"An education that teaches you to understand something about the world has done only half of the assignment. The other half is to teach you to do something about making the world a better place." -- Johnnetta Cole

Developed by Natalie Grant, Rhonda Lewis & Chelsea Redger, WSU Service-Learning
Wichita State University

Wichita State University is distinguished from other state-supported schools in Kansas by its urban setting. Wichita State’s location in the largest city in Kansas enhances the traditional classroom experience by providing students greater opportunities in resources, contacts with business and government leaders, employment and internships. With an enrollment of more than 15,100, Wichita State prides itself on specialized attention to each student. The University’s students come from nearly all the counties in Kansas, from almost every state in the United States and from 110 foreign countries. WSU offers the traditional fall and spring semesters. It has the largest number of evening and summer course offerings in the Kansas Board of Regents system.

**Mission:** To be an essential educational, cultural and economic driver for Kansas and the greater public good.

**Vision:** Wichita State University is internationally recognized as the model for applied learning and translational research.

**University Strategic Goals**

**Goal 1:** Guarantee an applied learning or research experience for every student by each academic program. Ensures that every student will study a curriculum that engages them in real world experiences that allows them to develop and apply their skill sets, preparing them for jobs upon graduation.

**Goal 2:** Pioneer an educational experience for all that integrates interdisciplinary curricula across the university. Ensures that faculty will work across disciplines to create integrated student experiences to develop students’ critical thinking skills and help them make important connections between their fields, society and culture.

**Goal 3:** Capitalize systemically on relevant existing and emerging societal and economic trends that increase quality educational opportunities. Ensures a process where all new initiatives exploit relevant existing or emerging trends including social, business, technology, demographic, policy or economic trends that add to the educational opportunities in Kansas.

**Goal 4:** Accelerate the discovery, creation and transfer of new knowledge. Improves the educational, cultural and economic well-being of Kansas through increased quantity and quality of research projects that enhance the reputation of WSU, attract funding, or lead to new products by advancing knowledge, producing intellectual property, or transferring knowledge for practical application.

**Goal 5:** Empower students to create a campus culture and experience that meets their changing needs. Allows students to create a desired destination campus by stepping away from dictating to students what they should want, or what we think they want, in a student experience.

**Goal 6:** Be a campus that reflects — in staff, faculty and students — the evolving diversity of society. Ensures successful fulfillment of WSU’s mission by mirroring the variety of types of people found in society.

**Goal 7:** Create a new model of assessment, incentive and reward processes to accomplish our vision and goals.
Welcome to Service-Learning at Wichita State University
A partnership between Academic Affairs & Student Involvement/Student Affairs

This manual has been created to assist faculty, staff and administrators with their integration of Service-Learning into new courses or existing curriculum. Congratulations on your interest in pursuing opportunities for Service-Learning at Wichita State University.

Service-Learning can be a very rewarding opportunity and provide a foundation for a lifetime of civic engagement. A solid preparation is essential for entry into any field and this manual is designed to help pave the way towards understanding and taking an active role in planning Service-Learning as a component of student’s educational experience. Read this manual carefully.

Service-Learning has been established as a partnership between Academic Affairs & Student Involvement/Student Affairs at Wichita State University in order to provide support and opportunities for students, faculty and the community to work together addressing community needs and enhancing student performance and experience.

With its location in a metropolitan area approaching half a million people, Wichita State University offers a distinctive setting for Service-Learning. The greater Wichita area offers a wide range of resources for students, faculty and staff.

The mission of Service-Learning at WSU:

Service-Learning at Wichita State University is an experiential learning method that integrates community service with instruction and reflection to improve student civic-mindedness and build community capacity.

The outcomes of Service-Learning at WSU:

- Applied Learning
- Engage Diversity
- Critical Thinking
- Reflection
- Community Impact
- Student Experience
- Faculty Development

Service-Learning faculty fellows and staff will provide as much support as possible to faculty, students and community partners. If you still have questions, feel free to make an appointment with Service-Learning team. For comprehensive information regarding Service-Learning, please consult the website at http://www.wichita.edu/servicelearning.

Contact Information:

Student Involvement-Student Affairs
Office of Academic Affairs
316-978-3022
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servicelearning@wichita.edu
Overview

What is Service-Learning?

Service-Learning is a teaching strategy that integrates service in the community with classroom curriculum. This helps students see communities as places of learning. Reflection is a required component of the service experience. Students learn beyond the classroom and grow through active participation in thoughtfully organized activities and experiences that:

- meet real community needs, including the needs of the school
- develop academic, leadership and employment skills for students
- are integrated/merged into the total curriculum
- are not isolated service activities; but rather, provide structured time for a person to reflect upon the actual service activity
- foster the development of lifelong commitment to service for the community; and the ability to work effectively as a team member

Students engaged in high quality Service-Learning meet the needs of their communities while increasing their academic achievement. Service-Learning students also take part in structured time to investigate community needs, thoughtful planning of the service project and guided reflection regarding the relationship between their service experience and their more traditional in-class learning. Overall, the most important feature of effective Service-Learning programs is that students engage equally with learning and service and reflect on their intersections. (adapted from SDUISD Service learning)

See Glossary (Appendix 1) for list of common terms and definitions

Who may participate in Service-Learning?

All students are eligible to participate in Service-Learning at WSU. Many courses will have a SL component imbedded into the curriculum and will be required for course credit. Other courses may have SL as an option and the Student Involvement office will also offer SL opportunities for students throughout each year.

What do students gain from Service-Learning?

Effective Service-Learning fosters the development of life-long commitment to community service, exemplifies the role of the citizen in a democratic society and teaches students how to work effectively as members of a team. Most importantly, Service-Learning allows students the opportunity to be perceived as part of the solution within their communities, not part of the problem.

Through Service-Learning students can:

- Improve academic and cognitive development
- Improve their self-image, build confidence and competency
- Develop social and interpersonal skills
- Take responsibility for their own learning
- Increases relevancy of education by bringing academic instruction to life
- Enhances learning of values, citizenship and leadership skills
- Applies concepts from the classroom to their service
• Provides knowledge and expertise from the community
• Provides platforms to analyze and discuss civic values
• Allows exploration of career options
• Develops a sense of community and civic responsibility
• Develops contacts within the community
• Provides opportunities to accommodate different learning styles
• Develops connections with people of diverse cultures and lifestyles
• Develops meaningful involvement with the local community

**How do the university/ faculty benefit from Service-Learning?**

Through Service-Learning:

• Furthers the goals of Wichita State University’s strategic plan
• Drives the University as an active, engaged partner in the community
• Enhances teaching, collaborative community research and program development
• Increases student retention
• Enriches the quality and relevancy of the education provided
• Allows for faculty to mentor students
• Assists in the development of innovative approaches to instruction
• Engages faculty and students in local, state and community issues
• Provides awareness of societal issues and opportunities to extend the University’s knowledge and resources
• Provides opportunity for professional development
Guiding Values of Service-Learning at WSU

Value 1: Service-Learning does not compromise academic rigor

Academic standards in a course are based on the challenge that readings, presentations and assignments present to students. These standards ought to be sustained when adding a service component. Though experience-based learning is frequently perceived to be less rigorous than academic learning, especially in scholarly circles, we advise against compromising the level of instructor expectation for student learning. Adding a service component, may enhance the rigor of a course because in addition to having to master the academic material, students must also learn how to learn from a service experience and merge that learning with academic learning and these are challenging intellectual activities that are commensurate with rigorous academic standards.

Value 2: Student experience and applied learning are the primary outcomes of Service-Learning.

Establishing learning goals for students is a standard to which all courses ought to be accountable. Not only should it be no different with Service-Learning courses, but in fact, it is especially necessary to hold the students to a high level of accountability. Community Based Organizations are our partners in this process, thus the quality of a students work is paramount to the success of the collaboration. Students must be guided in their development of these objectives so that they are clearly linked with the academic objectives of your course.

Value 3: Reflection is a core element of Service-Learning through critical thinking.

Critical reflection is an analysis of service in the context of course learning. When blending service with the course learning objectives, reflection is the key element in creating meaning for students. Reflection is the component that cultivates student civic mindedness and connects to the greater good.

Reflection can be in the form of journals, essays, class presentations, analytic papers, art work, dialogue, video testimonial, or any other expressive act. The key to effectiveness is structure and direction. The nature and type of reflection determines its outcome. Evaluate your Service-Learning outcomes as you would any other academic product, not their hours of service.

Value 4: Establish criteria for the selection of service placements with a focus on engaging diverse communities and addressing community needs.

To optimally utilize community service on behalf of the course learning requires more than merely directing students to find a service placement. Faculty who are deliberate about establishing criteria for selecting community service placements will find that the learning that students extract from their respective service experiences will be of better use on behalf of course learning than if placement criteria are not established.

Value 4A: Five essential criteria in all Service-Learning courses:

1. The range of service placements ought to be appropriate to the content of the course; homeless shelters and soup kitchens are learning appropriate placement for a course on homelessness, but placements in schools are not.

2. The duration of the service must be sufficient to enable the fulfillment of learning goals; a one-time two-hour shift at a hospital will do little for the learning in a course on institutional health care.

3. The specific service activities and service contexts must have the potential to stimulate course-
relevant learning; filing records in a warehouse may be of service to a school district, but it would offer little to stimulate learning in a course on elementary school education.

4. Community capacity must be positively impacted through the creation of the project.

5. Education on the population served, with special consideration to diversity, needs to be integrated into the process.

Adapted from Almonte, P. and Haffalin, D. “Service-Learning at Salt Lake Community College, A Faculty Handbook;” Howard, J. “Praxis I: A faculty casebook on community service learning” and Leeward Community College service-learning principles.
Service-Learning Tips & Suggestions

Service-Learning is a method and a high impact practice. Best practices in Service-Learning should include:

- Pre-service education (social justice issue, population/community served, need)
- Service (direct service)
- Reflection throughout process (journaling, reflection based group activities)
- Re-orientation service (for travel based service)
- Final reflection

Redger, Chelsea 2012 University of Wisconsin Oshkosh, Service-Learning Checklist Method

Syllabus: Integrating Service-Learning into your class.

Clearly have the Service-Learning component outlined in your syllabus with your expectations of what you want each student to do. For example:

a) Outline what you will accept as Service-Learning. This should be clearly stated in your syllabus. State what Service-Learning is and what it is not.

b) The minimum number of hours needed to complete the Service-Learning requirement (i.e. 15 hours)

c) The academic aspect of the Service-Learning component:
   a. Reflection- students will be given the opportunity to discuss their Service-Learning experience in class and
   b. Students will describe and synthesize their experience into a final paper of what they have learned and gained from the course and from their Service-Learning experience.

d) Appropriate documentation from the Service-Learning/ Community Placement site must be completed. Create a form that lists the name of the site, supervisor’s name, student’s name and service to be completed.

e) An evaluation form from the supervisor at the Service-Learning/ Community Placement site should be turned in to you at the end of the semester to verify that the Service-Learning project has been completed by the student to ensure accountability.

Reflection: Structuring reflection processes.

Reflection, a key component of an effective Service-Learning experience, enables students to learn from their service experience. Reflection activities should take place throughout the course of the service project and additionally, whenever anything unexpected occurs. Reflecting throughout the process motivates students to think about their decisions and actions as they volunteer. Reflection should be a balance of individual and group activities.
Developing the Environment for Reflection

Providing a safe, respectful and nurturing environment for students to express the wide range of emotions experienced is necessary. Therefore, it may be helpful for students to develop their own list of Rules of Reflection.

Examples:
- Participants speak one at a time
- Appropriate language only
- Respect all opinions expressed despite differences

Type up the Rules of Reflection for students and provide a copy to everyone. Refer back to these rules when/if you believe students are straying from them.

How to Structure the Time
Make sure reflection occurs regularly throughout the semester utilizing two or more of the types of reflection activities.

Types of Reflection

**Individual reflection** activities enable students to analyze the personal impact of their experience. Faculty may wish to have students keep a journal of their experience. In addition, students might write reflective essays or poems to culminate the service experience. An evaluation of the students or groups performance by the agency supervisor also provides opportunity for reflection. In the case of students having individual placement assignments, performance evaluations help prepare students for job evaluations in later life—they are given an opportunity to listen to feedback from a supervisor and to express opinions about their experience.

**Journaling**
A journal is a record of meaningful events, thoughts, feelings, interpretations and ideas. Faculty may ask students to keep a journal to document experiences at the community site, but should include more than just what the student did that day. Journals should include information on how the student was affected by their experience. Faculty should collect and review journals several times throughout the semester and offer comments and feedback as a mentor.

Why a Service-Learning journal?
- to practice writing
- to analyze service situations
- to articulate reactions to the service experience
- to record the learning experienced and document progress toward the learning objectives.
- to develop recommendation for action or change

**Examples of journaling assignment questions:**
- Describe your Service-Learning project.
- Include a description of the agency or organization you will be working for (i.e. what is their purpose? What is their history? What is their mission? What are their goals?).
- How is your Service-Learning experience related to the readings, discussions and lectures in class? How does the Service-Learning experience connect to your long-term goals?
**What new skills have you learned since beginning your service?**

**What have you done this week to make a difference?**

**What characteristics make a community successful?**

**How did you feel about your service?**

**What, if any, attitudes or beliefs changed for you as a result of your service?**

**Describe what you have learned about yourself as a result of your service.**

**Group reflection** activities help students to learn from each other and work together to solve problems. Group reflection activities might include exploring global perspectives of the class’ service. Students might focus on how other countries are addressing the same problems, or why different cultures do not have the same problems, leading to exploration of alternative ways to address these problems. Reflection inspires students to stick with a project. Mid-point evaluation of each project helps keep students on task and can bring to light needed modifications. Final evaluation provides closure and can aid future planning.

**Examples for the beginning of the semester**

- What is the identified problem/community need?
- How are you going to address that need?
- How will the findings be presented and to whom?
- Why are you needed?

**Examples for during the semester**

- How does your Service-Learning experience relate to the learning objectives of the course?
- What did you observe?
- How has the experience affected you (how did you feel)?
- What has worked?
- What hasn’t worked?
- What do you think is (will be) the most valuable service you can offer at your site?
- What has been particularly rewarding about your service?
- How could you improve your individual service contribution?
- Have you taken any risks at your service site? If so, what did you do? What were the results?
- What would you change about your service assignment that would make it more meaningful for you or other Service-Learning students?
- What have you learned about yourself?
- Has your service experience influenced your career choice in any way?

**Toward the end of the semester**

- What have you learned about yourself?
- What have you learned about your community?
- What have you learned about the population you have served?
- What have you contributed to the community site?
- What values, opinions, beliefs have changed?
- How has your willingness to help others changed?
- What was the most important lesson learned?
- How have you been challenged?
- What impact did you have on the community?
- What should others do about this issue?

Faculty may require students to submit in writing a reflection summary of the discussions in class.

**Portfolios**
Students can utilize this medium as a way to present a collection of information obtained throughout the semester. It may include portions of their journal, pictures, community site information, brochures, etc. Students can use these portfolios in a formal presentation or to hand in for grading.

**Presentations**
This medium can be used for students to showcase to their class, community site and/or university their Service-Learning experience. This can be accomplished as a large group, several small groups, or individually.

**Video Testimonials/ Vlogging**
Allow students to embrace technology and create a video journal project. This method is a very dynamic and interactive method of reflection. Students may work individually, in pairs or groups to create this platform.

**E-Portfolios**
Service-Learning e-portfolios may include: a service contract and logs, journals, program operations information, relevant academic work, media coverage (including articles in the campus newspaper), evaluations by community members, organizational brochure, plan for action research or other future projects, etc. Service-Learning portfolios are commonly used when service is connected to an academic course and graded and e-portfolios offer an excellent storage and sharing medium.

**Celebration**
Students should clearly understand that their efforts matter, that they make a difference. The final element of an effective Service-Learning program, CELEBRATION, should entail more than fun. Celebration activities should also enforce students’ awareness that their school and community recognize and appreciate their efforts. Celebration provides an opportunity for final reflection. After the work is over, students enjoy thinking back on how they worked with each other and commending one another on their accomplishments. Be sure to include your community partner in the celebration.

(adapted from Monroe Community College)
**Technology: Integrating technology into Service-Learning.**

Advances with technology offer Service-Learning faculty, students and communities opportunities to communicate, reflect, document and share Service-Learning efforts. Technology promotes development for all stakeholders and has been shown to enhance student learning and increase civic engagement.

The formats for technology integration are endless and internet resources simply require key word searches in order to locate processes, video tutorials and connections to other faculty who utilize technology in Service-Learning. Hardware that can be integrated can include iPads, wearable technology, digital cameras, cell phones and video tools. Examples of technology integration include faculty structuring activities such as concept mapping, blogging, vlogging, or webpage development, podcasting, visual journaling, video creation, or digital storytelling as assignments or final projects. Students as well as faculty can become more proficient with tech resources that are likely to be utilized in the workplace.

**Communication, research & presentations**

**Social media** is not often considered a platform for education; however there are many ways that faculty can incorporate social media sites such as Facebook, Twitter, Instagram and Pinterest into Service-Learning. There are many suggestions online for teaching and learning through social media and most often faculty will find greater communication with and between students.

**Facebook:** faculty can create a class page to discuss topics and get feedback on projects or learning objectives. Students can also create a Facebook page for their Service-Learning project and communicate with one another as well as community members who are interested or part of the project.

**YouTube:** host a show or podcast, upload videos into a class page, can also be a resource for researching work that has been done in the community or with other communities.

**Twitter:** although this requires a commitment to usage in order to produce a system of communication, Twitter allows faculty and students to follow and contribute to topics of their interest. There are hundreds of educational hashtags, as well as Service-Learning hashtags, that when used will connect you to the online Twitter community that shares these interests. In addition to sharing resources, Twitter can help you become more aware of trends and ‘trending’ topics that can lead to SL ideas and opportunities. The most exciting element can be connecting to leaders and experts in fields, such as Service-Learning and have a line of access to them that is not typical in everyday communication.

**Instagram:** over 90 million people use Instagram and it offers users an opportunity to capture moments. Service-Learning faculty could have students snap photos throughout the semester or at their project site. Faculty could develop a class page and as students upload pictures they build a visual database and show progression. Photos can also serve as reflection prompts or faculty could create a photo essay or reflection assignment for students to complete on Instagram. By utilizing the caption tool on Instagram, students can use photos as part of their reflection process as well.
**Pinterest:** has a variety of educational and project uses. Faculty can ask students to build or contribute to a faculty created board. Many resources are available to ‘pin’ within the boards created and can include text, images, videos, websites, quotes, lectures, research material, reading lists or student created infographics. Many faculty and other student-driven groups utilize Pinterest as a platform for inspiring students and keeping them engaged.

**FaceTime/ Skype:** Technology and the internet create an interactive environment that influences the way we communicate with one another. Resources such as FaceTime and Skype can be utilized in Service-Learning between any combination of the faculty, student and community partner environments and allows for joining in online discussions as well as social media. This type of communication reduces power differentials, increases access and this technology integration is regarded as impactful for curriculum and engagement.

As **Reflection** is one of the key drivers of the Service-Learning method, technology offers many resources for faculty to engage students in reflective processes and document their commitment to reflection.

**Blackboard** remains a helpful tool in utilizing technology for reflection as there are multiple Blackboard formats for creating group and individual discussion boards or areas that prompt reflection and feedback. Blackboard could be utilized to create an e-journal where students gain writing experience, give time and effort to the analysis and articulation of their Service-Learning experiences and reactions and utilize the format for offering suggestions.

**Group reflection in Blackboard** encourages students to learn from each other and work together to solve problems. Group reflection activities could differ from the individual reflection and may provide an excellent format for student dialogue, with professor interaction, on larger issues associated with the Service-Learning projects.

**Google docs** can be utilized with groups of students and they can create documents on Service-Learning that they can access anywhere and anytime. They can edit in real time as a group, share information and create chats. It is compatible with word and automatically saves the work.

**Crowdfunding** has become a strong method of fundraising and the Service-Learning process is a natural fit. Often students want to fundraise for a particular cause or initiative and the internet offers a viable option for gathering resources for virtually any cause. Online platforms allow creators to solicit donations through social media as well as through other electronic means. Students must understand the ethics of fundraising on behalf of a community partner and should seek written permission to contribute to any agency fundraising goals.

Popular Sites for fundraising and crowdfunding include: groundspring.org, artwarefundraising.com, Donorschoose.org, gofundme.com, digitalwish.com, kickstarter.com, indiegogo.com

Useful software might include **PowerPoint, Prezi, iMovie, Adobe Illustrator & Photoshop**

Creation of **Infographics** or **multimedia posters** are popular in this media age. These digital posters share information on the project or lessons learned from a project that might be shared with a larger audience,
infographics are designed to present data and other information quickly and concisely. Infographics are widely used on social media.

**Ethics & Technology Issues**

Additionally, technology offers another layer to the teaching-learning environment as students should engage in ethical online practices and learn about the boundaries associated with internet disclosure, safety and privacy as well as the reach and impact of online activity.

Editing is typically a significant challenge; it can be time consuming and utilizes critical thinking skills as well as decision making with importance placed on development of the final product.
Service Placement: How to best work with a community partner.

There are a number of Service-Learning placements and opportunities in the community, on campus and in the surrounding areas of Wichita that students can get involved. Here are some how to’s:

- Identify opportunities for Service-Learning before you establish a Service-Learning component in your class.
- Meet with the community partner to determine what needs might align with the educational goals of your class.
- Invite the community partner to come and speak to your class (i.e. Compeer, United Way of the Plains, Boys & Girls Clubs, Big Brothers, Big Sisters, or the Kansas Humane Society)
- Use the United Way of the Plains phone number 211 and their website to identify service placements. This site offers descriptions about each place and contact information. They offer a variety of Service-Learning opportunities that gives students places to serve. Students can be engaged in Service-Learning projects that fit into their schedules.

Projects that are offered in class can take on different forms. Students can be a part of a group or conduct the Service-Learning project alone. Students can paint a mural, build a house for Habitat for Humanity or mentor a child during a lunch bunch session for Big Brothers, Big Sisters. All of these opportunities can be classified as Service-Learning as long as they are tied to course curriculum and there is a reflection component.

Please see United Way of the Plains website for a list of community-based agencies.
http://www.unitedwayplains.org/

Campus Based Resources: How to Connect to Student Involvement.

Student Involvement is committed to providing opportunities for students to engage in co-curricular and extracurricular experiences to enhance their collegiate experience while at Wichita State.

Student Involvement recognizes the power of a helping hand and strives to coordinate the needs of the community with Wichita State University students who are interested in volunteering. We seek to engage students in opportunities within the community that will support their efforts to be productive citizens. The civic engagement umbrella includes:

- Community Service
- Deliberate Dialogue
- Community Partnerships
- Activism
- Philanthropy
- Service-Learning
Wichita State University’s Community Service Board is a new student organization that works to address issues of public concern through service and active citizenship in the community. Our volunteer events are rewarding experiences that complement students' academic pursuits, allowing them to engage and develop while helping build a more vibrant campus culture that enhances their journey as Shockers.

The Community Service Board is a student led organization with an executive team consisting of a President, Vice-President of Membership, Vice-President of Marketing and 4 Cause Committee Chairs (Food & Hunger, Health, Poverty & Homelessness and Youth & Education). The organization plans a variety of service events including:

**Wu’s Big Event** - A bi-annual event held the first Saturday of October and May. The day includes a kick-off event, direct service at a variety of Wichita community sites and a concluding reflection based lunch. This event is open to all students, faculty, staff and friends of WSU. Faculty are needed to serve as reflection leaders each semester.

**Service in the City** - Single day community service partnerships within the Wichita community. Students, faculty and staff may register online at [www.wichita.edu/csbvolunteer](http://www.wichita.edu/csbvolunteer) for these opportunities.

**Immersion Trips** - Volunteer based trips that connect students with a community in need.

**Alternative Break Trips** - Week-long Service-Learning trips that focus on social justice issues and pair WSU students with a community based organization dedicated to making a positive change.

For additional support or questions please contact:

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WSU Policy & Procedures 3.02 Notice of Nondiscrimination (Rev. 3-8-11)

Wichita State University does not discriminate on the basis of race, religion, color, national origin, gender, age, marital status, sexual orientation, status as a veteran, or disability. Any person having inquiries concerning this may contact the Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita, KS 67260-0205. 316.978.6791.

In keeping with university policy, the policies and procedures of Service-Learning are conducted without discrimination on the basis of race, religion, color, national origin, gender, age, sexual orientation, marital status and political affiliation, status as a veteran, genetic information or disability.

Grievance Procedures

1. The aggrieved person, in most cases, should discuss the issue with the person they have a grievance against, whether student, faculty, or staff.

2. If the grievance is still unresolved, the aggrieved person should discuss the issue with their advisor.

3. If the grievance is still unresolved, the aggrieved person should discuss the issue with the Service-Learning Director

4. If the issues are still not resolved, there is a university court of appeals or other appropriate civil procedures to be considered. Procedures through the university court of appeals can be found on the Student Life website at www.wichita.edu/studentlife. The WSU Student Advocate (www.wichita.edu/studentadvocate) can help with resolution and grievance procedures.
APPENDIX I

Capstones – Also called a capstone experience, senior exhibition, or senior project, among other terms, a capstone project is a multifaceted assignment that serves as a culminating academic and intellectual experience for students, typically at the end of an academic program. Capstone projects are generally designed to encourage students to think critically, solve challenging problems, and develop skills such as oral communication, public speaking, research skills, media literacy, teamwork, planning, self-sufficiency or goal setting—i.e., skills that will help prepare them for college, modern careers and adult life. In a community engaged environment, capstones can be directed to the needs of a specific nonprofit, government or business entity or group of entities with the intention of offering a tangible benefit to that organization(s).

Community Based Learning – Delivers a diverse range of learning opportunities in community venues to all sections of society. Community based learning generally takes place outside of institutions and responds to the notion of community priorities and needs.

Community Engagement – Effective, mutually beneficial collaboration of students, faculty, staff and our community.

Cooperative Education - Cooperative Education is an academic program that allows students to connect academic knowledge with the business and professional world. Co-op expands learning experiences through paid employment in a supervised, educational work setting related to the student’s major field of study or career focus.

Civic Participation – Involves working with other individuals or groups of people to deal with an issue facing the community (at any level) or school, which increases love and critical thinking about society, and increases patriotism of all levels.

Community Stewardship – A principle that embodies the planning and management of ALL resources (environmental, economic, civic, community, educational etc.). Community stewardship is achieved through specific duties as a member of the community, which ultimately contributes to effective community. Community stewardship collectively recognizes community, engagement, service and civic participation as integral parts to creating and sustaining a successful community at large.

Critical Reasoning – Supports people to engage in thinking for themselves, which in any area allows individuals to evolve in content based knowledge, societal and ethical consideration and life skills.

Democratic Ideals – The qualities or standards of government, also applies to university government, which advocates for greater equality, opportunity, public support, human rights, beliefs and attitudes.

Engagement – An engaged individual is someone who is involved (beyond minimal responsibilities), has an understanding of responsibilities related to the organization’s mission, and an overall feeling of well-being that relates either directly or indirectly to work satisfaction (i.e. faculty engagement and satisfaction).

Experiential Learning – A learning process of making meaning from direct experience and reflection. Experiential learning is not synonymous to service-learning because it is an individual form of learning, rather than a group or community from of learning through experience.

Internships - Internships are paid and unpaid positions related to a student's major or career focus. A variety of paid and unpaid internships are available to students wishing to gain experience.
**Practicum** – A course of study that is supervised and devoted to practical experience and application within a specialized field, often supervised by a licensed professional. Practicum are generally offered for academic credit, with the student, faculty supervisor and workplace supervisor agreeing on job responsibilities that will yield meaningful experiences for students while providing quality employment for the employer. Students are evaluated with input from the employer and are often required to submit reflections, journals and/or other documentation that connects the work experience to coursework learned in the classroom.

**Scholarship of Engagement** – Connecting the rich resources of the university to our most pressing social, civic and ethical problems, to our children, to our schools, to our teachers and to our cities. Scholarship of engagement regards service as scholarship when it requires the use of knowledge that results from one's role as a faculty member.--- Ernest Boyer, The Scholarship of Engagement

**Service Learning** – Service-Learning at Wichita State University is an experiential learning method that integrates community service with instruction and reflection to increase student civic-mindedness and build community capacity. *Wichita State University definition developed by Service-Learning Faculty Fellows and Advisory Board Committee (2014).*

**Volunteer or Community Service (non-academic)** – A non-curriculum, non-fee based community involvement that provides community or societal assistance, ultimately aiming towards community/societal improvement. Generally, students receive no college credit for these activities although exemplary efforts may be recognized through scholarships, awards, recognition, and other rewards.

Ernest Boyer’s, The Scholarship of Engagement – See Figure 1 Below

The scholarship of **discovery** refers to the pursuit of inquiry and investigation in search of new knowledge. The scholarship of integration consists of making connections across disciplines and advancing knowledge through synthesis.

The scholarship of **application** asks how knowledge can be applied to the social issues of the times in a dynamic process that generates and tests new theory and knowledge.

The scholarship of **teaching** includes not only transmitting knowledge, but also transforming and extending it.

The scholarship of **engagement** connects any of the above dimensions of scholarship to the understanding and solving of pressing social, civic and ethical problems.

Cited from “Community-Engaged Scholarship”

![Figure 1](image-url)
**Applied Research** – Unlike basic research, applied research aims to address and answer real-world problems.

**Collective Impact** – Individuals that work together to move and improve outcomes, and advocate for what actually works. Collective impact, commonly mixed up with collaboration, strives to improve outcomes consistently overtime, whereas collaboration is historically based on implementing a new program or an idea.

**Respectful Reciprocity** – A polite mutual or cooperative interchange of favors or privileges.

**Synergy** – The interaction of two or more agents or forces so that their combined effect is greater than the sum of their individual effects.

**Leadership** – A skill that provides any area with guidance, direction, and progressive construction. Individuals, businesses, organizations, schools etc., can all be defined as leaders according to their individual standards.

**Change Agents** – Anything that acts as a catalyst for change. Change agents are embodied by a clear vision, patience and persistence, continuous inquiry; field related or purpose related knowledge, and the creation of trust.

**Metropolitan** – Of or constituting a large city or urbanized area, including adjacent suburbs and towns. Metropolitan institutions serve the diverse needs of our local communities and regions and we continue to remain anchors for our greater metropolitan regions.

*Glossary Developed by University of Nebraska at Omaha; with our modified definition of Service-Learning that is used here at Wichita State University*