Integrating Service-Learning into the Curriculum
Faculty Handbook

Boise State University Service-Learning Program (SLP)
WEBSITE: http://servicelearning.boisestate.edu
(208) 426-2380, servlern@boisestate.edu
Gateway Center, 1910 University Drive, mail stop 1150, Boise, ID 83725

Considering Service-Learning?
WHAT IS SERVICE-LEARNING?  EXAMPLES, COURSE FORMATS
HOW DO FACULTY BENEFIT?
WHAT RESOURCES ARE AVAILABLE?
COMMON QUESTIONS FACULTY ASK ABOUT SERVICE-LEARNING
SERVICE-LEARNING ROLES AND RESPONSIBILITIES

Applying for SL designation?
APPLYING FOR SERVICE-LEARNING DESIGNATION
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DECIDING HOW TO IMPLEMENT SERVICE-LEARNING
FACULTY MENTORS
SERVICE-LEARNING ROLES AND RESPONSIBILITIES

Currently teaching with Service-Learning?
LOG-IN:
- TO REVIEW STUDENT ROSTERS AND EVALUATION
- TO PROPOSE OR REVIEW AGENCY PARTNERSHIPS
**What is Service-Learning?**

Service-Learning is a teaching strategy that integrates theory with relevant community service. Through assignments and class discussions, students reflect on their service in order to increase their understanding of course content, gain a broader appreciation of a discipline, and enhance their sense of civic responsibility.

**Examples**

- *Child Psychology* students tutor children at Headstart … while thinking about Piaget
- *History* students tutor refugees in English… while thinking about historic immigrations
- *Marketing* students design a marketing campaign for the food bank

**Service-Learning Course Models at BSU**

1. **Service-Learning Lab**
   - Optional 1 credit lab
   - 40 hours of service over the course of the semester
   - Biweekly reflection sessions, and
   - Journal connecting course theory and service

2. **Fully-integrated class**
   - Can be a required or optional course component
   - 8-20 hours of service over the semester
   - Class discussions or writing assignments relating service and course theory

**How Do Faculty Benefit?**

- More lively class discussions and increased student participation
- Greater participant retention of course material
- Increased student- and self-awareness of community and "real world" issues
- More innovative approaches to classroom instruction
- Enhanced opportunities for research and publication

**What Resources Are Available?**

Service-Learning Program (SLP) provides:

- A one-time $300 materials grant
- Logistical support (contacting and orienting agencies, providing forms, monitoring, record keeping, evaluation, etc.)
- Sample syllabi and other discipline-specific resource material
- Workshops and roundtables with other faculty
- One-on-one planning consultation
- Supportive network (with other faculty on campus participating in Service-Learning)
Common Questions
Faculty Ask About Service-Learning

Adapted from Indiana Campus Compact

How does Service-Learning differ from internships?

*Internships* provide students with experiences to develop *professional skills*. *Service-Learning* links service experiences to course learning objectives, while fostering *citizenship skills*. Like internships, Service-Learning integrates theory and practice, but Service-Learning also emphasizes civic responsibility and community awareness. *Service-Learning* experiences can often lead to *internships*. SL provides students with shorter-term community experiences which can help them refine or redirect their goals for longer internships.

Will Service-Learning take a lot of time?

It does take time to set up the logistics of a Service-Learning class, to respond to individual students, and to work through the unanticipated challenges of agency partnerships. But there are ways to minimize the impact on time by garnering assistance from the Service-Learning Program staff, former students, and teaching assistants. It does get easier each time you teach the S-L course. The amount of time required lessens as faculty/agency partnerships develop.

Does S-L take too much class time?

You are still in charge of how class time is used. Students can reflect on the experience outside of class through journals, on Blackboard, in chat rooms, or in more formal papers. Research, however, indicates that devoting time in class to discussing experiences that emerge from the service will increase student learning and satisfaction with the course. If students’ experiences become a text for the class, participants will integrate what they are learning, make connections to course material, and listen to the experiences of others.

How do I evaluate students’ performance and learning?

Instructors frequently use traditional evaluation techniques: papers that are graded on how well students relate their service to specific course concepts, theories, and objectives; oral presentations that show critical thinking; exam questions that ask students to describe a community application of a particular theory; or final products developed during the service experience that illustrate skill proficiency. For more conceptual ideas, visit the SLP website, click “Faculty”, “Planning and Implementation”, then “Evaluation & Assessment”.

How can my involvement in S-L strengthen my professional research?

National conferences and professional academic associations now include sessions on Service-Learning and the scholarship of engagement. Involvement in S-L can augment and redirect your professional research interest, especially when a strong partnership is created with the community agency. S-L can contribute to research by engaging students in action research and applied research projects. The SLP resources illustrate how to document S-L work to enhance your promotion and tenure portfolio. Review SLP website, click “Faculty” then “Publishing Opportunities”.

What risks are involved in Service-Learning?

The State of Idaho’s liability insurance will cover a Service-Learning student, faculty, or staff member if they cause damage or injury while working within the course and scope of their BSU sanctioned, funded and supervised activities. If a student is injured at the service site, Boise State Student Health Insurance is the primary financial resource for the students. Faculty and students should talk with the agency about its volunteer insurance, as well.

Minimize risk by using the Agency-Student Agreement (see “Forms” on the SLP website). This agreement clarifies expectations and fosters a clear line of communication for reporting difficulties between students and the agency. Discuss (in class and at the agency) the risks related to the service, as well as the benefits and skills required. Find details on risk issues on the SLP website. Click “About SL”, “Roles & Responsibilities”, then “Risk Management”.

**** SLP Website: [http://servicelearning.boisestate.edu](http://servicelearning.boisestate.edu)
RECOMMENDATIONS FROM EXPERIENCED FACULTY

From faculty at Boise State University and Portland State University

How can I help students understand why SL is important?

“If the service component is required of students, Service-Learning must be at or very nearly at the center of your course if the goal of integrating course content and service activity is to be realized. You also must continually stress that the goal of Service-Learning is to integrate ideas, theories, information, etc. from the course with experiences acquired during the service activity.”

“Because students will be inclined to regard the Service-Learning requirement as something additional, stress frequently that you have restructured the course to accommodate Service-Learning without increasing the number of hours ordinarily expected of a student in a class of this level.”

“Find ways to involve students in setting their own learning goals for the service, and participating in the assessment of those goals. Requiring students to invest in this activity increases their sense of accountability to the process and product.”

How can I help students connect their service to course theory?

“Journal entries are one of the best ways to determine if students are in fact integrating course content and service activity. If you have students do journals, structure the questions and establish guidelines for satisfactory entries and then have students e-mail you the entries every week (or every three weeks).”

What if students can’t fit service into their schedules?

“To help students avoid scheduling problems, stress at the beginning that students who are operating on very tight schedules must keep that fact in mind as they select a service agency. Students who live out of town, especially far out of town, may want to work on a service activity close to home rather than in Boise. Things frequently occur that will require rescheduling. Working close to home cuts down the amount of time needed to work out such problems.”

What if students encounter challenges at the agency?

“Allow enough time each week for students to participate in structured discussion about their service or project experiences, and to relate their experiences to the readings and other course material. Be especially attuned to the need for students to problem-solve potential challenges they encounter in the early states of their community responsibilities. Unfortunately, this is usually the same time that many other things are going on in the course, so it can be easily forgotten or rushed. Try to achieve the necessary balance.”

“Check in with agency partner often. Otherwise, they might assume (as they did in my case) that you are automatically aware of certain issues that should be brought to your attention.”

What if students do not complete their hours?

“Stress that NO credit will be given for any part of the service component unless all promised service hours (I require 20) are served. The agency will certify performance on a form provided by the service learning office. This means that students who fail to complete their hours usually cannot get a grade higher than C.”

“If students can convince me that the fault was not entirely theirs, I will give them a choice of taking the grade they have earned or taking an incomplete. If they decide on the incomplete, I have them get back to me after the end of the semester, and we work out an alternative assignment(s) that enables them to earn a B or an A. This procedure is obviously awkward, but be aware that probably you will face the problem and so will need to decide how to come up with a grade.”
Applying for Service-Learning Designation

Send your adapted syllabus to the Service-Learning Coordinator, along with a one-page response to the following criteria: (sample responses are available in many disciplines at the SLP website [http://servicelearning.boisestate.edu](http://servicelearning.boisestate.edu) click “Faculty”, “Planning & Implementation”, “Syllabi”)

**Nine Criteria for Designation of Service-Learning Classes**

*Based on* to the “National Principles of Good Practice in Community Service-Learning”

1. **What service** will students provide to individuals, organizations, schools, or other entities in the community?
2. **How does the service relate** to the subject matter of the course?
3. **What methods will you use to encourage students to think about what they are learning through the service and how it relates to the subject of the class?**
4. **What reflective strategies will you use to assess the learning derived from the service?** (Explain how credit will be given for the learning and its relation to the course, not for the service alone).
5. **Explain how the service recipients (clients or agency) will be involved in the planning and evaluation of the service.**
6. **What methods or resources will you use (Weblinks, articles, etc.) to illustrate how the causes of (or solutions to) the community issue(s) relate to the discipline?**
7. **How does the Service-Learning experience, which may also be associated with career preparation, foster civic responsibility?**
8. **What methods will you use to help students learn from each other (e.g. through reflection sessions) as well as from the instructor?**
9. **Explain how course options ensure that no student is required to participate in a service placement that creates a religious, political and/or moral conflict for the student.**

**USEFUL LINKS**

- Boise State University Service-Learning Program
  [http://servicelearning.boisestate.edu](http://servicelearning.boisestate.edu)
  (208) 426-2380, servlern@boisestate.edu
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- Campus Compact
  [http://www.compact.org](http://www.compact.org)

- The National Service-Learning Clearinghouse
  [www.servicelearning.org](http://www.servicelearning.org)
1. EXPLORE NEW CONCEPTS AND TECHNIQUES

☐ Attend an S-L orientation to meet with experienced faculty members who have agreed to mentor new faculty in specific topics.

☐ Schedule a one-on-one discussion with the S-L Coordinator to overview S-L in your discipline and learn about S-L options, models, and resources specific to your course.


☐ Consider attending monthly S-L roundtables to learn more or share tips on special topics (reflection, assessment, using technology, integrating S-L into assignments, etc.).

2. ESTABLISH COMMUNITY PARTNERSHIPS

☐ Articulate, in writing, the objectives of the service component:
  ▪ To gain S-L designation, complete the S-L planning documents and submit to S-LP by deadline (two weeks before student registration begins).

☐ Identify service activities or issues that relate to your learning objectives [OPTIONAL: not if students will propose sites]:
  ▪ Review pre-screened agencies and projects on S-L website by clicking “Agencies”, then “List of approved agencies”.
  ▪ Ask S-LP to draft a list of possibilities or identify community needs via your own professional contacts.

☐ Contact potential community partner(s) [OPTIONAL: not if students will propose sites]
  ▪ Plan a site visit or attend agency/faculty luncheon. S-LP can arrange site visits.
  ▪ Discuss mutual goals, expectations, parameters for service projects (hours, product, timeline, and assessment), training requirements, onsite orientations, schedule flexibility, and method/frequency of exchanging feedback.

☐ Consider inviting agency or community representatives to visit the class. Host a panel presentation if you have multiple community partners.

3. DEVELOP THE SYLLABUS

☐ Explain the service activity and learning objective(s) of the service in the syllabus. Convey the incentive(s) for successful completion of the experience.

☐ Link the service to course content:
  ▪ Use writing assignments, discussion topics, readings, presentations, and other activities listed in the syllabus as connections to the service.

☐ Describe how students will be assessed on the experience:
  ▪ Provide consequences for students who do/do not follow-through with their agency commitments.

☐ Review online agreements, log sheets, and evaluation forms; download from S-LP website or develop your own. Note: agencies are familiar with S-LP forms. Clearly explain the due dates.

☐ Establish benchmarks or a timeline for contacting the agency, meeting with supervisor, signing contracts, beginning and completing the service. INCLUDE DATES IN YOUR \textit{CALENDAR}.

☐ Clarify the procedures for reporting problems (should they contact the agency, the S-LSA, or you?); give a cut-off date for changing agencies (week six is manageable; after that the agencies cannot be expected to reschedule).
4. ORIENTATION/TRAINING

- Talk about the S-L experience on the first day of class:
  - Touch on each of the topics listed under “Developing the Syllabus” (above).
  - Introduce your SA, if you have one, and clarify their role.
- Invite agency or community representatives to visit the class (your SA or S-LP can assist).
- Facilitate students connecting with agencies. Have students complete an agreement with their agency supervisor (S-LP can assist with on-line project registration, agreements, etc.).

5. GUIDANCE/MONITORING

- Provide a timeline:
  - Students need benchmarks for contacting the agency, meeting with supervisors, signing agreements, beginning and completing the service.
- Have a back-up plan for students with special needs.
  - Consider providing an alternative for those students who are legitimately unable to participate, or for those who miss/ignore agency orientations and start dates.
- Contact the community partner(s) at least once mid-semester to exchange feedback and, if possible, visit the service site(s) to gain first-hand exposure to the experience:
  - Attend mid-semester agency/faculty luncheon to share feedback in person.
- Evaluate student service activities using frequent “five-minute papers” or other methods of formally assessing student progress. Recommended timeframe: Weeks five and ten.
  
  **SUGGESTED QUESTIONS:**
  - Have you attended an on-site orientation?
  - What did you find that you did not expect to at the agency?
  - How many hours have you served (or how much progress have you made on your project)? If you have not started, what is your anticipated start date?
  - Are you encountering any challenges?

6. REFLECTION

- Implement reflective assignments and activities throughout the semester:
  - Visit the S-LP website, click “Reflection” for sample questions, activities, and journal formats.
- Discuss the service in class even if you are using an optional S-L model.
  - Students who choose not to participate in the experience will still gain insights and knowledge from the comments of students who do participate.

7. ASSESSMENT/EVALUATION

- Use reflective assignments to assess student learning and to evaluate performance (class discussion, journals, analysis papers, or oral presentations).
- Have students submit an evaluation to be completed by the service supervisor (forms available from the S-LP; students who registered on-line can be evaluated online).
- Administer the S-LP evaluation form to students on the last day of class (It will be sent to you two weeks before finals). Return the evaluations to S-LP. A report will be sent back to you to help you refine your next Service-Learning course.
# Deciding How To Implement Service-Learning

<table>
<thead>
<tr>
<th>Faculty Modes ►</th>
<th>Work independently</th>
<th>Moderate SLP assistance</th>
<th>SLP comprehensive Contract <strong>SEE CONTRACT</strong></th>
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<tbody>
<tr>
<td><strong>Components ▼</strong></td>
<td></td>
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<tr>
<td><strong>COMMUNITY LOGISTICS</strong></td>
<td>Students design and coordinate community project independently. (or Faculty develops project(s) before the semester starts).</td>
<td>Faculty asks SLP for a list of suggested agencies (based on course objectives). SLP can facilitate a meeting between faculty and agencies in which they develop projects together.</td>
<td>SLP coordinates community projects, on-site orientation, and forms. Faculty meets with agencies at the SLP-sponsored “Faculty/Agency Luncheon” to discuss expectations.</td>
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<tr>
<td><strong>OCCORIENTATION</strong></td>
<td>Faculty orients students to SL concepts. Agency orientation is up to students (or is scheduled by faculty).</td>
<td>◄Same</td>
<td>SLP staff/TA provide a brief and motivating orientation to SL concepts during class. SLP helps students register for community project in computer lab or by drop-in.</td>
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<tr>
<td><strong>STUDENT GUIDANCE</strong></td>
<td>Faculty guide and monitor students’ progress with community project.</td>
<td>◄Same</td>
<td>SLP staff/TA can assist faculty with reflection discussions or journal review.</td>
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<tr>
<td><strong>REFLECTION</strong></td>
<td>Faculty integrate reflection into course through class discussions, journals, oral presentation and /or papers.</td>
<td>◄Same</td>
<td>SLP supplies faculty with SL assessment forms, analyzes data, and sends faculty summary of student assessment. Agency evaluates student performance on-line; faculty accesses this information on-line.</td>
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<tr>
<td><strong>ASSESSMENT</strong></td>
<td>Faculty assess student learning; agencies evaluate student, student evaluates agency.</td>
<td>◄Same</td>
<td>Contract requires faculty to communicate regularly with SLP. Faculty gives some class time to SLP staff for orientation and check-ins.</td>
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<tr>
<td>[DRAWBACKS]</td>
<td>SLP cannot provide support to student-initiated projects. Student will need directions, timelines, &amp; parameters. SLP has checklist for student initiated projects. Agency orientation may not occur. Students may miss the broad and deep learning gained from context. Agencies may get swamped with many random student calls.</td>
<td>Involving agency partner takes time up front. Making sure students get in, settled, and started is the most challenging part of SL for students. Check-in with students frequently.</td>
<td></td>
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<tr>
<td>[BENEFITS]</td>
<td>Less work for faculty, and students enjoy the freedom to choose service project. More creativity and ownership. Finding and screening agencies is handled by SLP. Coordination becomes routine and easy if you use the same partner(s) again and again.</td>
<td>If students choose from SLP list, directions, timelines, and parameters are pre-set. Liability is covered. SLP provides evaluation forms and returns data to you for improvement &amp; research.</td>
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## Community Logistics
Find, screen, and orient agencies relevant to your class whose needs match the class objectives. Coordinate service logistics. Maintain regular contact with community partners.

## Orientation
Orient students to SL purpose, expectations, deadlines, and evaluation guidelines. Make sure students receive adequate orientation to agency, issue, and community context.

## Student Guidance
Guide and monitor student progress.

## Reflection
Reflect or discuss with students the academic and personal relevance of their service experience.

## Assessment
Faculty assess student learning; agencies evaluate student, student evaluates agency.
Some faculty manage their course’s Service-Learning, while others want comprehensive assistance with coordination, logistics, and student support. However, S-L staff work on a timeline and protocol, and they count on faculty collaboration as outlined below.

**BENEFITS OF CONTRACTING WITH THE SLP:**

- SLP can develop and coordinate agency partners and service projects for your class… based on your stated learning objectives and suggestions.

- SLP will post your agency menu on-line. Students will register on-line, and can download all necessary project details (orientation dates/times, street directions and parking, agency contact information, agreement forms, etc).

- You can easily access your student rosters on-line (whether they have selected an agency, where they are serving, their orientation date, and their supervisor evaluation).

- Agencies can access student rosters and evaluate your students’ performance on-line.

- If student is having difficulty being placed or the assignment is not working, you can refer them to the SLP for problem-solving or reassignment. (Beyond mid-semester, re-assignment may not be possible).

**EXPECTATIONS OF CONTRACTING FACULTY:**

- Send a final electronic copy of the syllabus to the Service-Learning Program before the first day of class. Project parameters (hours, product, timelines) listed in this syllabus are what agencies and SLP coordinators will rely on.

- Even though you do not have to coordinate your agency partners, you will want to become familiar with all your agencies and their projects. Contact them before school starts, i.e. at the pre-semester luncheon, by site visits, by phone, or by email.

- If working individually with a S-L staff member or S-L teaching assistant, arrange to meet with him/her a week before classes begin. Decide on roles and responsibilities (will the TA help present S-L to your class? Attend agency orientations with the students? Troubleshoot student placements? Co-facilitate reflection discussions? Review journals?)

- If using on-line project registration, distribute and review student checklist and instructions for on-line registration (provided by the SLP) during the first week of class. Consider sending them as a group to the “on-line registration HELP sessions” at the B-206 computer labs. (This takes 20 minutes).

  - Clarify to students the procedures for reporting problems (should they contact the agency, the SLP/TA, or you?); is there a cut-off date for changing agencies (week six is manageable; after that, the agencies are not expected to accommodate).

- Please promote follow-through and provide consequences for lack thereof; only the instructor has the clout to promote student accountability.

- Attend agency/faculty luncheons prior to semester (for planning) and towards the end of the semester (for feedback and evaluation).
1. THE AGENCY PARTNER: (non-profit organization)
   o Designate a S-L supervisor who will serve as the liaison with BSU-SLP, the faculty, and the student
   o Follow the recommended BSU-SLP agency checklist, including:
     o Provide S-L project descriptions to the BSU-SLP staff before first day of class
     o Schedule orientation dates and times before first day of class, send to BSU-SLP
     o Orient the student to the agency partner’s rules, policies, procedures, methods, and operations, community issue, and population served (during the third-fourth weeks of semester).
     o Sign student agreement and log sheet (log sheet includes opportunity for you to evaluate the student) These forms will be provided by students
     o Check-in formally with the students regularly (recommended: beginning, middle and end of semester AT THE MINIMUM).
   o Notify the faculty partner immediately, preferably by phone, on any cause of dissatisfaction or of misconduct on the part of the student
   o Maintain good communication with students, BSU-SLP staff, and faculty (return calls/e-mails within 2 days)
   o Offer suggestions and ideas for improvement in BSU-SLP procedures and opportunities

2. BSU-SERVICE-LEARNING STAFF
   o Recruit, support, and facilitate faculty, students, and agency Service-Learning partnerships
   o Find, screen, and orient agencies whose needs match class learning objectives
   o Provide orientations, trainings, and roundtables about Service-Learning
   o Facilitate student placement through classroom visits and agency referral lists, upon request
   o Provide contracts and forms that clarify responsibilities and increase accountability
   o Support and troubleshoot with students, agencies, and faculty
   o Evaluate the Service-Learning experience for students, agencies, and faculty
   o Maintain regular contact with agency partners, faculty, and students (at beginning, middle, and end of semester). E-mail upcoming opportunities and information
   o Seek and respond to feedback from agency partners, students, and faculty

3. FACULTY PARTNER:
   o Set learning objectives for the service experience that relate to course objectives
   o Identify community issues or service that relate to the class
   o Contact screened agencies to clarify course goals and service expectations
   o Adapt syllabus, class assignments, lecture examples, and class discussion to include links between course theory and service experience. Structure and schedule reflection assignments or activities
   o Discuss with students the Service-Learning expectations and requirements, agency orientation dates, deadlines for starting service, and evaluation guidelines
   o Use written agreements, time logs, evaluation instruments (recommended by the BSU-SLP)
   o Maintain regular contact with agency partners (recommended: beginning, middle, and end of semester)
   o Evaluate student learning of service experience (S_L staff can assist)

4. STUDENT:
   o Maintain personal health insurance or BSU student health insurance along with liability insurance if a personal vehicle is used
   o Complete required amount of service hours and/or service project
   o Attend agency orientation at scheduled time
   o Sign agreement with agency partner
   o Start service by the fifth week of the semester, or as specified in the course syllabus
   o Track hours using hour log sheet, or another method specified in the course syllabus
   o Maintain regular communication with agency partner regarding service hours and activities (recommended beginning, middle and end of semester AT THE MINIMUM).
   o Respect rules, regulations, and confidentiality standards of agency
   o Participate in reflection activities and assignments
   o Evaluate S_L experience and the agency partner
FACULTY MENTORS FOR SERVICE-LEARNING

Modifying course goals, assignments, timeline, and grading

Larry Kincaid  History (HIST 112, 210)  x1584  lkincaid@boisestate.edu
  o Making S-L a central component in your class and what that implies
  o Deciding whether (and how) to make S-L optional or required

Cindy Clark  Nursing (NURS 439)  x3589  cclark@boisestate.edu
  o Adjusting professional field experiences to include S-L components
    (adapting course objectives, reflection, agencies/projects)

Marty Orr  Sociology (SOC 102)  x4056  morr@boisestate.edu
  o Integrating S-L in distance ed classes

Cindy Anson  Academic Support (UNIV 101)  x3677  canson@boisestate.edu
  o Integrating the concept of “community” as a learning objective and learning tool

Nancy Otterness  Nursing (NURS 419)  x1652  nottern@boisestate.edu
  o Managing S-L by delegating components to students
    (student roles: “SL Coord.”, “Reflection leader”, “background researcher”, etc)

Developing reflection questions/methods

Les Alm  Political Science (POLS 320)  x4094  lalm@boisestate.edu
  o Using electronic reflection effectively
  o Developing discipline-based reflection questions

Larry Kincaid  History (HIST 112, 210)  x1584  lkincaid@boisestate.edu
  o Connecting S-L to theory through reflection questions

Cindy Anson  Academic Support (UNIV 101)  x3677  canson@boisestate.edu
  o Designing reflection questions for general core classes

Caile Spear  Kinesiology (KINES 440/570)  x3656  cspear@boisestate.edu

Cindy Clark  Nursing (NURS 439)  x3589  cclark@boisestate.edu
  o Involving personal values and beliefs, challenging stereotypes

Negotiating community partnerships and service projects

Cindy Anson  Academic Support (UNIV 101)  x3677  canson@boisestate.edu
  o Deciding to use “one-shot” or “on-going” service projects

Caile Spear  Kinesiology (KINES 440/570)  x3656  cspear@boisestate.edu

Sharon Stoffles  Nursing (PI for $600,000 grant)  X3631  sstoffle@boisestate.edu
  o Developing S-L project as part of an inter-disciplinary team at one single community site

Vivian Schraeder  Nursing (NURS 439)  x4032  vschrad@boisestate.edu
  o How to arrange and manage service learning projects on your own (without the help of S-L )

Pete Lutze  Communication (COMM 294/494/594)  x3086  plutze@boisestate.edu
  o Using the S-L to raise awareness of class services (video production)

Pam Gehrke  Nursing (NURS 419)  x1651  pgehrke@boisestate.edu
  o Coordinating effective GROUP projects

Troubleshooting

Cindy Anson  Academic Support (UNIV 101)  x3677  canson@boisestate.edu
  o Resolving Issues between agency and student

Larry Kincaid  History (HIST 112, 210)  x1584  lkincaid@boisestate.edu
  o Using journals, timelines, and grading to encourage student follow-through