

**FACULTY HANDBOOK**

**C**OMMUNITY-BASED  
**L**EARNING AND  
**R**ESEARCH

2<sup>nd</sup>  
EDITION

SPRING

2008



*Center for Social Justice*

*Research, Teaching & Service*

GEORGETOWN UNIVERSITY

# COMMUNITY-BASED LEARNING AND RESEARCH

## Faculty Handbook

2<sup>nd</sup> Edition

Spring 2008



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*Research, Teaching & Service*  
GEORGETOWN UNIVERSITY

Dear Faculty Member,

Thank you for your interest in the Community-Based Learning and Research Faculty Handbook. The first edition (Spring 2005) was developed by Georgetown University's Center for Social Justice Research, Teaching and Service (CSJ), Department of Sociology and Anthropology and the Community Research and Learning Network. We are delighted to provide this second edition in which we have covered many of the topics that often are troublesome to faculty trying to incorporate community-based work into their classroom activities. To help facilitate this, we have included a combination of theoretical pieces that help you think about the importance of this work, as well as practical tools to help with the actual facilitation of the projects. We hope that they are useful for you.

This handbook continues to be a work in progress; please feel free to alter the tools to better suit your work. We would appreciate any feedback on the aspects that worked well or regarding any suggestions you have for the handbook.

Best wishes in and with the community!

Deanna Cooke, Ph.D  
Director of Research  
dyc4@georgetown.edu

Jane Kirchner  
CBL/PJP Coordinator  
jck47@georgetown.edu

**The Center for Social Justice Research, Teaching and Service**

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## Section 1: Introduction

### 1.1 Purpose of This Handbook

The work of Community-Based Learning at Georgetown University stems from the mission of the university and the mission of the Center for Social Justice Research, Teaching and Service. (Please see section 1.3 below.) This Community-Based Learning and Research (CBLR) Handbook is a guide for faculty considering incorporating the pedagogy of community-based learning in their courses.

This 2<sup>nd</sup> edition of the handbook offers insight into successfully incorporating community-based learning into courses in different disciplines—and not just for the humanities. Community-Based Learning and Research (CBLR) can be used successfully by faculty across a wide spectrum of disciplines. In addition, we've tried to create a handbook accessible and useful for both novice and experienced practitioners of community-based learning and research. The handbook will be revised regularly and recommendations for further updates are welcome.

### 1.2 Handbook Overview

Sections 2 and 3 provide an overview of community-based learning and research, detailing specific benefits of CBLR to the university, community, faculty and students. Sections 4 and 5 lay out some guidelines for incorporating CBLR into the classroom and implementing it in and with the community. Recommendations for syllabus development, CBLR course timelines, reflection, student assessment, effective community engagement and responsibilities of all participants are provided.

Finally, the appendices include documents for faculty conducting CBLR. An extensive list of CBLR print and online resources is provided in Appendix A. Appendix B includes forms and handouts for students on journal-writing guidelines, a sample Community-Based Learning contract, CBLR time log, a sample evaluation of CBL, student liability release form, a vehicle request form and van policies and procedures. Appendix C includes documents for professors, such as the Community-Based Learning course designation form, a sample university/community partner MOU as well as a sample evaluation of the CBL student for the CBO. Appendix D offers a description of the “Social

Justice Analysis” concentration offered by the Department of Sociology and Anthropology. A sample Institutional Review Board application follows in Appendix E.

### **1.3 Georgetown University and the Center for Social Justice Research, Teaching and Service Mission Statements**

#### **Georgetown University**

##### **Mission Statement**

Georgetown is a Catholic and Jesuit, student-centered research university.

Established in 1789 in the spirit of the new republic, the University was founded on the principle that serious and sustained discourse among people of different faiths, cultures, and beliefs promotes intellectual, ethical, and spiritual understanding. We embody this principle in the diversity of our students, faculty, and staff, our commitment to justice and the common good, our intellectual openness, and our international character.

An academic community dedicated to creating and communicating knowledge, Georgetown provides excellent undergraduate, graduate, and professional education in the Jesuit tradition for the glory of God and the well-being of humankind.

Georgetown educates women and men to be reflective lifelong learners, to be responsible and active participants in civic life, and to live generously in service to others.

#### **Center for Social Justice Research, Teaching and Service**

##### **Mission Statement**

In order to advance justice and the common good, the Center promotes and integrates community based research, teaching and service by collaborating with diverse partners and communities.

## Section 2: Community-Based Learning Overview

### 2.1 What is Community-Based Learning?

At Georgetown University, community-based learning (CBL) is an academic course-based pedagogy that involves student work with disadvantaged and underserved individuals or groups (or organizations working with and for disadvantaged and underserved individuals or groups) that is structured to meet community-defined needs. Critically, course objectives and student community work are fundamentally integrated. The basic aim of CBL courses is two-fold: first, that students' experiences in community-based work will heighten their engagement with central academic themes and material in the course; second, that the academic course content will facilitate students' ability to reflect in deep and constructive ways on their experiences working in the community.

We prefer the term “community-based learning” over the more widely used “service-learning” because the former includes a broader array of activities and places greater emphasis on the community's role as a partner in defining the learning activities. In seeking to create egalitarian university-community partnerships, we explicitly acknowledge the mutual benefit exchange and capacity building that students, community members, and faculty acquire through CBL participation. Still, we have mined the research on effective service-learning to help shape our practice of CBL and its integration into the curriculum.

### 2.2 How Does Community-Based Learning Fit In?

When CBL is integrated into college and university curricula as a teaching strategy, it is a particularly dynamic pedagogy. As our definition indicates, CBL is a type of experiential learning involving students in carefully chosen, meaningful community-based activities that are directly connected with course content through reflective discussion and class assignments. Service-learning research indicates that all types of service-learning produce a variety of important positive attitudinal, interpersonal and academic learning outcomes for students. However, some practitioners have suggested that **some kinds of service-learning are better than others at**

**impacting student learning.** Specifically, service-learning that stresses collective action, advocacy, critical analysis, and collaboration to drive social change—what some have called “service-learning advocacy,” may well result in greater curricular, academic, and personal benefits for students than service-learning without those features.

Justice-oriented or “**advocacy service-learning**”<sup>1</sup>—emphasizing **social justice, social change, real community collaboration, and critical analysis of the structural roots of problems**—produces benefits that may be diminished or absent in more conventional or “charity-oriented” service-learning experiences. That is, students are more likely to develop the leadership skills, political awareness, and civic literacy that represent a developmentally richer form of service-learning when required to:

- collaborate with community members,
- critically analyze the sources of problems, consider alternative responses,
- confront political and ideological barriers to change,
- weigh the merits of legislative or other political strategies, and
- experience their own potential for social action.

We seek to develop a standard of community-based learning that achieves the potential of this more advanced form of service-learning.

## **2.3 Effective Community-Based Learning**

Community-based learning experiences, as well as the courses, disciplines and instructors with which they are connected, vary considerably. Research has found that positive student learning outcomes—particularly academic learning—are a function of two central features of the community-based learning experience:

- The quality of the CBL placement (including its relation to course content), and
- The degree of integration of the CBL experience with the course through well-designed reflection, discussion, and connection with course themes.



Eyler and Giles<sup>2</sup> describe a *high-quality placement* as one in which students:

- Perform meaningful work
- Exercise considerable initiative
- Have significant responsibilities
- Engage in varied tasks
- Work directly with practitioners or other community members, and
- Work on activities clearly connected to the course content.

A *well-integrated experience* is one in which:

- The service experience is integral to the day-to-day activities of the course
- Students have frequent opportunities for reflection through:
  - Class discussion that goes beyond simply sharing feelings and experiences, and
  - Opportunities to analyze, dissect, and connect their service activities in ways that clarify course concepts, elaborate text-based information, and otherwise require them to integrate and process knowledge in ways that truly enhance academic learning.

Research shows that a *pedagogically effective service-learning experience* requires:

- Quality reflection time
- Carefully crafted written assignments that require analytical connections to course material, and
- A placement that immerses students in meaningful, challenging, and rich service activities.

Please See Appendix A for a more complete listing of research on the effects of service learning.

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<sup>1</sup> Moody, L. and Edwards, B. 2001. "Experiential Learning in Sociology: Service Learning and Other Community-Based Learning Initiatives." *Teaching Sociology* 29: 181-194.

<sup>2</sup> Janet Eyler and Dwight E. Giles, 1999. *Where's the Learning in Service-Learning?* (p.137). San Francisco: Jossey-Bass.

## 2.4 The Benefits of Community-Based Learning<sup>3</sup>

### The University

Through community-based learning collaborations universities can:

- Enhance teaching, research, and outreach activities
- Engage faculty and students in local and state community issues
- Extend university knowledge and resources
- Create positive community relationships, and
- Increase development and preparation of university graduates.

### The Community

For community partners, the goal of social change is the primary incentive for entering into a CBL collaboration. Specifically, community organizations can:

- Mobilize additional resources to fulfill the organizational mission of the community group
- Gain access to new resources and improve their ability to better leverage the resources that are already under its control
- Build capacity by increasing the staff's skills and the organization's ability to operate more effectively
- Increase effectiveness through an improved ability to collect, analyze, and use data independently, and
- Maximize community empowerment and advocacy efforts.

### Faculty

By taking the classroom beyond the campus and into the community, faculty can:

- Enhance their teaching repertoire
- Increase contact with students
- Gain new perspectives on learning and increase understanding of how learning occurs

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<sup>3</sup> Adapted with permission from: *Service-Learning Faculty Manual, 2<sup>nd</sup> Edition*. Colorado State University.

- Increase awareness of community issues and their relationship to instructors' academic interests
- Identify current trends and issues that might inform research, and
- Increase potential for interdisciplinary collaboration.

### **Students**

Students involved in a community-based learning project can come away with many benefits from the experience. Community-based learning enhances students' learning of curriculum content by creating synergy between students' academic work and activities in the community. Because CBL offers the chance to learn through the best combination of experiential and classroom-based learning strategies, students can:

- Enhance cognitive skills through the problem-solving and social interaction dynamics they face
- Develop values through exposure to people facing great adversity and working with community advocates committed to ameliorating these problems
- Learn citizenship and political participation skills by contributing to their communities and acquiring the social capital to do so later in life
- Engage with people of a different race, class, ethnicity, gender, religion, nationality, or sexual preference when the community-based organizations they work with are either more diverse or simply different from the campus student body
- View engagement in the community as a part of their civic responsibility and learn that corporate bodies, as modeled by the university, have an obligation to their local communities, and
- Acquire the skills to become active agents of social change through an empowerment process that starts with being responsible only for one's own learning, and leads to becoming an advocate for change for those with fewer resources than oneself.

Students develop leadership skills, political awareness, and civic literacy by critically analyzing the sources of local challenges, considering alternative responses, confronting political and ideological barriers to change, and weighing the merits of legislative or other political strategies in

collaboration with community members. As equal members of CBL “teams” students learn to listen to one another, to deliberate critically about problems and issues, to arrive at solutions mutually, and to work together to implement them—all of which are important skills in the increasingly team-oriented 21<sup>st</sup> century workplace.



**GU students and children from community partners learn from each other.**

## Section 3: Community-Based Research Overview

### 3.1 Principles of Community-Based Research (CBR)

CBL that focuses on the intentional use of discipline-based and interdisciplinary research methods to construct the knowledge community-based organizations need to advance their social change goals is known as Community-Based Research. This section is based on work by Strand and colleagues.<sup>4</sup>

### 3.2 Important aspects of CBR

- Conducts research **with** and **for**, **not on**, members of a community
- Is collaborative and change-oriented
- Bases research questions on the needs of communities, who often require information that they have neither the time nor the resources to obtain
- Combines classroom learning and skills development with social action in ways that can ultimately empower community groups to address their own needs and shape their own futures, and
- Differs from most other experiential and service-learning pedagogies as it emphasizes the development of knowledge and skills that prepare students to be active creators and effective agents in their civic participation.

### 3.3 Central Principles of CBR

- Is a **collaborative** enterprise between academic researchers (faculty and students) and community members
- Validates **multiple sources of knowledge** and promotes the use of **multiple methods of discovery and of dissemination** of the knowledge produced, and
- Strives for **social action** and **social change** in order to achieve social justice.

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<sup>4</sup> Strand, Kerry et al., 2003. *Community-Based Research and Higher Education: Principles and Practices*. San Francisco, CA: Jossey-Bass.

## 3.4 Collaborative Research Project Protocol

### Organize Initial Meeting

- Talk to individuals - assess needs, interests and assets
- Set agenda based on complementary interests
- Circulate initial agenda and documents
- Set up meeting logistics, and
- Send out reminders.

### Initial Meeting

- Determine **action steps** – who is to do what by when and follow-ups on each
  - **Product:** preliminary action plan. Circulate and have parties approve memorandum of understanding regarding project action plan.

### Follow-Up

- Submit project proposal to Institutional Review Board (IRB)
- Troubleshoot problems by implementing your action steps
- Facilitate communication with partners, and
- Share information and resources as possible.

### Keep Process Moving Forward

- Communicate between parties (CBOs and researchers) and within parties (researchers with one another)
- Track timeline
- Report preliminary findings to community/CBO
- Intermediate products – get revised and approved
  - **Products:** consent forms, instruments, data, technical assistance reports, educational materials for presenting results

### Complete Project

- Draft reports exchanged and reviewed; make changes as appropriate

### Final Report

- **Products:** draft report, circulate to all parties, revise and approve

### 3.5 Sample Project Methodologies

**Small-scale surveys:** define the needs and interests of CBO clients and/or residents within a community.

**Focus groups:** bring together a targeted group of people for specific purposes, such as assessing a program's operational success.

**Program evaluations:** assess a particular program's operations, either in written format or through interviews. Social experiments can also test the fairness and equity of services.

**Oral histories:** record and then arrange interviews in response to organizational interests or issues.

**Data analysis:** collect and systemize data from client records or other sources; compile data to produce reports that respond to research needs of community-based organizations.

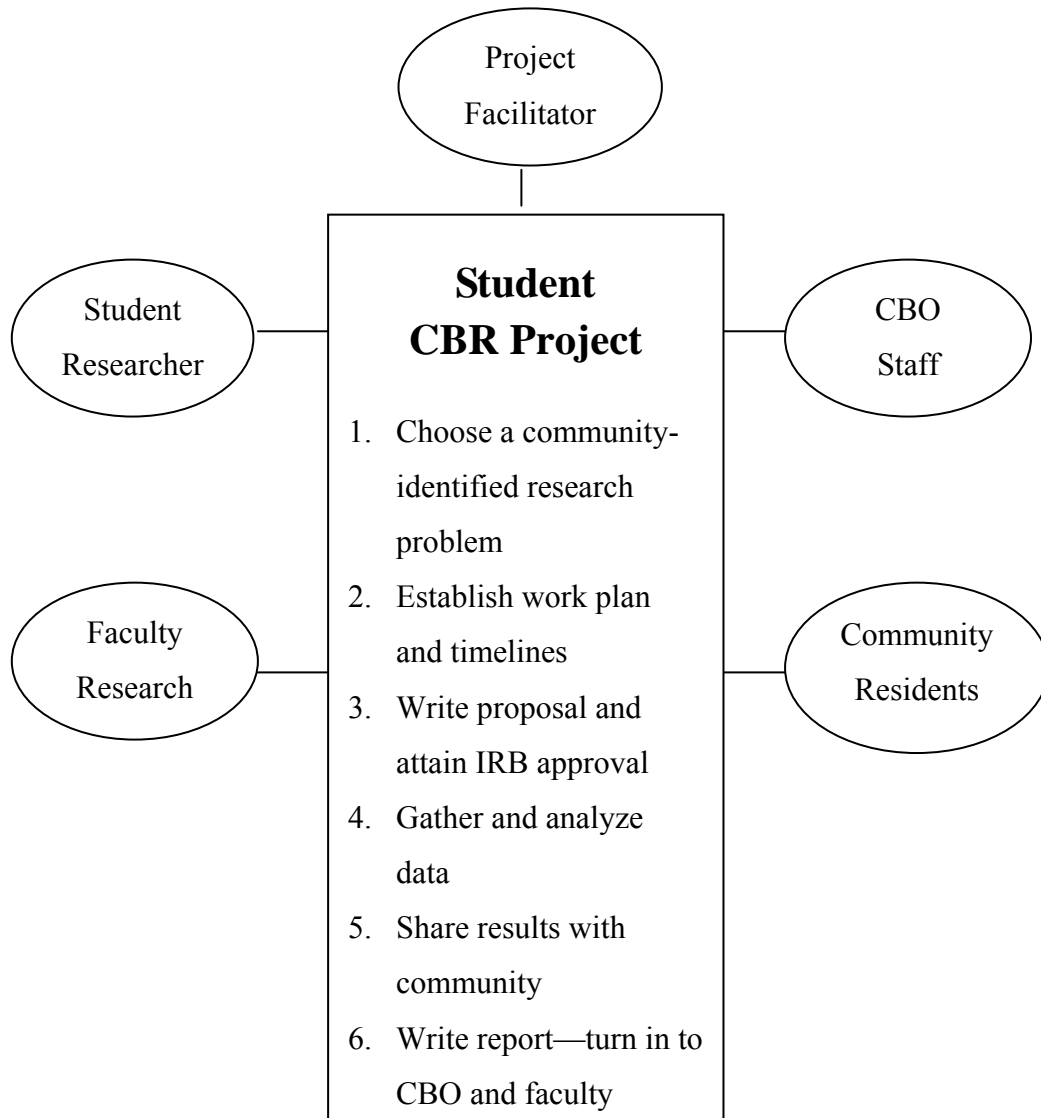
**Community asset mapping:** collect community asset and liability data at street-level; later, data may be entered into a database to produce the final mapping.

**Policy research:** examine and analyze relevant policies in a particular issue area, and explore pros and cons of possible policy alternatives.

**Promising practices:** examine similar programs and review their program methods and evaluations.

**Business planning:** work with CBO staff to undertake various types of organizational planning, from developing community outreach plans and marketing strategies to designing training programs.

### 3.6 Stakeholders Mobilized for a Course-Based CBR Project





### 3.7 Community and Scholarly CBR Needs: Identifying and Reconciling Differing Agendas

Issue Area	Community Needs	Scholarly Needs	Reconciliation Tips
<b>Project trajectory</b>	CBR project driven by deadlines, staff time and resource availability, other emerging priorities and needs	CBR project driven by semester deadlines, student and faculty availability, syllabus-defined learning goals	Initial setting of timeline and markers, identify flexible markers, discuss “fallback” options; continue projects across semesters and faculty
<b>Results format</b>	Accessible language for public dissemination	“Academic paper” with scholarly conventions	Early on plan/discuss product format; perhaps create two products, one for CBO and one for scholarship
<b>Research Skills</b>	Flexible/multiple methods that have practical applications	“Textbook” applications; “empirically legitimate” research designs	Elicits “teachable moments” on textbook vs. “real-world” research; texts provide theory and grounding for more practical applications
<b>Preparedness for entry into community</b>	Students & faculty should be aware of community needs, sensitivities, practical matters	Time spent preparing for work in community seen as distraction from “required” work on syllabus	Early two-way orientation: community partner attends class; class gets community background material and tour
<b>Preparedness to work with students</b>	CBOs should identify key point people willing and able to work with students and faculty	Faculty should clarify students’ needs & learning goals, then identify both fixed and flexible areas	Have faculty, staff & community partners meet in advance to clarify needs of students & community partners to create an MOU
<b>Collaboration, intercultural communication, “people skills”</b>	Students & faculty should be willing to collaborate, and use regular communications channels	Time spent collaborating, translating, communicating with partners seen as distraction from work on project	Discussion and reflection topic; community partners to help with reflection & debrief after challenging interactions
<b>Autonomy and accountability</b>	CBOs accountable to constituencies, funders and focused on the “public interest” as defined by their board and staff	Professor’s autonomy in classroom, academic freedom, and “promising practices” of discipline and pedagogy	Initial and ongoing discussion of stakeholders’ needs and potential constraints
<b>(Multi)disciplinary</b>	Problems cut across disciplinary lines, requiring multiple areas of expertise	Courses taught from particular disciplinary perspective	Faculty and student collaboration across departments; additional consultations are acquired, as needed
<b>Primary goals</b>	Improve organization’s operations, increase capacity, effect social change that improves quality of people’s lives	Students’ learning, effective teaching, prepare students for future, effect social change to improve quality of people’s lives	Flexibility, compromise, ongoing dialogue to construct win-win process

### 3.8 Institutional Review Board (IRB-c)

An IRB's primary responsibility is to protect the rights and welfare of participants involved in human subject research. In doing so, the IRB monitors human subject research to determine that it is conducted ethically, and in compliance with Georgetown University (GU) and Federal regulations, the requirements of applicable law, this institution's Assurance, and this institution's policies and procedures. The IRB fulfills these responsibilities by conducting prospective and continuing review of human subject research, including review of the protocol and grant applications or proposals (for Federally-funded research), the informed consent process, procedures used to enroll subjects, as well as any adverse events or unanticipated problems reported to the IRB.

The IRB is empowered to take any action necessary to protect the rights and welfare of human subjects in GU's research conducted at GU or by GU's employees or agents. The IRB has the authority to approve, require modifications in, or disapprove any human subject research conducted at GU or by GU's employees or agents. The IRB has the authority to observe and/or monitor this institution's human subject research to whatever extent it considers necessary to protect human subjects.

All *research involving human subjects* conducted at GU or its affiliates must be reviewed by the GU Institutional Review Board (GU IRB). The IRB designated by GU Office of Regulatory Affairs to review social-behavioral research is the Social-Behavioral IRB, IRB-C.

*"Research means a systematic investigation, including research development, testing and evaluation designed to develop or contribute to generalizable knowledge."*

*"A human subject is a living individual about whom an investigator (whether professional or student) obtains data through an interaction with the individual or obtains identifiable private information."* The *intention* to contribute to such knowledge is key to the definition, whether or not the completed research does make such a contribution or is accepted for publication.

Not every "investigation" is considered "research." Examples of investigations that may not be considered research by the IRB may include, but are not limited to:

- class projects with no expectation of publication

- investigations in which only information found in public records is collected
- data that is collected about something other than human beings, and/or
- evaluation of programs or courses that will be used only to improve the program or course and will not be used for public dissemination or to generalize to other programs or courses.

All of the following activities may be included in the definition of research with human subjects:

- Pilot studies (research development)
- Interview procedures
- Surveys
- Observation
- Case studies
- Oral histories, and
- Analysis of existing data.

Below are questions that will help you better understand when you need to seek IRB approval and what the process for seeking approval will entail.

1. **Is the research conducted by or under the direction of a Georgetown University employee (faculty, student, or administrator) even if it does not take place at Georgetown University?** According to Georgetown's policies, such research must be reviewed by the IRB-c in advance of any involvement of human subjects. This includes research conducted at another institution in this country or research conducted abroad. It includes collaboration with investigators at other institutions, and it includes research in which other institutions or researchers gather the data for a Georgetown researcher. (The type of review for such projects is not limited. They may be determined to be exempt if the eligibility criteria are met.)
2. **Is the subject population vulnerable in any way and are regulations in place to protect that population?** There are several categories of protected subjects, including the following common categories:

- **Children** - Subpart D of the federal regulations protecting human subjects, incorporated in Georgetown University's policies, provides additional protections for children. Research with children as subjects can be exempt in only two instances:
    1. Observational studies in which the investigator does not interact with the subject, and
    2. Research conducted in established or commonly accepted educational settings involving normal educational practices.
  - **Prisoners** - Subpart C to the governing regulations provides additional safeguards for prisoners as research subjects. Essentially, the regulations are designed to discourage the use of prisoners as subjects unless the research will materially affect the lives of prisoners. They are not, in other words, to be used as a captive population. An IRB that reviews a protocol with prisoners as subjects must have a prisoner representative on the committee.
  - **Georgetown University Students and Employees** - The Georgetown University policy on students and employees is designed to address the possibility of coercion, even unintended or unwitting coercion. Other than with respect to research that is exempt, if instructors wish to use students in their own classes, or if Georgetown University (GU) employers wish to use their own employees in research involving human subjects, full committee review is ordinarily required. All members of the GU community are cautioned to use particular care in considering methods of subject selection or recruitment involving one's own students or employees.
- 3. Does the research involve deception?** All research involving deception of subjects must be reviewed by the full IRB-c.
- 4. What is the level of risk?** Much of the research in the social and behavioral sciences has no more than minimal risk. The greatest risk is often a breach of confidentiality, when such a breach could result in social stigma, loss of employment, legal prosecution, embarrassment, damaged family relationships, and sometimes physical danger. *The degree of risk must be no more than minimal in order for research to be determined to be exempt or considered eligible for expedited review.*

**5. Does the research activity fit into one of the categories of research that can be screened for exemption or into one of the categories of research that can be reviewed using expedited procedures?** Research activities which may be determined to be exempt, provided there is no more than minimal risk, are listed in the IRB-c Manual and on the website.

**6. Expedited Review:** Activities eligible for expedited review, provided there is no more than minimal risk can be found in the IRB-c Manual and on the website.

For more information about the IRB please visit the website at:

<http://ora.georgetown.edu/irb/index.htm>

## Section 4: Implementing Effective CBL in the Classroom

### 4.1 CBL Course Options

#### Community-Based Learning Courses

#### Definitions, Criteria, Procedures

#### Georgetown University

AY 2008-2009

The Center for Social Justice Research, Teaching and Service (CSJ) is responsible for designating courses as “community-based learning” courses. Crucially, a community-based learning (CBL) course involves work with disadvantaged and underserved individuals and groups. Such work has traditionally been called “service-learning,” a term many colleges and universities continue to employ. The language of CBL attempts to capture Georgetown’s central commitment to working *with* community representatives in designing CBL courses, courses that value the contributions of both campus and community to the learning experience of the students.

#### Definition

At Georgetown University, community-based learning (CBL) is an academic course-based pedagogy that involves student work with disadvantaged and underserved individuals or groups (or organizations working with and for disadvantaged and underserved individuals or groups) that is structured to meet community-defined needs. Critically, course objectives and student community work are fundamentally integrated. The basic aim of CBL courses is two-fold: first, that students’ experiences in community-based work will heighten their engagement with central academic themes and material in the course; second, that the academic course content will facilitate students’ ability to reflect in deep and constructive ways on their experiences working in the community.

#### CBL Course Advisory Committee

A “CBL Course Advisory Committee” has been established in CSJ, which works to support the development and identification of CBL courses. The Committee will apply the definition and the criteria for CBL courses specified in this document.

The members of the Committee are:

Alisa Carse, Associate Professor in Philosophy and the CSJ James F. Slevin Fellow for Curriculum and Pedagogy

Betty Andretta, Associate Dean, School of Foreign Service

Bob Bies, Professor, McDonough School of Business

Katie Leonhardy, Assistant Professor, International Health Department, School of Nursing and Health Studies

Jane Kirchner, Community-Based Learning/Program on Justice and Peace Coordinator, CSJ

Kathleen Maas Weigert, Ph.D., Executive Director of CSJ (ex officio)

**Criteria for Identification as a CBL Course  
(three- or four-credit courses)**

1. The success of a CBL course requires significant investment in and with the community. Such commitment is not indicated merely by time spent. A “significant investment” requires at least 20 to 40 hours over the semester. Depending on the nature of the community-based work, some portion of this work is to be done on site. It will also entail completion of specific course assignments related to this work.
2. Student community-based work is designed through collaboration with those in the community organizations with which the work is to be done, so that it is responsive to community-defined needs.
3. Student community-based work is integral to the course objectives, which are informed by knowledge and skills tied to the disciplinary or interdisciplinary paradigms of the course.
4. Student assignments require reflective engagement on the intersection of community-based work and other course material.

### Ways of Implementing CBL

The course instructor will consider whether to make CBL a requirement for all students or an option.

1. CBL as a 'requirement' for all students taking the three- or four-credit course.

Generally this entails that each enrolled student complete at least 20 to 40 hours of structured community-based work, along with designated course assignments requiring active integration by students of their community-based work and central course themes and materials through course assignments, such as papers, reports, oral presentations, exams, etc.

2. CBL as an 'embedded option' within a three- or four- credit course.

Students choosing the CBL option enroll in the CBL section for the course. Each student completes at least 20 to 40 hours of structured community-based work, along with designated course assignments requiring active integration by students of their community-based work and other course materials. In this model, the course instructor designs the course to include 'tracks' for students, one of which involves structured community-based work and its related assignments, such as papers, reports, oral presentations, exams, etc.

### Types of Community-Based work

CBL courses can include either or both of the following types of work:

1. Direct service

Examples: Working with homeless people or refugees; tutoring in local schools or community centers or mentoring at-risk children; serving at a health clinic; working with adjudicated youth; teaching English to children and adults.

2. Indirect service

Examples: Conducting a needs assessment study or other types of community-based research; assisting in writing grant applications for a community-based organization; creating a website for a nonprofit agency; assisting in policy analysis work; working with those who are preparing for public hearings;



helping design educational campaigns; helping create materials to advance designated issues and related advocacy projects.

### Procedure for Identification as a CBL Course

It is the responsibility of the course instructor's department to approve the course as an offering; it is the responsibility of the CBL Course Advisory Committee to designate the course as a CBL course.

Whether the class requires CBL work of all students or is optional for students in a specific section, the course instructor consults with CSJ personnel on the design or redesign of a course to meet the criteria for designation as a CBL course. This consultation will include the assistance of course instructors interested in developing community-based teaching and learning initiatives. Established community-based programs and university resources supporting such initiatives will be discussed in conjunction with course development and design.

1. The course instructor submits the "Community-Based Learning Course Proposal" form to the CBL Course Advisory Committee for CBL designation.
2. Once designated as a CBL course:
  - a. The course will be listed as a CBL course in registration materials:
    - 1) On Departmental Course Submission Forms to the Registrar, CBL will be in the title of a course, if all students are required to participate in it; e.g.:  
SOCJ 205:01 CBL: Social Justice Analysis: Theory and Practice
    - 2) On Departmental Course Submission Forms to the Registrar, CBL will be in the title of a section, if CBL is an option within a course; e.g.:  
SOCJ 241:01 Confronting Hunger and Homelessness in America  
SOCJ 241:02 CBL: Confronting Hunger and Homelessness in America
  - b. The course instructor will submit the course syllabus to the CSJ Community-Based Learning/Program on Justice and Peace Coordinator to be posted on the CSJ web site. Updated syllabi for CBL courses will be submitted when significant changes in course content and structure are introduced by the instructor in subsequent semesters.
  - c. On the reverse side of the transcript, this sentence will appear:

“CBL (at the beginning of a course title): Community-Based Learning, a course-based pedagogy, involves student work with disadvantaged and underserved individuals or groups that is structured to meet community-defined needs.”

## 4.2 Developing a Syllabus

One of the most critical and difficult aspects of successfully incorporating community-based learning into a course is producing the syllabus. Below is a suggested list of questions that ought to be considered when developing a CBL-course syllabus.

- Will the CBL component be required or optional?
- Have I sufficiently clarified mutual objectives with CBO leaders?
- Have I connected the CBL element with the course objectives?
- Are expectations for students clearly stated?
- How do I help match students with the appropriate CBO for their projects?
- How will I help students prepare for a productive and collaborative CBL experience?
- How should I encourage students to respectfully approach CBOs, appreciating the learning opportunity inherent in the relationship?
- Will students work **with** and **for** the community, and not **on** it?
- Do students have an opportunity to discover community assets as well as community problems?
- How can I incorporate writing into students' grades to ensure adequate time-commitment?
- What incentives can prevent procrastination in journal writing and research papers (e.g., weekly graded assignments)?

## 4.3 Key Points to Include in Your Syllabus

When creating a syllabus for a course that incorporates community-based learning, some points are crucial to students' understanding of the role and importance of CBL. Key points that should be included follow.

### Things to Include in Any CBL Course's Syllabus

- A brief overview of CBL
- How CBL fits into the course objectives
- How the CBL element of the course will be graded and what weight it will be given
- How many hours students will be expected to be engaged in community-based learning
- If used, journal writing expectations and guidelines (see Appendix B)
- The process for finding a community-based organization to work with, if this is not done by the faculty!
- Expectations of students in the community

For optional CBL courses it is important to clearly spell out the different requirements for the two course options. Required CBL courses should include an explanation of why CBL is crucial to the course objectives.

#### **4.4 CBL-Course Development Timeline**

This timeline gives a general idea of the scope and timing of the preparation needed for an effective CBL-course. It is designed for use in the **semester or year before** the CBL-course will be offered.

**Week 1:**

Define learning objectives for the course.

**Week 2:**

Decide if the community-based learning component will be required or optional.

**Week 3:**

Research which sites to include.

**Week 4-5:**

Phone or meet with site coordinators. Show them a draft of your syllabus. Learn about the activities students might engage in at their sites and share your course objectives with them. Begin discussion about what form, if any, an agreement between you (or the student) and the organization will take.

**Week 6-7:**

What reflection methods might you use? Decide if you want to use journal writing, other written reflection formats, in-class discussions, or some combination, etc..

**Week 8-9:**

Formalize an agreement with each site regarding expectations, etc..

**Week 10:**

Write an explanation of the community-based learning component for the syllabus. Explain the goals and expectations, how the CBL component is incorporated into the grade, and how CBL enhances the learning in the course.

**Week 11:**

Submit your course proposal to CSJ for designation as a “CBL” course.

#### **4.5 CBL-Course Implementation Timeline<sup>5</sup> (modification to original source)**

Use this timeline as a general guide to help promote successful community-based learning throughout the semester.

##### **Week 1:**

Introduce syllabus, discuss course objectives, explain community-based learning and how it enhances the course, set CBL expectations, and talk about possible agency partners and projects. Announce due dates for assignments, in-class reflection activities, papers, presentations, evaluations, etc. Consider inviting the CBO partners into your classroom. Hand out CBL forms and CBO lists.

##### **Week 2:**

Students select and/or interview with CBOs and make preliminary arrangements with CBO of choice. Students present CBL contracts to faculty.

##### **Week 3:**

Students begin working at their respective CBOs.

##### **Weeks 4-10:**

Monitor students' on-site experiences (through occasional communication with CBOs and in conversation with the students).

##### **Week 11 -14:**

Instruct students how to successfully bring their CBL projects to a close.

##### **Week 15 and beyond:**

Ask students about the CBOs where they worked and what they did while there. Get feedback from the community-based organizations on students' preparation and performance. Examine student evaluations to determine the success of the CBL aspect of

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<sup>5</sup> Adapted with permission from: Troppe, Marie, ed. 1999. *Faculty Handbook for Service-Learning*, Commuter Affairs and Community Service College Park, MD: University of Maryland.

the course and make changes for subsequent semesters as needed. Modify CBL component based on student and community feedback.

## 4.6 Assessing Student Learning

In the past, some faculty members have been reluctant to integrate community-based learning into their classes because of concerns about sound evaluation techniques. However, assessment should not be an impediment to CBL.

### **Quantitative Surveys:**

Faculty at Georgetown University have developed surveys by discipline (Sociology, English and Biology, so far) to address disciplinary learning objectives. Please contact Kathleen Maas Weigert (kmw22@georgetown.edu) at CSJ to obtain samples of these surveys.

### **Qualitative Assessments:**

In addition to surveys you may want to get more qualitative measures of your students' performance. Here are some suggestions and tips to determine whether students are connecting classroom and on-site learning.

- You might have students keep a detailed journal of their experiences, combining descriptive, conceptual, and reflective styles (see Appendix B for more details)
- Make sure to give feedback on students' journal entries – are they thinking about the right things? Are they taking their own preconceived notions into account?
- Contact students' community-based organization at least once during the semester.
- Have students create on-line digital portfolios of their projects. Please contact Deanna Cooke (dyc4@georgetown.edu) for the digital template for student portfolio.
- There are a number of tools for gauging student learning, such as<sup>6</sup>:

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<sup>6</sup> Troppe, Marie. (1995). *Common Cases: Philosophy of Evaluation in Service-Learning Courses, Connecting Cognition and Action: Evaluation of Student Performance in Service-Learning Courses*, Campus Compact's Project on Integrating Service With Academic Study.

- ❑ CBL agreement
- ❑ Journals
- ❑ Reflection papers
- ❑ Class discussions
- ❑ Class presentations
- ❑ Group projects/  
evaluation
- ❑ Portfolios
- ❑ Case studies
- ❑ Incident reports

## Section 5: Implementing Effective CBL with the Community

### 5.1 Establish Equal Partnerships

One of the unique and most important aspects of community-based learning is its emphasis on an equal partnership between university and community. Getting off on the right foot in a university/CBO relationship is especially critical in assuring this mutual respect. Below are some ideas to help establish equal partnerships between university and community-based organizations.<sup>7</sup>

- Research the history and mission of the community-based organization (CBO) before making contact.
- Communicate with CBOs early on about what each of you can offer the other; emphasize the two-way nature of CBL collaboration.
- Learn about the assets of the CBO and communicate them to your students. The more students know about the CBO's knowledge, strengths and accomplishments, the less likely they are to approach CBL as “charity work.”
- Do no harm. The community and the clientele are not a teaching or research laboratory. The notion of community as laboratory assumes a false power hierarchy and perpetuates an attitude of institutional superiority. Faculty and community are equal, collaborative partners.

#### Practical Suggestions

- Meet with CBO agents at their office or activity location whenever possible.
- When CBO members come to campus, provide them with all pertinent transportation information (i.e., parking passes, driving/bus directions).

#### Shared Principles

At Georgetown University, we approach our relationships with community-based organizations with a set of principles.

- 1. We operate on a model of shared teaching and learning.** Each person has something to contribute and each has something to learn. No one person knows all the issues or has all the solutions. Through ongoing conversation and common action we teach and learn from each other and, ultimately, effect positive change.
- 2. We conceive of our work as essentially relational.** It is about developing and deepening partnerships between our campus and the communities in which we live—local, national and global. We are committed to working with others who share a broad vision of social justice, who believe that higher education should work to advance that vision, and who see service opportunities as unique vehicles for examining and expanding social justice.

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<sup>7</sup> Closely adapted with permission from: *Service-Learning Faculty Manual, 2<sup>nd</sup> Edition*. Colorado State University <<http://www.colostate.edu/depts/SLVP/facultymanual.pdf>>

3. **We believe that positive social change can occur through long-term commitments fostered in and through partnerships.** Partnerships are not created in a moment, nor are they effortlessly sustained; they take time and resources; they require deliberate attention. We are dedicated to the idea that through individual-community partnerships, individual and community lives can be changed. Good partnerships encourage and enable more people to attain the knowledge and skills needed to actively participate in their communities. Working collaboratively, partners can help drive the changes necessary to make our communities healthier, more vital and more just.

## 5.2 Expectations<sup>8</sup>

In a CBL partnership, each member must meet certain expectations in order to assure a smooth relationship. Some of these expectations follow.

### *Students are expected to...*

- Be prompt, willing, respectful and positive at their service placement.
- Arrange hours with placement sites during the first two weeks of class (or as directed by the instructor).
- Fulfill all agreed upon duties and responsibilities at the community site.
- Provide feedback about the service experience and its relevancy to the course material.
- Participate in course discussions.
- Be open to learning about cultures and lifestyles that are different than their own.
- Speak with their supervisor if uncomfortable or uncertain about what they are to do.
- Respect the confidentiality of the people served.
- Participate in an evaluation process.

### *Community Partners are expected to...*

- Orient students to the agency or project mission and goals to better understand their role within the agency/project.
- Provide significant and/or challenging work for the student.
- Provide training, supervision, feedback and resources for the student to succeed in the service.
- Ensure a safe work environment and reasonable hours for the student to perform their service.

### *Faculty are expected to...*

- Describe the community-based learning activity and its relation to the course objectives in the course syllabus and on the first day of class.
- Familiarize themselves with the service sites and monitor student progress through discussions, journal assignments, progress reports or individual check-ins..
- Have all students complete a cooperative community-based learning agreement (see Appendix B).
- Provide individual and group forums for students to reflect on what they are learning from the experience.

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<sup>8</sup> Adapted with permission from *Service-Learning Faculty Manual, 2<sup>nd</sup> Edition* Colorado State University  
<<http://www.colostate.edu/depts/SLVP/facultymanual.pdf>>



## APPENDICES

## Appendix A: Community-Based Learning Research Resources

### At A Glance: What We Know about The Effects of Service-Learning on College Students, Faculty, Institutions and Communities, 1993- 2000: Third Edition.

"At A Glance" summarizes the findings of service-learning research in higher education over the past few years and includes an annotated bibliography. It is designed to provide a quick overview of where we are in the field today and a map to the literature.

Janet S. Eyler, Dwight E. Giles, Jr., Christine M. Stenson, and Charlene J. Gray  
Vanderbilt University  
August 31, 2001

Funded by the Corporation for National Service  
Learn and Serve America National Service Learning Clearinghouse

#### I. What We Know: The Effects of Service-Learning On Students

##### A. Personal Outcomes

- ◆ **Service-learning has a positive effect on student personal development such as sense of personal efficacy, personal identity, spiritual growth, and moral development:**

Astin & Sax, 1998; Astin, Sax, & Avalos, 1999; *Blackwell, 1996 (dissertation)*; Boss, 1994; Driscoll, Holland, Gelmon, & Kerrigan, 1996; Eyler, Giles, & Braxton, 1997; Eyler & Giles, 1999; Fenzel & Leary, 1997; Freidus, 1997; Giles & Eyler, 1994; Gray, Ondaatje, Fricker, Geschwind, Goldman, Kaganoff, Robyn, Sundt, Vogelgesang, & Klein, 1998; *Greene, 1996 (dissertation)*; Gorman, 1994; *Ikeda, 1999 (dissertation)*; *Jordan, 1994 (dissertation)*; Keen, & Keen, 1998; Kendrick, 1996; *Loewen, 1998 (dissertation)*; Markus, Howard, & King, 1993; McMahon, 1998; Ostrow, 1995; Peterson, 1998; *Rauner, 1995 (dissertation)*; Rhoads, 1997; Rockquemore & Schaffer 2000; Schmidt, 2000; *Seibold, 1998 (dissertation)*; Sledge, Shelburne, & Jones, 1993; Vogelgesang & Astin, 2000; VCU, 1997; Wade & Yarborough, 1996; Wang, 2000; Western Washington University, 1994.

- ◆ **Service-learning has a positive effect on interpersonal development and the ability to work well with others, leadership and communication skills:**

Astin & Sax, 1998; Bacon, 1997 (*dissertation*); Dalton & Petrie, 1997; Driscoll, Holland, Gelmon, & Kerrigan, 1996; Eyler & Giles, 1999; Freidus, 1997; Giles & Eyler, 1994; Gray, et al., 1998; Juhn, Tang, Piessens, Grant, Johnson, & Murray, 1999; Keen, & Keen, 1998; Knee, 1999 (*dissertation*); Mabry, 1998; McElhaney, 1998 (*dissertation*); McMahon, 1998; Raskoff, 1997; Rauner, 1995 (*dissertation*); Rhoads, 1997; Seibold, 1998 (*dissertation*); Sledge, Shelburne, & Jones, 1993; Peterson, 1998; Tarallo-Falk, 1995 (*dissertation*); Vogelgesang & Astin, 2000; Wade & Yarborough, 1996; Zawacki, 1997 (*dissertation*).

## **B. Social Outcomes**

- ◆ **Service-learning has a positive effect on reducing stereotypes and facilitating cultural & racial understanding:**

Astin & Sax, 1998; Astin, Sax, & Avalos, 1999; Balazadeh, 1996; Barber, Higgins, Smith, Ballou, Dedrick, & Downing, 1997; Boyle-Baise, 1998; Boyle-Baise & Kilbane, 2000; Bringle & Kremer, 1993; Driscoll, Holland, Gelmon, & Kerrigan, 1996; Dunlap, 1997; Dunlap, 1998; Eyler, Giles & Braxton, 1997; Eyler & Giles, 1999; Fenzel & Leary, 1997; Giles & Eyler, 1994; Gray, et al. 1998; Greene & Diehm, 1995; Greene, 1996 (*dissertation*); Hones, 1997; Jordan, 1994 (*dissertation*); Keen & Keen, 1998; Kendrick, 1996; McElhaney, 1998 (*dissertation*); Myers-Lipton, 1996a; Myers-Lipton, 1996b; Ostrow, 1995; Pickron-Davis 1999 (*dissertation*); Potthoff, Dinsmore, Eifler, Stirtz, Walsh, & Ziebarth, 2000; Rauner, 1995 (*dissertation*); Rhoads, 1997; Vogelgesang & Astin, 2000; Virginia Commonwealth University, 1997; Western Washington University, 1994.

- ◆ **Service-learning may subvert as well as support course goals of reducing stereotyped thinking and facilitating cultural & racial understanding:**

Curran, 1999; Grady, 1998; Pickron-Davis 1999 (*dissertation*).

- ◆ **Service-learning has a positive effect on sense of social responsibility and citizenship skills:**

Astin & Sax, 1998; Astin, Sax, & Avalos, 1999; Barber, Higgins, Smith, Ballou, Jeffrey, Dedrick, & Downing, 1997; Batchelder & Root, 1994; Dalton & Petrie, 1997; Driscoll, Holland, Gelmon, & Kerrigan, 1996; Eyler & Giles, 1999; Eyler, Giles & Braxton, 1997; Fenzel & Leary, 1997; Giles & Eyler, 1994; Gray, et al. 1998; Johnson & Bozeman, 1998; Keen, & Keen, 1998; Kendrick, 1996; Mabry, 1998; McElhaney, 1998 (*dissertation*); Myers-Lipton, 1998; Nnakwe, 1999; Ostrow, 1995; Rice & Brown, 1998; Sledge, Shelburne, & Jones, 1993; Rhoads, 1997; VCU, 1997.

◆ **Service-learning has a positive effect on commitment to service:**

Astin & Sax, 1998; Astin, Sax, & Avalos, 1999; *Blackwell, 1996 (dissertation)*, Driscoll, Holland, Gelmon, & Kerrigan, 1996; *Eklund-Leen, 1994 (dissertation)*; Eyler & Giles, 1999; Eyler, Giles & Braxton, 1997; Fenzel & Leary, 1997; Giles & Eyler, 1994; *Greene, 1996 (dissertation)*; Keen, & Keen, 1998; *Kolcross, 1997 (dissertation)*; Markus, Howard, King, 1993; *McElhaney, 1998 (dissertation)*; Nnakwe, 1999; Oliver, 1997; Payne, 2000; Payne, & Bennett, 1999; Potthoff, Dinsmore, Eifler, Stirtz, Walsh, & Ziebarth, 2000; *Rauner, 1995 (dissertation)*; Rhoads, 1997; *Smedick, 1996 (dissertation)*; Stukas & Clary, 1998; Tartter, 1996; Western Washington University, 1994; Vogelgesang & Astin, 2000.

◆ **Volunteer service in college is associated with involvement in community service after graduation:**

Astin, Sax, & Avalos, 1999; *Smedick, 1996 (dissertation)*.

**C. Learning Outcomes**

◆ **Students or faculty report that service-learning has a positive impact on students' academic learning:**

Astin & Sax, 1998; Balazadeh, 1996; *Blackwell, 1996 (dissertation)*; Boss, 1994; *Burr, 1997 (dissertation)*; Cohen & Kinsey, 1994; Driscoll, Holland, Gelmon, & Kerrigan, 1996; Eyler & Giles, 1999; Eyler, Root, & Giles, 1998; Fenzel & Leary, 1997; Foreman, 1996; Gelmon, Holland, and Shinnamon, 1998; *Greene, 1996 (dissertation)*; *Hall, 1996(dissertation)*; *Jordan, 1996 (dissertation)*; Hesser, 1995; Knee, 1999; Markus, Howard & King, 1993; *McElhaney, 1998 (dissertation)*; McMahan, 1998; Miller, 1994; Oliver, 1997; Schmiede, 1995; Sledge, Shelburne, & Jones, 1993; Soukup, 1999; Strage, 2000; *Tarallo-Falk, 1995 (dissertation)*; Vogelgesang & Astin, 2000; VCU, 1997; Ward, 2000; Western Washington University, 1994.

◆ **Students or faculty report that service-learning improves students' ability to apply what they have learned in “the real world”:**

*Bacon, 1997 (dissertation)*; Balazadeh, 1996; Cohen & Kinsey 1994; Eyler & Giles, 1999; Fenzel & Leary, 1997; Foreman, 1996; Gelmon, Holland, and Shinnamon, 1998; Gray, et al., 1998; *Hall, 1996 (dissertation)*; Juhn, Tang, Piessens, Grant, Johnson, & Murray, 1999; Kendrick, 1996; Oliver, 1997; Markus, Howard, & King, 1993; *McElhaney, 1998 (dissertation)*; McMahan, 1998; Miller, 1994; Nigro & Wortham, 1998; VCU, 1997.

◆ **The impact of service-learning on student academic learning as measured by course grades or GPA is mixed:**

4 Some studies have shown a positive impact of community service on academic learning:

Astin & Sax, 1998; Tartter, 1996; Vogelgesang & Astin, 2000.

4 Other studies have shown a positive impact of service-learning on academic learning:

Gray et al., 1998; Markus, Howard, & King, 1993; Strage, 2000; Vogelgesang & Astin, 2000.

4 Several studies show differences in academic learning between service-learning and non-service-learning students, but calculate grades differently for these two groups of students:

Balazadah, 1996; Berson & Younkin, 1998; Shastri, 1999.

4 Some studies show no difference between service-learning and non-service-learning control groups in academic learning:

Boss, 1994; Hudson, 1996; Kendrick, 1996; Miller, 1994; Parker-Gwin & Mabry, 1998.

◆ **Service-learning participation has an impact on such academic outcomes as demonstrated complexity of understanding, problem analysis, critical thinking, and cognitive development:**

Batchelder & Root, 1994; Eyler & Giles, 1999; Eyler, Root, & Giles, 1998; Osborne, Hammerich, Hensley, 1998.

◆ **The impact of service-learning on student cognitive moral development is mixed:**

4 Some studies find that service-learning contributes to moral development:

Boss, 1994; Gorman, 1994.

4 Other studies show no difference in moral development between service-learning and non- service-learning control groups:

Cram, 1998; Fenzel & Leary, 1997; Greene, 1996.

## **D. Career Development**

◆ **Service-learning contributes to career development**

Astin & Sax, 1998; Astin, Sax, & Avalos, 1999; *Aultman, 1997 (dissertation)*; Driscoll, Holland, Gelmon, & Kerrigan, 1996; Fenzel & Leary, 1997; Greene & Diehm, 1995; Juhn, Tang, Piessens, Grant, Johnson, & Murray, 1999; Keen, & Keen, 1998; *McElhaney, 1998*

(*dissertation*); Sledge, Shelburne, & Jones, 1993; *Smedick, 1996 (dissertation)*; Tartter, 1996; Vogelgesang & Astin, 2000; VCU, 1997; Western Washington University, 1994.

### **E. Relationship with Institution**

- ◆ **Students engaged in service-learning report stronger faculty relationships than those who are not involved in service-learning:**

Astin & Sax, 1998; Gray et al, 1998; Eyler & Giles, 1999.

- ◆ **Service-learning improves student satisfaction with college:**

Astin & Sax, 1998; Berson & Younkin, 1998; Gray, et al., 1998.

- ◆ **Students engaged in service-learning are more likely to graduate:**

Astin & Sax, 1998; Roose, Daphne, Miller, Norris, Peacock, White, & White, 1997.

### **F. Processes Examined in Qualitative Studies.**

**There is a growing body of case studies that describe service-learning processes and contexts. Themes explored include:**

- ◆ **Citizenship development**

Dalton & Petrie, 1997; Smith, 1994.

- ◆ **Dealing with diversity**

Boyle-Baise, 1998; Boyle-Baise & Kilbane 2000; Dunlap, 1998a; Hones, 1997; *Pickron-Davis, 1999 (dissertation)*; Rockquemore & Schaffer, 2000; Skilton-Silvester & Erwin, 2000.

- ◆ **Institutional support and cohesion**

Ward K., 1996.

- ◆ **Transformations in orientations toward service and community**

*Bacon, 1997(dissertation)*; Dunlap 1998b; Ostrow, 1995; Rockquemore & Schaffer 2000; *Schmidt, 2000 (dissertation)*; *Tarallo-Falk, 1995 (dissertation)*; Wade & Yarborough, 1996.

◆ **Reflection and instructional processes**

Freidus, 1997; *Hall, 1996 (dissertation)*; Hones, 1997; Ikeda, 2000; *Ikeda, 1999 (dissertation)*; Schmiede, 1995.

◆ **Self and identity**

Dunlap, 1997; Rhoads, 1997; Wang, 2000.

## Community-Based Research Resources

*Compiled by:*

Nick Cutforth, University of Denver, [ncutfort@du.edu](mailto:ncutfort@du.edu)

Sam Marullo, Georgetown University, [marullos@georgetown.edu](mailto:marullos@georgetown.edu)

Kerry Strand, Hood College, [strand@hood.edu](mailto:strand@hood.edu),

Trisha Thorme, Princeton University, [tthorme@Princeton.edu](mailto:tthorme@Princeton.edu)

Randy Stoecker, University of Toledo, [randy.stoecker@utoledo.edu](mailto:randy.stoecker@utoledo.edu)

### Journals

American Behavioral Scientist  
Journal of Community Practice  
American Journal of Community Psychology  
American Sociologist  
Citizenship Studies  
Field Methods  
Journal of Public Service and Outreach  
Michigan Journal of Community Service Learning  
Nonprofit and Voluntary Sector Quarterly  
Sociological Imagination  
Social Problems  
Teaching Sociology  
The American Prospect  
The Chronicle of Higher Education  
The Chronicle of Philanthropy  
The Journal of Democracy  
Universities and Community Schools  
Urban Review  
Voluntas  
Youth and Society

### Websites

- ◆ Action Research/Organizational Development, New Zealand: <http://users.actrix.co.nz/bobwill>
- ◆ Bob Dick/Australia: <http://www.scu.edu.au/schools/gcm/ar/arhome.html>
- ◆ Catalyst Centre for Popular Education and Research <http://www.catalystcentre.ca/>
- ◆ Center for Urban Policy Research: <http://www.policy.rutgers.edu/cupr/>
- ◆ Center for Urban Research and Learning: <http://www.luc.edu/curl/>
- ◆ Community-Based Learning Initiative of Princeton University <http://www.princeton.edu/~cbli>
- ◆ Community-Campus Partnerships for Health: <http://depts.washington.edu/ccph>
- ◆ Community Health Scholars Program: <http://www.sph.umich.edu/chsp/>
- ◆ Comm-Org: <http://comm-org.wisc.edu/>
- ◆ CoRAL Network: <http://www.coralnetwork.org>
- ◆ Detroit Community-Academic Urban Research Center: <http://www.sph.umich.edu/urc/>
- ◆ Michigan Journal of Community Service Learning: <http://www.umich.edu/~mjcs/>
- ◆ National CBR Networking Initiative: <http://www.cbrnet.org>



- ◆ The Center for Urban Epidemiologic Studies: <http://www.nyam.org/initiatives/cues.shtml>
- ◆ The Institute for Community Research: <http://www.incommunityresearch.org>
- ◆ The Participation Resource Centre/Institute of Development Studies, University of Sussex, UK:  
<http://www.ids.ac.uk/ids/particip>
- ◆ The Corella & Bertram F. Bonner Foundation: <http://www.bonner.org/campus/cbr/home.htm>

**Community Research Project Participating Institution Websites:**

- ◆ Kerry Strand/Hood College:  
<http://www.hood.edu/academic/sociology/communityresearch/>
- ◆ University Community Collaborative of Philadelphia: <http://www.temple.edu/uccp>
- ◆ Just Connections: <http://www.justconnections.org/>
- ◆ University of Denver Center for Service Learning and Civic Engagement:  
<http://www.du.edu/slp>

**Organizations**

- ◆ Community-based research: Loka Institute <http://www.loka.org>
- ◆ Faculty support network: Educators for Community Engagement (formerly The Invisible College): <http://www.e4ce.org/>
- ◆ Professional association: American Association for Higher Education and Accreditation, 2020 Pennsylvania Ave, Washington, D.C. 20036-1110, web address: [www.aahea.org](http://www.aahea.org).
- ◆ Professional association: National Society for Experiential Education, 19 Mantua Road, Mt. Royal, NJ 08061, e-mail: [nsee@talley.com](mailto:nsee@talley.com), web address: [www.nsee.org](http://www.nsee.org)
- ◆ Institutional/presidential commitment: Campus Compact, Box 1975, Brown University, Providence, RI, 02912-1975, e-mail: [campus@compact.org](mailto:campus@compact.org)
- ◆ Service-learning list serve, run out of University of Colorado, Boulder:  
<http://www.colorado.edu/servicelearning>.
- ◆ Student association: [Idealistoncampus.org](http://Idealistoncampus.org)
- ◆ The Association for Research on Nonprofit Organizations and Voluntary Action.  
<http://www.arnova.org/>
- ◆ The Community Development Society. <http://comm-dev.org/>
- ◆ Workers Independent News Service: <http://www.laborradio.org>

**Selected Readings: Community-Based Research**

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- Hall, Budd. (1992). From margins to center? The development and purpose of participatory research. *The American Sociologist* 23:15-28.
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# Appendix B: Documents for Students



Center for Social Justice  
Research, Teaching & Service  
GEORGETOWN UNIVERSITY

**Community-Based Learning**  
**Liability Disclosure Agreement**  
**2008-2009 Academic Year**

This agreement is executed on this \_\_\_\_ day of \_\_\_\_\_, 2008/2009, by \_\_\_\_\_ (the Student), and (in the case of a student under 18) \_\_\_\_\_, the parent or legal guardian of the Student.

The Student (and/or parent/legal guardian) desires that the Student participate in the Community-Based Learning conducted by Georgetown University’s Department/Program/ Course \_\_\_\_\_ and includes the following activities (please describe the placement site and activities):

\_\_\_\_\_  
\_\_\_\_\_. These services are provided by the Student at locations for which Georgetown University does not provide security services. Thus Georgetown University does not guarantee the safety or security of the locations.

The Student agrees to abide by all policies and procedures set forth by Georgetown University. Further, the Student (and/or parent/legal guardian) recognizes that Georgetown University, while making every reasonable effort to ensure the safety of its students, faculty, and staff who participate in *Community-Based Learning within a course*, cannot guarantee the absolute safety of each participant during the program, nor while being transported to and from the location of the program, nor can Georgetown University accept liability for incidents or exposures beyond Georgetown’s control.

As evidenced by the appropriate signatures affixed to this agreement, the Student (and/or parent/legal guardian) acknowledges the risks and requirements associated with participation in *Community-Based Learning* and freely and voluntarily accepts those risks and requirements and request permission from Georgetown University to participate in *Community-Based Learning* under the sponsorship of Georgetown University.

Date: \_\_\_\_\_

Signature of Student: \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_  
(if Volunteer is under 18)

**SAMPLE**

**Community-Based Learning Agreement**

Student/Agency

Student name: _____	Tel. _____
Course title: _____	Professor: _____
Name of Organization: _____	
Supervisor or Coordinator: _____	Tel. _____

\*Return completed form to your professor\*

**Student: I agree to ...**

- Perform my duties to the best of my abilities
- Adhere to organizational rules and procedures, including record-keeping requirements and confidentiality of organization and client information
- Be open to supervision and feedback which will facilitate learning and personal growth
- Complete \_\_\_\_\_ hours of service this semester
- Provide 24-hour notice if I am unable to attend

**Supervisor: I agree to ...**

- Provide adequate information and training for the student, including information about the organization's mission, clientele, and operational procedures
- Provide adequate supervision to the student and give feedback on his/her performance
- Provide meaningful tasks related to student's skills, interests, and available time
- Give appreciation and recognition of the student's contribution

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Community Partner Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Guidelines for Community-Based Learning Students

As you begin your community-based learning partnership with a community-based organization, you are probably eager to get involved and make a difference in the lives of the people and the organization with whom you work. We expect that you will view yourself as a representative of Georgetown University in the community and, as such, we ask that you carefully read through and abide by the following guidelines to assist you in having the most meaningful and worthwhile experience possible.

- Ask for help when in doubt:** Your site supervisor understands the issues at your site and you are encouraged to approach him/her with problems or questions as they arise. S/he can assist you in determining the best way to respond to difficult or uncomfortable situations. Feel free to contact your professor or the Community-Based Learning Coordinator with questions concerning your placement.
- Be punctual and responsible:** Although you are volunteering your time, you are participating in the organization as a reliable, trustworthy and contributing member of the team. Those with whom you work will depend on you punctuality and commitment to completing your service hours/project throughout your partnership
- Call if you anticipate lateness or absence:** Call the site supervisor if you are unable to come in or if you anticipate being late. Be mindful of your commitment; people are counting on you.
- Respect the privacy of all clients:** if you are privy to confidential information with regard to the persons with whom you are working (i.e., organizational files, diagnostics, personal stories, etc.) it is vital that you treat it as privileged information. You should use pseudonyms in your course assignments if you are referring to clients or the people with whom you work with at the CBO site.
- Show respect for the community-based organization you work for:** Placement within community programs is an educational opportunity and a privilege. Keep in mind, not only are you serving the community but the community is serving you by investing valuable resources in your learning.
- Act appropriately:** You are in a work situation and are expected to treat you supervisor and others with courtesy and kindness. Dress comfortably, neatly and appropriately. Use formal names unless instructed otherwise. Be a positive standard for other students to follow as part of GU's on-going Community-Based Learning Program.
- Be flexible:** the level or intensity of activity at a CBO site is not always predictable. Your flexibility to changing situations can assist the partnership in working smoothly and producing positive outcomes for everyone involved.

### Limitations

- DON'T** report to your community-based organization under the influence of drugs or alcohol.
- DON'T** give or loan a client money or other personal belongings.
- DON'T** make promises or commitments to a client you cannot keep.
- DON'T** give a client or community-based organization representative a ride in a personal vehicle.
- DON'T** tolerate verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or community-based organization representative.
- DON'T** tolerate verbal exchange or engage in behavior that might be perceived as discriminating against an individual on the basis of their age, race, gender, sexual orientation, ability, or ethnicity.
- DON'T** engage in any type of business with clients during the term of your community work.
- DON'T** enter into personal relationships with a client or community-based organization representative during the term of your community work.

Use common sense and conduct yourself in a professional manner at all times. Every site has its own rules, policies, procedures, protocols and expectations, for which you are responsible. Familiarizing yourself with the workings of the organization will contribute to the success of your experience.

## CBL Time Log<sup>9</sup>

Student Name: \_\_\_\_\_ Tel. \_\_\_\_\_

Professor's Name: \_\_\_\_\_

Name of Organization: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Tel. \_\_\_\_\_

Week (Date)	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	TOTAL	Supervisor's Initials
1:									
2:									
3:									
4:									
5:									
6:									
7:									
8:									
9:									
10:									
11:									
12:									
13:									
14:									
15:									
<b>SEMESTER TOTAL</b>									

**Agreed to:**

Student \_\_\_\_\_ Date \_\_\_\_\_

Supervisor \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_

<sup>9</sup> Adapted with permission from: *Service-Learning Faculty Manual, 2<sup>nd</sup> Edition*. Colorado State University  
 <<http://www.colostate.edu/depts/SLVP/facultymanual.pdf>>



**VEHICLE REQUEST FORM**

Organization: _____	Today's Date: _____
Submitted By: _____	Phone: _____
Email Address: _____	Cost Center Number: _____
Authorized Signature for Cost Center: _____	_____
(Print Name)	(Signature)

**Reserving a CSJ Vehicle:** A reservation request must be submitted at least two weeks in advance of the date the vehicle is needed. Reservation requests without a cost center number and an authorized signature will not be accepted. The requestor will receive notice of the status of the request within three working days of submitting the reservation request. Please note that any cancellations must be made within 24 hours of the reservation date, or a fine of \$20.00 will be assessed to the group.

**Eligibility.** Programs and organizations sponsored by CSJ have priority use of the vehicles. Other members of Georgetown University may have access to vans for educational purposes depending on availability.

**Fees and Fines:** Programs and organizations sponsored by the Center for Social Justice are eligible for a rate of \$1.00 per use and \$3.00 per mile. Other University departments may be eligible to use vehicles at a cost of \$10.00 per use and \$3.00 per mile. Vans are not to be used for personal use under any circumstances and will lead to a \$200 fine and suspension of van privileges indefinitely. A detailed list of other policies and fines for infractions is available at CSJ and is provided with each set of keys.

**Driver Certification:** All drivers must have a valid driver's license (any state) and complete a vehicle-training course and receive a driver's certification from Risk Management. To arrange certification training, contact Frank Brinkofski at fpb@georgetown.edu. If a driver is involved in an accident, s/he will be required to re-take the Risk Management driver's certification training.

**Reservation Information**

Date(s) when vehicle is needed \_\_\_\_\_.

Times vehicle is needed (actual departure to actual return times): \_\_\_\_\_

Destination: \_\_\_\_\_

Distance (in miles) from Georgetown University (limit 60 miles round-trip): \_\_\_\_\_

Specific purpose of trip: \_\_\_\_\_

Total number of expected passengers \_\_\_\_\_

Name(s) of certified driver(s): \_\_\_\_\_

I have read the van policies and understand I am responsible for ensuring that any other drivers and the authorized signature on this request are also aware of the policies. I understand that failure to comply with any of the van policies will lead to a fine and may lead to further disciplinary action, including suspension of van privileges, or suspension, dismissal or termination from the University. In particular, I understand that, as the driver, all parking and moving violation tickets are my responsibility, and if I am a student, unpaid ticket fines may be attached to my student account.

\_\_\_\_\_

(Requestor's signature) \_\_\_\_\_  
(Requestor's Go Card Number)

**Return this request form to CSJ in Poulton Hall or fax it to (202) 687-8980.**

**Van Policies and Procedures**

**Eligibility.** All members of the Georgetown University community (students, faculty and staff) who conduct service, social justice, or education work in the Washington D.C. metropolitan area and who are van certified are eligible to reserve and drive vans from the Center for Social Justice Research, Teaching & Service (CSJ). Priority is given to CSJ-sponsored staff-run programs, CSJ-sponsored student-run programs, and service-learning faculty, in that order.

- CSJ vans cannot travel beyond a 30-mile radius of campus. Surpassing this limit will result in a \$50 fine. No more than two vans (if available) can be reserved per trip. Vans cannot be used for overnight trips.

**Reserving a Van.** To reserve a van, complete a van request form found at CSJ, leave the request in the van request box at CSJ in Poulton Hall, and wait for an e-mail confirmation from the van coordinator within three working days of the request. Because the vans are in high demand, it is best to submit requests at least two weeks prior to your service date.

- CSJ vans are not for personal use. Anyone found to be using vans to conduct personal business will be fined \$200 and have their van privileges suspended indefinitely.

**Cancellations.** Groups must notify CSJ personnel 24 hours in advance at (202) 687-8834 or via email at st84@georgetown.edu to cancel a request. A \$20 fine will be imposed if a cancellation is not made within this time frame. We request that you cancel your reservation so we can assist other service groups to whom we have to limit or deny van usage.

**Picking up Vans and Keys.** Once a van reservation is confirmed, only the certified driver can pick up the keys on the day of service from the Administrative Assistant at CSJ. Business hours are from 9 to 5, Monday through Friday. If the van is being used on a weekend, the key can be picked up between 2 and 5 pm on Friday. When the key packet is picked up, the driver must sign the key Sign-out sheet found at the Administrative Assistant's desk. The packet will be marked with a letter (e.g., A, B, C) that corresponds to the letter on the reserved van, which is parked in the McDonough Lot in the designated van parking spaces along the back fence. The key will also be marked with a number, indicating which key packet you have, as we have more than one set of keys for each van. Often other groups will be assigned the same van to use at a different time, and therefore the van cannot be picked up before the time for which it is reserved. Use the key in the key packet to remove the club locked on the steering wheel.

- Failure to sign the keys out on the log located in the CSJ office will result in a \$20 fine.
- Only certified drivers are authorized to pick up key packets and operate the vans. Please have your certification card with you for verification when you pick up key packets.

**Returning Vans and Keys.** The van must be returned to the McDonough Lot in the designated van parking spaces along the back fence no later than the return time on your reservation form. Note: other groups are often scheduled to use the van immediately after you. Complete the mileage log located in your key packet and clean any garbage or personal items from the van. Make sure you put the club back on the steering wheel. The van key must be returned to the DPS office on the ground floor of Village C as soon as you return from your service trip. The driver must sign the key Sign-in sheet and drop the key packet in the drop box located in the DPS office.

- Failure to sign the keys in on the log located in the DPS office will result in a \$20 fine.
- Failure to place the club on the steering wheel will result in a \$20 fine.
- Groups that return key packets late will be charged a \$30 fine per day. A group may not sign out another van until the key packet has been returned.
- After usage, all vans must be returned to the McDonough parking lot in the designated van parking spaces ONLY, along the back fence. Failure to do so will result in a \$20 fine. If the van was not used as expected, note this fact on the log to avoid a fine for an incomplete log.
- DO NOT LEAVE TRASH IN THE VANS. Failure to adhere to this policy will result in a \$30 fine.
- Turn off the Lights in the Van. This includes the inside dome light and four-way flashers as well as headlights. When lights are not turned off, batteries run down, almost always resulting in the next group not being able to drive to its service project. Groups that run down the battery will be charged a \$40 fine, and if the battery has to be replaced a \$100 fine will be assessed to cover the cost and installation of the battery.

**Driver Certification.** To be certified, you must complete a two-hour training program followed by a 30 minute driving test. The training program takes place at Risk Management at 2115 Wisconsin Avenue, Room 602 (GUTS bus runs every 20 minutes) and the driving test begins at the McDonough Lot. To schedule training, contact Frank Brinkofski at Risk Management via e-mail at [fpb@georgetown.edu](mailto:fpb@georgetown.edu). Upon completion of the training you will receive a certification card that must be shown when picking up a van key. If you are involved in an accident while driving a University van you must be re-certified.

**Seat Belts.** All drivers and passengers are required to wear seat belts according to local laws.

**Van Cost.** CSJ-sponsored programs will be charged a \$1 usage fee for each van and \$3 per mile traveled. Non-CSJ programs will be charged a \$10 usage fee and \$3 per mile traveled. There are additional charges for not adhering to van policies as described in this document.

**Loss of Keys.** If a driver loses a van key, the group will be charged a fine of \$200 for services to re-key the van doors and ignition.

**Tickets and Citations.** Parking tickets or moving violations are the sole responsibility of the driver and must be paid in a timely manner. The driver must provide a copy of the ticket and documentation of payment within ten days from the date of issuance.

- If the ticket is not paid within ten days, the driver is responsible for paying the late fee. Refusal to pay a citation may lead to suspension of van privileges and the fine amount will be placed on the student's account. If any one group or individual driver has a pattern of incurring tickets, further penalty may be imposed.

**Accidents.** If a driver has an accident, either on or off campus, s/he must follow the steps outlined in the attached document on "Responding to Van Problems."

- If a driver is found to be responsible for two or more accidents within a one year period, the driver will not be allowed to drive the vans for the remainder of the year and will be subject to recertification and a DMV background check. Not following the steps as outlined in the attached document following an accident may result in suspension of van privileges for at least one month for the driver and/or the group involved in the accident.

**Breakdowns.** If the van breaks down, either on or off campus, follow the steps outlined in the attached document on "Responding to Van Problems."

**Gas.** CSJ makes every effort to keep all vehicles fueled. Should you need to fuel, you must go to an off campus fuel station and submit a receipt to CSJ for reimbursement.

**Grievance.** Any special request, complaint, or grievance should be communicated in a written statement and submitted to Suzanne Tarlov (st84@georgetown.edu). The complainant will be invited to present their grievance in person. A decision will be made and communicated after the meeting. An individual or group may request an appeal from a particular decision by submitting a written statement to Dr. Kathleen Maas Weigert (kmw22@georgetown.edu), Executive Director of CSJ..

## Sample Journal Guidelines

The journal that you will keep is **analytical** in nature rather than merely descriptive. It should include three different types of discussions: descriptive, conceptual, and reflective. The descriptive part is ethnographic in nature, addressing who interacted with whom and within what kind of context. The conceptual part contains your analysis of the interactions observed, explaining the motives and perceptions of the actors and how larger social forces influenced their actions. When appropriate, you should deliberately apply the sociological concepts learned in class in this portion of the journal. For example, you may look at the causes and consequences of the social actions you observe, the role of race, class, and gender in the interactions, the social construction of meanings, and the inherent conflicts and vested interests among actors and groups. The third type of discussion is reflective, where you write about your reactions to the situations may include discussions of your emotional responses, contemplation of political implications, reflections on faith and morality, or any other topics that move you. You should try to be aware of your own biases and preconceived notions and discuss them as they relate to your observations. You may also wish to discuss the sources of your preconceived ideas and question the reliability of these sources.

Some of your first journal entries will be primarily descriptive, but after these first few entries there will be considerably less description and more analysis and reflection. These three parts need not be kept artificially separate, but should instead be interwoven as appropriate throughout your entries.

You may either write your entries into a notebook (a separate spiral ring or bound notebook) or type them into a word processor. If you use a spiral ring notebook, it should be separate from any class notebooks since you will have to be turning it in periodically for me to read. However, let me encourage you to use the computer, if you can, since I have found that the word-processed journals tend to be better, in general, I think because the process entails an additional deliberative step. If a computer is not readily available, a hand-written journal is sufficient. It is important to make entries, even if only brief descriptive ones, immediately after completing your service experience and reading assignments. The reflective entries may be inserted later. That is, get down your immediate reactions to your experiences and readings as they happen, so that you can capture your responses. But you should also return to them later, when you have more time to reflect.

I will collect the journals at least twice during the semester and make comments in them. To facilitate this interaction, you should LEAVE A THREE INCH MARGIN on one side of the page so that I can make comments in response to your entries. I will often raise questions for you to consider and you should answer them (if possible) in the margins as well. I believe this is a very effective method to help you get more out of the experience and it allows me to get to understand your experience even better. If you would like to proceed by using a different format, please see me to discuss it.

**FIRST ENTRY:** Before you begin your community-based work,, you should write an entry in your journal that discusses your expectations. You may discuss why you chose the specific site that you did and any prior experiences that may have influenced your decision. You should discuss what you hope to get out of the experience, not only in terms of this specific course but also in terms of your own development. Certainly the satisfaction of "doing good work" may be motivation enough, but there are also a number of other skills (for example, social, critical thinking, administrative, cognitive, and leadership) and benefits (e.g. self-confidence, knowledge, experiences) you might hope to gain. Although you need not discuss this, you should also think about how you will know if and when you have actually acquired the desired benefit. Finally, you should include in this initial entry a discussion of some of your anxieties or concerns about undertaking this project. It is not at all unreasonable to have such concerns (e.g. safety, fitting into the setting, not knowing what to do), but discussing them may lead to a better understanding of them and/or their resolution.

**SECOND ENTRY:** After the first week of your community-based work, please include in your entry:

- a. a description of the setting of your program;
- b. a description of the relationships among co-workers and/or clients (including the group or individual with whom you will be working). This should include an initial discussion of the roles played, any hierarchy or structure, and some of the behavioral norms observed;
- c. how you see race, class, and gender inequalities might play a role in this setting; and
- d. your reactions to the setting, including a mention of any potential problems or anxieties raised during your first experiences.

**LATER ENTRIES:** After these first two entries, later entries should include the three types of discussions described above - descriptive, conceptual and reflective. Each entry need not contain all three, but you should be sure to include all three types regularly. You should do at least one serious journal entry a week, although you may find it easier to make brief entries immediately after completing your reading and community-based work and then returning to them later to do the more analytical and reflective entries. Whatever style works best for you is fine with me.

**FINAL ENTRY:** After you complete your journal entry for your last visit to your community-based work site, you should write one final entry. You should plan to set aside approximately one hour for this last journal entry, to be written at a later date after you complete the entry for your last visit. The purpose of this final entry is for you to reflect on your experience by 1) highlighting the concept or theory most clearly demonstrated during your community-based work 2) discussing the social and intellectual skills you gained through this experience and 3) reflecting on the moral component of your work. Each of these three is specified in more detail below. You should write NO MORE than 1-2 pages for each of these three items.



You should address the following three areas, although you need not limit your responses to the questions below:

**1. Academic/conceptual:** What concept or theory do you think was best illustrated in the course of performing your community-based work? Give only a brief summary of this experience if it has already been described in your journal, (please indicate the date of the journal entry in which it is described), and explain how it illustrates the concept or theory.

**2. Social/intellectual:** To what extent were you able to develop or improve your skills in the areas of leadership, decision-making, critical thinking, communication, or problem-solving as a result of your community-based work? Were you able to begin to develop a model for yourself that will engage you in community/civic life into your adult life?

**3. Moral reflection:** What effects did this community-based work have on you in terms of your ability to identify with the needs of oppressed groups? Do you believe that you are better able to understand people who come from different backgrounds than yourself as a result of your community-based work? Do you believe that this experience has increased the likelihood that you will continue to do public or community service or has increased your commitment to work for social justice in the future?

SAMPLE

Evaluation of the Community-Based Learning Option (CBLO)

SOCI 241 "Confronting Hunger and Homeless in America"

Spring 2007-2008

1. Where did you do your CBLO? \_\_\_\_\_

2. What was your work at your site for this course?

3. How do you evaluate the following?      None    Less than I hoped    Okay    Very good

a) training you received from your site:      1                      2                      3                      4

b) the supervision for your work there:      1                      2                      3                      4

c) the "contributions" you made to their work: 1                      2                      3                      4

--- Please elaborate:

4. What suggestion(s) do you have for your CBLO site as it continues to work with students from courses like this? What could they do to make this more educational for you?

5. How much did the CBLO add to your knowledge and understanding of the key concepts and issues of the course, e.g., "homelessness," "hunger," "social change," "personal and social responsibility," "democracy," etc.?

Not much at all

Somewhat

A great deal

---Please explain with examples:

6. How well were you able to relate the CBLO with the other course material and vice versa?

Not much at all

Somewhat

A great deal

---Please explain with examples:

7. What is the most important thing you learned from this kind of assignment for this course on "Confronting Hunger and Homelessness in America"?

8. Would you require this assignment of all students in this course?  Yes  No

--- Why or why not?

9. Any other comments?

## Appendix C: Documents for Professors

### Georgetown University

### Center for Social Justice Research, Teaching and Service

### COMMUNITY-BASED LEARNING

### COURSE DESIGNATION FORM

Academic Year 2008-2009

In conjunction with the document titled “Community-Based Learning Courses: Definitions, Criteria, Procedures,” instructors will complete this form, include relevant attachments, and submit to the CBL Course Advisory Committee (in care of Jane Kirchner, CBL/PJP Coordinator, Center for Social Justice Research, Teaching and Service, Poulton Hall 130). All the forms referred to in this document are available here <http://socialjustice.georgetown.edu/teaching/cblcoursedesignation.html>

### I. GENERAL INFORMATION

**Date:** \_\_\_\_\_

**Instructor’s Name:** \_\_\_\_\_

**Instructor’s Title:**  Professor       Associate Professor       Assistant Professor  
 Instructor       Adjunct/Visiting       Other \_\_\_\_\_

**Campus Address:** \_\_\_\_\_ **Campus Phone:** \_\_\_\_\_

**E-mail Address:** \_\_\_\_\_

**College/School:**  The College    MSB    NSH    SFS    Other

**Department or Program:** \_\_\_\_\_

You might decide to ‘require’ all students to do CBL; on the other hand, you may include CBL as an option in your course. Please respond accordingly to either Part A or Part B:

**A. If the CBL will be required of all students, “CBL” will go in the course title**

Sample --- SOCI 205:01 CBL: Social Justice Analysis: Theory and Practice

Put your information here:

\_\_\_\_\_ CBL: \_\_\_\_\_

(Dept. #,                      (Course Title)  
section)

**B. If CBL is an option for students, “CBL” will go in the section title of the course.**

Sample --- SOCI 241: 01 Confronting Hunger and Homelessness in America

SOCI 241: 02 CBL: Confronting Hunger and Homelessness in America

Put your information here for the non-CBL section and the CBL section:

\_\_\_\_\_  
(Dept. #, (Course Title)  
section)

\_\_\_\_\_  
CBL: \_\_\_\_\_  
(Dept. #, (Course Title)  
section)

**Course is:**  3 credits  4 credits  3 or 4 credits

**Course is:**  required in major

required in a concentration

required for a minor/certificate

elective that counts toward the major/minor/certificate/concentration

**Course is:**  open to all students

open to students who completed the prerequisites (or with instructor’s permission)

**The CBL course is to be offered:**  Fall 08  Spring 09  Summer 09

**Has this course been approved by the Department?**  Yes  Pending

--- If not approved yet, what is the timeline for approval? \_\_\_\_\_

How many hours of CBL work are required per academic term?  20 - 24

25 - 29

30 - 34

35 - 40

more than 40 hours

If yes, how many hours? \_\_\_\_\_

**Please include the syllabus and relevant handouts with this form.**

**II. COMMUNITY-BASED LEARNING INFORMATION**

**Please include, at a minimum, the following statement on your syllabus; this is what will appear on the back of the student’s transcript:**

Community-based learning, a course-based pedagogy, involves student work with disadvantaged and underserved individuals or groups that is structured to meet community-defined needs.

If you would like, you could include this more extended statement (which is found in the document, “Community-Based Learning Courses: Definitions, Criteria, Procedures”):

At Georgetown University, community-based learning (CBL) is an academic course-based pedagogy that involves student work with disadvantaged and underserved individuals or groups (or organizations working with and for disadvantaged and underserved individuals or groups) that is structured to meet community-defined needs. Critically, course objectives and student community work are fundamentally integrated. The basic aim of CBL courses is two-fold: first, that students’ experiences in community-based work will heighten their engagement with central academic themes and material in the course; second, that the academic course content will facilitate students’ ability to reflect in deep and constructive ways on their experiences working in the community.

**In addition, each of the following should be included in the syllabus and/or other handouts:**

1. How the definition of CBL fits into the course objectives.
2. The nature and structure of CBL assignments and how they are included in the course grade.
3. How many hours students will be expected to be engaged in community-based work.
4. Guidelines for students in the community work.

**<http://socialjustice.georgetown.edu/teaching/cblcoursedesignation.html>**

5. CBL Agreement for student/agency.

**<http://socialjustice.georgetown.edu/teaching/cblcoursedesignation.html>**

**Please provide the following information for each of the Community Partners you are working with. (If you will have more than one partner, please include this information for each.) If you will have students involved in selecting Partners, please provide examples of potential partners.**

**Expected total number of community partners:**    1 2 3 4 5 6 7

**Name of Organization:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **Fax:** \_\_\_\_\_

**Contact's Name:** \_\_\_\_\_

**Contact's Position:** \_\_\_\_\_

**Contact's Email:** \_\_\_\_\_

**Will the partner(s) come to class at beginning of semester to talk about the organization(s) and the CBL work?**

- Yes
- No --- If not, how will students come to know the partner(s) and organization(s)?

**Will the students provide a product of some kind to the partner?**

- Yes (Please attach relevant documents or describe here.)
- No

**Will a “memo of understanding” be signed by instructor and partner?** (Some professors use the simple “CBL Agreement for student/agency” as seen on the web page. For a more detailed and in depth memo of understanding please see “Sample Memorandum of Understanding” on the same web page. <http://socialjustice.georgetown.edu/teaching/cblcoursedesignation.html>)

- Yes (please attach copy or draft)
- No

**What role would you expect the partner(s) to play in the individual student's final grade for the course?**

- None
- Some (Please explain here.) There is a sample form “Evaluation of Community-Based Learning Student” on the web page that you might find useful.

<http://socialjustice.georgetown.edu/teaching/cblcoursedesignation.html>

**III. CENTER FOR SOCIAL JUSTICE INFORMATION**

**Transportation:** How will the students get to the community site?

(Check as many as apply)

- private cars
- public transportation
- CSJ vans\*
- other: please explain:

\*CSJ has vans that faculty/students can request. Please see forms and procedures on the website <http://socialjustice.georgetown.edu/teaching/cblcoursedesignation.html>. For non-CSJ programs there is a cost involved for van use.

**Legal Liability Form --- This is a requirement for all students participating in CBL**

You will need to have each student participating in CBL sign a liability form to have on file in the office of the Community Based Learning Coordinator.

<http://socialjustice.georgetown.edu/teaching/cblcoursedesignation.html>

**CBL Assessment:**

In order for the Center to continually improve CBL and to be accountable to the University and the Community, you will be asked to have your students fill out a form at the completion of semester. <http://socialjustice.georgetown.edu/teaching/cblcoursedesignation.html>

---

Instructor's Signature

Date

---

Department Chair Signature

Date



*Center for Social Justice*  
*Research, Teaching & Service*



# SAMPLE

Memorandum of Understanding

Between

BB PRESCHOOL AND CENTER FOR SOCIAL JUSTICE

Interagency Agreement

Contact: BB – EXECUTIVE DIRECTOR

GU: DIRECTOR OF RESEARCH

Conditional Agreement

**Background:** Young children represent the fastest growing segment of the homeless population. All too often, they spend their days tagging along after parents or watching television in unsafe, violent environments. As a result, they are more likely than any other group of children to suffer poor health, have developmental delays, be retained a grade in school, require special education, drop out of school, and be unable to find ongoing employment when they enter adulthood.

BB is a free full-day child development program for homeless children between the ages of 6 weeks through 5 years. BB is one of two programs in the District of Columbia dedicated to providing a safe haven, health and development screening, and a quality pre-school education to homeless children under the age of five who have nowhere to go during the day.

BB currently serves 85 children, 42 infants & toddlers and 43 Preschoolers. Social workers work with the families to get them into transitional housing. And when kids leave BB, social workers help them to get into schools

BB uses the High Scope Curriculum and is part of the Head Start program. Both of these programs have specific standards which are met by BB. High Scope has a set of 26 key outcomes that can be tracked with the kids after BB. Students are screened by the Child Development Center Staff for developmental concerns. These staff members don't currently have the ability to follow children after their transition to elementary school. However they would like to be involved in the development of a protocol for following the children after their transition into elementary school.

**Project:** BB would like to evaluate the social and developmental transitions that children and parents have after they leave the BB program. Specific indicators to be followed would include social adjustment and educational performance. Ideally, BB would like to collect information on these factors until students have complete the 3<sup>rd</sup> grade. BB would like to study past, and future graduates of BB (This may be a problem because past BB participants may not have consented to be researched).

This project will entail the following steps, not necessarily in this order:

1. Determine the types of information that is currently gathered from the children and adults (Via their HISPIS Database Records & their hard file information).
2. Determine how to handle issues of confidentiality, informed consent, and other legal issues.
3. Determine the issues that clients need to be followed.
4. Determine when and for how long to follow clients
5. Select appropriate measures to follow clients
6. Find student & faculty participants to track clients and collect information
7. Analyze information and create appropriate reports

### **Research Objectives**

1. In order to understand how other Early Education Centers are following their youth and assessing the impact that their programs have on the youth's development, BB would like a comprehensive Review of Studies that follow children after they leave preschools.
  - a. Families in review studies should be as closely matched with families at BB as possible, e.g., homeless, urban, African American, etc.
  - b. Interested in 3 issues:
    - i. How to follow homeless families – because its difficult to track homeless population (This may entail looking at any study, not just studies of children, that tracks homeless peoples);
    - ii. The outcomes that the studies assessed – to determine what outcomes would be important to look at when BB conducts its own study;
    - iii. What early childhood education curricula (programs) are working best with homeless children. In other words which programs are having the best outcomes?
2. BB staff has seen changes in the demographic profile of the families entering BB. BB would like to use their current records to create a demographic profile of their families, and to compare this with older profiles.
  - a. BB may have 1 year, or it may need to go back several years to follow information.
  - b. The data is on paper, so students would create an electronic data file of the information in order to create the profiles, and leave an excel or Access file with BB for future use.
  - c. Profiles will include, but are not limited to: Age of parents, types of challenges facing parents, types of challenges facing children, the resources they have to meet these challenges, etc. The specific information included will be determined by BB's needs and will be dependent upon the information available in the files.

*Expectations of Students:*

Students are expected to work independently on projects. The research on other programs (Research Objective 1) will be conducted off-site.

Students working on creating a profile of BB families (Research Objective 2) will be expected to understand and sign confidentiality agreements provided by BB. The students will have access to the families' files and will need to bring laptop computers to enter data. Students will have space to work at BB or in the Community Center. This space will be made available with the expectation that students arrange with BB a mutually agreeable time for students to work at the Community Center. Students will not be allowed to take families' files out of the Community Center.

The students will remain in contact with their Georgetown Liaison and BB officials on a regular basis. Students will be asked to keep a record of the hours that they work on BB projects in order to help BB track the number of volunteer hours BB receives. The products that students will give to BB at the end of the project are:

1. A written review of the longitudinal studies that cover the issues specified in project 1.
2. A written demographic profile of the current families at BB. If possible, they will create a demographic profile of families from past years.
3. An Excel or Access database with the demographic information on BB's families.

*Expectations of Liaison:*

The Liaison is expected to help facilitate the project with both the students and BB. The Liaison will be in contact with student and BB at least once every 2 weeks to check on the status of the project and to help solve any arisen problems. In cooperation with the class instructor, the Liaison will help monitor the quality of the students' products and assist in getting the products turned over to BB in a timely fashion.

*Expectations of BB:*

Executive Director will provide 1 hour per week to guide and supervise students and Liaison. She will also ask a board member to work with the students. BB will provide the appropriate orientation to the organization and the projects. This will include but not be limited to, an overview of BB, Specific information the BB's service population, and specific guidance on the expectation of the projects, and to be available to occasionally address unexpected circumstances. BB will provide access to the families' files in order to create the demographic profiles. For those students working with families' files, BB will provide a confidentiality disclaimer and for this project, BB will assure limited space within the Community Center, with the stipulation that BB and the students arrange a mutually agreeable time to work at Perry. If possible, students will be given access to computers; if not, students will be expected to bring laptop computers on which to work. BB will be responsible for contacting the Liaison and/or class instructor with any concerns that arise.

***Information that is gathered from BB will NOT be used for Publication.***

Dates:

September 12, 2002: Students available to start

By September 20<sup>th</sup>: Interagency Agreement Finalized & Signed  
Students meet with BB

October 14 Mid-Semester Holiday/ Columbus Day

November 7 PROJECT DRAFTS DUE TO PROFESSOR

November 27 Thanksgiving Recess Begins after Last Class

December 2 Classes Resume

December 6 Classes End

December 11 PROJECTS DUE TO EXECUTIVE DIRECTOR (BB)  
Examinations Begin

December 19 Examinations End

Signature \_\_\_\_\_

Name \_\_\_\_\_



**SAMPLE Evaluation of CBL Student**

Georgetown University  
37<sup>th</sup> and O Streets, NW  
Washington, DC 20057

---

Date

From: \_\_\_\_\_  
(CBO Supervisor)

Re: Evaluation of CBL Student

Thank you for your willingness to work with my student this semester. This has been a most rewarding as well as educational experience, based on our classroom discussions and students' other assignments. I hope that the relationship has been beneficial to your organization as well.

I would like to ask you for your assessment of my student's work this semester. Enclosed is an evaluation form containing a number of criteria that I hope you will be able to assess. If any of the categories are inapplicable, just leave the item blank or write in "N/A." It should take only a few minutes to fill out the form. Of course, if you have any additional comments, they would be most welcome. There is room provided for comments on the back of the page. Also, please sign and date the form and return it either to the student or to me, in a sealed envelope, at the address given on the back of the form.

Thank you again for your support this semester and for sharing in the educational development of Georgetown University students.

SAMPLE Evaluation of Community-Based Learning Student

Student Name: \_\_\_\_\_ Course Title: \_\_\_\_\_

Organization Name \_\_\_\_\_ Date: \_\_\_\_\_

CBO Evaluator's Name: \_\_\_\_\_

Please use the following scale to evaluate the student's work this semester (use N/A in blank if applicable).

For each of the following components, please indicate the extent to which the student met your expectations.

1=poor 2=did not meet expectations 3=met expectations 4=exceeded expectations 5=excellent

A. Responsibility

- a. Reliability \_\_\_\_\_
- b. Promptness \_\_\_\_\_

B. Collegiality

- a. Student's working relationship with co-workers, staff and other volunteers \_\_\_\_\_
- b. Student followed office procedures \_\_\_\_\_

C. Skills:

- a. Communication \_\_\_\_\_
- b. Conflict resolution skills \_\_\_\_\_
- c. Research skills \_\_\_\_\_
- d. Student interactions with people of different race, class, gender, sexual preference, age, and abilities \_\_\_\_\_

D. Problem Solving:

- a. Student's understanding of the nature of problems \_\_\_\_\_
- b. Resourcefulness \_\_\_\_\_
- c. Organizational ability \_\_\_\_\_
- d. Ability to find alternative solutions \_\_\_\_\_
- e. Ability to reach successful outcomes \_\_\_\_\_

E. Critical Thinking:

- a. Student's understanding of the causes of problems \_\_\_\_\_
- b. Student's understanding of the interconnection among multiple problems \_\_\_\_\_
- c. Works with allies \_\_\_\_\_
- d. Student is empowering to clients \_\_\_\_\_

F. Student's Preparedness to volunteer with my organization \_\_\_\_\_

G. STUDENT'S OVERALL CONTRIBUTION \_\_\_\_\_

H. Please indicate the extent to which you understood, from the beginning, the requirements of the CBO to the student.

No Understanding \_\_\_\_\_ Little Understanding \_\_\_\_\_ Some Understanding \_\_\_\_\_

I. Finally, please provide us with any other comments or suggestions you may have. Any additional comments would be helpful for the CBL programming at the University.

Thank you!

## Appendix D: Social Justice and CBL Related Information and Programs

### Social Justice Analysis Concentration

#### Description / Overview of the concentration

Since Fall 2003, the Sociology and Anthropology Department has offered a concentration called “Social Justice Analysis.” This is an optional track through the major, for students to focus on the theories and analysis of structural inequalities. We have selected these courses not only because of their substantive focus on inequalities, but also because of the pedagogical benefits of community-based learning in their study. We believe this to be an important element, for community-based learning provides students with a sense of empowerment and agency, that through the application of their academic skills they can make a difference toward positive social change. Although many of these community-based learning partnerships occur in the local D.C. community, we do not wish to limit the scope of these courses or their substantive focus to local issues. Indeed, D.C. has a rich array of international development agencies and nonprofits that focus on making the global-local connection, with which we either have or can develop partnerships for community-based learning. We also allow students to integrate their international study abroad experiences within the Social Justice Analysis concentration, as we discuss below.

The concentration is designed to incorporate a student developmental approach to learning. There is a “gateway” course to the concentration titled “Social Justice Analysis: Theory and Practice.” Students are encouraged to take this course as early as possible in their career, and are advised to do so in the spring of their sophomore year. This course will introduce students to the sociological study of justice issues, provide an overview of different strategies of justice practice, and integrate a community-based learning pedagogy. The “Project D.C.” course serves as the capstone experience for students in this concentration, enabling them to integrate theory and research and apply them to an applied problem—whether at the local, national, or international level. Students work in collaboration with a nonprofit or community-based organization for both semesters in their senior year.

#### Requirements for Social Justice Analysis Concentration for Majors in Sociology

- Intro to Sociology
- Theory
- Methods
- Statistics
- Social Justice Analysis: Theory and Practice
- Community-based learning elective (1 course)  
(Either community-based learning course or “4<sup>th</sup> credit option for social action”)
- One free elective in Sociology
- Project D.C. as capstone (year-long, 2 courses)

## The CoRAL Network and CBL

The Community Research and Learning (CoRAL) Network is a consortium of local CBOs and higher education institutions engaged in CBLR to promote social change and advance social justice. CoRAL provides professional development for faculty, civic engagement for undergraduates, and capacity-building for non-profit service agencies in order to strengthen curricula and improve service delivery through CBLR.

### CoRAL Network Helps to Overcome CBR Project Challenges

<b>Challenge presented by individual CBR project, especially course based</b>	<b>CBR Network helps to overcome challenge</b>
Discontinuities due to semester breaks, school holidays, and summer. Discontinuity due to course scheduling variations, semester to semester and across academic years.	Coordinates different faculty and students across time, over breaks and summer, across semesters, to provide continuous support to CBO.
Start-up costs for new faculty and students each semester.	Provides training and orientation for new group through Network; assists in matchmaking between faculty and community partners.
Need for CBO staff to supervise and oversee and train students.	Shares training, supervision, oversight; assists with student accountabilities.
Faculty member's limited commitment to a particular CBO.	Links additional faculty to meet CBO's needs.
Faculty member's need to know about CBO, its mission, its research or project needs.	Retains and updates information about CBO's needs and shares information with faculty.
Need to clarify partnership expectations.	Maintains working partnership agreement, or understandings of partners' needs.
CBO and researcher misunderstandings due to limited knowledge of each other and/or limited communication.	Maintains knowledge of each other's needs, may play role as facilitator or mediator.
Need for background knowledge of CBO, goals, structure, activities, and specific project needs.	Keeps repository of background information and past experiences, databases, previous reports.
Lack of trust due to newness of relationship.	Reinforces new projects in the trust residing in the Network and provides mentoring and support to nurture relationship.
Students' experiences not necessarily developmentally grounded, may repeat or miss key stages.	Creates tracks and options for students' development, monitors their progress, assists in reflection and growth.
Projects limited in size due to individual faculty member's interests, skills, course objectives.	Links faculty and students across interests to meet challenges of real problems confronting community.



# Definitions of Experiential Education and others

## Some Definitions

Prepared by

Kathleen Maas Weigert, Ph.D.

Executive Director, Center for Social Justice Research, Teaching and Service  
Research Professor, Sociology & Anthropology and Program on Justice & Peace  
Georgetown University

### **Experiential Education**

“Experiential education’ refers to learning activities that engage the learner directly in the phenomena being studied.”

SOURCE: Strengthening Experiential Education Within Your Institution by Jane Kendall et al. Raleigh, NC: National Society for Internships and Experiential Education, 1986.

### **Service-Learning**

Service-learning means a method under which students or participants learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community and is coordinated with an elementary school, secondary school, institution of higher education or community service program, and with the community: helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students or the educational components of the community service program in which the participants are enrolled; and includes structured time for the students and participants to reflect on the service experience.

SOURCE: National and Community Service Trust Act of 1993

Community-Based Learning

Approved by the Provost and Council of Deans (January 14, 2008)

At Georgetown University, community-based learning (CBL) is an academic course-based pedagogy that involves student work with disadvantaged and underserved individuals or groups (or organizations working with and for disadvantaged and underserved individuals or groups) that is structured to meet community-defined needs. Critically, course objectives and student community work are fundamentally integrated. The basic aim of CBL courses is two-fold: first, that students' experiences in community-based work will heighten their engagement with central academic themes and material in the course; second, that the academic course content will facilitate students' ability to reflect in deep and constructive ways on their experiences working in the community.

From: Strengthening Experiential Education within Your Institution: A Sourcebook

By: The National Society for Internships and Experiential Education (1986)

Figure A

p. 11

**TYPES AND FORMS OF EXPERIENTIAL EDUCATION**

<p>1. <i>Discrete Experiential Education Courses or Programs</i></p> <p>cooperative education field study, fieldwork, field research independent study internships practica service-learning work-learn others</p>	<p>2. <i>Experiential Education as One or More Components of a Course or Program</i></p> <p>field projects field trips participatory observations oral interviews site visits/field observations use of primary source or raw data others</p>	<p>3. <i>Other Experiential Techniques Incorporated into a Course or Program</i></p> <p>role playing laboratory work simulation games and exercises student-led class sessions (presentations or discussions) group learning activities other active forms of learning</p>
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Figure B

**EXAMPLES OF GOALS OF EXPERIENTIAL EDUCATION COURSES AND PROGRAMS**

Experiential education can be a powerful educational tool contributing to the accomplishment of many important educational goals. The examples noted in Figure B are divided into six areas, some with overlap. They are separated to help clarify the potential contribution of experiential education to various concerns of higher education.

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|---|--|---|
| <p><b>1. <u>Academic Discipline-Related Knowledge and Skills</u></b></p> <ul style="list-style-type: none"> <li>- To acquire knowledge in an academic discipline (e.g., learning about the history of a particular type of industry or corporate configuration and its impact on the economy by interning in a corporation of a particular industry)</li> <li>- To test and apply theories developed in a particular discipline (e.g., to determine if the theory of spatialization learned in geography is indeed useful in urban planning and to what extent, by interning in a city planning office)</li> <li>- To apply, integrate and evaluate a body of knowledge and method of inquiry of an academic discipline (e.g., are the knowledge and method of critical analysis in history and literature transferable to the evaluation of scripts for media</li> </ul> | <p>entertainment or to a manual for the use of complex equipment?)</p> <p><b>2. <u>Generic, Cognitive, Liberal Arts Skills</u></b></p> <ul style="list-style-type: none"> <li>- To acquire general functional skills and attitudes for productive adult life (e.g., interpersonal and communication skills, problem-solving, critical thinking)</li> <li>- To become responsible citizens by understanding issues of social concern and developing skills for citizen participation</li> <li>- To develop and practice the ability to learn in a self-directed manner from daily life experiences as well as from formal structured instruction.</li> </ul> <p><b>3. <u>Ethical and Moral Values</u></b></p> | <ul style="list-style-type: none"> <li>- To develop and apply moral reasoning or judgement (e.g., values clarification and testing).</li> </ul> <p><b>4. <u>Career Development</u></b></p> <ul style="list-style-type: none"> <li>- To explore career options</li> <li>- To develop and demonstrate competencies needed in a career</li> </ul> <p><b>5. <u>Personal Development</u></b></p> <ul style="list-style-type: none"> <li>- To gain self-understanding and self-reliance</li> <li>- To gain self-confidence and a sense of self worth</li> </ul> <p><b>6. <u>Other Educational Outcomes</u></b></p> <ul style="list-style-type: none"> <li>- To increase motivation to learn in both the academic and personal arenas</li> <li>- To gain a sense of empowerment about one's education</li> <li>- To have access to knowledge or equipment not available or easily attainable through on-campus instruction.</li> </ul> |
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## Appendix E: Application for Social and Behavioral IRB Review (Form C-1)

SAMPLE

<p><i>Please complete this form and return it to the following address for processing:</i></p> <p><b>Institutional Review Board (IRB-c) Social &amp; Behavioral Sciences Attn: Ms. Stacey Huggins Box 571005 (ICC-302) 3700 O Street, N.W. Washington, DC 20057-1005</b></p> <p><b>Tel: (202) 687-5594 Fax: (202) 687-6802 E-mail: smh24@georgetown.edu</b></p>	<p><b><i>FOR IRB-c USE ONLY</i></b></p>
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**Section One: Application Information**

<b>Principal Investigator</b>	
<b>Department</b>	
<b>Title</b>	
<b>Responsible Participant</b> ( <i>member of faculty or official or administrative unit</i> )	
<b>Title of Project</b>	Purpose of Project (one or two sentences)
<b>Service Needs of Offender Population Reintegrating into the Communities of Washington, DC</b>	
<b>Consultants or co-investigators, if any</b>	<b>Department or Institution</b>

<p><b>Estimated duration of total project</b> 6 weeks of field study/focus group research</p>	
<p><b>Estimated total number of subjects (including control subjects)</b> 35 individuals</p>	
<p><b>Age range of subjects</b> 23-65</p>	
<p><b>Sex of subjects</b> Males and Females</p>	
<p><b>Where will study be conducted?</b> Field Offices of the Court Services &amp; Offender Supervision Agency Washington, DC</p>	
<p><b>Source of subjects</b> Volunteers from pool of offenders that report to the parole and probation officers in the District of Columbia</p>	

<b>Grant Support for Project (if any)</b>	<b>Commercial Support (if any) for Project</b>
COPC grant	None

## Section Two: Information for IRB-c Review

Please answer each specific question and use additional sheets as needed. A response of “See attached project description or grant application” is not sufficient.

- 1. Background.** Provide a brief historical background of the project with reference to the investigator’s personal experience and to pertinent scientific literature. *Use additional sheets as needed.*

Through the COPC grant, Georgetown provides adult continuing education training to nonprofit organizational representatives in the North Capitol and Mount Pleasant-Columbia Heights communities. The results of the course of study is a certificate of Community Development to be awarded in collaboration with the School of Continuing Education. The curriculum is theoretical training and the application of participatory-action research. The class project consists of developing and conducting focus group research to solicit the opinions of offenders and their service needs for successful reentry into the communities of Washington, DC.

The initial class research, limited to ex-offender respondents residing in the North Capitol and Mount Pleasant-Columbia Heights communities of the city, was conducted during a 7 weeks period in April-May 2001. Funding was provided by the Organization of American States to pay stipends to the respondents. Financial support through the COPC grant will enable the student researchers to conclude the project by including the opinions of offenders from other communities of the city.

- 3. The plan of study.** State the hypothesis or research question you intend to answer. Describe the research design, methods, interventions, and procedures (including standard or commonly used interventions or procedures) to be used in the research. Specifically, identify any interventions, procedures, or equipment that are innovative, unusual, or experimental. Where appropriate, provide statistical justification or power analysis for the number of subjects to be studied. *Use additional sheets as needed.*

Hypothesis:

Prisoners are an important commodity in American society. Their sentencing, incarceration and return to the community is an integral part of today's economy. The US spends an average of \$24,000 annually per prisoner. The prison industry is an annual multi-million dollar business. New prison construction alone has totaled billions of dollars during the past five years. There is little wonder that it isn't mandatory to rehabilitate the prisoner during incarceration or when they reenter the community. More frequently than not, ex-offenders find it difficult to access employment, social, health and developmental services, primarily because of the stigmas society associates with prisoners and ex-offenders. Furthermore, offenders experience barriers to obtaining proper identification which is necessary for getting employment and cashing one's paycheck. A majority lack basic life-skills, thus they have difficulty accessing services and maintaining employment. Most possess limited communications skills, thus, they are unlikely to participate in the civic life of the community. Additionally, more than 70% of DC ex-offenders reentering the community have substance abuse problems. Paradoxically, as the number of prisoners continues to mount, efforts to rehabilitate them through skills-training, education, etc. continues to be voluntary. Therefore ex-offenders return from prison with few marketable employment skills or social skills necessary for success in the community. Lacking employment, education, life-skills, cognizant skills and low self-esteem, the ex-offender finds it more comfortable and beneficial to return to crime and recidivate. Thus the economic cycle of reaping profits from the business of prisoners continues and in fact, escalates with every new inmate.

Design and methodology:

Participatory-action research Focus group

Survey Script:

Georgetown University COPC/Center for Technical Cooperation

Community Development Course Participatory Action Research Focus Group



**Questionnaire for Focus Group Discussion**

*Background: (45 minutes)*

1. Since returning home from incarceration, what changes have you noticed in your environment... in the physical condition of your community and the city-at-large? ...what changes have you noticed in your family members and your friends? ...and what physical, emotional, spiritual and social have taken place with you?
2. While incarcerated did family members visit you? ...what about friends and others from the community? And have you discussed issues of crime, public safety, and violence with them?
3. Describe the kinds of help that you have needed from others since leaving prison.
4. What are your expectations for the future?

*Community Services: (35 minutes)*

5. If you acquired skills while incarcerated, how do you plan to apply them?
6. As you know, there are organizations, churches, schools, businesses and individuals in the community that offer services to offenders and ex-offenders. What suggestions do you have for those that help offenders re-enter the community?
7. If given the opportunity, would you be willing to volunteer to work within the community to give back to society for your criminal behavior of the past?
8. Would you be willing to work with other members of the community including with local government officials to plan programs to help offenders re-enter the community?

*Future Plans: ( 75 minutes)*

9. What is your greatest barrier to re-entering the community/society?
  - a. lack of job skills;
  - b. lack of permanent place to live;
  - c. lack of driver's license;
  - d. lack of other forms of identification;
  - e. lack of services or resources necessary to live outside of prison;
  - f. lack of family members that support my re-entry in the community;
  - g. lack of spiritual connection to the community;
  - h. other (please specify)
10. What can prevent your return to prison?

11. How many children do you have? Do you live with them? How would you describe your relationship with them? How well do you relate to them doing the following activities?
  - a. reading to your children;
  - b. helping them with their homework;
  - c. taking or going to church;
  - d. listening to them talk about their day;
  - e. helping them take responsibility for and completing household chores;
  - f. playing with them;
  - g. enjoying a meal with them;
  - h. warning them against crime and violent activities.
12. Have you or are you currently participating in counseling or discussion groups to assist you with developing coping skills or improving your mental health? Do you find the assistance to be helpful?
13. While incarcerated, did you enjoy sports activities? If so, please name them.
14. Since your release from prison, are you giving attention to your health? For example...
  - a. giving attention to your diet?
  - b. getting exercises?
  - c. do you find yourself over-weight or needing to add a few pounds?
  - d. what about your blood pressure?
  - e. do you suffer from diabetes or other conditions that are related to your eating habits?
  - f. in addition to consuming foods that are not healthy, do you smoke cigarettes, drink alcohol?
15. From the list of descriptive phrases...indicate your feelings about reentry?
  - a. happy to be out of prison and returning back to the community;
  - b. frightened about-re-entering a community that has changed since I left years ago;
  - c. anticipating nothing but a better and bright future for myself and my family;
  - d. apprehensive about the changes that you are required to make to live in the community;
  - e. prison life was difficult, but it is the life that I know well and feel good about;
  - f. some in the community say that they will help returning offenders, but you do not believe it;
  - g. the community fears offenders and therefore, will have nothing to do with me;
  - h. re-entering the community is a difficult and up-hill battle because I have to get on my feet and live a crime free life.
16. Is there anything that we have not discussed that you would like to say at this time?

Interventions and Procedures:

The focus group will be implemented in the following manner:

1. Upon arrival at the focus group location, each offender will be greeted and advised that their participation in the focus group meeting is voluntary and will not affect the status of their supervision by the Court Services and Offender Supervision Agency. The offenders who decide to participate, will be given a consent form to complete under the direction of a researcher. (The consent form stipulates that participation is voluntary and that a stipend of \$25 will be given as a token of appreciation for participating in the research, at the conclusion of the meeting. Participants may withdraw at any time and still receive their stipend.)
2. To begin the focus group, the respondents will be seated in a circle with the researchers. Probation officers will not be present in the room.
3. A ground rules fact sheet will be distributed to each person seated in the circle. (The ground rules point out basic meeting courtesies – one speaker at a time, one person's ideas and opinions are as important as that of another, etc. and that "recording devices will not be used during the meeting.) The primary researcher will facilitate the session, opening the meeting by explaining the purpose of the research, introduce fellow researchers, clarify the "ground rules" handout and answer any questions from the participants.
4. The facilitator will begin the focus discussion by asking a series of open-ended questions about the respondents' observations of their surroundings and community changes that occurred during their incarceration. Each respondent will be given time to respond to the 16 questions on the survey. Several researchers will serve as "scribes" or recorders to write notes about the research proceedings. Several other researchers will serve as "observer" giving attention to the receptivity of the respondents during the session and evaluating the facilitator's delivery, etc. during the session.
5. A series of open-ended and multiple-choice questions will be posed to the respondents in random order. The discussion will include questions about the types of services that individuals have used and the rating of the quality of those services. The research session will end with the respondents' discussion of their plans for the future, and what will deter them from returning to prison.
6. At the conclusion of the session, each respondent will sign for receipt of a cash stipend given to each as a token of appreciation for their time/participation in the research.

Sampling Size:

100 respondents

**3. Risks.** Indicate what you consider to be the risks to subjects and indicate the precautions to be taken to minimize or eliminate these risks. If any data monitoring procedures are needed to ensure the safety of subjects, describe them. *Use additional sheets as needed.*

Preparations for the execution of the focus group research, included:

- identifying a safe, but familiar location for the study,
- adequate, but reasonable sampling size reflective of the volume of offenders that reenter Washington, DC communities annually from incarceration,
- creating a trusting and inviting atmosphere conducive for discussion in the meeting,
- protecting the confidentiality of respondents.

To adequately address these issues, and minimize risks to the offenders, researcher and faculty met with agency officials to identify safe and accessible locations and to determine focus group protocols, including deciding on logistical site arrangements that would facilitate the generation of unbiased responses from offender-participants.

In conclusion, mass-meeting space at each field office was selected for the study because these locations were familiar to the offenders. The sites have been the locations for routine offender group discussions convened by agency officials. Since it is usual for meetings to include attendance of agency officials and other outsiders, it was determined that the procedure of permitting the research students to sit-in during the discussions would likely not have any adverse effects on the offenders during the focus meetings. The probation officers would not be in attendance during these discussions.

To facilitate the flow of the discussion, the following ground rules will be used:

### GROUND RULES FOR DISCUSSION PARTICIPATION

1. BEFORE WE BEGIN THE MEETING, YOU ARE REMINDED THAT YOUR PARTICIPATION IS PURELY VOLUNTARY.
2. IF YOU WANT TO PARTICIPATE IN THIS RESEARCH MEETING, YOU MUST SIGN THE "CONSENT AGREEMENT" BEFORE THE MEETING CAN BEGIN. WE WILL TAKE A FEW MINUTES NOW TO GIVE YOU TIME TO COMPLETE THE AGREEMENT.
3. AS A PARTICIPANT IN TODAY'S MEETING, YOU ARE EXPECTED TO MAKE TRUE AND HONEST STATEMENTS TO THE QUESTIONS POSED TO YOU.

4. ONLY ONE PERSON SPEAK AT A TIME.
5. EACH TIME YOU SPEAK, SAY YOUR FIRST NAME BEFORE YOU MAKE YOUR STATEMENT.
6. EVERYONE'S OPINIONS COUNT, THEREFORE YOU MAY SAY EXACTLY WHAT YOU THINK.
7. IF YOU DO NOT UNDERSTAND A QUESTION, ASK THAT IT BE REPEATED OR THAT IT BE EXPLAINED.
8. FOOD AND DRINK ARE NOT ALLOWED IN THE MEETING.
9. YOU WILL BE PAID A SMALL STIPEND FOR YOUR TIME AND PARTICIPATION IN THE RESEARCH SESSION AT THE CONCLUSION OF THE MEETING AT 4:00 P.M. IF YOU DO NOT FEEL COMFORTABLE ANSWERING ANY PARTICULAR QUESTION, OR WISH TO WITHDRAW AT ANY TIME, YOU ARE FREE TO DO SO.
10. REMEMBER THAT EVERYTHING YOU SAY OR EXPRESS DURING THE MEETING IS FOR THE PURPOSE OF RESEARCH AND WILL BE HELD IN CONFIDENCE BY THE RESEARCHERS.

Issues of confidentiality were also discussed in the planning meetings. As a result, the following consent agreement was developed and approved for use in the focus group sessions:

**Consent Agreement of Research Respondent**

Date: \_\_\_\_\_

I willingly, free of coercion or influence by another, volunteer to participate in a focus group discussion conducted by students of the Community Development class of the Center for Technical Cooperation, a project of the Georgetown University Community Outreach Partnership Center in cooperation with the Organization of American States. Students at the community level, representative of the neighborhoods of Mount Pleasant, Adams Morgan, Columbia Heights, North Capitol Area and Northwest One, are conducting a participatory-action research project focused on service needs of ex-offenders re-entering the communities of the District of Columbia.

By signing this form, I certify that I, \_\_\_\_\_ ,  
(Please print your first name and the first letter of last name only.)

am an adult of 18 years of age or older and resident of the District of Columbia. I am currently on probation or parole pertaining to conviction for a criminal offense. I consent to participate in the Focus Group Discussion with other Ex-Offenders. The opinions that I express will be my own, and in no way should be viewed as the opinions of the Georgetown University or Court Services and Offender Supervision Agency (CSOSA) located in Washington, DC.

I understand that the research will measure the need for human, social and other services for offenders at the community level. Further, I understand it is conducted purely for the purposes of science and education. If at any time during the survey I feel uncomfortable or choose to leave the meeting, I understand that I will be allowed to do so, and reprisals will not be made against me.

The opinions that I express will be attributed to me as an individual, and not that of the CSOSA organization, its leadership or personnel. I agree that the class may document, publish, and use my opinions in a report of findings or any other form of documentation that is a factual representation of my comments made during the survey. By participating in the research, I am entitled to withhold my true identify. Likewise, the researchers agree to use only my first name and first initial of my last name to identify my responses in the research. However, I am entitled to receive a copy of my opinions in written form, if used and attributed to me. I have the right to receive a copy of the report findings, and that it will be provided to me by the Center for Technical Cooperation of the Georgetown University. For my participation in the discussion, I will receive a small stipend for my time to help defray transportation, etc. costs that may be associated with my participation.

I will not hold the CSOSA, Georgetown University, the GCOPC/CTC/SDU or a subsidiary thereof, liable for any circumstances or conditions pertaining to my participation in the research project.

*Signed and Dated:*

\_\_\_\_\_  
(your signature) Date

### Section Three: Selection of Subjects and the Informed Consent Process

**1. Populations.** Indicate whether this project involves any of the following subject populations?

- Children (Children are defined by District of Columbia law as anyone under age 18.)
- Prisoners (Ex-offenders)
- Pregnant women
- Cognitively impaired or mentally disabled subjects
- Economically or educationally disadvantaged subjects

If you indicated any of the above, in the space below, please describe what additional safeguards will be in place to protect these populations from coercion or undue influence to participate. *Use additional sheets as needed.*

Additional safeguards in place to protect the ex-offenders-respondents include:

- having respondent use their first name or fictitious name of their choice for the purpose of the research;
- respondents' names are not shared with members of the community or agency officials;
- researchers adhering to the pledge of maintaining confidentiality pertaining to the content of the research.

**2. Subjects.** Describe how subjects will be recruited and how informed consent will be sought from subjects or from the subjects' legally authorized representative. If children are subjects, discuss whether their assent will be sought and how the permission of their parents will be obtained. *Use additional sheets as needed.*

Recruitment:

During a given week, ex-offenders that routinely report to their probation and parole official, will receive a flier advertising the focus group process opened to a total of 35 offenders that respond to the notices placed throughout various CSOSA field offices in Washington, DC. Interested respondents will pre-register by calling to reserve a space in the focus group meeting. (A copy of the invitation flier used during the initial research is found below.)

To complete the supplemental research, the sample will consist of thirty (30) males and five (5) females, representative of the frequency of the gender of the offender population in Washington, DC.

Informed Consent:

At the start of the focus group meeting, every participant would provide a name by which they would be called during the session and list an address and telephone number, if available. Since social security number is a type of identification that offenders generally have difficulty obtaining upon reentry into the community, it would be an optional requirement on the consent form, as well as the separate form that each participant would sign at the conclusion of the session to receive a stipend of \$25.

**3. Compensation.** Will subjects receive any compensation for participation in cash or in kind?

- Yes. *If so, please describe amount or kind of compensation in the space below.*
- No.

A stipend of \$25 would be given to each respondent. A copy of the receipt form used during the initial research is found below:

**Receipt of Stipend**

Date: \_\_\_\_\_ Location: \_\_\_\_\_

Name of Recipient:  
\_\_\_\_\_

Address: \_\_\_\_\_ Zip Code: \_\_\_\_\_

This is to certify that I received a stipend payment in the amount of \$ 25 for my participation in the research project of the Georgetown University/Community Outreach Partnership Center/Center for Technical Cooperation Community Development Focus Group Meeting with Ex-Offenders on date: \_\_\_\_\_.

Signed: \_\_\_\_\_

Recipient's Signature

Cashier: \_\_\_\_\_

**4. Fees.** Will any finder's fees be paid to others?

- Yes. *If so, please describe the amount below.*
- No.



## Section Four: Privacy and Confidentiality of Data and Records

**1. Sensitive Information.** Will identifiable, private, or sensitive information be obtained about the subjects or other living individuals? Whether or not such information is obtained, describe the provisions to protect the privacy of subjects and to maintain the confidentiality of data. Use additional sheets as needed.

Confidential responses will not be solicited during the focus group discussion. However, it is likely that individuals might reveal personal information about their situation or circumstances during the course of the discussion. Therefore, a signed disclaimer statement (consent agreement) will be required before an individual can participate in the study.

**Section Five: Conflict of Interest**

**1. Conflict of Interest Form.** Is there a current Conflict of Interest form for each investigator on file at the Office of Regulatory Affairs?

- Yes
- No. *If not, please fill out the form (which can be found in the Georgetown University Faculty Handbook), forward the original to the Office of Regulatory Affairs, and attach a copy to this application.*

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**I certify that the information furnished concerning the procedures to be taken for the protection of human subjects is correct. I will seek and obtain prior approval for any modification in the project design or informed consent document and will report promptly any unexpected or otherwise significant adverse effects encountered in the course of this study. I certify that all individuals named as consultants or co-investigators have agreed to participate in this study.**

_____ Signature of Investigator	May 12, 2002 Date
<b>Department Chair:</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Signature of Department Chair	_____ Date

If more than one department or administrative unit is participating in the research and/or if the facilities or support of another department are needed, then the chair or administrative official or each unit must also sign this application.

_____ Authorized Signature and Title	_____ Date
_____ Authorized Signature and Title	_____ Date
_____ Authorized Signature and Title	_____ Date

## Section Six: Attachments

Please attach the following items in order for the IRB to review your research:

1. 15 copies of this IRB Application form
2. The informed consent document (15 copies)
3. Any recruitment notices or advertisements
4. Any survey instruments, psychological tests (other than standard, commercially available instruments), interview forms, or scripts to be used in the research.
5. Certificate of completion of education in the protection of human research subjects
6. Investigator's qualifications (CV, biosketch, or Form 1572, if available)
7. Formal research protocol, if available (15 copies)
8. Grant application, if applicable

### **Institutional Review Board (IRB-c)**

#### **Social & Behavioral Sciences**

**Attn: Stacey Huggins**

**Box 571005 (ICC-302)**

**3700 O Street, N.W.**

**Washington, DC 20057-1005**

**Tel: (202) 687-5594**

**Fax: (202) 687-6802**

**E-mail: [smh24@georgetown.edu](mailto:smh24@georgetown.edu)**