work the students perform both in the community as well as in the classroom. Students should not only be participating in meaningful service in which a reciprocal partnership is present, but they should also be completing reflective assignments throughout the whole service experience.

Committee Commentary on Student Preparation
In May 2010, the Office of Service-Learning compiled the results of an assessment of the Service-Learning Program at Duquesne University. In part, these data included the perceptions and opinions of faculty, students, and community partners involved in service-learning. One major finding of the report is that our students need to be better prepared for service-learning experiences and for interactions with community stakeholders.

This finding, among others, was presented to the members of Academic Council on August 23, 2010. As a result, the members of Academic Council issued a recommendation to the University’s Service-Learning Advisory Committee that this concern be addressed through an official statement.

The committee drafted said statement on October 15, 2010. The following information serves as the Duquesne University Service-Learning Advisory Committee’s formal request of all UCSL-designated service-learning classes in regards to standards to adhere to for student preparation.
“Given the collaborative, and distinctly Spiritan character that informs our teaching and scholarly activities with communities, it is imperative that faculty and community partners collaboratively plan service activities and adequately prepare students for professional and successful interactions with community stakeholders. Although our students enter into service activities for only a short while, faculty and community collaborations provide the ongoing, lasting relationships that provide sustainability to service-learning. This reflects the need to balance the desire of Duquesne University to provide unique learning opportunities for its students with the time and effort this requires of the people who implement service-learning. Thus,

- Faculty members establish contact* with community agencies prior to students interacting with community organization staff and clients (i.e. students do not make the initial contact with agencies and do not cold-call agencies to arrange service activities).
- All students receive a structured orientation to service-learning and to the agency as part of the service-learning class (i.e. “dropping by” is unacceptable).
- Faculty prepare students, as part of the course, for successful interactions with community stakeholders. Faculty teach students to communicate professionally when contacting an agency via email or phone; to know the name and contact information for their primary host at the agency to be visited; to dress appropriately to reflect the nature of the planned interaction; provide introductory knowledge of the work the agency does within the community; and provide introductory knowledge of the community in which the agency/group is located.

*Online-Class Format Consideration: These guidelines are appropriate for face-to-face classes. In the case of online offerings, alternative strategies address the necessary elements of reciprocity within the partnership and student preparation for service. Alternative strategies may include the use of conference call between faculty, students, and prospective community partners; and/or instructional time designated to teach students about the concepts of reciprocity and professional conduct within service settings so that they are prepared to arrange service experiences local to the geographic settings.

Adopted by Duquesne University Service-Learning Advisory Committee, 10/15/10

Christine Gaus, Brashear Association
Rev. Tim Smith, Hazelwood Center of Life
Terri Baltimore, Hill House Association
Laurel Willingham-McLain, Director of the Center for Teaching Excellence
Matthew Walsh, Spiritan Campus Ministry
Alia Pistorino Clevenger, Duquesne University Volunteer Office
William Wright, McAnulty College of Liberal Arts
Linda Morrison, McAnulty College of Liberal Arts
Michael Dillon, McAnulty College of Liberal Arts
Tim Vincent, McAnulty College of Liberal Arts
Amy Phelps*, Palumbo Donahue School of Business
John R. Tomko*, Mylan School of Pharmacy
Anne Marie Witchger Hansen, Rangos School of Health Sciences
Kathy Wilt, School of Nursing
Guenko Guchev*, Mary Pappert School of Music
Joe Kush*, School of Education
Terra Mobley, Gumberg Library

* Denotes members of the UCSL Course Proposal Review Committee*
The Student Guide to Service-Learning is really a valuable reference tool. Not only does it explain the concept of Service-Learning, it advises students on how to successfully conduct their service-learning activities. Written by former students, it gives tips on what to expect, how to blend in with office culture, and even provides phone and e-mail scripts to use when contacting agency personnel. I think it does a good job in stimulating thinking about what they will see when they venture out in the Community. I also used the reflective questions to frame the writing assignments for their blogs. I started with it on day one and continue to use it throughout the semester."

--Professor Lorraine Sauchin, Computer Science

Student Guide to Service-Learning

Each year, students generally ask the same questions:

• What is service-learning?
• Why are we doing service-learning?
• How do we do service-learning?

The Student Guide to Service-Learning answers these questions, and more. The Student Guide to Service-Learning was written by Duquesne students for Duquesne students to help them prepare for service-learning. It was created in the summer of 2010 by a team of undergraduate and graduate students who have personally experienced service-learning and who are leaders within Duquesne's service-learning program.

The guide functions as a go-to resource to help students prepare for and unpack their service-learning experience. Incorporating the guide into your coursework will allow students to better prepare themselves for their service work as well as better equip them to deal with any anxiety or anxiousness that may arise out of their service project in an area or with a community in which they may feel uncomfortable. It keeps students updated on news and information related to service-learning, important dates to remember, and provides different tools that might be needed.

The guide is available to all students as a pdf on the Office of Service-Learning's website. It can be found here.

“A short assignment encouraged me to read through the whole guide.”
–Alexandra Besecker

Access: This BlackBoard community is automatically available to all students enrolled in a service-learning class that carries the UCSL designation. To gain additional access (if you are not currently enrolled in a UCSL course), email the Service-Learning BlackBoard Administrators.

The following letter was distributed to faculty in December of 2010 alongside the Student Guide in order to introduce not only the guide to the faculty, but also some of the student contributors.

“Dear Service-Learning Faculty,

Enclosed, please find a copy of the Student Guide to Service-Learning. We are students who piloted the guide while going through service-learning classes in 2010. We come from a variety of majors and stages within undergraduate and graduate education at Duquesne. We are writing to you because we think that you, our teachers, frame our entire service-learning experience and that this guide can help you just as much as it can help your students.

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| FACULTY GUIDE TO SERVICE-LEARNING |
Unlike volunteer work, service-learning is based in the specific objectives of your class. As a result, tailor the guide to your unique class needs. These are our suggestions for how to use the guide with your students.

**Start with the guide, right in the beginning of the semester.**
On syllabus day, or at least before you start service-learning, discuss the Student Guide to Service-Learning. Consider providing your students with a list of questions to think about as they read the Guide. We found it helpful to read the entire guide, including reflection questions, before doing service-learning. If you teach multiple sections or there is a school common hour, consider holding a presentation on the Guide to make it more accessible to students. This is an opportunity to influence and inspire our thinking about service-learning.

**Prepare before you go.**
Take the guide into account when planning your class – we really liked the reflection questions and they could be helpful to you with your planning. Make sure students prepare for their specific service-learning placements in ways like those outlined in the guide. Just as you find it hard to hold a class discussion when students haven’t done the reading, agency hosts can be disappointed when students don’t know anything about the site – and students don’t get as much out of it. Also, consider sharing this guide and a copy of the class syllabus with your community agencies. Or, give them a timeline such as the ones on pages 8 and 9.

**Service-learning is a mixture of flexibility and accountability.**
Service-learning is not always smooth. It’s real life. The Guide isn’t written in stone: it’s just a guideline. Because service-learning is dynamic, don’t grade students according to the timelines in the guide. However, establish a process that helps students to remain accountable. Use the sections titled, “Getting Ready...,” “Planning...,” and “Things to Remember...” to guide attendance, professionalism, reflection, and learning related to your class.

**Reflection is important.**

“I thought the reflection questions were the most beneficial part of the guide. They helped frame my thinking going into service learning and writing about my experiences. Afterwards, they helped solidify what I had learned.”

– Katherine Flaherty

Use reflection throughout the class (not just at the beginning or at the end). It can help students to learn from the experience even when things go wrong or are challenging. When we piloted the guide, we participated in focus groups to give our feedback. We ended up discussing service-learning and thought the opportunity to have conversations with each other was important. Consider having some reflection done as a discussion in addition to written assignments. We hope you find this advice helpful. It’s based on our experience as service-learners and users of the Guide. Good luck with your service-learning. We hope your students will thank you for it.

Sincerely,

Alexandra Besecker, 4th year Occupational Therapy, class of 2012
Dustin Cramer, 1st year Music Performance, class of 2014
Katherine Flaherty, graduate student, Occupational Therapy, class of 2012
Jessica Mann, graduate student, Communications and Rhetorical Studies, class of 2011
Wallet Cards

The Office of Service-Learning provides wallet cards for students to keep with themselves at all times during their service-learning experience. This card functions as a quick reference for the students’ most important contact numbers as well as helpful tips. This card should be looked at as the students’ go-to-resource while on site. Wallet cards are available at the Office of Service-Learning and will be distributed to students who are enrolled in a UCSL course at the beginning of the semester.

BlackBoard Communities

The service-learning program maintains two BlackBoard communities for student use.

- **Hill District Orientation BlackBoard Community:**
  In November 2009, a number of community leaders and University stakeholders began to meet to develop resources that could be used to orient faculty, staff, and students to the neighborhoods of the Hill District. This BlackBoard community warehouses these resources, which vary from face-to-face events, online materials, and resources for class and group discussion.

- **Service-Learning Blackboard Site:**
  All students who are enrolled in a UCSL-designated class are automatically enrolled in the Service-learning Blackboard site. The site provides easy access to the Student Guide to Service-learning and other resources for students.

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**SAFETY AND LOGISTICS**

Student fear of the service-learning project neighborhood is a common occurrence that needs to be dealt with. I handle this in a number of ways. First, at the start of the semester we have an open and frank discussion about student perceptions of the neighborhood and discuss how these views might impact student participation in the community project. Engaging in this level of reflection is an important step in alleviating fright. Also, I will try to initially invite community members into the classroom. Seeing a friendly face before going into the neighborhood can be helpful when this is a viable option. Finally, I make sure students never work alone. They must work in at least pairs and I always have a graduate student, and/or a community representative that I have vetted around while they are working.

At the end of the day we cannot guarantee student safety anywhere (even in our classrooms). However, we need to try to ease their fears so that they can engage their service-learning work without the troubling prejudgments that their community partners are a “problem,” or are “dangerous.” Entering the experience with these fears can block the communication necessary for students to both engage in the reflective learning at the heart of service-learning as well as do effective work that helps the community.

--Dr. Erik Garrett, Department of Communication and Rhetorical Studies
Office of Service-Learning Risk Management Guide

Managing the Risk Involved in Service-Learning
Service-learning most often involves students working in off-campus community settings as part of their University course work. These community-based settings, and the work our students do while in them, present risks that are not present as part of traditional classroom learning. These risks can, and must, be managed to ensure successful learning experiences for our students and meaningful service for our community partners. This guide will outline practices and procedures to manage risks associated with service-learning.

This guide was collaboratively created by the Office of Service-Learning, Service-Learning Advisory Committee, Environmental and Health Safety Department, and Department of Public Safety in the summer of 2008.

There are different categories of risk associated with service-learning. These can include:

- physical or emotional harm to the student
- physical or emotional harm to the clients of the agency
- reputational risk to the University and/or agency
- damage to University property
- damage to student property
- damage to agency property

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Creating safe and responsible partnerships and projects

The first steps in managing risk are to anticipate, plan, communicate, and mediate. When arranging community-based partnerships and projects, faculty and their community partners should take care to:

- Anticipate the possible risks associated with the work to be done and the location in which the work will be done
- Outline procedures, techniques, and policies that mitigate the stated risks
- Communicate to students and community-based agency staff the possible risks and the ways to mediate those risks
- Implement mediation techniques every time a student is off-campus

Using the worksheet below, faculty can outline with their community partners the potential risk found within the work to be done, within the location of that work, the mitigation techniques that will be used, and how they will be communicated and reinforced to students and agency staff:

A. Anticipating Risks

1. What is the scope of work the students will do? Most often, harm occurs when people involved in service-learning work outside of their intended scope. Consider Nature of work: Timeframe (duration of work, time of day)

2. What are the risks if students exceed the agreed-upon project?
   - To the student?
   - To the clients of the agency?
   - To the University?
• To the agency?
  If students work beyond the scope of the project, any harm incurred is not the liability
of the University or agency. If an agency staff person asks students to perform work
outside of the scope agreed upon, students should decline the request. If a student
requests that the agency allow him or her to work outside of the project scope, the
agency can evaluate that request but agrees at the agency’s risk.

3. In what areas of the agency property is risk higher to students (for example, certain areas of
residential facilities could be “off-limits” to students without agency supervision)?

4. What risks might be present in the neighborhood/area in which the agency is located?

Note: risks associated with transportation are addressed on pages 56.

B. Outline Mediation

1. What are procedures and policies unique to the community-based setting? (For example, are child
abuse history or criminal background clearances required? Are there confidentiality agreements
needed? Must students sign-in and sign-out of the facility?)

2. What preparation should students have before working in this setting? (For example, this
preparation might include an on-site orientation, cultural sensitivity training, street-smarts
training, etc.)

3. When will this preparation occur? Moreover, who is responsible for offering the resources
necessary for preparation?

4. What are the agency’s procedures if an incident or injury should occur?

Note: University-level incident and injury procedures are addressed on page 57.

C. Communication Plan

1. How will you inform students of the risks associated with this partnership/project and the
identified mediation procedures?
   • In-class orientation
   • On-site orientation
   • Handouts

2. How will you inform agency staff of the risks associated with this partnership/project and the
identified mediation procedures?
   • Staff meeting
   • On-site orientation with students
   • Handouts

D. Implement Mediation

1. How will you remind students to take necessary precautions each time they are at their
community-based site?

2. How will you remind agency staff to take necessary precautions each time they host students?

Resources and Training for Students

Training:

Two types of training are available to Duquesne students, free of charge, upon request of the student or faculty
person. To access this training, please contact Public Safety at 412-396-2677.

• Public Safety presentation on BlackBoard
• Safety sessions
• RAD training sessions (Rape Aggression Defense)
• SAFE training sessions (Street Safety)

Important Contact Information:

• Pittsburgh Area Police: 911
• Duquesne Campus Police: 412-396-2677 (412-396-COPS)
• Office of Service-Learning: 412-396-5893
• Port Authority of Allegheny County (bus and T operator): Customer Service (6 am – 7 pm Monday through Friday; 8 am – 4:30 pm Saturday and Sunday): 412-422-2000
• Trip Planner (online trip planning for bus and T lines) www.portauthority.org
• Taxi Cab services (note, no individual cab company is endorsed, rather this is a courtesy listing of only a few services):
  o Checker Cab Company 412.381.5600
  o Yellow Cab Company 412.665.8100

Transportation Procedures
Student transport to and from community sites is an issue in service-learning. This section includes information on the preferred hierarchy of transportation options and gives further details on University-owned vehicles and public transportation.

**AT NO TIME SHOULD STUDENTS ACCEPT RIDES FROM STRANGERS OR BE ALONE IN A COMMUNITY AGENCY STAFF VEHICLE.**

Transportation Hierarchy:
Transportation to off campus events for service-learning or volunteer services can present several issues involving the transportation to and from such activities. The following transportation hierarchy is intended to allow users to evaluate various options in the context of budget, location, public safety and other factors. The preferred result is to use the highest option practicable considering the various factors and constraints.

1. Bus or other commercial vehicle with professional driver
2. Rental vehicle / van (not 15 passenger) with a faculty / staff driver
3. Rental vehicle / van (not 15 passenger) with a student driver
4. University vehicle / van (not 15 passenger) with faculty / staff / student driver
5. Faculty / Staff personal vehicle with owner driver – owner insurance to respond to claims
6. Student driving personal vehicle with other students in care – owner insurance to respond to claims
7. Student driving other student vehicle or faculty / staff vehicle – owner insurance to respond to claims: NOT RECOMMENDED

Additional constraints on Drivers of University Vehicles:

1. All drivers, including undergraduate students, must have a valid drivers license and be approved through the Office of Risk Management as being an eligible driver after a motor vehicle record check is conducted. In addition, each driver must have completed the driver training program on Blackboard. The driver must have his/her license in their possession when driving the vehicle. This requirement will not apply to an individual driving his / her own vehicle with no passengers.
2. All van drivers must be at least 21 years of age.
3. Drivers will obey all motor vehicle laws, including posted speed limits.
4. Every passenger and driver will wear a properly adjusted seat belt any time the van is moving and/or in traffic. This includes passengers who are sleeping.
5. An awake, alert person must be in the front passenger seat of any van when:
   a. Any trip is over two hours.
   b. When travel takes place in the dark
   c. On any return trip after competition
6. When possible, there will be two eligible drivers on any trip over 4 hours.
7. All equipment must be stored completely under the seats and/or behind the back seat (and
may not block the driver’s view). There must be nothing under the passenger’s feet, in front of the
doors, or otherwise blocking access to, or exit from the van. If something is belted into a seat, the
number of passengers allowed in the van will be reduced by the number of belts or spaces taken
up.
8. Passengers must be able to exit, and emergency personnel must be able to access, the van quickly
in case of emergency.
9. The driver of the vehicle cannot be using a cell phone at anytime.
10. All vehicles should have a Proof of Insurance Card in the vehicle. However, the driver
should double-check before each use.

Duquesne University Volunteers V ehicles and Driver Certification:
The DUV office has a limited number of vehicles available for student use for the purposes of community service.
The vehicle use is subject to availability and is limited to groups of students traveling together (3 or more) to ensure
full utilization of the vehicles. More information can be found by contacting the DUV office at 412-396-5853.

Student drivers who plan to use the DUV vehicles must adhere to the vehicle safety procedures
outlined in the Vehicle Safety and Use document available through the Office of Risk Management.

Public Transportation:
The most frequently used mode of service-learning transportation is the Port Authority bus and T
lines. The cost associated with use of bus and T transportation is the responsibility of the student.
The following steps should be taken when using public transportation:
1) The route should be planned well in advance
2) Phone numbers for the community site should be taken with the student
3) Exact bus or T fare should be carried, along with “emergency money” in case a student
   should unexpectedly have to take an additional ride or transfer
4) The number of a taxi-cab company should be taken if the student should get lost or
   stranded and “emergency money” should be carried or accessible should the student need to take
   an unexpected cab ride. See student resource section for a listing of numbers

To plan a trip using public transportation, students should visit the Port Authority of Allegheny
County’s Trip Planner site: www.portauthority.org. By inputting the address or street
intersection, students will be given up to three options for bus or T travel.

Incident and Injury Procedures
If an incident or injury should occur while performing service-learning work, students should do the following:
• If immediate assistance for injury or incident is needed, call 911
• Report the incident to the community site immediately
• Once returned to campus, inform Duquesne University Police, 412-396-COPS (2677)
• Inform faculty person as soon as possible
• Inform Office of Service-Learning as soon as possible (servicelearning@duq.edu, 412-
  396-5893)
• Complete an incident report (http://www.duq.edu/ehs/_pdf/incidentReportForm.pdf)

At-a-Glance: Checklist for Faculty
Use this checklist to be sure you have exercised all reasonable actions to mediate the risks involved in your students’
service-learning work. For further support or to ask questions, contact:
___ I have reviewed this Service-Learning Risk Management Guide.
___ I have discussed with my community partners the scope of the work my students will do.
___ We have listed possible risks inherent to the work, location, and neighborhood.
___ I have visited the site(s) to determine if it is acceptable for my students to be there.
___ The students have an in-class AND on-site orientation to discuss the determined risks and procedures to mitigate those risks.
___ I have made available to my students the trainings and resources offered by Duquesne University.
___ I have provided my students with the list of important phone numbers, including their community site contact information.
___ I have encouraged my students to share any concerns with me, and/or the Office of Service-Learning.
___ I have a plan to regularly ask students how their work is going and if they have any concerns.
___ I have a plan to regularly ask my community partners how the students are doing and if they have any concerns.

Transportation

Getting to and from their service site is a major concern for students—especially those who may not have a vehicle of their own. There are several options for students from carpooling to public transit, and for some nearby service sites, walking is an option.

Encourage students to get to know their neighborhood. The Student Guide to Service-Learning provides maps and descriptions of some of the communities in which students will work, in addition to providing links to informational websites for communities which may not be included in the guide. Once the student is comfortable with their understanding of the area, they can determine which city bus routes they can utilize for transportation. Students may also be comfortable with carpooling to their service sites with their classmates.

Whichever transportation method the students choose to utilize, make sure they have the proper directions, are comfortable with their given mode of transportation, and have the proper safety information such as the Service-Learning wallet card, Port Authority and Police phone numbers, etc. We encourage students to enter the community in at least groups of two so that no individual student will ever be stranded in an unfamiliar place alone.

Bus Guide

I wanted my students to have an experience that was not part of their ordinary routine. Most of my undergraduate students had never ridden a Port Authority bus, anywhere, so I required them to take the bus from Duquesne to somewhere beyond Oakland. They reported that they were shocked at how rude the bus driver was because ‘he expected us to know that we had to have exact change when we got on the bus!’ Others were amazed at a passenger who boarded the bus with bags of groceries and multiple children in tow. Others commented that ‘rarely am I the only white person in a group.’ All in all, a wonderful, eye-opening experience for my students, realizing how many Pittsburghers travel to work, the store, or get around town.
Port Authority of Allegheny County
The Port Authority of Allegheny County has served the Pittsburgh community since 1964, providing public transportation services throughout a 775 square-mile area that includes Pittsburgh and its suburbs throughout Allegheny County. The Port Authority operates a fleet of about 860 buses (including 48 mini-buses) and 83 light rail vehicles (LRVs). Using the Port Authority’s buses makes sense when traveling throughout the city because of cost, customer service, web-based resources, ease-of-use, safety, and availability of buses. As such, this guide will provide you all the information you need when traveling by bus to service locations in Pittsburgh.

What You Need to Know About Taking the Bus

• Payment:
  
  o If you are taking the bus outbound, away from downtown, you will pay as you get off the bus.
  If you are taking the bus back to Duquesne, or inbound toward downtown, you will pay as you board the bus. However, if you are taking a bus between 7pm and 4am all fees are collected as you board the bus.

  ▪ Remember: Always carry small bills and coins, as the drivers do not carry change and if you cannot pay the exact fare, you will not receive the excess money back.

  o All fees for riding the bus to and from the city are $2.25 each way.

  ▪ Money Saver: You can pay an additional $1.00 to purchase a “transfer” ticket, which can be used within three hours of the time it was purchased to take any bus within the city zone. After placing your money in the fare box, immediately let the driver know you would like a “transfer.” The driver will then look at the fare box to see you deposited an additional 1.00, the screen will clear quickly, which is why it is necessary to tell them immediately. This is a great way to save money if you plan to be at a community agency for less than three hours.

  o Bus Passes

  ▪ These are useful if you will be making frequent trips around the city or if you prefer not to carry exact change when riding the bus.

  ▪ The Information Center located on the third floor of the Duquesne Union sells weekly, monthly, and yearlong bus passes. The staff is also knowledgeable about the Port Authority services and can assist you with any questions.

  ▪ You can also purchase prepaid weekly, monthly, and yearlong passes from the Port Authority, which enable the rider unlimited use of the buses during the purchased time period. These passes can be purchased online or in-person, for more information please click here.

• Boarding and Dismounting:

  o Make sure to arrive at your stop at least five minutes before the scheduled arrival time of your bus in case it is ahead of schedule.

  o As a bus approaches your stop, look at the lighted sign above the windshield to determine if it is the correct bus (ex. If you are planning to take the 71A you should look for “71A” on the lighted sign). You can always ask the driver when the bus stops if you are not sure.

  ▪ Remember: Multiple buses with numerous destinations stop at each stop, so it is imperative that you board the correct bus.

  o When boarding or exiting the bus place your money into the fare box next to the driver or show your pass to the driver (see “Paying” for information on when and how to pay).

  o The bus may begin moving as soon as all passengers board, so hold onto the bars as you walk for
your safety. Move into the bus and take a seat.

- On newer buses you will hear the upcoming stop announced over the intercom as the bus moves from stop to stop. Listen for your stop to be announced. It is always a good idea to have established what the street or a landmark before your stop in case the bus does not have an automated announcement system.

- When you are a block away or have heard your stop announced pull on the yellow cord on the walls of the bus. This will alert the driver that a passenger would like to exit the bus at the next stop.

- When the bus arrives at your stop, exit from the front door, nearest the driver.

• **When planning your trip into the city:**

  - These helpful resources will be useful:

    - The Commuter Center, located on the first floor of the Duquesne Union, provides a rack of bus schedules and other Port Authority guides for students to take.

    - For information on how to read a bus schedule [click here](#).

    - For assistance determining the appropriate bus to take and the time to arrive at your bus stop use the Trip Planner [click here](#).

    - The Port Authority service line (412-442-2000) is an amazing resource. They can give you information on identifying landmarks and the street name before your stop so you will be aware when you are nearing your destination. The service line is also useful if you are unsure where the nearest bus stop is or what bus you need to take in case you are unsure when you are away from a computer.

      - **Remember:** to save this number in your cell phone.

  - **Access Transportation Systems**

    - The ACCESS ADA Program is a service offered for riders whose disability prevents them from using Port Authority bus service either all of the time, temporarily, or under certain circumstances. For information about how to place a reservation for ACCESS service, call ACCESS at (412) 562-5353.

• **Jitney Cabs – Another Important Thing to Know**

  - If you are waiting at a bus stop or walking in select locations in Pittsburgh, you may be approached by a person driving a vehicle and asked: “would you like a ride?” While this may seem unusual or even unsettling, these unlicensed taxi drivers, commonly referred to as ‘jitneys,’ are a unique aspect of a number of Pittsburgh neighborhoods. Jitneys provide low cost service to city residents, many of whom do not own their own vehicle, in areas where taxi service is not readily available or at times when a city bus is not convenient, such as when transporting groceries. Neither the City of Pittsburgh nor Duquesne University supports the use of jitney cabs. As such, if a jitney driver asks if you need a ride, simply say “no thank you, I will take the bus” and they will move on.

    - Adapted from: [http://www.pittsburghlive.com/x/pittsburghtrib/s_199637.html](http://www.pittsburghlive.com/x/pittsburghtrib/s_199637.html)
Example Trip
You are working with the Centre Avenue YMCA, located at 2621 Centre Avenue in the Hill District. You need to arrive at 1pm and will be finished at 3:30pm on November 10th, 2011. What will this trip look like? Follow the step-by-step trip walkthrough below to find out:

1. Go to the Port Authority Trip Planner.

2. Enter “Forbes & McAnulty” in the departure box, “Centre Avenue & Francis Street” in the arrival box, enter your arrival time of “1:00pm,” and your date as “11/10/2011.” You can choose the final three options based on your desires. Then hit “submit” (see Search I and Results I below).
3. You see the results of your search and will use “Itinerary 1” because it has the shortest time and least bus changes. The itinerary provides you with your boarding time, arrival time at the Centre Avenue YMCA, and other helpful information such as a pdf schedule. It is encourage that you print the itinerary to have as a reference during your trip.

**Port Authority Interactive Scheduler For Bus and T**

### Tips and Tricks

You Have 3 Itineraries to Choose From

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<thead>
<tr>
<th>Main Search</th>
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<tr>
<td>FORBES AVE &amp; MCVAINULTY DR to CENTRE AVE &amp; FRANCIS ST - Itinerary 1</td>
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*FS = Far Side; NS = Near Side; BTW = Between*

(81B) LINCOLN HILL DISTRICT Outbound

- Quick Schedule (81B) --- PDF Schedule (81B)
- Board at CENTRE AVE & WASHINGTON PLACE FS at 12:24 PM. Departure stop information
- Get off at CENTRE AVE OPP FFANCIS at 12:35 PM. Arrival stop information

Print this Itinerary

4. You arrive at the Centre Avenue and Washington Place bus stop five minutes early at 12:19 and wait until you see a bus with ‘81B’ listed above the window in the lighted sign.

5. You board the bus, but as you are going into the Hill District you will not pay until you reach your destination.

6. After taking a seat you will take a brief ride along Centre Avenue. From a call placed earlier to the Port Authority service line (412-442-2000) you know that the YMCA will be on your left and that you will get off immediately after the building.

7. Seeing the Centre Avenue YMCA on your left, you pull the yellow cord next to your seat to alert the driver that you would like to get off at the next stop.

8. As the bus stops you walk to the front and deposit $2.25 or $3.00 for Transfer in the fair box and tell the driver “I would like a transfer.” The driver then hands you a transfer ticket and you step off the bus.
9. After finishing your volunteer work at the Centre Avenue YMCA you arrive at the Centre Avenue and Francis Street bus stop at 3:40pm, five minutes early, based on the results of your return trip calculated using the Port Authority Trip Planner (see search and results below).

Port Authority Interactive Scheduler For Bus and T

Tips and Tricks

<table>
<thead>
<tr>
<th>Trip Planner</th>
<th>Schedule Finder</th>
<th>Stop Finder</th>
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<tr>
<td>Intersection</td>
<td>Enter Intersection (ex: 5th and Wood)</td>
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<tr>
<td>Landmark</td>
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Departure Landmark Searches: Category, Alphabetically

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<th>Intersection</th>
<th>Enter Intersection (ex: 5th and Wood)</th>
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<tbody>
<tr>
<td>Landmark</td>
<td>centre avenue and was</td>
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</table>

Arrival Landmark Searches: Category, Alphabetically

Time: Departure Time: 3:40 PM
Select Date: 6/29/2010
I would prefer a trip that: Has fewest transfers
Maximum Walking Distance: 1/4 Mile
Number of Suggested Itineraries: Three
Submit

(Search Page II – 3:40pm used as departure time in case you aren’t finished volunteer at exactly 3:30)

Port Authority Interactive Scheduler For Bus and T

Tips and Tricks

You Have 3 Itineraries to Choose From

Main Search

CENTRE AVE & FRANCIS ST to CENTRE AVE & WASHINGTON PL – Itinerary 1
*FS = Far Side; NS = Near Side; BTW = Between

(81B) LINCOLNHILL DISTRICT DOWNTOWN VIA CENTRE AV Inbound

Quick Schedule (81B) --- PDF Schedule (81B)
Board at CENTRE AVE & FRANCIS at 3:45 PM. Departure stop information
Get off at CENTRE AVE & WASHINGTON NS at 3:55 PM. Arrival stop information

Total Trip Time is 10 minutes

Print this Itinerary
10. You wait at the bus stop until you see the bus with ‘81B’ above the windshield and wait for it to stop.

11. You show the driver your transfer ticket as you get on the bus (as you are now heading inbound) and because less than three hours have passed, you do not have to pay anything additional to ride.

12. You take a seat on the bus and wait until you pass the Mellon Arena on your right (as you were told by The Port Authority service line) and you pull the yellow cord to alert the driver you wish get off the bus.

13. You step off the bus and walk back to Duquesne University.

   o To take the (71A) Negley Via Oakland bus toward the Hill, the closest stop to Duquesne is at the intersection of Forbes Avenue and McAnulty Drive.

Safety Issues

Being in an unfamiliar place can be extremely intimidating for students. However, there are precautions that they can take in order to diminish risks at their service-learning site. Make sure to speak to students about the community they will be in, their community partner, and what they should know about the community’s characteristics. These discussions are not meant to scare students about the experience, but rather provide them with information so that they can use their best judgment when out in the community.

Some basic safety measures that students should be aware of:

- Never go to the service site alone.
- Make sure they are clear about what they are expected to do— instruct students never to go beyond that designated scope of work, in order to prevent risks.
- Students should attend on-site orientation with their community partner— this can occur either on-site with the agency partner or in the classroom with a run-down provided by you.
- They can enroll in a cultural sensitivity training program.
- It is suggested that students familiarize themselves with public transportation routes prior to the day they have to be at the service site.
- Never accept rides from strangers.
- Always carry a list of important phone numbers: including police and community site information.
- Students are encouraged to attend one of the University’s Public Safety Department presentations: Rape Aggression Defense and/or Street Safety.
- Students should always carry extra money (not an excessive amount) in case they need to take an unexpected bus route or call a cab.

**More information regarding safety procedures can be found in the OSL Risk Guide.**
OSL
The Office of Service-learning, or OSL, was created in 2005 in response to the needs voiced by the faculty members, community partners, and students involved in community-based learning.

The OSL is guided by an Advisory Committee and is part of Academic Affairs. In addition, the OSL works with the Center for Teaching Excellence, Spiritan Campus Ministry, the Office of Mission and Identity, and the University Volunteer Office (DUV).

In regards to our relationship with you, we are able to help assist you with your service-learning course design, facilitate connections between you and potential community partners, and we can connect you to numerous helpful resources.

The OSL is located in the Murphy Building, 20 Chatham Square. It is the yellow row house, across from Barnes and Noble, which has the dove mural painted on the side.

OSL Contact Information
The members of the Office of Service-Learning are ready and available to help you deal with any issue or concern that you might have during any step of the process. Please do not hesitate to contact the Office for troubleshooting, clarification, or any other questions or concerns you might have.

To contact any of the staff members the phone number is 412.396.5893. Each party then has an extension, which will be listed by an automated voice machine.

To send a fax to the office, the number is 412.396.2144.

The general email address for basic questions is servicelearning@duq.edu.

- To contact Lina Dostilio, Director of Academic Community Engagement, email dostiliol@duq.edu.
- To contact Dan Getkin, Program Assistant, email getkind@duq.edu.
- To contact Steven Hansen, Associate Director for Faculty Development, email hansens@duq.edu.
- To contact Karen Krzywicki, Assistant to the Director, email krzywicki@duq.edu.

How we support faculty

Community Partnership Assistance
The Office of Service-Learning (OSL) connects faculty to community agencies or members whose work is complementary to the content of the course.

Course Design Consultation
OSL reviews course learning objectives, suggests ways to incorporate reflective assignments, suggests methods of assessment and grading, and offers guidance on how to meet current best practices.

In-course Evaluation
Tools: OSL suggests measures of the impact of service-learning on students and community partners. OSL also maintains a bank of questions that can be included on the Student Evaluation Survey (formerly known as the TEQ).

Faculty Development
OSL and CTE (Center for Teaching Excellence) present a variety of service-learning professional development programming each semester. These workshops allow experienced faculty to network and share with those new to service-learning.
Service-Learning List Serve
The list serve publicizes upcoming conferences, calls for papers, funding sources, news for students, and newly-acquired resources available at Duquesne. To join, send an email to servicelearning@duq.edu.

Print Resources
OSL maintains a service-learning resource collection housed in CTE and listed in the Gumberg Library catalog as well as article and resource files. Contact the OSL for a complete resource bibliography and for specific item descriptions.

Recommended Websites

- **The National Service-Learning Clearinghouse**: A program of Learn and Serve America. Houses example course syllabi, offers national listserves, and operates a vast lending library.

- **Michigan Journal of Community Service-Learning**: One of the academic research journals dedicated to service-learning.

- **Campus Compact**: A National organization concerned with educating college students to become active citizens. Dr. Dougherty is one of its 1,100 presidential members and through his membership, Duquesne faculty enjoy the resources of the Compact.

- **International Association for Research on Service-Learning and Community Engagement**: An international nonprofit membership organization devoted to promoting research and discussion about service-learning and community engagement.

- **SPRING Service-Learning Network**: A regional association to which Duquesne University belongs.

Community Engagement Scholars
A resource for faculty and departmental community engagement activities
The Office of Service-Learning facilitates a program in which departments can be chosen to host an undergraduate or graduate student leader who will assist with

- Community partnerships,
- Community-based research projects,
- Service-learning courses,
- and other community-engagement efforts.

The students are compensated through the AmeriCorps program and receive bi-weekly training through the Office of Service-Learning. Hosting a CE Scholar can complement your existing service-learning program or help you establish new community engagement initiatives.

**Your only responsibilities are to**

- Provide a challenging and meaningful community engagement opportunity for your scholar
- Describe the type of service your scholar will perform (the Action Plan) and the level of supervision they will receive
- Assign a faculty supervisor to design and monitor the CE scholars Action Plan
- Recruit and select the scholar
- Provide adequate workspace for your scholar, which can be shared with others

All AmeriCorps paperwork, training, and monitoring is completed by the Office of Service-Learning.
When I first joined the Litterae Learning Community, I was uncertain as to what a Community Engagement Scholar was. But now that I have served as Director of the learning community for one year, I realize how valuable the CES Program is. Throughout the semester, our Scholar helped our students to coordinate their schedules with the needs of our Community Partner; she served as a liaison between the learning community and our Partner, and she also held office hours so that she could help our students adjust to their service-learning responsibilities. In my view, the success of our service-learning partnership was largely due to the resourcefulness of our Community Engagement Scholar.

--K. Glass, Department of English- McAnulty College of Liberal Arts

Sample Community Engagement Scholar Action Plan

Class Work: 2006 Scholar in Service to Pennsylvania Dora Walmsley, a sociology major, was selected to assist a Sociology Department adjunct faculty member with the Helping Process class.

The class included a service-learning component in which students partnered with the Brashear Association, Just Harvest, and St. Joseph’s House of Hospitality.

Dora worked intensively at the Brashear Association and coordinated the service-learning students' placements for all sites. Her responsibilities included:

• Holding weekly office hours
• Regular communication with sites and students
• Scheduling students’ site orientations
• Troubleshooting logistics
• Distributing student evaluations
• Conducting exit interviews with community partners
• Facilitating a reflection session with students

Training: Dora also attended a bi-weekly leadership and social change seminar facilitated by the OSL throughout her term. The seminar focused on:

• Becoming familiar with community engagement implementation
• Forming and caring for community partnerships
• Outreach characterized by the Spiritan Charism
• Leadership development
• Recruiting and orienting students to service activities
• Facilitating meaningful reflection assignments

Personal Service: Dora accumulated 124 hours of personal service, in addition to her work with the Helping Process class. These service activities included:

• Mentoring through Strong Women, Strong Girls
• Participating in a cross-cultural mission experience with Spiritan Campus Ministry
• Tutoring at a local community center

APPENDIX B
F.A.Q.


Throughout the process of creating and teaching a service-learning course there will be instances in which you may run into unexpected situations or issues. This section serves as a bank of information to help prevent the occurrence of such situations. Moreover, this section will provide answers to common questions and concerns that you may have during the course of your service-learning work.

Common Faculty Concerns

When instructing a service-learning course there may be several concerns that you may have regarding the work your students are doing. Some of the most common concerns that the OSL has fielded from University faculty are:

• How do I make the connection, for the students, between the service-learning project and the course material?
  o This issue tends to arise regardless of the department or the faculty’s discipline. Every discipline has standards or competencies to adhere to regarding ethics, justice, etc. It is important to not only make your students aware of these standards by addressing them in class, and perhaps providing a list of them, but to also address them throughout the course in relation to your service-project. Use the standards as a framework to develop not just the service-learning component, but also as the structure for your course. By not only explaining, but showing your students firsthand how the standards are applied in the real-world; you will educate your students and prepare them to be better world citizens when they enter the workforce.

• How do I make sure that the service my students are providing is responsible?
  o When developing your service-learning component it is important to realize that there is a difference between doing for and doing with. The goal of service-learning is to work with your community partner—blurring the boundaries between “us” and “them”—in order to create a true mutuality in which outcomes become reciprocal. Do not approach the situation as “I have decided how we are going to help you”, but rather, “What can we, as a class, do in order to assist your agency, and better the community as a whole?” Understand that while you are extremely knowledgeable in regards to your profession and content area, the community itself better understands its wants and needs. It is your job, through your service-learning component, to help collaborate with the community in reaching its goals through boosting your agency partner’s capacity.

• How do I go about grading student reflections?
  o The *University Core Curriculum* states, “Reflection activities are usually graded.” Like traditionally taught courses, you have a variety of approaches as to how you choose to grade assignments. Perhaps you choose to grade classroom discussions based on participation, an integrative paper based on a grading rubric, or a group activity based on a pass / fail system. Regardless of what method of grading you choose to utilize, you should be explicit in your syllabus about your expectations, due dates, rubrics, and your grading policy (See pages 17 through 23 for reflection rubric examples).
• Is it appropriate to cancel class meeting times since the students are spending so much time out of class on their service-learning?

  o Oversight of course quality, including course meeting times, falls within the domain of the department chair and faculty. Generally, community-based components to service-learning occur outside of regular class meeting times. Some faculty will take class meetings to go as a group to the community agency partner for orientation or special lectures. It is not common for service-learning classes to meet less frequently than other types of classes. The Service-Learning Advisory Committee issued a statement on this topic that contains more specific information. This statement can be obtained from the Office of Service-Learning.

  Of course one should plan, and plan very diligently and comprehensively. But one should also be creatively open to those accidents and moments of learning that cannot be planned for, predicted or otherwise calculated. In fact, often those moments afford the most powerful and profound learning, occurring as they do in the flow of life, as people live.

  -- Dr. Leswin Laubscher, Department of Psychology, McAnulty College of Liberal Arts

Service-Learning Roadblocks

Throughout the semester you might experience some challenges in regards to your service-project. This is typical and is nothing to worry about as long as you take the necessary steps to solve the issues.

• My agency partner is having students perform work that was not in the original project plan.

  o In order to prevent this situation from occurring, open and regular communication pre-service project is a must. Get the project specifics in writing from your agency partner in order to prevent any confusion in regards to the student requirements. However, if for any reason this situation occurs it is crucial that you contact your agency partner immediately. Discuss the situation and explain that the project was developed with specific learning objectives in mind. Typically, with thoughtful communication the situation can be immediately solved if not avoided altogether.

• I feel like my service project is actually doing harm, rather than good.

  o Service-learning, as a byproduct of academia, exists within constraints of the University such as student schedules, semester breaks, transportation and funding availability, etc. Because students’ commitment is somewhat limited due to said constraints, harm may be done as students view the project work as merely a course requirement, rather than meaningful activity. In order to correct this issue you need to situate the project work in a discussion of importance in regards to the course as well as advocacy and justice in the world in order for your students to understand the potential impact they could have. Making meaningful connections apparent will help the students to become more invested in the work that they are doing.

• I can’t seem to get my students to deeply reflect on their service experience.

  o Sometime students become overwhelmed with their service work, so much so that they are not even sure where to begin in regards to reflecting. Or perhaps your students haven’t formally reflected before and need efficient prompts to get them started. The DEAL Model of Critical Reflection (Ash & Clayton 2004) is a helpful tool in this situation. Begin by having your students describe their experience objectively. Then, have them examine their experience via reflection prompts in terms of the categories of: personal growth, social responsibility, and
academic enhancement. Lastly, push your students to articulate their learning experience—what did I learn and why is it important? By utilizing Ash and Clayton’s model and providing your students with a framework for reflection writing they will better understand the process of reflecting as well as what types of questions they should be thinking about.

How to Include the Project in your Teaching Dossier

In light of the recent amendment to the Faculty Handbook that lists service-learning as one of the possible indicators of teaching excellence, the Office of Service-Learning has been asked to provide documentation of faculty use of service-learning. There are two types of documentation available to faculty:

1. **UCSL Designation Confirmation**: Letter confirming assignment of UCSL Designation to class (establishes that the course design meets the threshold criteria of service-learning quality laid out in the University Core Curriculum Document; comments on positive features of the course design). Issued upon designation of UCSL attribute.

2. **Documentation of Implementation**: Letter documenting the implementation of a service-learning component or module; includes documentation of course enrollment and project/services provided to community. Issued upon request of faculty person.

The OSL documents the implementation of service-learning, though does not evaluate its quality. Such evaluation is left to the faculty peer review process. If you are interested in evaluating the quality of your service-learning the following resources may be helpful to you:

- Threshold criteria for service-learning designation are laid out in University Core Curriculum.
- The Service-Learning Advisory Committee can recommend faculty experienced in service-learning who are willing to serve as peer reviewers.
- The Service-Learning Advisory Committee maintains a list of questions faculty can choose to include as additional items on their SES forms:
  - I more fully understand course content because of the service work performed.
  - I used knowledge and/or skills from the academic discipline of this course in my service work.
  - The community partner I served with fit well with course content.
  - The critical reflection activities in this course tied my service work to course content.
  - The critical reflection activities in this course tied my service work to the concept of civic responsibility.
  - The critical reflection activities in this course made my service work a meaningful experience.
  - The way in which the instructor guided and structured the reflection activities was effective.
  - My service work provided a needed service to the community.
  - Overall, I feel this was an effective service-learning course.
  - Overall, I feel the instructor effectively implemented a service-learning component in this class.

In addition, in your own personal statement for promotion and tenure, make sure to incorporate your service-learning work as an indicator of your teaching excellence. Some common way to frame this are:

- You can discuss your service-learning component as the epitome of praxis education—you have theoretically informed your students as well as put their knowledge and skill set to real-world work.
- Your service-learning component, if done correctly, should directly reflect the mission and Spiritan Charism of Duquesne University by focusing on those in the community who are marginalized, a dedication to aiding those who are in need of support, etc. Make sure to stress Mission fit in your narrative which contextualizes your teaching.
• Keep a log of community hours. Throughout the process of establishing a partnership and following through on the service-learning coursework you will be attending events, mentoring students through service, attending roundtables and community discussions, etc. This level of activity in the community, as well as dedication to service-learning, should be noted in your dossier as well.

The example provided below exemplifies how one could choose to frame his or her service experience to achieve promotion and tenure at Duquesne University. This framework was provided by one of your colleagues who has utilized her service-learning experience to achieve promotion and tenure at Duquesne University.

Mission

University – “serving God by serving students”

• “We serve God by serving students. And we serve students by teaching them how to serve and by providing opportunities for them to serve others.”

Spiritan Charism – service to the poor

• “The Spiritan founders of this university always have had a commitment to the poor and disenfranchised. Faculty members that show a commitment to service-learning demonstrate an embodiment of the mission of the university as it was inherited from our Spiritan founders through Francis Liebermann.”

Teaching pedagogy

Theory and praxis

• “The ancient Greeks always spoke of the unity of theory and praxis. Service-learning is an embodied pedagogy where the theoretical gets its legs.”

Service-learning as a learning laboratory

• “In the humanities, we do not have laboratories where students can observe ideas in action. The service-learning classroom is a laboratory opportunity for liberal arts classes where students can see where the ideas in the classroom meet the pavement. And it is also important for them to see, that like an experiment, there will be moments of failure, trial and error, and eureka discoveries.”

Nuts and Bolts

Time and work

• This innovation reflects a dedication to theory and practice by encouraging students to apply what they learn in the classroom to projects that can provide service to the community. I try to use service-learning in all classes where applicable. It is important to note the extra time commitment and energy required for coordination between students and community members in service-learning courses.

Service

Connection to community

• The Strategic Plan of the university mentions service to neighboring communities that are economically stressed. Service-learning classes provide the faculty member an opportunity to provide needed services to our hard hit neighbors.
Faculty Profiles

The following profiles are help the Office of Service-Learning to tell the stories of service-learning at Duquesne. They help to bring to life the meaningful, sometimes transformative, experiences of the faculty involved in the experience. The complete version of the faculty profiles along with student and community agency profiles can be found here.

Dr. Eva Simms
McAnulty College of Liberal Arts

“Service-learning creates a greater awareness that communities are not falling out of the sky – it takes the work and care of people to build them.”

Psychology professor, Dr. Eva Simms teaches Psychology and Social Engagement, a service-learning course where her students focus on eco-psychology and community psychology.

They work with the Mt. Washington Community Development Center (CDC) to improve the environment in the Mount Washington community. Her students have worked with the CDC for more than three years with each class contributing different service-learning projects to the overall effort. “One of the cool things about this long-term work with our community partner is that we can build on what we did before.”

Dr. Simms believes the service-learning project shows students how to get involved in their communities, and also allows them to practice their interview skills, which are very important for aspiring psychologists. She believes service-learning serves the faculty as well by opening up possible research avenues and showing the social relevance of academic work.

Dr. Kathy DeRose
Mylan School of Pharmacy

“Service-learning exposes students to the diversity in the community—it’s important for them to know these people; they are who they will be serving during their careers.”

Overseeing nearly 200 students in pharmacy’s service-learning program, Dr. DeRose is proud that her students are doing their part to exemplify the university’s mission of serving God by serving others.

Dr. DeRose’s pharmacy students are working with area organizations that include Wireless Neighborhoods, an afterschool program for low-income African American children; a high rise for low-income and/or physically-challenged seniors; and Peoples Oakland, a local nonprofit mental health facility where students visit with patients and talk to them about the importance of taking their medications.

Dr. DeRose believes service-learning gives her students the opportunity to get out in their community and serve people that may not have access to the care they need. “The role of the pharmacist is ever changing—they are not just behind the counter dispensing medications anymore. The pharmacist is very much in a consultation role with patients.”
Dr. Alyssa Groom  
McAnulty College of Liberal Arts

“Service-learning provides students with that connection between academics and the marketplace.”

Dr. Groom teaches communication in the McAnulty School of Liberal Arts. Service-learning is part of several different classes in the curriculum of communication students. Dr. Groom has worked with community partners in her upper level classes in Public Relations and Advertising.

In one of her classes, Dr. Groom’s students worked with local high schools to prepare teaching materials on marketing. The high schools were part of a competition in which they were required to create a marketing plan for product internationally. As part of service-learning, Duquesne students designed a tutorial package on the basics of integrated marketing communications.

The university mission and values are surrounded by service and the need to share our gifts with others. Additionally, service is vital to learning as “it gets students to think larger then themselves.” Too often students spend their time in classrooms and forget that what they are learning has a real life application.

Dr. Amy Phelps  
A.J. Palumbo School of Business

“We are helping non-profits look at their data and provide evidence to change their programming so they can better serve.”

Dr. Amy Phelps, an economics and quantitative sciences professor in the Palumbo Donahue School of Business at Duquesne University, has been involved in service-learning in her through her statistics classes, Quantitative Analysis I and Quantitative Analysis II.

Dr. Phelps’ goal is to get the students into these organizations, to look through data, run analyses, and determine if the program is currently reaching its intended goals or if change is needed. After conclusions are drawn about the current program, suggestions, backed by data evidence, are given to these organizations.

Although the partnership allows the students to bridge their technical learning in the classroom with real life work, these partnerships also open the eyes of the students to see a part of life that they are not used to.

Sister Carole Riley  
Mary Pappert School of Music

“Service-learning meets our mission at Duquesne, it helps honor the tradition of the university, and we are serving places that are underserved and providing music of beauty.”

Sister Carole Riley, a professor in the School of Music at Duquesne University, has many service ties within the community. These partnerships enable her students to use their skill and passion of music to entertain and teach others.

Often, Sister Riley’s students are teaching children to enjoy music and provide lessons that the children could not otherwise afford. In addition, they are dressing professionally, networking, and selecting music that is tasteful and accepted by generations above and below.

Sister Riley believes there are many benefits and lessons to learn from in service-learning. She believes that her students are exposed to other cultures and audiences. Due to her students’ excellent efforts, Sister Riley continues to get requests from various organizations around the community for her students to come to entertain and teach more people.
Ed Schroth teaches Biology in the Bayer School of Natural & Environmental Sciences. According to Mr. Schroth, an element of service to the community is important to incorporate in the classroom because “students should know why they’re doing that lab—they should understand why they’re learning something.”

The problem, though, with many service ventures is that students go out and do things that are simply exercises. There is no meat to their project. Mr. Schroth says, “I think service-learning should be more than just picking up litter or counting fish. There should be a leadership element to every project.”

Mr. Schroth believes that “here at Duquesne, we’re very blessed. [We must] do our part to make the world a better place.” By doing service-learning, students are doing their part. Mr. Schroth says, “There are so many problems in this world—whether it be poverty, pollution, or etc.—at the end of the day all we can do is try. Service as part of the class gives my students an opportunity to try.”