

Extending Your Classroom Using Civic Engagement

Ideas and Strategies for Faculty

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Center for Service and Learning
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Last update: March 15, 2009

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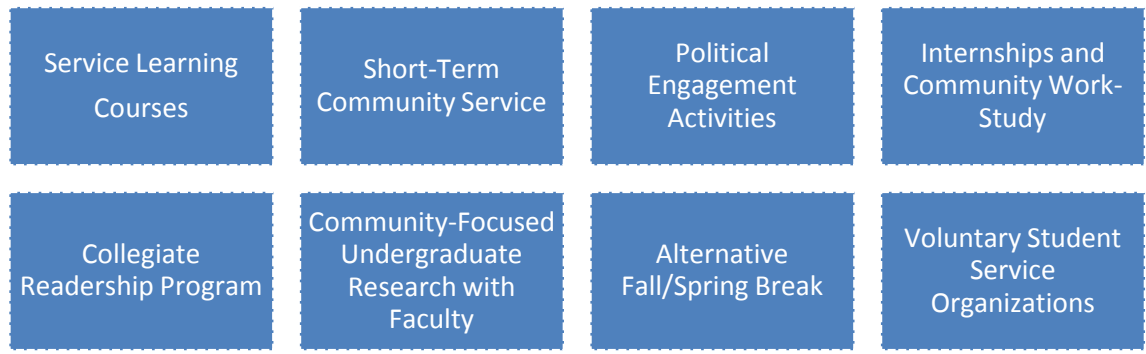
Civic Engagement: Some Initial Questions

What is Civic Engagement?

At IUPUI, **Civic engagement (CE)** is *active* collaboration that builds on the resources, skills, expertise, and knowledge of the campus and community to improve the quality of life in communities in a manner consistent with the [campus mission](#). This work includes teaching, research, and service *in and with* the community.

Nationally recognized for its work in the area of CE, IUPUI's Center for Service and Learning (CSL) is a key partner in facilitating and advancing this across the campus. CE can take many forms. For faculty interested in extending the reach of their classes using civic engagement as a learning tool, the CSL provides multiple opportunities and strategies to support these efforts.

Civic engagement activities may involve students in one or more of the following:



What types of resources and support are available to faculty interested in integrating Civic Engagement activities into their teaching and research?

- **Resources guides** (e.g. course design tips, reflection strategies, best practices, service site design and community partner selection, project planning, risk assessment, learning assessment, curricular mapping.)
- **Assignment, Course and Community Site Assessment tools**
- **Sample Syllabi and Teaching Tools**
- **Assistance with RISE course development**
- **Internal and External Funding Sources**
- **One-on-One/Group Consultations and Workshops**
- **Project Planning Advice**
- **Sam H. Jones Community Scholarships**
- **Service Learning Assistant Scholarships**
- **Access to an extensive library of CE and Service Learning scholarship**

Where can faculty find support to design and integrate Civic Engagement experiences into their courses and programs?

- **THE OFFICE OF SERVICE LEARNING** (<http://csl.iupui.edu/osl/index.asp>)

Description: The Office for Service Learning assists faculty by consulting on course design and implementation, providing resources, supporting grant proposals, collaborating on assessment and research, and recognizing the contributions of students and faculty in the community. Through its relationship with other offices in the Center for Service and Learning (Office of Community Service and Office of Community Partnerships), staff can also assist faculty with identifying community partners. Support is also available to faculty and departments designing “S” courses under the new [RISE to the IUPUI Challenge Initiative](http://www.iupui.edu/administration/acad_affairs/rise/) (http://www.iupui.edu/administration/acad_affairs/rise/) as well as those developing R, I or E courses who need assistance to refine their approach to guided reflection and critical analysis.

Key Contact(s):

- **Mary F. Price**, Service Learning Specialist, price6@iupui.edu, 278-2539.

- **THE OFFICE FOR COMMUNITY SERVICE** (<http://csl.iupui.edu/ocs/index.asp>)

Description: The Center for Service and Learning, through the Office of Community Service, supports the active involvement of students, staff and faculty in educationally meaningful community service activities.

Key Contact(s):

- **Patty Mathison**, Coordinator of the Office of Community Service, pmathiso@iupui.edu , 278-2504.
- **Andrew Prinsen**, Community Service Graduate Assistant

- **CAMPUS AND COMMUNITY LIFE (CCL)** (<http://www.life.iupui.edu/ccl/civic-engagement/crp.html>)

Description: CCL supports a variety of civic engagement activities that can complement course objectives. Programs such as Democracy Plaza, the Collegiate Readership Program, and the Political Engagement Project offer methods to incorporate political involvement, civic awareness, and social action into the classroom.

Key Contact(s):

- **Lorrie Brown**, Associate Director for Civic Engagement, [lorrbrow@iupui.edu](mailto:lorbrow@iupui.edu), 274-5198.
- **Johnny Goldfinger**, Assistant Professor for Political Science and Director of IUPUI’s Political Engagement Project, jgoldfin@iupui.edu, 278-8443.

Are there funds available to faculty to support course development or research related to civic engagement?

Depending on your specific interests and objectives, a number of support opportunities may be available to you. In some cases, the support may be logistical while in others it may involve in-kind or direct funding support. Two common options available to faculty are:

- **Indiana Campus Compact Scholarship of Engagement Faculty Grants**
(<http://www.indianacampuscompact.org/Default.aspx?tabid=86>)

Competitive grant program disbursed twice a year for projects that address one of the following areas:

Teaching: Design a new course or revise an existing course to include a service-learning component.

Research: Develop and initiate a research project related to his/her discipline that addresses a community issue and advances the field of engagement through service-learning. Preference will be given to projects that are participatory action research.

Professional Service: Provide direct service to a nonprofit organization to assist in addressing a particular community issue. This professional service must be related to the faculty member's academic discipline or his/her expertise as an educator.

AVAILABILITY:

- Up to 18 grants are competitively awarded in two rounds, in each academic year.
- Award amounts are \$2,250. Institutions are required to cash match at least \$750. **For IUPUI faculty, matching funds can either be provided through your home department or by working with the Center for Service and Learning to incorporate a Service Learning Assistant (SLA) into your project. Applications for SLAs are managed separately from this grant program**
- Grants are awarded on a reimbursement basis.
- **Both adjunct and full-time faculty are eligible to apply.**

- **Service Learning Assistant Scholarships**
(<http://csl.iupui.edu/osl/2b3.asp>)

Service Learning Assistant (SLA) Scholarships are secured by faculty teaching service learning courses. SLAs are available to recognize IUPUI students who have been selected to assist faculty and/or professional staff by providing service in any of the following areas:

Teaching: Offering a service learning course during the semester in which the scholarship is to be awarded. An SLA may serve as teaching assistant in a service learning class, coordinate details on service learning placements, or assist community agencies in hosting and monitoring students.

Research: Designing and implementing a research project on the practice of service learning or conducting a community-based research project with a community organization. An SLA may serve as research assistant on the research project.

Service: Providing professional expertise in collaboration with a community organization to meet the organization's stated need. An SLA may assume coordinating duties related to the service project or serve as a liaison between campus and community organizations.

AVAILABILITY:

- Funding for SLA Scholarships is made available on a competitive basis three times a year.
- Amount of scholarship award varies depending on the amount of service students provide on a weekly basis and the student's enrollment status (undergraduate (\$750-\$3000)/graduate (\$1125 - \$4500).
- Nominated students must meet minimum GPA and course enrollment criteria.
- Priority is given to proposals that will increase the number of IUPUI students involved in community-based activities through service learning courses.
- Priority is also given to proposals in which faculty teaching service learning classes intentionally link service experiences with civic learning outcomes.
- **Both adjunct and full-time faculty are eligible to apply.**

Designing a Service Learning Course

SERVICE LEARNING is a course-based educational experience in which students participate in an organized service activity that meets identified community needs, and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.

Instructors collaborate with a community organization to identify community needs that address the learning objectives of a course. Together, they structure an educationally meaningful service experience for students. Students are involved in the service experience during the semester, and they relate that experience to specific course objectives through structured reflection activities (e.g., journal, log sheet, directed writing, final paper, class presentation).

The Center for Service and Learning assists faculty by consulting on course design and implementation, identifying community partners, providing resources (e.g., materials, Service Learning Assistants, workshops), supporting grant proposals, collaborating on assessment and research, and recognizing the contributions of students and faculty in the community. Service learning courses can also be designed to meet the requirements of the [RISE to the IUPUI Challenge](#). Contact Mary Price in the Office for Service Learning for more information.

KEY QUESTIONS TO ANSWER AS YOU PLAN YOUR COURSE:

- What is the course description (e.g., learning objectives, enrollment) and **how can you imagine service meeting the learning objectives of this course?**
- **What community agencies can you imagine partnering with to meet the learning objectives?**
- **What type of service activity would be ideal for your students?**
- **How many hours of service are appropriate?** Typically, it is recommended that students contribute between 10-20 hours of service during a semester, approximately 2 hours a week for a maximum of 10 weeks. However, the amount of service depends on community needs and the learning objectives of the course.
- **How will students document their learning from the service experience?**
- **What reflection activities will be structured and integrated into the course?**
- **What role will the community partner take in providing orientation, supervision and monitoring of the service experience?**
- **What roles could a Service Learning Assistant assume to assist you with the implementation of the service learning course?** (SLA scholarships provide students \$750-\$1,500 per semester for 5-10 hours of assistance each week.)
- **What type of research might you be interested in structuring to evaluate outcomes for students and/or the community?**

Need Assistance?

Contact Mary F. Price, Service Learning Specialist at 278-2539 or price6@iupui.edu

or

visit the CSL website: <http://csl.iupui.edu/>.

Common Questions Faculty ask about Service Learning Courses

Contributed by JoAnn Campbell, Community Outreach and Partnerships in Service Learning, Indiana University Adapted from *Service learning tip sheets: A faculty resource guide*, Hatcher, J.A., Ed. (1998) Indiana Campus Compact: Indianapolis, IN.

What is service learning?

Service learning is a type of experiential learning that engages students in service within the community as an integrated aspect of a course. Students participate in an organized service activity and reflect on that activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline and an enhanced sense of personal values and civic responsibility. Service learning engages students in active, collaborative, and inquiry-based learning experiences that meets identified community needs. Service learning classes are offered in many departments and demonstrate the creative expertise of faculty committed to extending disciplinary work into local communities.

How is service learning different from other types of practice-based education?

Clinicals, internships, fieldwork, and co-op programs are designed to provide students with experiences in the community in order to develop professional skills. These practice-based experiences typically occur during the senior year, after necessary coursework is completed. Service learning classes are designed to involve students in community service activities that are linked to specific learning objectives of a course. Service learning includes an integration of theory and practice, with an emphasis on civic responsibility. Students “serve to learn” and “learn to serve”.

How do students benefit by taking a service learning class?

Students in service learning classes report higher gains in academic skills, life skills, and civic development than students who do not participate in service learning. Additionally, students report that service learning helps to clarify career goals, contributes to stronger relationships with peers and faculty, and results in a more satisfying learning experience. A research study conducted among campuses in Indiana indicates that students enrolled in service learning during their first semester on campus persist at a higher rate to year two than students who are not enrolled in a service learning class.

Is the service component a required part of a service learning class?

It depends. In some service learning classes the service experience is an integral part of the course. Students who choose to enroll in this type of class are expected to participate in the service activity in the same way that they are expected to complete a research paper or make a class presentation. In other classes, the service component is an option and may replace another class assignment. Some departments use a “service learning credit option”: students who participate in service learning may elect to enroll for an extra independent study course credit.

How much service should I require students to complete in a semester?

It depends. Just as the length of a research paper varies from course to course, so too does the amount of service. As a rule of thumb, the more often a student goes to the community site, the more benefit is derived from the service experience. Typically, it is recommended that students contribute 2 hours each week for ten weeks for a 3-credit course. However, the service component may be designed to occur less frequently, depending on the needs of the community agency or the learning objectives of the course.

Will planning a service learning course take too much of my 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 site visitations. **But there are ways to minimize the impact of the time by gaining assistance from the Center for Service and Learning, community agency staff, and Service Learning Assistants.** CSL staff can meet with you and agency partners to discuss the design and implementation of the course. It does get easier each time you teach a service learning course. The amount of time required is lessened as community partnerships develop over time.

Does service learning take too much class time?

You are still in charge of what class time is used for. Students can reflect on the experience outside class through journals and logs, and more formal papers. Research, however, indicates that devoting time in class to discussing experiences that emerge from the service experience will increase student learning and satisfaction with the course. If the students' experiences become text for the class, they will integrate what they are learning as they discuss, make connections to course materials, and listen to the experience of others.

How do I evaluate the students' performance?

Service learning is often defined with an emphasis on learning. Many teachers do not change their evaluation technique, but assume that the service heightens student learning, and that monitoring the service contribution is all that is necessary. On the other hand, you might have specific papers devoted to reflecting on the experience, and grade those for analysis, critical thinking, and other standards normally used. Faculty who utilize service learning must generate data documenting the impact that this pedagogy has on student learning. Otherwise the question, "Why should I utilize service learning if it doesn't work any better than what I am already doing?" is a legitimate one. There are a number of outcomes that can be assessed. These include: impact on student learning; impact on the agency; impact on those being served; and impact on faculty development.

How can involvement in service learning strengthen my professional research?

Many professional academic associations now include sessions on service learning and civic engagement at national and regional conferences. Associations such as Campus Compact, Indiana Campus Compact, National Society for Experiential Education, and the American Association of Higher Education hold annual conferences and provide opportunities to present papers on service learning and the scholarship of engagement. Additionally, special issues of professional journals now feature service learning as a topic of inquiry. Involvement in service learning can augment and redirect one's professional research interests, especially when a strong partnership is created with the community agency. The CSL can provide assistance on designing research on service learning, scholarly publications, or grant proposals.

What risks are involved in service learning?

University insurance typically does not cover service learning activities off campus. Students are to be considered as volunteers and it is up to each agency to determine the need for volunteer insurance and limited criminal history checks. **Students need to be informed of potential risks before they volunteer.**

Students can sign an informed consent form indicating they are aware of risks and will not hold the university liable in the case of an accident. [Information on risk management and a sample Informed Consent Form is available at the Center for Service and Learning.](#)

These steps should be considered in course planning:

- **Prepare an Informed Consent Form listing the specifics of each student's service.** Include number of hours volunteering, projects and duties performed, and products to be completed.
- **Discuss in class the risks involved in the community service,** as well as the benefits and the skills required.
- **Talk with the agency supervisor about their insurance for volunteers,** or contact the service coordinator on campus for a list of community agencies already approved.
- **Set up a line of communication with the agency supervisor for students to report any difficulties.**
- **Create a service learning contract between the student and the organization listing** the community service, the learning objectives, and the date of completed projects and time requirements.

Reflection: Connecting Service to Academic Learning

Contributed by Julie Hatcher and Bob Bringle, Center for Service and Learning, IUPUI Adapted from *Service learning tip sheets: A faculty resource guide*, Hatcher, J.A., Ed. (1998). Indiana Campus Compact: Indianapolis, IN.

To enhance student learning, it is critical that instructors devote time and attention to designing reflection activities. **Reflection is the intentional consideration of an experience in light of particular learning objectives.** Reflection should be both retrospective and prospective: students consider their service experience in order to influence their future action. Effective reflection activities are linked to particular learning objectives of the class, are guided by the instructor, occur regularly throughout the course, allow for feedback and assessment, and include opportunities for the clarification of values. When reflection activities are integrated into class discussion and appear on exams, students report higher levels of satisfaction with the course and greater academic gains from the experience. A service learning class should include some type of reflection activity that can be evaluated by the instructor. This affords students the opportunity to document the learning that has occurred from the service component.

SAMPLE STRATEGIES FOR INTEGRATING REFLECTION INTO YOUR COURSE

PERSONAL JOURNALS are easy to assign, yet often difficult to grade. Some contend that this means of personal reflection should be graded only for completion. Personal journals provide a way for students to express thoughts and feelings about the service experience throughout the semester. Structured journals provide guidance so that students link personal learning with course content.

- **Critical incident journal:** This journal includes a set of prompts that ask students to consider their thoughts and reactions and articulate the action they plan to take in the future: Describe a significant event that occurred as part of the service experience. Why was this event significant to you? What did you learn from this experience? How will this incident influence your future behavior? What new action steps will you take next time?
- **Three-part journal:** Each page of the weekly journal entry is divided into thirds; description, analysis, application. In the top section, students describe some aspect of the service experience. In the middle section, students analyze how course content relates to the service experience. And in the application section students comment on how the experience and course content can be applied to their personal or professional life.
- **Highlighted journal:** Before students submit their reflective journal, they reread personal entries and, using a highlighter, mark sections of the journal that directly relate to concepts and terms discussed in the text or in class. This makes it easier for both the student and the instructor to identify the academic connections made during the reflection process.
- **Key-phrase journal:** The instructor provides a list of terms and key phrases at the beginning of the semester for students to include in journal entries. Evaluation is based on the use and demonstrated understanding and application of the term.
- **Double-entry journal:** Students describe their personal thoughts and reactions to the service experience on the left page of the journal, and write about key issues from class discussion or readings on the right page of the journal. Students then draw arrows indicating relationships between their personal experience and course content.
- **Dialogue journal:** Students submit loose-leaf journal pages to the instructor for comments every two weeks. While labor intensive for the instructor, this can provide regular feedback to students and prompt new questions for students to consider during the semester. Dialogue journals also can be read and responded to by a peer.

EXPERIENTIAL RESEARCH PAPERS ask students to identify an underlying social issue they have encountered at the service site. Students then research the social issue. Based on their experience and library research, students make recommendations to the agency for future action. Class presentations of the experiential research paper can culminate semester work.

ONLINE DISCUSSION is a way to facilitate reflection with the instructor and peers involved in service projects. Students can write weekly summaries and identify critical incidents that occurred at the service site. Instructors can post questions for consideration and topics for directed writings. A log of the e-mail discussions can be printed as data to the group about the learning that occurred from the service experience.

ETHICAL CASE STUDIES give students the opportunity to analyze a situation and gain practice in ethical decision making as they choose a course of action. Students write up a case study of an ethical dilemma they have confronted at the service site, including a description of the context, the individuals involved, and the controversy or event that created the ethical dilemma. Case studies are read in class and students discuss the situation and identify how they would respond.

SERVICE LEARNING PORTFOLIOS contain evidence of both processes and products completed and ask students to assess their work in terms of the learning objectives of the course. Portfolios can contain any of the following: service learning contract, weekly log, personal journal, impact statement, directed writings, photo essay, products completed during the service experience (e.g., agency brochure, lesson plans, advocacy letters). Students write an evaluation essay providing a self-assessment of how effectively they met the learning and service objectives of the course.

PERSONAL NARRATIVES are based on journal entries written regularly during the semester. Students create a fictional story about themselves as a learner in the course. This activity sets a context for reflection throughout the semester with attention directed to a finished product that is creative in nature. Personal narratives give students an opportunity to describe their growth as a learner.

EXIT CARDS are brief note card reflections turned in at the end of each class period. Students are asked to reflect on disciplinary content from class discussion and explain how this information relates to their service involvement. Exit cards can be read by instructors in order to gain a better understanding of student experiences. Instructors may want to summarize key points and communicate these back to students during the next class.

CLASS PRESENTATIONS can be three-minute updates that occur each month or thirty minute updates during the final two class periods during which students present their final analysis of the service activities and offer recommendations to the agency for additional programming. Agency personnel can be invited to hear final presentations.

DIRECTED WRITINGS ask students to consider the service experience within the framework of course content. The instructor identifies a section from the text book or class readings (e.g., quotes, statistics, key concepts) and structures a question for students to answer in 1-2 pages. A list of directed writings can be provided at the beginning of the semester.

WEEKLY LOG is a simple listing of the activities completed each week at the service site. This is a way to monitor work and provide students with an overview of the contribution they have made during the semester.

Office of Community Service Project Planning

IUPUI Center for Service and Learning

BEST PRACTICES

- **Start early!** The earlier you start planning for your community service event, the more you can integrate education around the social issue of your choice into your curriculum. Best Practice is to begin to plan your service event before the semester begins. **Complete a Community Service Project Support Proposal Form (see below).**
- Plan to **incorporate reflection** into your coursework following the service event. This could include article reviews, journals or presentations from students.
- If you decide to apply for a Service Learning Assistant (SLA) through the Office of Service Learning, start early and pick a student that has the time and the dedication to getting things done.
- **Create goals** for what you would like your students to gain from their service project.
- **Do your research!** Look into agencies that you think would fit in your curriculum. For example, if your course works with Elementary Education majors then an appropriate fit may be a youth organization in Indianapolis.

STAFF SUPPORT FROM THE OFFICE OF COMMUNITY SERVICE

As with any service project, it takes time to coordinate a service project for a group regardless of size. The Office of Community Service has added Learning Community Service Projects to the job description for one of our Graduate Assistants and one of our student leaders to assist faculty in planning service projects. These staff members will be available for consultation regarding co-curricular service projects in order to better serve our faculty partners.

SHORT-TERM SERVICE PROJECT OPPORTUNITIES

- **Day of Service Participation** - Sign your students up as a team for one of our service events. Students will work side by side at a local partner agency completing projects ranging from painting, to planting trees to organizing donations. See attached Day of Service Events for more information on these events.

***NOTE:** Sign up as soon as possible before the deadline to ensure that your group will be able to work together. Registration will be posted 3 weeks prior to each service event.*

- **One-time Service Projects** – Partner with the Office of Community Service to plan a service event for your students. Office of Community Service staff will be available to lead your students in education, service and reflection. See best practices for planning a service event.

***NOTE:** Consultations with Office of Community Service staff should occur at least 1.5 months prior. There is a high demand for these projects and our staff will need some extra time to plan your event.*

Need Assistance?

Contact Patty Mathison, Coordinator of the Office of Community Service pmathiso@iupui.edu, 278-2504.
or visit:

<http://csl.iupui.edu/ocs/index.asp>

DAYS OF SERVICE EVENTS

To learn more about any of these events, please contact the Office of Community Service. Instructors interested in having their class attend any of these activities as a cohort should complete the attached project support proposal below.

IUPUI United Way Day of Caring

Occurs annually in September; HOURS OF SERVICE: 5.

In partnership with the United Way of Central Indiana, teams of IUPUI students, staff and faculty volunteers canvass central Indiana to do what matters -- improve lives and shape the community. Teams can be matched in areas such as environmental clean-up, community rehabilitation, and education, as they collaborate to complete a task within a few hours.

Service and the City

Campus wide event occurs in September; Additional days may be arranged.

An informative, interactive introduction to Indianapolis and IUPUI, and how the two work together! Participants will take a driving tour of Indianapolis' past, visit Indianapolis present hot spots, and volunteer with an IUPUI community partner organization with an educational focus on a local social issue, such as hunger or homelessness.

Involvement Expo

Occurs Annually in September and February

This event connects the IUPUI community with local non-profit organizations and IUPUI student organizations. Students can stop by to receive information about how to get involved through volunteering on and off campus.

Jaguars in the Streets

3 – 4 events monthly; HOURS OF SERVICE: 2-3 hours per event.

Designed to expose the IUPUI community to Indy, and Indy to the IUPUI community, each month the Jaguars in the Streets program educates our volunteers on a different social issue through volunteering and civic engagement. Come build communities on and off campus with other students, staff, and faculty.

Fall Alternative Break

Occurs annually October; HOURS OF SERVICE: up to 20.

IUPUI Fall Alternative Break (FAB) places students in communities outside of Indianapolis to engage in community service and experiential learning. Students perform short-term projects for community agencies and learn about issues such as urban renewal, health, literacy, poverty, racism, hunger, homelessness and the environment, while gaining valuable life and leadership skills.

Sen. Bayh Service Leader Summit

Occur annually in October; HOURS OF SERVICE: 9 – 10.

IUPUI volunteers spend the day in support of the Senator Evan Bayh/ IUPUI Service Leadership Summit, a leadership and service event for outstanding high school students, which occurs annually on Make a Difference Day. IUPUI volunteers lead high school service leaders in team building, service, and reflection activities.

Hunger and Homelessness Week

Occurs annually in November, HOURS OF SERVICE: varies by activity.

Participants can spend the week raising socio-political awareness regarding hunger and homelessness issues in the local and global communities. The week will feature educational events and service designed to give the facts about social issues and policies linked to inadequate food and shelter. Activities include the Oxfam Hunger Banquet, a display of the inequality of global food distribution; and the IUPUI Plunge, a service activity with community agencies who focus on eradicating hunger and homelessness.

Dr. Martin Luther King, Jr. Day of Service

Occurs annually in January, HOURS OF SERVICE: 5.

IUPUI volunteers honor Dr. King's commitment to service and social justice by serving with others to address important community issues. This event is a tribute to King's legacy of tolerance, peace, and equality through an educational breakfast program and day of volunteering.

Alternative Spring Break (ASB)

Occurs over IUPUI's Spring Break in March, HOURS OF SERVICE: up to 60.

Be part of the ASB craze and learn firsthand why college students are opting for an Alternative Spring Break. These trips send students to other cities and states to engage in daily volunteer projects and social issue awareness. Through service, participants are able to experience, discuss, and understand social issues while learning how to become active citizens in their own communities.

César Chávez Day of Service

Occurs annually in March, HOURS OF SERVICE: 5.

¡Sí se puede! IUPUI students and members of the Indianapolis community organize educational events and service projects to raise awareness about César Chávez and his impact on migrant workers' rights.

National Youth Service Day

Occurs annually in April, HOURS OF SERVICE: 7-8.

An event organized by IUPUI first-year students that engages local youth in volunteering projects as part of a national movement to expose youth to community service.

Office of Community Service—Project Support Proposal

IUPUI Center for Service and Learning

Instructions: To assist staff in the Office of Community Service in helping you make your service experience the best it can be for you, your students and your community partner, please complete the following form and fax, snail mail or email it to: **Patty Mathison, Office of Community Service, CE373, (fax) 317-274-7099. pathiso@iupui.edu**. Due to the high volume of requests, we recommend that instructors submit their proposal(s) at least a month and a half in advance.

Contact Information: Please list the primary instructor as the first contact on the list.					
Instructor(s) Name:	Email:	Phone number:			
1.		(W) (C)			
2.		(W) (C)			
3.		(W) (C)			
Course Information					
Title	Number		Max. Enrollment		
Please circle the days of the week your course meets.			M	T	W
Please list the scheduled meeting time for your course.			Th	F	a.m./p.m.
Briefly describe the course learning objectives you plan address through this service experience.					
Are you interested in consulting with a representative from the Center for Service and Learning to deepen and further the integration of service in your course? (CIRCLE ONE.)					
YES		NOT AT THIS TIME,		NO	
If yes, your name will be referred to the Center for Service and Learning for a follow-up consultation.		but please add me to the Service Learning Listserv to stay informed of upcoming opportunities.			
Community Service Experience Information					
Briefly describe your goals/objectives for this service project (con't on next page).					

Number of hours students expected to serve(in hours):			
Would you like this service project to incorporate a specific social issue? Service agency?			
Are you interested in having a representative of the Office of Community Service present to your class about service opportunities in Indianapolis?		(CIRCLE ONE.)	if yes, please provide a date, time and location.
		Y / N	
Preferred Date and Time for service activity:		Is this date flexible?	Y / N
If flexible, please identify an alternate date and time.			
What are your plans for transportation to and from the site?			
Do you plan to conduct any pre/post service assessment? (reflection or other form of assessment) Explain (use additional pages if necessary):			Y / N
Thank you for your interest!			
For OCS use only	Date received:		

Additional Ideas for Incorporating Civic Engagement Activities

Political Engagement Project (PEP)

Contact: Johnny Goldfinger, 278 -8443

Part of IUPUI's American Democracy Project, the PEP sponsors politically focused campus initiatives, such as the iVote project in Fall 2008. Johnny Goldfinger, Assistant Professor of Political Science, is available to aid instructors in adding political elements to their courses.

- **Letters to Public Officials:** Students can write letters to public officials expressing their concerns about political issues and matters of public policy.
- **Campaign Volunteers:** Students can gain first-hand experience with the electoral process by working as campaign volunteers and interns. Reflection assignments offer a chance to make volunteering a structured learning experience.
- **Poll Workers Program:** The average age of poll workers in Indiana is over 70. IUPUI has sponsored a poll workers recruitment drive to get young people more actively involved in this essential aspect of the electoral process. Students who participate can provide an important service and experience the excitement and emotions of Election Day.
- **Petition Drives:** Have your students increase political awareness and lobby public officials by conducting petition drives.
- **Political Demonstrations:** Students can organize and participate in peaceful demonstrations either on or off campus.
- **Political Student Organizations:** There are a number of politically engaged student organizations on the IUPUI campus. Have your students become politically involved with others in the campus community. A list of politically active organizations is available and we can make contacts with these groups for you.
- **Politically focused films:** Movies are a great way to get students to think about political issues. Have your students organize screenings to be shown on campus with forums to discuss and deconstruct the films.

Democracy Plaza (DP)

Contact: Lorrie Brown, advisor, 274 - 5198

Best known as the "chalkboards on campus", Democracy Plaza is a student organization that coordinates civic engagement events on a variety of current issues. Besides attending DP's events, there are other ways that a class can engage with DP.

- **Reserve Democracy Plaza for an event:** Classes can reserve the DP programming area (chalkboard structure under the BS building) to hold an event. Sound equipment, chairs and tables are also available free of charge.
- **Submit questions for the DP chalkboards:** As weather permits, questions are posed on the DP chalkboards each week, reflecting current local and global issues. The DP student group can work with a class to produce a set of questions, to which the IUPUI community can then respond.
- **Suggest a semester's theme:** Each semester, DP students chose a social issue "theme" that will guide their programming for that semester. DP can work with instructors to possibly negotiate a theme that may be relevant to particular courses. Once the theme is chosen, DP plans at least one education event, service event, and social action event during the semester around that issue.
- **Collaborate on a "Pass the Mic" event:** By far the most popular of DP's events, this event includes an overview on a topic followed by an open microphone discussion. A class can work with DP to choose the topic for one week of Pass the Mic.

Collegiate Readership Program (CRP)

Contact: Lorrie Brown, advisor, 274 -5198

1,000 free daily copies of the [New York Times](#) and [USA Today](#) are available in 20 locations across campus. Online and on campus resources are available to support the use of newspapers in the classroom.

- **Faculty development workshop:** With the aid of the Center for Teaching and Learning, an information session is held once an academic year to discuss ways in which instructors can successfully utilize newspapers in the classroom.
- **Online resources:** Both [USA Today](#) and the [New York Times](#) have websites that offer resources explicitly for use in college courses, including case studies.
- **Letters to the Editor:** Students can write letters to the editor about political issues and public policy and be entered to win cash prizes to students for having their letters published. For guidelines and more information, contact Lorrie or Johnny.
- **Newspaper Jeopardy:** Students are asked to read the newspapers during a particular time period and then participate in a "Jeopardy" style game show to test their knowledge.
- **Free subscription:** Instructors who include the [New York Times](#) and/or [USA Today](#) on their syllabi are eligible to receive a complementary home or office subscription. Syllabi must mention the newspapers explicitly and should be sent to Lorrie Brown to obtain the subscription.