



UNIVERSITY OF
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Service Learning Initiative

Faculty Guidebook

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SECTION 1: INTRODUCTION

1.1 THE UA SERVICE LEARNING INITIATIVE

The **Service Learning Initiative (SLI)** was created as a joint venture by the Office of the Provost and the Honors College with the purpose of formalizing and expanding **service learning (SL)** opportunities on campus. In 2014, **Dr. Jennie Popp** (Agricultural Economics and Agribusiness) and **Angela Oxford** (Center for Community Engagement) were appointed as Co-Chairs of the SLI to oversee the academic and community partner facets of SL for the University.

In order to improve SL outreach, Jennie then requested that the Provost (Dr. Sharon Gaber) appoint a committee that represented all sides of campus. By May 2014, members were drawn from each UA college, as well as Study Abroad office, the Law School, the library, and the Teaching and Faculty Support Center – with all committee members having a commitment to SL.

As part of their duties, SL committee members assist with faculty course designation. Every semester (and, if necessary, multiple times during a given semester), all course designation applications are reviewed by committee members who then vote whether they should each be designated. They also select winners of the annual SL faculty award as well as the recipients of the annual faculty travel and materials grants.

In the future, however, the goal is to *increase* the responsibilities of the committee members as more initiatives are added and new goals determined.

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1.2 DEFINITION OF SERVICE LEARNING

The University of Arkansas Service Learning Initiative (SL Initiative) defines service learning as follows:

Service learning is a credit-bearing, faculty-directed, teaching-learning experience that is course specific. Service Learning strengthens academic content knowledge and sense of civic responsibility. Students build critical thinking skills as they engage in experiential, community-based activities that are aligned with and integral to academic course work. At the same time, the community (real people in real situations) benefits from assistance that would otherwise not be available.

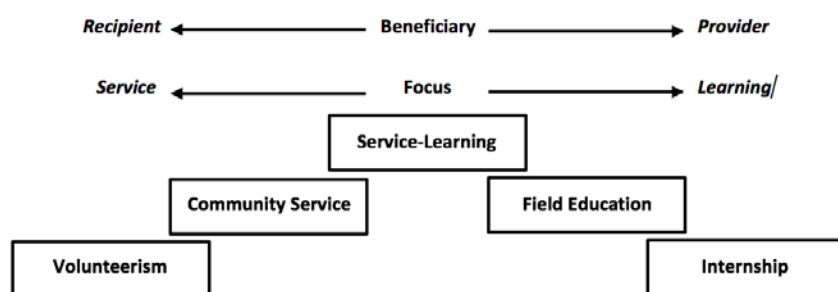
The common misconception is that academic service-learning is simply a new term for community service or internships. This, however, is **incorrect**. The following section provides information that should help you distinguish service learning from other forms of service.

1.3 ACADEMIC SERVICE LEARNING VS. OTHER COMMUNITY SERVICE

1.3.1. Furco's Model of Service Program Distinctions

Andrew Furco's (1996)¹ model illustrates the distinction between academic service learning and four other forms of volunteerism, specifically focusing on where each lay on the continuum of primary intended beneficiaries and the overall balance between service and learning:

¹ Used with permission; Furco, A. (1996). Service-learning: A balanced approach to experiential education. In *Expanding boundaries: Servicing and learning*. Washington, DC: Corporation for National and Community Service.



The most important takeaway from this model is that service-learning programs are distinguishable by their objectives to 1) benefit both the service provider and the recipient *equally*, and 2) ensure that there is equal attention paid to both the provided service and the student learning that occurs.

1.3.2. The SL Initiative's Comparison of Service-Learning and other Community Service

Based on the above conceptual understanding of academic service-learning, the SL Initiative has developed the following matrix for faculty considering SL designation. In order to qualify for service learning designation on the University of Arkansas Fayetteville campus, any experience must include the eight characteristics listed in the service learning column below:

Characteristics	Service Learning	Community Service	Traditional Internship/Practicum
Primary Intended Beneficiary	Student and recipient(s)	Recipient(s)	Student
Primary Focus	Providing meaningful service and enhancing classroom learning	Providing meaningful service	Learning by doing
Intended Educational Purpose/Benefits	Academic learning, enhanced intellectual and civic engagement	Moral, personal, and social growth and development	Career development and professional preparation
Curricular Integrating	Full integration within the curriculum	None	Co-curricular or supplemental
Reflection	Includes structured reflection	Generally not included	May include reflection
Nature of Service Activity	Based on course topic or discipline	Based on student interest/motivation	Based on industry or career
Duration of Activity	Semester	Agency decision	Semester or longer
Time Commitment	Minimum 5 service hours per 1 class credit hour	Variable	Prescribed by program

1.4 SERVICE LEARNING PEDAGOGY: PRINCIPLES OF GOOD PRACTICE

If, based on the information provided above, you are still interested in designating your course as service-learning, the following ten summarized principles from Howard (2001)² should help you to fully understand how to successfully incorporate service learning into your course while maintaining the academic rigor expected by the University. While planning your course, let these principles guide you:

Principle 1: Academic Credit is for Learning, Not for Service

This principle should help those who struggle with determining how students' service should be assessed in the community, and the specific weight this service should be given in the students' final grades. In this case, service-learning courses are no different from traditional academic courses. Whereas traditional courses involve the assessment of students' learning through course resources such as textbooks, class discussions, etc., service-learning courses evaluate learning through these resources, the community service performed, *and* from the blending of the two. **As a result, academic credit is not given to students just for doing service or even the quality of the service they perform, but is instead rewarded for their demonstration of both academic and civic learning.**

Principle 2: Do Not Compromise Academic Rigor

There is a widespread misconception within academia that community service is a lower level, "soft" learning resource. As a result, it might be tempting to compromise the academic rigor of your service-learning course. However, **the course's "soft" service component actually increases the learning challenges for students.** These students must both master the academic material of the course as well as derive knowledge from their unstructured community experiences. Additionally, **students must also satisfy both academic and civic learning objectives, doubling the expectations for course completion, and thereby creating an intellectually challenging course overall.**

Principle 3: Establish Learning Objectives

Setting clear learning objectives is foundational to service-learning. Because the community serves as an additional environment outside of the classroom, the learning possibilities for students increase. In order to choose those objectives that will lead to the largest number of learning opportunities from the students' community service experience, you must thoughtfully plan those objectives that will meet both the course's academic and civic learning objectives.

² Used with permission; Howard, J. Ed. (2001). *Michigan Journal of Community Service Learning: Service-Learning Course Design Workbook*. Ann Arbor, MI: OCSL Press.

Principle 4: Establish Criteria for the Selection of Service Placements

Equivalent to requiring students to read texts as part of a traditional course, students in service-learning courses are obligated to serve in a community-based organization. Faculty members who are methodical in developing their selection criteria for community service placements will discover that their students are able to gain more relevant learning from their service experiences and are more likely to meet the course's learning objectives.

To determine suitable service placements:

1. Limit the range of acceptable placements to those that match the course's content.
2. Confine the specific service activities to those that can best meet the course's academic and civic learning objectives.
3. Link the required duration of service to the perceived amount of time needed for students to realize course academic and civic learning objectives.
4. Assign community projects that are *defined by the community* as real needs.

Principle 5: Provide Educationally Sound Learning Strategies to Harvest Community Learning and Realize Course Learning Objectives

Merely recording one's service hours and activities provides little learning opportunities for students. Instead, service-learning faculty should employ critical reflection and application of the course's service experiences in order to support students' processing of, and learning from, those experiences within the course's overall learning objectives. Specific strategies can include classroom discussions, presentations, and journal and paper assignments, as long as these strategies create opportunities for analysis of service experience.

Principle 6: Prepare Students for Learning from the Community

In order to help students extract meaning from their service experiences and merge it with a course's academic learning strategies, service-learning faculty can provide:

1. Learning provisions that provide opportunities for students to acquire skills from the service context (e.g., participant-observer skills), and
2. Examples of how students can successfully complete the required assignments (e.g., providing past exemplary student papers and reflection journals).

Principle 7: Minimize the Distinction Between the Students' Community Learning Role and Classroom Learning Role

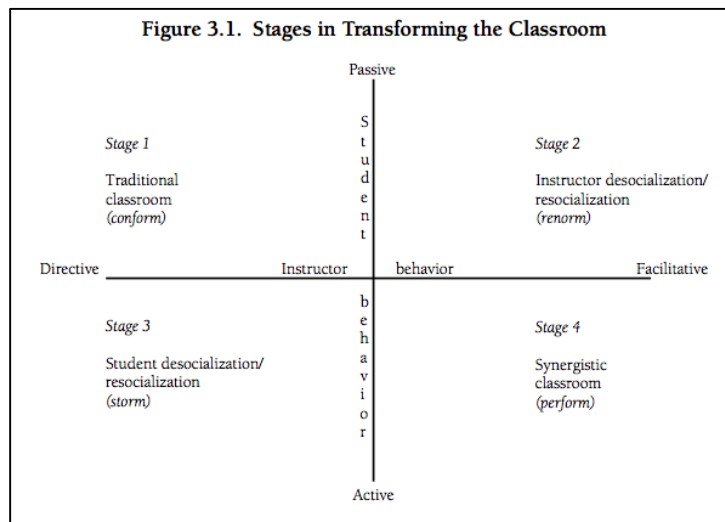
Classrooms and communities require students to assume distinct learner roles – the first providing a high level of instructor direction and passive learning on the part of the student, and the second providing a much lower level of direction and active student learning. As a result, students in service-learning courses must alternate between these two learner roles as they move from the classroom to their direct work in the community. This alternation has the potential to impede student learning, thereby making it extremely important for service-learning instructors to *shape* their learning environments so that students' learner roles in both contexts are more similar.

To do this, Howard (2011) recommends altering the **classroom** learning environment to involve more active learning on the part of students. Specifically, because active learning is consistent with service-learning's focus on civic participation; student learning and information from the community can be used in the classroom to benefit and increase other students' learning; and research has shown that students develop a deeper understanding of course content when they are able to actively create knowledge, revising one's classroom learning content can be an effective way to improve the overall student learning experience.

Principle 8: Rethink the Faculty Instructional Role

To alter the classroom learning environment, however, requires a change to an instructor's teaching role as well. This largely requires him/her to move away from the traditional role of simply transmitting knowledge to one that mixes pedagogical methods to include learning facilitation and guidance.

In order to attempt this shifting of one's teaching role, Howard (1998)³ offers a "Transforming the Classroom" model to help.



The first stage (i.e., the **conform stage**) represents the traditional instructor-student relationship. Here, the instructor (the horizontal axis) is merely directive, and the student (the vertical axis) is a passive learner.

³ Howard, J. (1998). Academic service learning: A counternormative pedagogy. *New Directions for Teaching and Learning*, 73, 21-29.
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The second stage (the **renorm stage**), however, is the first step an instructor can take to challenge this traditional relationship. This involves instructors introducing more active participation by students, including simply asking students to discuss what they felt was important in their directed readings and service experiences since the last class meeting, etc. Student participation might still be low in the beginning of the course as students learn how to become more active, but consistent seeking of contributions should guide students through to the third stage of classroom transformation – where students begin taking more responsibility for their own learning.

In this third stage (the **storm stage**), however, the instructor – so used to his/her traditional authoritative role in the classroom – actually *regresses* to a more directive role in the classroom. However, as students show their genuine learning through their new, more active participation, the instructor returns to a more facilitative approach and the fourth stage of classroom transformation is reached.

Finally, the fourth stage (the **perform stage**) represents the achievement of a synergistic classroom, where the consistency between the students' and instructors' new roles enhances the teaching-learning experience for both.

While this serves a merely a summary of the process where service learning goals in the classroom can be achieved, Howard's (1998) article provides further information about how it can be achieved.

Principle 9: Be Prepared for Variation in, and Some Loss of Control with, Student Learning Outcomes

Unlike traditional courses, service-learning courses do not have homogenous learning outcomes across their participating students. Specifically, because of the variability in service experiences and their role in students' learning, instructors should expect differences in student learning outcomes. As a result, service-learning faculty should also expect their classroom discussions to be less predictable and the content of student papers and/or projects to be less homogeneous.

Principle 10: Maximize the Community Responsibility Orientation of the Course

Finally, instructors creating and leading a service-learning course must design classroom norms and learning strategies to not only enhance students' academic learning, but also their *civic* learning. Specifically, service-learning faculty should employ learning strategies that complement and reinforce the civic lessons their students gain from their community experiences. Two examples of this are converting individual assignments to group assignments, and switching from instructor-only review of assignments to instructor and student review.

1.5 SERVICE LEARNING OUTCOMES

With the distinct nature of service learning courses, what outcomes in student learning can you expect? Research conducted through over 200 studies on service learning experiences over the past two decades has indicated a number of positive effects on participating college students (Seider et al., 2011). These effects include:

1.5.1. *Understanding of and Commitment to Alleviating Social Issues*

Students in service learning courses and programs have been found to:

- **Strengthen their moral reasoning and understanding of the complex social systems that create and perpetuate the struggles their service clients face** (Astin & Sax, 1998; Boss, 1994; Cohen & Kinsey, 1994; Bringle & Kremer, 1993; Giles & Eyler, 1994; Batchelder & Root, 1994),
- **Dissolve previous victim-blaming perceptions of social issues and increase in client empathy** (Giles & Eyler, 1994; Eyler, Giles, & Braxton, 1997),
- **Increase their racial and religious tolerance and reduce their stereotypical perceptions of the poor and the elderly** (Barber et al., 1997; Myers-Lipton, 1998; Boyle-Blaise & Kilbane, 2000; Greene & Diehm, 1995),
- **Grow in confidence in their perceived ability to influence social issues** (Giles & Eyler, 1994), **and**
- **Develop the desire and future career commitment to help those in need** (Seider et al., 2011; Gross & Maloney, 2012; Markus et al., 1993; Moely et al., 2002; Jones & Abes, 2004; Myers-Lipton, 1998; Mabry, 1998; Rice & Brown, 1998; Exley, 1996; McKenna & Rizzo, 1999).

1.5.2. *Sensitivity to Diversity*

These academic learning outcomes are even further complimented by a number of other outcomes that can help students grow as productive citizens of society. In regard to diversity, students in service-learning courses (compared with students in traditional courses) have been found to exhibit:

- **A critical processing of values, perspectives, and assumptions held of diverse populations on societal and individual levels** (Slavkin, 2011; Sperling, 2007),
- **A reconsideration of racial/ethnic stereotypes and biases** (Boyle-Baise & Sleeter, 2000; Gross & Maloney, 2012),
- **Greater understanding and proficiency in social and cultural diversity** (Lenz et al., 2010; Gross & Maloney, 2012; Overall, 2010),
- **Increased knowledge and acceptance of diverse races and cultures** (Astin & Sax, 1998; McKenna & Rizzo, 1999; Overall, 2010), **and**
- **Greater ability to get along with people of different backgrounds** (Astin & Sax, 1998; McKenna & Rizzo, 1999).

1.5.3. *Improved Academic Performance*

Research has also indicated that students in service learning courses and programs:

- **Formalize the connection between their co-curricular service and their academic study** (Hoy & Meisel, 2008; Keen & Hall, 2008),

- **Experience an increase in their ability to achieve academic course outcomes and improve in knowledge of the course's subject matter** (Astin et al., 2000; Giles & Eyler, 1994; Weiler et al., 1998),
- **Earn higher course grades than students who do not take part in service-learning** (Balazadeh, 1996; Markus et al., 1993; Sugar & Livosky, 1988),
- **Express a higher interest and motivation for learning** (Melchior, 1995; Melchior, 1998; Laird & Black, 1999; Hecht, 2003; Brown et al., 2005), **and**
- **Improve in their ability to apply what they learn in their course to the “real world”** (Balazadeh, 1996; Cohen & Kinsey 1994; Eyler & Giles, 1999; Fenzel & Leary, 1997; Foreman, 1996; Gelmon, Holland, and Shinnamon, 1998; Gray, et al., 1998; Juhn, Tang, Piessens, Grant, Johnson, & Murray, 1999; Kendrick, 1996; Oliver, 1997; Markus, Howard, & King, 1993; McMahon, 1998; Miller, 1994; Nigro & Wortham, 1998)

1.5.4. Heightened Critical Thinking

Service-learning participation also has an impact on other student academic outcomes, including:

- **Demonstrated complexity of understanding, problem analysis, critical thinking, and cognitive development** (Batchelder & Root, 1994; Eyler & Giles, 1999; Eyler, Root, & Giles, 1998; Osborne, Hammerich, Hensley, 1998; Conrad & Hedlin, 1991; Cress et al., 2003; Kendrick, 1996; Lester et al., 2005; Callister & Hobbins-Garbett, 2000; Sedlak et al., 2003)
- **Developed problem-solving skills and active thinking capacity** (Brown et al., 2009; Gurin et al., 2002)

1.5.5. Improved Communication Skills

By providing students with opportunities to interact with people of different ages, races, and social classes, service-learning activities have also been shown to:

- **Develop students' communication skills** (Moely et al., 2002; Carter-Wells, 1996; Click, 1996; Jacoby, 2007; Jones, 1996; Smith, 2004), **including their ability to read, write, and orally communicate their thoughts** (Jones, 1996; Jacoby, 2007; Carter-Wells, 1996; Smith, 2004), **and**
- **Improve students' interpersonal engagement and positive interaction with others** (Eyler & Giles, 1999).

While these are only some of the many findings within various disciplines' literature, they do offer a look into the potential positive student outcomes that can result from a well-planned SL course. A hyperlinked list of all above cited and other research can also be found on the SL Initiative's website (servicelearning.uark.edu).

SECTION 2: COURSE DEVELOPMENT

2.1 SERVICE LEARNING COURSE CRITERIA

2.1.1. Designation Criteria

To successfully designate your course, it must meet the following criteria developed by the SL Initiative:

1. Be administratively approved through a faculty evaluation process,
2. Address a community (including schools, organizations, agencies, and companies that comply with UA rules) need through formal collaborations with program-identified appropriate partners,
3. Support the attainment of one or more course learning objectives,
4. Involve structured reflection,
5. Demonstrate clear and articulated connection between the service activity and the course content,
6. Require five (5) hours of service for every credit hour of course work, and
7. Involve training for students before they begin their work with community partners.

2.1.2. Program-Specific Criteria

In addition to these requirements, other program-specific criteria can include (although are not limited to):

- The involvement of formalized community partner training,
- A signed agreement with the community partner,
- Student liability insurance, and
- Background checks and/or drug and alcohol screenings.

2.2 SIX STEPS TO DEVELOPING A SERVICE LEARNING COURSE

Aside from the meeting the above requirements, the following steps described by Bart (2010)⁴ can help you successfully develop your service learning course:

2.2.1. Consider How SL will Help Students Achieve Desired Learning Outcomes

- What are the desired learning outcomes you have for your course?
- What pedagogical approaches align with these outcomes (e.g., research papers, lectures, presentations, class discussions, etc.)?
- Which of these outcomes can be best achieved through service-learning? Why and how?

2.2.2. Determine How the Combination of Service and Academic Content Enables Outcome Achievement

- What types of service are appropriate for the course? How frequently should students engage in this service?

⁴ Used with permission; Bart, M. (2010, April 21). Six steps to designing effective service-learning courses. *Faculty Focus*.

For what duration of time?

- What readings and other materials can complement their service experiences?
- What kinds of reflection activities should students complete?

2.2.3. Initiate Community Partnerships

- How will you determine your community organization partners? [Remember that **GivePulse** (Section 6.1.1) is always available to you, and our staff in the Service Learning Initiative are happy to help you find a compatible community partner]
- How many students does the organization need? What knowledge and skills are needed? Which projects are available? Do they fit with your course objectives-based needs?

2.2.4. Establish Assessment and Evaluation Standards

- How will students demonstrate learning from their service experiences and related assignments? What impact measures will you use?
- At what specific points during the semester will you assess student learning?
- What role will the community organization have in evaluating students' performance?

2.2.5. Develop your Syllabus

- Draft your syllabus, detailing your rationale for utilizing service learning, describing students' role and responsibilities, explaining the service experience will be assessed, and determining the readings, course materials, and reflection activities that will be included.
- Visit the community partner to discuss this draft.
- Based on the input of you community partner, revise your syllabus as needed.

2.2.6. Prepare to Manage the Process

- What logistical issues need to be addressed before you begin the semester?
- Have you addressed the appropriate dress and behavior, transportation, and safety issues for your students?
- What resources do you still need from the Service Learning Initiative? From the general campus?

2.3 DEVELOPING A COMMUNITY PARTNERSHIP: THE PARE MODEL

As you develop your course syllabus and curriculum, the PARE Model for Service Learning can help you to communicate with your community partners throughout the development process, ensuring that the relationship will create positive experiences for all once the course begins:

2.3.1. Prepare

- Clearly define your expectations (and listen to the expectations of the organization) in terms of the specific goals and needs of the course as well as the abilities of your students. You should design the service project with your community partner to make sure that it matches service learning goals with the overall learning objectives of your course.

- Clarify the responsibilities and goals expected of both you and your community partner.
- Discuss (and plan for) the risks involved in your project with your community partner.
- Your community partner should communicate the number of students they can comfortably accommodate, and you should both agree on the kind of documentation expected and the semester timeline.
- You should also receive from your community partner an orientation to the agency’s mission, history, culture, and protocols, while providing them your course syllabus and learning objectives for the service experience.

2.3.2. Act

- Your community partner should designate an agency representative to supervise and act as the point person for students to receive help or ask questions, and you should communicate this information to your students.
- Both you and your community partner should clarify the responsibilities and goals of the project to students.
- Both you and your community partner should also give the same orientation of the organization mentioned in the Prepare stage to students.
- You both should also review risk and emergency management protocol (outside of the general training they will receive through the Initiative) with your students.
- Share in the supervision and monitoring of students with your community partner. Over the course of the semester, you should be in continual communication with your partner to ensure students are meeting their goals, following their responsibilities, etc. Your community partner should also be asked to document students’ service so that students will be held accountable.

2.3.3. Reflect

- Require your students to participate in opportunities to talk, write, think critically about, and learn from their service experiences. Also identify ways that your community partner can share their experience and knowledge to help students further reflect and learn.
- Arrange an end-of-semester meeting where you can present to your students and community partner the project’s results, recognize good work, and share ideas for improvement.

2.3.4. Evaluate

- Ask for feedback from your community partner on student participation and overall project experiences.
- Assess how well the service and learning goals of your course were achieved. Should you need assistance with the community partners process, please contact Angela Oxford (afoxford@uark.edu).

2.4 COURSE CHECK SHEET AND TIMELINE

The SL Initiative has developed a Course Check Sheet and Timeline to offer specific step-by-step guidance to the tasks you will need to complete before, during, and after the completion of your course:

2.4.1. General Information

- Review Service Learning criteria at servicelearning.uark.edu
- Establish connection between service and course content

- Identify community partner(s)
- Address any necessary orientation and training needs
- Identify method(s) of evaluation for service learning
- Contact the Service Learning Initiative with any questions or concerns
- Apply for course designation (see Section 3)

2.4.2. Suggested Information for Syllabi

- Explanation of “service learning”
- Explanation of course fees
- Explanation of reflection requirement
- Explanation of University policies (Risk/Property Mgmt., Student Travel, Etc.)
- Contact information for community partner(s)
- Required number of hours with community partner(s)
- Notification of required forms/documents (if applicable):
 - Background check
 - Confidentiality
 - Photo release
 - Liability Insurance

2.4.3. Establishing Your Course

(6-12 Months in Advance of the Semester)

- Review Service Learning Course Designation Deadlines found on the Service Learning website
- Meet with the Service Learning Initiative and/or your school/college committee representative with any questions
- Meet with potential community partners
- Plan travel arrangements
- Designate course with the Service Learning Initiative
- If new course, begin process of approval for course through the relevant curriculum committee (check with college/school for deadlines)

2.4.4. Preparing for the Start of the Course

(3-0 Months in Advance of the Semester)

- Have students complete all necessary background check documentation, including child and adult maltreatment forms, background check, and liability waivers⁵
- Establish a method for students to track service learning hours, such as through GivePulse (Section 2.5.1)

⁵ The specific background checks and other forms required will be course-specific and largely dependent on whether your course will be working with vulnerable populations (i.e. children, in a medical setting, etc.). We can discuss this together to determine your course needs.

2.4.5. Beginning of the Course

(Weeks 1-2)

- Prepare/train students for service with community partner(s)

2.4.6. Middle of the Course

(Weeks 3-14)

- Students are participating in ongoing service
- Regularly communicate with community partner(s) for student progress (this can be done through **GivePulse**, which is further described in Section 6.1)
- Encourage students to regularly reflect on their service learning experience

2.4.7. End of the Course

(Weeks 14-15)

- Have students complete their reflection portion of the course
- Gather service learning hours from students
- Ask for voluntary photo submissions of the service learning activity for marketing purposes
- Encourage students to participate in a post-service service learning survey
- Contact the Service Learning Initiative with any marketing materials/comments/suggestions

SECTION 3: COURSE DESIGNATION

3.1 THE SL DESIGNATION PROCESS

Course instructors are welcome to apply for SL course designation **a semester before they expect to teach their course** (see Section 3.3 for specific application deadlines). We have worked to ensure the SL course designation process is as simplified as possible. The process is as follows:

- **Submission of course designation application**
 - The course designation application is available on our website (<https://servicelearning.uark.edu/faculty-resources/course-designation.php>). You can register your course either by filling out the Qualtrics survey online or by downloading the course designation form available on the website and send us back the completed form via email to svclrn01@uark.edu.
 - We are also available to either talk over the phone or meet briefly in person to walk through and help you fill out the majority of the form for ease of completion. Please send an email to svclrn01@uark.edu to set up an appointment.

- **SL Committee review of applications**
 - All designation submissions are summarized in a central document and provided along with each individual application to the SL Committee
 - The SL Initiative committee then reviews all designation submissions **once per semester**. Any submission that meets the requirements will be granted SL designation status

- **Faculty are notified of their course decision**
 - Once the votes from each individual Committee member have been gathered, each individual faculty member will be notified by Jennie Popp the final status of their course designation. If accepted by the Committee, the individual course will be listed under Service Learning for the next available semester the course will be taught.

Questions regarding any part of the designation process should be directed to our co-director, **Jennie Popp** (jhpopp@uark.edu).

Please Note: Requesting the service learning designation does **NOT** replace the college-level curriculum review process for new courses. Contact your Dean's Office for more information regarding the curriculum review process for your college.

3.2 BENEFITS OF SL DESIGNATION

3.2.1 Course Marketing

Registered courses will be marketed through the Service Learning website and its social media sites. Additionally, we offer to design a simple poster describing the course to post around campus and through your individual department/college.

3.2.2 Course Resources

The Initiative will spread awareness regarding service learning opportunities and will work to find resources to enhance and expand current and future service learning opportunities. Likewise, there will be an identified point of contact if funding or other resource opportunities align with the objectives of your specific course.

3.2.3 Professional Development

The Service Learning component of a course offers both new partnerships with community organizations as well as particular projects that can be further utilized by faculty for their own future research that can be both presented at academic conferences and published in both Service Learning-specific and other academic journals.

3.2.4 One-Time Designation

Once a course is successfully registered as Service Learning, the designation will continue from semester-to-semester as long as course objectives and/or service learning components (**NOT** community partnerships) stay consistent

If these change, the SL Committee will need to review the new changes and determine the course's new SL designation status.

3.3 DESIGNATION SELECTION TIMELINE

The Committee will review requests **once each semester (see table below)**. However, you will need to consult your individual college/school for course registration deadlines, as they may vary with Registrar requirements.

<i>Semester Taught</i>	<i>Application Deadline</i>
Fall and Summer Intercession	February 1
Spring, January and May Intercessions	September 1

SECTION 4: GUIDING STUDENTS THROUGH SERVICE LEARNING

4.1 GENERAL PREPARATION FOR STUDENTS

Elon University's Service Learning program⁶ has developed a list of various preparation activities you can utilize to best prepare your students for the unique requirements of a service learning course:

4.1.1. *Before and During the Beginning of the Semester*

- **Develop service ethics.** Besides receiving the general Initiative training, what else do your students need to know that apply to the specific course? Discuss with students their specific responsibilities, attire, language, and other helpful guiding principles for their behavior.
- **Explain to students your philosophy/rationale for designating your course as service learning.** This discussion will help them better understand the overall goals of the course as the semester progresses.
- **Require your students to set their learning goals in advance.** What types of academic learning should they be aiming for? What skills can they develop? What personal growth will they experience? And, just as important, what will they need to do in order to have these outcomes?

4.1.2. *Throughout the Course of the Class*

- **Develop course readings that help students to gain a stronger understanding about the topics, people, and issues they will engage with later in the course.** Discuss with them applicable concepts, such as privilege, structural and social inequalities, and others to make their service experiences more enriching.
- **Discuss developing specific skills, like communicating directly with agency staff, asserting themselves, and using critical problem-solving to encourage students to be active participants in their own service experiences.**
- **Prepare students to understand the larger partnerships, mutual benefits, and reciprocal relationships in which they will serve.** Help them avoid the “saving” mentality by understanding they are working with people, communities, and organizations that possess strength, wisdom, resourcefulness, and resilience. Challenge your students to reduce the “us and them” types of thinking that may occur when students see themselves as lowering themselves to “help the needy.”
- **Push students to explore diversity that they will encounter.** Prepare them to fully observe and respect the community. Students might compare the county's profile versus their home county in order to better understand the makeup (income, literacy, education, issues, and demographics) of the community.

⁶ Used with permission; Elon University Kernodle Center for Service Learning and Community Engagement (n.d.), <http://www.elon.edu/docs/e-web/students/servicelearning/ASL%20Faculty%20Handbook.pdf>

- **Help students uncover the social justice issues related to human needs they will encounter.** Push them beyond “blaming the victim” and other simplistic explanations for social problems, and assist them in considering complexities of social conditions that create the need for agencies, organizations, and services where they will serve.

4.2 PREPARING STUDENTS FOR COMMUNITY WORK

The Association of American Colleges and Universities has also created an **Intercultural Knowledge and Competence VALUE Rubric**⁷ that helps to create “appropriate interaction in a variety of cultural contexts” (Bennett, 2008). The rubric, shown here, can help you to train your students to enter into healthy and respectful communications with their community clients:

	Capstone	Milestones		Benchmark
	4	3	2	1
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.

⁷ Intercultural knowledge and competence VALUE rubric. (2018, January 24). Retrieved from <https://www.aacu.org/>
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	negotiate a shared understanding based on those differences.			
Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

4.3 LEADING STUDENTS THROUGH REFLECTION

4.3.1. *The Importance of Reflective Thinking*

Before discussing how faculty members can guide their students through the SL reflection process, it is important to emphasize the importance of reflection as a general practice.

Cited first by Dewey (1933) in his work, *How We Think*, reflection is argued to be a valuable part of the service-learning process. Specifically, it has been found to help students connect what they experience in the community with the material they learn in the classroom, thereby improving their abilities to integrate course theories into tangible practice (Soukup, 2006), construct meanings for their current and future activities in their respective field (Moon, 1999), develop deeper understandings of subject material (Eyler, 2001), and examine their assumptions about their experience (Eyler, 2002; Sturgill & Motley, 2014).

Further, reflection can help students better and more deeply engage with the communities in which they serve (Maher, 2003), enhance their relationships with their community partners (by having them assess the partnership and modify their actions as needed), and place the practice of their respective disciplines in a larger context of the overall field and/or discipline (Sturgill & Motley, 2014). As a result, reflection is an extremely important aspect of service learning, and the following sections can help you create reflection pieces that best meet the needs of your course.

4.3.2. *The 4 C's: Principles of Reflection*

Reflection is a key part of service learning courses. The following principles adapted from Eyler et al.'s (1996)⁸ *A Practitioner's Guide to Reflection in Service-Learning* can help you develop your course's reflection piece:

Continuous

- Reflections should occur before, throughout, and after service experiences.

⁸ Used with permission; Eyler, J., Giles, D. E., Schmiede, A. (1996). *A practitioner's guide to reflection in service-learning: Student voices and reflections*. Vanderbilt University.

Connected

- The prepared reflections should align with your course goals and the rationale for why service is important to the course overall,
- With desired student and community outcomes, and
- With course content and assignments.

Contextual

- Reflections should place the students' service experience within a larger context – whether in regard to the community, society, civic responsibility, etc.; and
- Should be appropriate to the course, the course level, and its expectations.

Challenging

- The reflection piece should expect quality in students' efforts,
- Introduce increasingly challenging questions, probing for deeper and more informed responses,
- Provide opportunities for you to give students frequent and formative feedback, and
- Engage students in dealing with difficult issues and questions that relate to their service experiences.

4.3.3. Determining Reflection Types - Eyer's Map

To help you determine which type of reflection is best for the needs of your course, Eyer (2001)⁹ offers a reflection map to organize your thoughts:

	Before	During	After
Student Alone			
With Class			
With Community Partners			

4.3.4. Example Reflection Activities

Reading

Case studies, books on/relating to relevant social issues, academic journal articles, government documents, legislation, or fictional literature on your course's subject matter

Writing

⁹ Used with permission; Eyer, J. (2001). Creating your reflection map. In M. Canada (Ed.) *Service-learning: Practical advice and models*. San Francisco, CA: Jossey-Bass New Directions for Higher Education Series # 11, 35-43.

Journals, essays, press releases, newspaper articles, letters to politicians, or community agency training manuals

Discussing

Focus groups, informal/formal discussions, class/community presentations, or conferences between students and community partners

Creating

Create art/photo journals, give agency tours, watch movies, plan events/forums, etc.

SECTION 5: RISK MANAGEMENT

5.1 RISK MANAGEMENT GOALS

The Service Learning Initiative wants to provide faculty and students with useful resources and best practices to protect everyone involved in service learning. To do so, we set the following, mirroring largely those of the LSU Service Learning program:

- Do no harm to students, faculty, or community partners
- Provide a safe environment for students and involved staff of the community organizations
- Develop and maintain the trust of those community partners

5.2 FOUR STEPS TO EFFECTIVE RISK MANAGEMENT

Keeping the above general goals for risk management, the following steps identified by the LSU Service Learning program can help us to ensure these goals are followed:

5.2.1. Step 1: Identify Risks

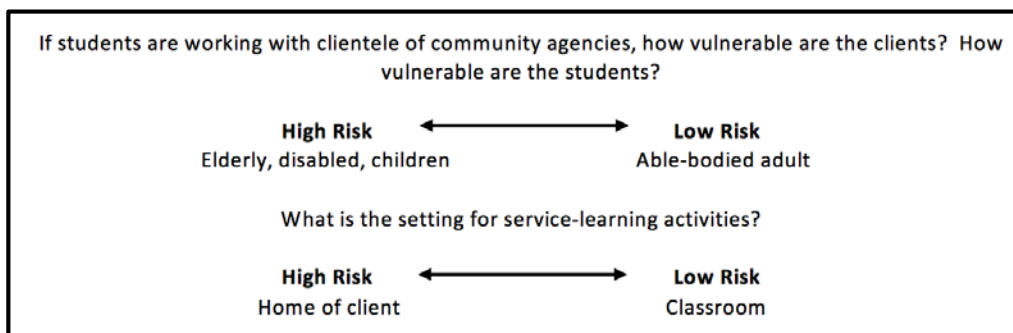
Ask yourself what could go wrong with the service-learning experience. No matter how far-fetched some thoughts may be, include them in the list. Some examples include:

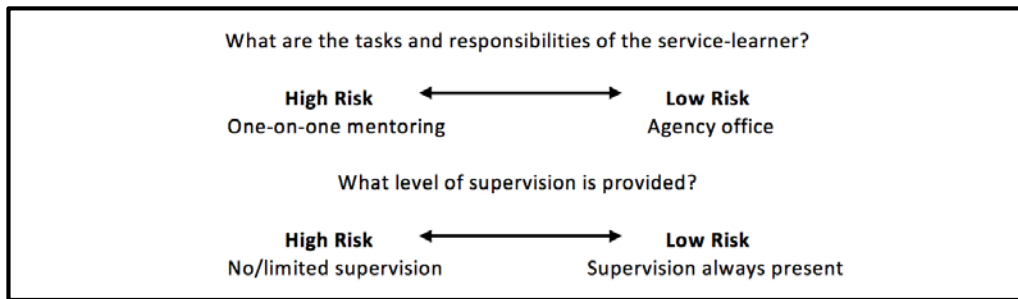
1. A student is injured during a service-learning activity.
2. A student molests a child during a tutoring session.
3. Confidential information is disclosed by a student working in a social service agency.
4. Equipment is lost, stolen, or broken by a student.
5. A student speaks to the media about an incident occurring at a partner agency.

Make a list of all the risks you've identified.

5.2.2. Step 2: Evaluate and Prioritize Risks

Consider each identified risk. How frequently could the event occur? Then rate the level of each risk: very high, high, medium, low, or very low. In analyzing the level of each risk, consider the following questions about the work students will be doing in the community:





Everyone is better prepared to manage risks once a clear idea of risks and risk factors is known.

5.2.3. Step 3: Manage Risks

- Follow procedure outlined above to comply with the UA trip insurance policy.
- All students should sign a Waiver of Liability Form, and faculty or community partners may wish to download and revise the form to accommodate the specifics of your project.
- Get background checks on students. We currently coordinate these through our office for courses that we determine need them (see Section 5.4 for the detailed process).
- Retain low risk activities or modified versions of higher risk activities. Prepare for any consequences for the activities you decide to retain.
- Modify your course activity, if possible, to reduce the chance of harm and/or the impact of damage. This is often the best strategy. Examples of actions that modify risks include:
 - a. Defining students' roles and responsibilities in written position descriptions.
 - b. Providing training and supervision for students prior to and during service. Our office currently provides this form of training, but the points made could be reiterated.
 - c. Opening lines of communication between you and your students as well as between you and our office/the Office of Risk Management to report any problems.
 - d. Evaluating student skills and judgment before service assignment.
 - e. Using an informed consent document.
 - f. Encouraging students to have individual insurance coverage (health and auto).
 - g. Signing work agreements/contracts.
 - h. Encouraging public transportation.

5.3.4. Step 4: Review Risks

Review risks periodically and update management tactics.

5.4 BACKGROUND CHECK PROCESS


If your course is determined to be in need of a background check, it will fall into 4 different categories depending on the level of check that will be needed.

5.4.1 Process for Basic Courses

Basic courses are those we determine to be in need of only a basic criminal background check through our partner, Courthouse Concepts. These courses do not require extensive traveling or direct student work with vulnerable populations (i.e., children, non-legal adults, or patients within a medical environment).

Required Documents

Once we have a complete list of students for the SL course requiring background checks, we begin contacting them to complete the necessary steps. The first email we send to all students in the class (blind copied– BCC – for confidentiality) includes:

- A link to our Qualtrics survey-based disclosure form AND 
- A link to the Courthouse Concepts background check

Contacting Students

Students will receive the following first email:

Dear Student:

You have received this email because you are enrolled in a University of Arkansas Service Learning Course (XXXX XXXX*). In order to participate in this course, disclosures must be electronically signed and a background check must be conducted.

If you recently completed a background check that will still be valid throughout the semester of the class, we still need you to complete the steps below. (*You can skip Step 2 by uploading a copy of a valid background check or indicating that you have gone through a check with the Service Learning Initiative before.*)

In order to assure the smoothest process possible, please complete the following steps in this process within the next three business days. Your professor may not allow you to take the course if you have not completed the required steps. Instructions are included in the attachment to this email.

STEP 1: Please follow the below link and complete the survey.

http://uark.qualtrics.com/jfe/form/SV_b1NL4mU7BKFqBOI

STEP 2: Once you have completed step 1, follow the below link to provide your information and payment type to Courthouse Concepts who will conduct your background check

http://www.courthouseconcepts.com/escreening/OApp_LoginEntrance.asp?mode=direct&code=UARF08

If you have any concerns regarding any part of this process, please respond to this email or contact Associate Dean Jennie Popp at jhpopp@uark.edu or (479) 575-7381.

Also, attached to this email will be a directions PDF document that explains to students how to complete the process:

Dear Student,

You have registered for a University of Arkansas Service Learning course. In order to participate in this course, background and maltreatment checks must be conducted.

If you do not complete the forms in a timely fashion, your professor may not allow you to participate in the course.

The following steps must be completed immediately.

Program Requirements: All program participants must complete the following forms and checks:

- Authorization and Disclosure Form and Background Check
- Volunteer Service Learning Declaration

Questions regarding the background check process should be sent to slcheck@uark.edu. Please follow the steps below.

Sincerely,
Febriyanti Lestari

Steps for Completion

NOTE: Please use black or blue ink, print 1 sided, and do not use staples

1. Follow the first link in the email to fill out your Disclosure form through a Qualtrics survey

Electronically signing this form indicates that you do not have any of the mentioned criminal convictions. If you do have one of the convictions, the online survey will allow you to select the option to discuss this with Dr. Jennie Popp (her contact information is also included).

This survey will also allow you to upload a valid background check or indicate that you have gone through this process with the Service Learning initiative before. If you have gone through a Service Learning background check previously, that check is valid for one full year and can be used so that you can skip and avoid the background check fee in Step 2.

2. Follow the second link to complete your CourtHouse Concepts background check

By submitting this form along with your payment information, CourtHouse Concepts is able to run the checks and screens mentioned on page 1 (and also found at servicelearning.uark.edu under the Student Resources page). We will then be notified once your check results are ready.

More Information or Help: For more information regarding background checks please email slcheck@uark.edu.

We send up to 3 emails to unresponsive students, each which will indicate the attempt number (i.e., “1st Attempt,” “2nd Attempt,” etc.). If they still do not complete the process after these attempts, we will reach out to you for assistance.

Background Check Costs

<i>Background Check</i>	<i>Cost</i>
<i>Includes:</i>	
Social Security Trace	
Nationwide Criminal History/Nationwide Sex Offender Registry Search	
Seven-Year County Criminal History	
Federal District Search	
Total	\$10.00

5.4.2 Process for Maltreatment-Required Courses

Maltreatment-required courses are similar to basic courses except that they do require some student interaction with vulnerable populations (i.e., children, non-legal adults, or patients in a medical setting). As a result, we require students to also go through the Arkansas Adult and Child Maltreatment Registry check process.

Required Documents

Students in maltreatment-required courses will require the following:

- A Qualtrics survey-based disclosure form,
- A Courthouse Concepts background check,
- A State of Arkansas child maltreatment check AND
- A State of Arkansas adult maltreatment check

Contacting Students

Students will receive the following first email:

Dear Student:

You have received this email because you are enrolled in a University of Arkansas Service Learning Course (XXXX XXXX). In order to participate in this course, disclosures must be electronically signed and a background check must be conducted.

If you recently completed a background check that will still be valid throughout the semester of the class, we still need you to complete the steps below. *(You can skip Step 2 by uploading a copy of a valid background check or indicating that you have gone through a check with the Service Learning Initiative before.)*

In order to assure the smoothest process possible, **please complete both steps in this process within the next three business days.** Your professor may not allow you to take the course if you have not completed the required steps.

STEP 1: Follow the below link and complete the survey.

http://uark.qualtrics.com/jfe/form/SV_b1NL4mU7BKFqBOI

STEP 2: Once you have completed step 1, follow the below link to provide your information and payment type to Courthouse Concepts who will conduct your background check.

https://www.courthouseconcepts.com/escreening/OApp_LoginEntrance.asp?mode=direct&code=UARF08

STEP 3: Once you have completed steps 1 and 2, print the attached maltreatment request forms. Fill out the information correctly and then get it notarized (see list of available free notaries on campus below).

Do NOT bring payment when getting these forms notarized. This part of the process will be free.

Do not email the documents as they contain sensitive information. You can either turn in your document:

In person: Reynelda Augustine
248 Gearhart Hall (formerly Ozark Hall)

Mail: Dr. Jennie Popp
1 University of Arkansas
244 Gearhart Hall
Fayetteville, Arkansas 72701

****Notaries information:**

1. *Reynelda Augustine, 248 Gearhart Hall (9:00-11:00 M-F)*
2. *Jeanne Short, Old Main 416 (8:30-4:30 M-F)*
3. *Becky Harris, SCEN 601 (8:30-4:30 M-F)*

If you have any concerns regarding any part of this process, please respond to this email or contact Associate Dean Jennie Popp at jhpopp@uark.edu or 575-7381.

Sincerely,
Febriyanti Lestari

Also, attached to this email will be a directions PDF document that explains to students how to complete the process:

Dear Student,

You have registered for a University of Arkansas Service Learning course. In order to participate in this course, background and maltreatment checks must be conducted.

If you do not complete the forms in a timely fashion, your professor may not allow you to participate in the course.
The following steps must be completed immediately.

Program Requirements:

All program participants must complete the following forms and checks:

- Authorization and Disclosure Form and Background Check
- Volunteer Service Learning Declaration
- Adult Maltreatment Form (must be notarized)
- Child Maltreatment Form (must be notarized)

How you may turn in your maltreatment documents:

In person: Reynelda Augustine
248 Gearheart Hall (formerly Ozark Hall)

Mail: Dr. Jennie Popp
1 University of Arkansas
244 Gearhart Hall
Fayetteville, Arkansas 72701

Emailed maltreatment form submissions will not be accepted. If submitting in person, please see **Reynelda Augustine** in the Honors College at 248 Gearhart Hall (phone #479-575-3673 email: raugust@uark.edu). Her office hours are M-F 9:00-11:00am only. She will notarize and collect your documents. Do not bring payment when turning in your documents.

Questions regarding the background check process should be sent to slcheck@uark.edu. Please follow the steps below.

Sincerely,
Febriyanti Lestari

Steps for Completion

NOTE: Please use black or blue ink, print 1 sided, and do not use staples

1. Follow the first link in the email to fill out your Disclosure form through a Qualtrics survey

Electronically signing this form indicates that you do not have any of the mentioned criminal convictions. If you do have one of the convictions, the online survey will allow you to select the option to discuss this with Dr. Jennie Popp (her contact information is also included).

This survey will also allow you to upload a valid background check or indicate that you have gone through this process with the Service Learning initiative before. If you have gone through a Service Learning background check previously, that check is valid for one full year and can be used so that you can skip and avoid the background check fee in Step 2.

2. Follow the second link to complete your CourtHouse Concepts background check

By submitting this form with your payment information, CourtHouse Concepts is able to run the checks and screens mentioned on page 1 (and also found at servicelearning.uark.edu under the Student Resources page). We will then be notified once your check results are ready.

3. Fill out but DO NOT SIGN the attached Adult and Child Maltreatment forms

These forms must be signed in the presence of a notary—bring a picture ID.

Do NOT bring payment when getting these forms notarized. This part of the process will be free.

The Honors College has a notary available for free: Reynelda Augustine is available M-F 9:00-11:00am at 248 Gearhart Hall (formerly Ozark Hall). She will notarize and collect your documents. If these times do not work, please visit any of the notaries listed below or find one in your community. Your state or federal representative’s office usually provides free notary signatures.

You are free to get the paperwork notarized in any state, just be sure that you cross out where it says “Arkansas” and write in the applicable state for the notary section. Do not forget to list all places (including dorms & apartments) where you have resided, as stated on the forms.

More Information or Help:

For more information regarding background checks please email slcheck@uark.edu.

Additional Notaries:

Jeanne Short, Old Main 416 (8:30-4:30 M-F)

Becky Harris, SCEN 601 (8:30-4:30 M-F)

Each email will also provide the adult and child maltreatment forms for students to print, fill out, and get notarized.

We send up to 3 emails to unresponsive students, each which will indicate the attempt number (i.e., “1st Attempt,” “2nd Attempt,” etc.). If they still do not complete the process after these attempts, we will reach out to you for assistance.

Background Check Costs

<i>Background Check</i>	<i>Cost</i>
<i>Includes:</i>	
Social Security Trace	
Nationwide Criminal History/Nationwide Sex Offender Registry Search	
Seven-Year County Criminal History	
Federal District Search	
Arkansas Child Maltreatment Check	
Arkansas Adult Maltreatment Check	
Total	\$10.00

5.4.3 Process for Social Work Courses

Due to the specific community work students in Social Work courses complete, they are required to go through a more extensive criminal background check process, both adult and child maltreatment registry checks, and a drug and alcohol screening.

Required Documents

Social Work and regular MSW students will need to complete the following:

- A Qualtrics survey-based disclosure form,
- A State of Arkansas child maltreatment check,
- A State of Arkansas adult maltreatment check,
- A more extensive Courthouse Concepts background check, AND
- A drug and alcohol screen

Contacting Students

Students will receive a first email as follows:

Dear Student:

You have received this email because you are enrolled in a University of Arkansas Social Work Service Learning Course. In order to participate in this course, disclosures must be electronically signed, adult and child maltreatment forms must be completed, and a background check must be conducted.

If you recently completed a background check that will still be valid throughout the semester of the class, we still need you to complete the steps below. *(You can skip Step 2 by uploading a copy of a valid background check or indicating that you have gone through a check with the Service Learning Initiative before.)*

In order to assure the smoothest process possible, **please complete both steps in this process within the next three business days.** Your professor may not allow you to take the course if you have not completed the required steps.

STEP 1: Please follow the below link and complete the survey.

http://uark.qualtrics.com/jfe/form/SV_b1NL4mU7BKFqBOI

STEP 2: Complete the attached adult and child maltreatment and drug screen forms and submit according to their attached instructions.

Do NOT bring payment when getting these forms notarized. This part of the process will be free.

STEP 3: Once you have completed step 1, follow the below link to provide your information and payment type to Courthouse Concepts who will conduct your background check.

https://www.courthouseconcepts.com/escreening/OApp_LoginEntrance.asp?mode=direct&code=UARF11

If you have any concerns regarding any part of this process, please respond to this email or contact Associate Dean Jennie Popp at jhpopp@uark.edu or (479) 575-7381.

Sincerely,
Febriyanti Lestari

Also, attached to this email will be a directions PDF document that explains to students how to complete the process:

Dear Student,

You have registered for a University of Arkansas Service Learning course. In order to participate in this course, background and maltreatment checks must be conducted.

If you do not complete the forms in a timely fashion, your professor may not allow you to participate in the course.

The following steps must be completed immediately.

Program Requirements:

All program participants must complete the following forms and checks:

- Authorization and Disclosure Form and Background Check
- Volunteer Service Learning Declaration
- Adult Maltreatment Form (must be notarized)
- Child Maltreatment Form (must be notarized)
- Drug and Alcohol Screen

How you may turn in your maltreatment documents:

In person: Reynelda Augustine
248 Gearheart Hall (formerly Ozark Hall)
Hours: Monday-Friday 9:00-11:00am ONLY

Mail: Dr. Jennie Popp
1 University of Arkansas
244 Gearhart Hall
Fayetteville, Arkansas 72701

Emailed maltreatment form submissions will not be accepted. If submitting in person, please see **Reynelda Augustine** in the Honors College at 248 Gearhart Hall (phone #479-575-3673 email: raugust@uark.edu). Her office hours are M-F 9:00-11:00am only. She will notarize and collect your documents. Do not bring payment when turning in your documents.

All program participants must complete the following checks and screens:

- Arkansas Child Maltreatment Registry
- Arkansas Adult Maltreatment Registry

- Social Security Trace
- Nationwide Criminal History/Nationwide Sex Offender Registry Search
- Seven-Year County Criminal History
- Federal District Search
- OFAC/FACIS/OIG
- 10-Panel Drug Screen

Questions regarding placement requirements should be addressed by Professor Ananda Rosa. If these directions are unclear, please don't wait until the deadline to ask questions. Questions regarding the background check process should be sent to slcheck@uark.edu. Please follow the steps below.

Sincerely,
Febriyanti Lestari

Steps for Completion

NOTE: Please use black or blue ink, print 1 sided, and do not use staples

1. Follow the first link in the email to fill out your Disclosure form through a Qualtrics survey

Electronically signing this form indicates that you do not have any of the mentioned criminal convictions. If you do have one of the convictions, the online survey will allow you to select the option to discuss this with Dr. Jennie Popp (her contact information is also included).

This survey will also allow you to upload a valid background check or indicate that you have gone through this process with the Service Learning initiative before. If you have gone through a Service Learning background check previously, that check is valid for one full year and can be used so that you can skip and avoid the background check fee in Step 2.

2. Follow the second link to complete your CourtHouse Concepts background check

By submitting this form with your payment information, CourtHouse Concepts is able to run the checks and screens mentioned on page 1 (and also found at servicelearning.uark.edu under the Student Resources page). We will then be notified once your check results are ready.

3. Fill out but DO NOT SIGN the attached Adult and Child Maltreatment forms

These forms must be signed in the presence of a notary—bring a picture ID.

Do NOT bring payment when getting these forms notarized. This part of the process will be free.

The Honors College has a notary available for free: Reynelda Augustine is available M-F 9:00-11:00am at 248 Gearhart Hall (formerly Ozark Hall). She will notarize and collect your documents. If these times do not work, please visit any of the notaries listed below or find one in your community. Your state or federal representative's office usually provides free notary signatures.

You are free to get the paperwork notarized in any state, just be sure that you cross out where it says "Arkansas" and write in the applicable state for the notary section. Do not forget to list all places (including dorms & apartments) where you have resided, as stated on the forms.

4. Complete the attached drug and alcohol screen

Print off the Drug and Alcohol Verification Form (attached to email as the last page). Bring the form and your payment information to **4250 N Venetian Ln, Fayetteville, AR 72703** (CourtHouse Concepts office) to complete the screen. **Do not request a background check.**

Once you have completed these steps, Professor Ananda Rosa will be notified if you have met the requirements for internship placement. A packet will be sent to you when your background check results are ready. Students are responsible for providing their results to the site placement.

More Information or Help:

For more information regarding background checks please email slcheck@uark.edu.

Additional Notaries:

- Jeanne Short, Old Main 416 (8:30-4:30 M-F)
- Becky Harris, SCEN 601 (8:30-4:30 M-F)

We send up to 3 emails to unresponsive students, each which will indicate the attempt number (i.e., “1st Attempt,” “2nd Attempt,” etc.). If they still do not complete the process after these attempts, we will reach out to you for assistance.

Background Check Costs

<i>Background Check</i>	<i>Cost</i>
<i>Includes:</i>	
Social Security Trace	
Nationwide Criminal History/Nationwide Sex Offender Registry Search	
Seven-Year County Criminal History	\$10.00
Federal District Search	
Arkansas Child Maltreatment Check	
Arkansas Adult Maltreatment Check	
OFAC/FACIS/OIG	
10-Panel Drug Screen	\$35.00
Medical Liability Insurance	\$14.50
Total	\$59.50

5.4.4 Process for MSW Online Courses

The specific check required of Masters in Social Work online students are identical to main Social Work students. The only difference is the process by which these checks are conducted.

Required Documents

Like Social Work and regular MSW students, online MSW students will need to complete the following:

SL Initiative Faculty Guidebook

- A Qualtrics survey-based disclosure form,
- A State of Arkansas child maltreatment check,
- A State of Arkansas adult maltreatment check,
- A more extensive Courthouse Concepts background check, AND
- A drug and alcohol screen

Contacting Students

The first email for online MSW students will also be identical to regular SW and MSW students:

Dear Student:

You have received this email because you are enrolled in a University of Arkansas Social Work Service Learning Course. In order to participate in this course, disclosures must be electronically signed, adult and child maltreatment forms must be completed, and a background check must be conducted.

If you recently completed a background check that will still be valid throughout the semester of the class, we still need you to complete the steps below. *(You can skip Step 2 by uploading a copy of a valid background check or indicating that you have gone through a check with the Service Learning Initiative before.)*

In order to assure the smoothest process possible, **please complete both steps in this process within the next three business days.** Your professor may not allow you to take the course if you have not completed the required steps.

STEP 1: Please follow the below link and complete the survey.

http://uark.qualtrics.com/jfe/form/SV_b1NL4mU7BKFqBOI

STEP 2: Complete the attached adult and child maltreatment and drug screen forms and submit according to their attached instructions.

Do NOT bring payment when getting these forms notarized. This part of the process will be free.

STEP 3: Once you have completed step 1, follow the below link to provide your information and payment type to Courthouse Concepts who will conduct your background check.

https://www.courthouseconcepts.com/escreening/OApp_LoginEntrance.asp?mode=direct&code=UARF11

If you have any concerns regarding any part of this process, please respond to this email or contact Associate Dean Jennie Popp at **jhpopp@uark.edu** or (479) 575-7381.

Sincerely,
Febriyanti Lestari

However, the wording in the attached pdf will be slightly different:

Dear Student,

You have registered for a University of Arkansas Service Learning course. In order to participate in this course, background and maltreatment checks must be conducted.

If you do not complete the forms in a timely fashion, your professor may not allow you to participate in the course.

The following steps must be completed immediately.

Program Requirements:

All program participants must complete the following forms and checks:

- Authorization and Disclosure Form and Background Check
- Volunteer Service Learning Declaration
- Adult Maltreatment Form (must be notarized)
- Child Maltreatment Form (must be notarized)
- Drug and Alcohol Screen

How you may turn in your maltreatment documents:

In person: Reynelda Augustine
248 Gearheart Hall (formerly Ozark Hall)
Hours: Monday-Friday 9:00-11:00am ONLY

Mail: Dr. Jennie Popp
1 University of Arkansas
244 Gearhart Hall
Fayetteville, Arkansas 72701

Emailed maltreatment form submissions will not be accepted. If submitting in person, please see **Reynelda Augustine** in the Honors College at 248 Gearhart Hall (phone #479-575-3673 email: raugust@uark.edu). Her office hours are M-F 9:00-11:00am only. She will notarize and collect your documents. Do not bring payment when turning in your documents.

All program participants must complete the following checks and screens:

- Arkansas Child Maltreatment Registry
- Arkansas Adult Maltreatment Registry
- Social Security Trace
- Nationwide Criminal History/Nationwide Sex Offender Registry Search
- Seven-Year County Criminal History
- Federal District Search
- OFAC/FACIS/OIG
- 10-Panel Drug Screen

Questions regarding placement requirements should be addressed by Professor Ananda Rosa. If these directions are unclear, please don't wait until the deadline to ask questions. Questions regarding the background check process should be sent to slcheck@uark.edu. Please follow the steps below.

Sincerely,

Febriyanti Lestari

Steps for Completion

NOTE: Please use black or blue ink, print 1 sided, and do not use staples

1. Follow the first link in the email to fill out your Disclosure form through a Qualtrics survey

Electronically signing this form indicates that you do not have any of the mentioned criminal convictions. If you do have one of the convictions, the online survey will allow you to select the option to discuss this with Dr. Jennie Popp (her contact information is also included).

This survey will also allow you to upload a valid background check or indicate that you have gone through this process with the Service Learning initiative before. If you have gone through a Service Learning background check previously, that check is valid for one full year and can be used so that you can skip and avoid the background check fee in Step 2.

2. Follow the second link to complete your CourtHouse Concepts background check

By submitting this form with your payment information, CourtHouse Concepts is able to run the checks and screens mentioned on page 1 (and also found at servicelearning.uark.edu under the Student Resources page). We will then be notified once your check results are ready.

3. Fill out but DO NOT SIGN the attached Adult and Child Maltreatment forms

These forms must be signed in the presence of a notary—bring a picture ID.

Do NOT bring payment when getting these forms notarized. This part of the process will be free.

The Honors College has a notary available for free: Reynelda Augustine is available M-F 9:00-11:00am at 248 Gearhart Hall (formerly Ozark Hall). She will notarize and collect your documents. If these times do not work, please visit any of the notaries listed below or find one in your community. Your state or federal representative's office usually provides free notary signatures.

You are free to get the paperwork notarized in any state, just be sure that you cross out where it says "Arkansas" and write in the applicable state for the notary section. Do not forget to list all places (including dorms & apartments) where you have resided, as stated on the forms.

4. Complete the attached drug and alcohol screen

Print off the Drug and Alcohol Verification Form (attached to email as the last page). Local students, bring the form and your payment information to **4250 N Venetian Ln, Fayetteville, AR 72703** (CourtHouse Concepts office) to complete the screen. Out of area students, bring the form to the collection site listed on the form (it was assigned according to your zip code) to complete the screen. **Do not request a background check.**

Once you have completed these steps, Professor Ananda Rosa will be notified if you have met the requirements for internship placement. A packet will be sent to you when your background check results are ready. Students are responsible for providing their results to the site placement.

More Information or Help:

For more information regarding background checks please email slcheck@uark.edu.

Additional Notaries:

- Jeanne Short, Old Main 416 (8:30-4:30 M-F)
- Becky Harris, SCEN 601 (8:30-4:30 M-F)

Background Check Costs

<i>Background Check</i>	<i>Cost</i>
<i>Includes:</i>	
Social Security Trace	
Nationwide Criminal History/Nationwide Sex Offender Registry Search	
Seven-Year County Criminal History	\$10.00
Federal District Search	
Arkansas Child Maltreatment Check	
Arkansas Adult Maltreatment Check	
OFAC/FACIS/OIG	
10-Panel Drug Screen	\$35.00
Medical Liability Insurance	\$14.50
Total	\$59.50

SECTION 6: FACULTY RESOURCES

6.1 GIVEPULSE

The UA's GivePulse database can be extremely useful for faculty to both manage their SL courses, document student impacts in the community, manage and review student reflections, remain connected to their courses' community partners, as well as keep up-to-date with community organizations' service needs and University service events.



<https://uark.givepulse.com/group/6748-University-of-Arkansas>

6.1.1. Create Classes and Oversee Students

GivePulse allows you to enter information for your SL courses every semester (and also makes it possible to automate your courses to *repeat* that information for courses taught multiple semesters). It also makes it possible to collaborate with your community partners to finalize on the details of the course experiences for each student.

6.1.2. Create, Manage and Verify Impacts

Through GivePulse, you can also create and track impacts for students through their community experiences. You can choose whether to quantify impacts by:

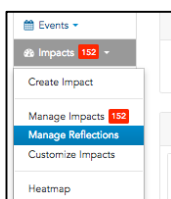
- Service hours,
- Student and community partner reflections (course/project reviews, testimonials, ratings, etc.), or
- Your own individually-defined impact

In GivePulse, you can create impacts for each course. Simply click the "Add Impact" button that will allow you to input information about the impacts you wish to track. You can also review, edit and reflect on your own impact over time as well as integrate your impact analyses with your GivePulse class rosters to centralize the data you wish to analyze.

6.1.3. Manage and Review Reflections

Through GivePulse, you can also review the collection of reflections and various outputs you requested for students to provide and drive a discussion towards understanding student success

If you go edit your class, you will see a section for "Impacts", select "Manage Reflections":



You can navigate to the Manage Reflections page to filter by a specific time frame, what impact is verified by the community partner, what impacts are made to a specific partner and who the student is. Beyond the basic filters, you may peruse through all of the reflections, comment along with co-educators, and see if they filled out the critical assessment questions aligned to your rubric.

6.1.4. Incorporate Community Partners

GivePulse enables you to add your community partner as an administrator or viewer so they can also contribute to the students' learning. The logistics of coordinating when the students visit the community partner is streamlined and clear between all stakeholders. In terms of the data, all experiences, service hours, reflections, attendance and outputs are tracked for the SL Class and can be shared with the CP, student(s), Faculty, and whoever else is an administrator.

6.2 COURSE RESOURCES

6.2.1. Models of Service Learning

Offered through Campus Compact, the following link provides a number of models for developing various types of service learning courses:

<http://compact.org/resource-type/program-models/>

6.2.2. Service Learning Syllabi across Various Disciplines

The following links provide a number of syllabi from various disciplines that can be used to help you develop your own syllabi for your Service Learning coursework:

<http://compact.org/?s=syllabi>

<https://servicelearning.boisestate.edu/faculty/planning-to-use-sl/review-syllabi-formats/>

6.2.3. Guide to Structuring Student Reflection

Student reflection is a vital component of Service Learning courses, and the following links can help you to tailor your reflection sessions to fit your coursework:

<http://www.servicelearning.umn.edu/info/reflection.html>

<http://www.compact.org/disciplines/reflection/>

<http://www.studymode.com/essays/Service-Learning-Journal-Example-1049914.html>

6.2.4. Tools and Rubric for Civic Engagement Assessment

The Bonner Network offers helpful tools for more broadly conceptualizing the development of service learning concepts and activities in your coursework. Included are rubrics and other assessment tools as well as a number of articles that could be of use to you:

<http://bonnernetwork.pbworks.com/w/page/13113211/Tools%20and%20Rubrics%20for%20Campus%20Civic%20Engagement%20Assessment>

6.3 STUDENT REFLECTION RESOURCES

Some other resources that could help in the development of the reflection component of your course include:

Source	Description	HTML
CAL Corps Public Service Center	Full guide to reflection activities, including guidance on how to lead reflection and a list of reflection activities	http://publicservice.berkeley.edu/sites/default/files/Cal_Corps_Reflection_Guide.pdf
University of Minnesota Center for Community Engaged Learning	Listing of possible reflection questions and activities	http://www.servicelearning.umn.edu/info/reflection.html
Campus Compact	Guide to structuring the reflection process and developing students/ civic engagement skills	http://www.compact.org/disciplines/reflection/

6.4 UA FACULTY SERVICE LEARNING LIBGUIDE

As an additional resource, the UA Library offers an online LibGuide to provide you with informational resources on the teaching of classes with service learning components as well as scholarship opportunities in the area of service learning:

<http://uark.libguides.com/c.php?g=129974>

6.5 ENGAGEMENT SCHOLARSHIP CONSORTIUM

For further academic research on the topic of Service Learning, the Engagement Scholarship Consortium website lists a number of journals that could be of use:

<https://engagementscholarship.org/resources/journals>

SECTION 7: REFERENCES

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