

# Service Learning at Loyola

## Step-by-Step Course Planning Guide

- STEP #1**            **Submit your course title**
  
- STEP #2**            **Agency selection**
  
- STEP #3**            **Choose an SL model  
(project/placement/community client)**
  
- STEP #4**            **Decide the question: “optional or required”?**
  
- STEP #5**            **Think about time commitment**
  
- STEP #6**            **Decide on a grading procedure**
  
- STEP #7**            **Think about how/where/when you can integrate SL  
activities into the class**

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### STEP #1

#### Submit your course title...

to the Office of Service Learning *the semester before* you teach it. You should do this as soon as you and your department decide what courses you'll be teaching next semester, and before course titles get loaded into LORA for early student registration.

You can submit your course title in 3 ways:

1. Complete the online form at [www.loyno.edu/servicelearning](http://www.loyno.edu/servicelearning). Click "Forms."
2. Email Kelly Brotzman at [kbrotzma@loyno.edu](mailto:kbrotzma@loyno.edu).
3. Stop by the Office of Service Learning in Bobet 113

Whatever method you choose, we'll collect some basic information about your course, such as expected enrollment, course topics & themes, type of service learning experience desired, etc.

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### STEP #1

### Submit your course title...

### Important dates to keep in mind

Spring semester of 09/10	Week of Oct. 26-30, 2009
Fall semester of 10/11	Week of March 15-19, 2010
Spring semester of 10/11	Week of October 25-29, 2010
Fall semester of 11/12	Week of March 28-April 1, 2011

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### ***Agh! Why so early?***

Good question. There are 4 main reasons.

1. So your course can be properly coded in LORA *before* students register for it. Students need to know which courses will have service learning components *when they are registering* because it is wise for students to avoid registering for multiple service learning courses. Other students have special needs which might require accommodation with regard to service learning. If you submit the titles of your service learning courses in time, LORA listings can be properly annotated as follows: "Course has a service learning component."
2. So your efforts and your students' efforts can be properly documented and recorded. Students' service learning work can be recorded on Loyola transcripts, but only if courses are properly coded in advance. In addition, faculty receive letters of recognition at the end of each semester for their personnel files.
3. It takes time and effort to develop the right community partnerships for each class. Often, new relationships must be built. Sometimes, several potential agencies must be investigated.
4. Most community agencies need advance notice to collaborate effectively on service learning projects. They also need to plan ahead for volunteer placements at their agency. All of this requires a significant investment of time and energy on the part of agency staff.

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### *Course notations in LORA (useful for advising too)*

Course ID	Course Title	Section ID	Term	Days/Time	Room	Status	Section Type	Instructor
ENGL-T122-001	CRITICAL READING/WRITING	11418	Normal Academic Term 08-31-09 to 12-18-09	MWF 12:30-01:20PM	Communications/Music 304	Closed	Lecture	Hrebik D
<a href="#">View Syllabus</a> This course is NOT AVAILABLE to students who are enrolled in the Honors Program --- and in the Honors Certificate Program								
ENGL-T122-002	CRITICAL READING/WRITING	10231	Normal Academic Term 08-31-09 to 12-18-09	MWF 09:30-10:20AM	Mercy 202	Closed	Lecture	Jeanfreau J
<a href="#">View Syllabus</a> This course is NOT AVAILABLE to students who are enrolled in the Honors Program --- and in the Honors Certificate Program Course has a Service Learning Component								
ENGL-T122-003	CRITICAL READING/WRITING	10241	Normal Academic Term 08-31-09 to 12-18-09	MWF 11:30-12:20PM	Mercy 202	Closed	Lecture	Lofstead J
<a href="#">View Syllabus</a> This course is NOT AVAILABLE to students who are enrolled in the Honors Program --- and in the Honors Certificate Program								
ENGL-T122-004	CRITICAL READING/WRITING	10232	Normal Academic Term 08-31-09 to 12-18-09	TR 11:00-12:15PM	Monroe Hall 470	Closed	Lecture	Watts T
<a href="#">View Syllabus</a> This course is NOT AVAILABLE to students who are enrolled in the Honors Program --- and in the Honors Certificate Program Course has a Service Learning Component								
ENGL-T122-005	CRITICAL READING/WRITING	11683	Normal Academic Term 08-31-09 to 12-18-09	TR 11:00-12:15PM	Mercy 309	Open - 4 of 19	Lecture	Waguespack M
<a href="#">View Syllabus</a> This course is NOT AVAILABLE to students who are enrolled in the Honors Program --- and in the Honors Certificate Program								
ENGL-T122-006	CRITICAL READING/WRITING	10234	Normal Academic Term 08-31-09 to 12-18-09	TR 03:30-04:45PM	Communications/Music 302	Open - 2 of 19	Lecture	Rabalais K
<a href="#">Syllabus not yet posted - contact faculty for information regarding this course.</a> This course is NOT AVAILABLE to students who are enrolled in the Honors Program --- and in the Honors Certificate Program								
ENGL-T122-007	CRITICAL READING/WRITING	11344	Normal Academic Term 08-31-09 to 12-18-09	TR 09:30-10:45AM	Monroe Hall 470	Open - 1 of 19	Lecture	Watts T
<a href="#">View Syllabus</a> This course is NOT AVAILABLE to students who are enrolled in the Honors Program --- and in the Honors Certificate Program Course has a Service Learning Component								

# Service Learning at Loyola

## Step-by-Step Course Planning Guide

### STEP #2

#### Consider what kind of agencies you want to work with

- Are there specific populations, issues, or neighborhoods you want your students to be exposed to?
- Are there specific tasks you'd like your students to perform?
- Consider these questions in relation to key themes and topics you will cover in class.
- Check out our current roster of partner agencies at [www.loyno.edu/servicelearning](http://www.loyno.edu/servicelearning). Click "Service Learning Agencies." Are any of these agencies a good match for your course?
- If new agency partnerships need to be formed and you'd like OS� to work on this, start this process early!

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### **STEP #3**

Decide on an SL model

1. Project

1a. Community Client

2. Placement

*What's the difference?*

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### Projects

- students in a class work together to complete a project for one agency
- usually professors choose the agency in advance
- may involve direct, hands-on work with agency's clients or indirect service to the agency (or both)
- students' work may take place primarily off-campus, on-campus or both
- generally no hard-and-fast hours requirement

### Placements

- students volunteer regularly throughout the semester at a variety different agencies
- students are actively involved in selecting (and being selected by) a placement agency – this process is facilitated by OSL
- generally students' work takes place off-campus and involves hands-on work with agency clients
- hours requirement – determined by professor, monitored and verified by OSL

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### Project Pros

- Highly customizable to specialized course topics
- Students get to work together, which may be good for team building
- Agencies get a defined "deliverable" at the end of the project
- Partner agencies don't need to invest in regularly hosting on-site volunteers (many agencies are not equipped to handle this)
- Students can self-schedule much of their work
- *Community client work* can give students valuable and marketable experiences and skills for the future

### Project Cons

- Students may not feel connected to the agency or its clients, particularly if little time is spent at the agency
- Successful projects require lots of advance planning, including a detailed project description
- Successful projects require a higher degree of personal investment from faculty members and agency staff
- Not a lot of backup options if problems arise
- For some highly specialized projects, it can be difficult to find a partner agency with matching needs

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### Placement Pros

- Can be facilitated by OS� through standardized procedures
- Placements require less advance planning
- Regularity and duration of service are two keys to positive service-learning outcomes for students
- Students get a variety of service experiences
- Students may feel more connected to the agency and its clients because of direct interaction
- More backup options if problems arise

### Placement Cons

- Helping students figure out scheduling and transportation details can be chaotic, especially at the beginning of the semester
- Professors have fewer controls on the nature of students' tasks at agencies
- Less customizable (though you can still choose a short list of selected agencies)
- Monitoring student performance throughout the semester can be more difficult

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### **STEP #4**

Decide whether the service learning will be optional or required for students

Pros and cons to both

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## Step-by-Step Course Planning Guide

### STEP #5

Decide what sort of time commitment you'll expect from students.

- How much time will it take students to successfully complete the project?
- How many hours should students serve at a placement?
- Can you justify this as part of the overall workload for the class?

# Service Learning at Loyola

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### STEP #6

Decide on a grading procedure

How many points or what percentage will the service learning be worth?

# Service Learning at Loyola

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So, to recap...

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# A typical service learning semester

## Before the semester

1. Submit the course title to OSL so the course can be properly coded in LORA
2. Go through the step-by-step course planning guide
3. For projects, be sure you work with your partner agency to develop a clear and specific description of the project which specifies expectations on all sides, the timeline of the project, and the desired outcomes.

# A typical service learning semester

## Beginning of the semester

1. Service learning staff will visit your class
2. For placements, students will participate in an on-campus agency fair and can take advantage of one-on-one advisement, agency tours, and on-campus agency orientations. Students will confirm their placements within the first few weeks of the semester. This process is facilitated by the service learning office.
3. For projects, work with your partner agency to schedule any necessary visits, tours, orientations, or trainings. Project descriptions should be distributed to students.
4. Inform students about evaluation procedures, grading details, time expectations, etc.

# A typical service learning semester

## Throughout the semester

1. Service learning staff, agency staff, and professors should check in with students frequently and ask students how their service learning is going. The service learning office will periodically gather timesheets for students doing placements.
2. Professors should integrate students' service learning activities into the class.
3. Troubleshoot as necessary
4. Students will be invited to attend discussion groups facilitated by the service learning office

# A typical service learning semester

## End of semester

1. Service learning staff will send evaluations to agency supervisors for students doing placements. These evaluations will be sent to you to incorporate into your grading process.
2. For projects, be sure to verify student contributions to the project and implement an evaluation process which includes agency feedback.
3. Service learning staff will enter transcript notations for your students.
4. Professors should share examples of student work with interested community partners.
5. Service learning staff will administer surveys.

# A typical service learning semester

## After the semester

1. Professors and agencies will get survey data from service learning office to incorporate into future efforts
2. Letters of recognition sent to faculty, chairs, and deans for personnel files

# Why bother?

## Spring 2008 Student Surveys

“I enjoyed my service learning experience.”

85% of respondents agreed or strongly agreed

“I learned from my service learning experience.”

88.1% agreed or strongly agreed

“My service learning experience gave me a better understanding of social problems.”

83.6% agreed or strongly agreed

# Why bother?

## Spring 2008 Student Surveys

“I would like to take another service learning class in the future.”

64.2% agreed or strongly agreed

“Service learning made this class more interesting.”

67.2% agreed or strongly agreed

“Service learning made me feel more connected to the greater New Orleans community.”

80.6% agreed or strongly agreed