

SERVICE-LEARNING

In Emergency Management and Homeland Security Higher Education



Outline & Guidebook

Development of a Service-Learning Faculty Resource Toolkit

ACKNOWLEDGEMENTS

Supporting the development of community-engaged academic programs in emergency management and homeland security has been a driving factor of the work being done by the Service-Learning and Leadership Special Interest Group (SLL SIG).

The support of the FEMA Higher Education Program was central, providing the platform to bring together faculty from across the Nation to engage in a multi-institutional collaborative research platform aimed to build upon efforts to support service-learning in emergency management and homeland security higher education. Specifically, we would like to thank Wendy Walsh, Barbara Johnson, and Danielle Green. A special thanks to the emergency management academics who accepted the invitation to develop the National Service-Learning and Leadership Survey: *Dunn, E.A.; Bonnan-White, J.; and Schultz, C.J.*

With deep gratitude, we recognize participants that provided their responses to the survey as those responses have brought forth insight and value added to the research on the use of service-learning as a pedagogy and the development of useful resources and tools. Thank you to *Ashley Hydrick* and *Carson Bell* for assisting with editing and research. A special recognition to the faculty that provided additional insight into their programs and courses that already have the service-learning attribute: *Dunn, E.A.; Bonnan-White, J.; Velotti, L.; Carey, T.; Osteen, B.; Perry, L.; and Foster, C.S.*

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INTRODUCTION

Academia strives to bridge the gap between the theory and practical application that prepares students for the demanding field of emergency management along with the diverse positions and roles within the field. Despite the push for a whole community approach to emergency management, various groups in private and nonprofit sectors (i.e., local, tribal, state, territorial, and Federal government, businesses, academia, faith-based and non-governmental organizations) tend to work in their silos and there tends to be a lack of opportunity for meaningful interaction (Kendra, 2007).

In recent years, there has been a push toward the convergence of two distinct types of experts from the emergency management field – researchers and practitioners. Several publications have suggested that the major problems these two communities face are having the space for meaningful conversations to develop new innovative ideas and a lack of robust participation between the groups to collaborate (Buika et al, 2004). Developing a platform for more widespread community engagement between the academic community and those practitioners implementing emergency management programs will enhance the overall resiliency and safety of communities. Service-learning provides practitioners, researchers, and future emergency management professionals a platform to work together to prepare for, respond to, recover from, and mitigate against disasters.

This outline and guidebook for a Service-Learning Faculty Resource Toolkit is intended to discuss the use of service-learning as a way to reduce the gap between academicians and practitioners. This discussion will explore ideas on how to bridge the gap between research and practice by identifying resources that are designed to support service-learning course construction, application, and sustainability within the college or university setting. This guidebook will provide resources that justify and/or demonstrate the feasibility of incorporating

service-learning components within their course design. The Service-Learning and Leadership Special Interest Group (SLL SIG) has identified a number of faculty from colleges and universities that currently use service-learning pedagogy in their emergency management and homeland security programs. Examples will be provided from those existing service-learning projects. Further, this guidebook will provide a basic summary of the proposed project, including rationale for the development of resources for service-learning, a statement of specific aims and objectives, and significance of the service-learning and leadership toolkit.

To support the development and wider implementation of this toolkit, a survey study is underway to examine the benefits and challenges of implementing service-learning in the academic and wider emergency management community. By conducting a nationwide survey, the SLL SIG research team can identify key elements that should be incorporated within this service-learning toolkit. These key elements would provide faculty with the resources they need to successfully integrate mutually beneficial service, reflection, and leadership opportunities within their courses. Through research and survey results, the SLL SIG will further develop an outline of proposed resources and components that will be incorporated within this toolkit. The toolkit will be designed to meet the needs of the academic and practitioner communities as they develop courses that incorporate the service-learning attribute. Where possible, brief preliminary description of this data will be provided.

WHAT IS SERVICE-LEARNING?

Service-learning is a pedagogy designed to engage students in meaningful and mutually beneficial service with instruction and reflection to enrich the learning experience and strengthen communities. There are numerous definitions provided by institutions from around the world that have a similar vision, with personal reflection and service at the core of how they define service-learning.

The Campus Compact National Center for Community Colleges, which is frequently referenced, defines service-learning as a “teaching method which combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. Service-learning programs involve students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility, and commitment to the community.”

“Learning occurs best...

when the learning has a distinct purpose.”

- Shelley Billig

Service-learning is considered a “high-impact practice” (HIP) that allows students to interact with faculty, peers, community members, and leaders about practical matters that will increase the students’ exposure to diversity while providing opportunities to explore learning in various settings both in and outside of the classroom. These experiences allow students to explore their own personal beliefs and values that lead to a deeper awareness of how they perceive themselves in relation to others around them and through a global standpoint (Kuh, 2008). According to J. E. Brownell and L. E. Swaner (2010), common outcomes of service-learning are higher grades, levels of academic engagement, academic gains, an increase in critical thinking and writing skills, greater tolerance and reduced stereotyping, and greater commitment to a service-oriented career (Brownell & Swaner, 2010).

THEORETICAL BASIS OF SERVICE-LEARNING

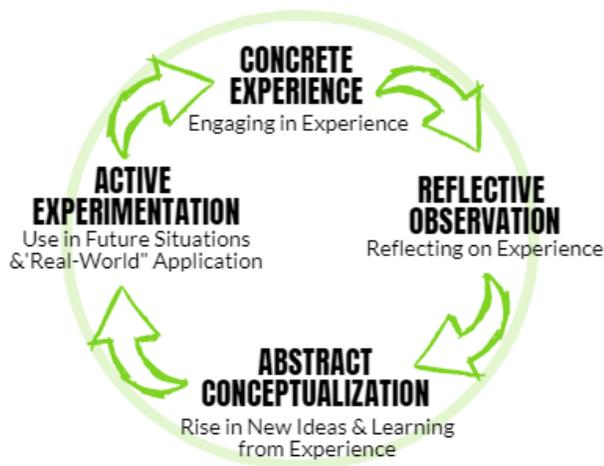


Figure 1: Experiential Learning Cycle, Kolb

Experiential Learning Theory aligns the internal cognitive structure of an individual learner with his/her ability to develop a strong understanding of new concepts made available by new experiences. This brings together two continuums that merge a four-stage learning cycle with four distinct learning styles – doing, watching, feeling, and thinking (Kolb, 1984). Kolb believed that only when the student moves through all four stages of the learning cycle does active learning essentially take place.

Therefore, the four-stages of the model are not effective as independent learning processes. It requires each of them to build upon each other by (1) having a concrete experience that is followed by (2) reflective observation on that new experience which then leads to (3) a rise in new ideas, formation of abstract concepts, and generalized conclusions where (4) the learning applies to real-world application and active experimentation for future situations which ultimately results in new experiences (Kolb, 1974).

“Learning is the process whereby knowledge is created through the transformation of experience”

-David Kolb

Research has shown that the theoretical foundation for service-learning has expanded upon Kolb’s concept of experiential learning that diverts from the traditional models, placing a high emphasis on reciprocal learning and reflection (Seifer, 1998; Furco, 1996). Furthermore, the foundation of service-learning is derived from the concept of building a more engaged civil sector that can affect social change and build more resilient communities. Service-learning courses are designed to engage both faculty and practitioners in development of project objectives and desired outcomes to create more applicable and beneficial products for the

community. The extent to which community dynamics and needs drive the course structure, including objectives and learning outcomes, is another unique quality that sets this pedagogy apart.

Experiential learning can come in many forms both within and outside the classroom. Ten types of experiential learning that students may be exposed to in various emergency management and homeland security programs throughout their academic career may include apprenticeships, fellowships, field work, internships, practicums, service-learning, simulations/gaming, study abroad, research, and volunteering.

Table 1: Ten Types of Experiential Learning Used in Academia

Types of Experiential Learning		Explanation
1	Apprenticeships	<i>Provide students with an opportunity to try out a job, usually with an experienced professional in the field to act as a mentor.</i>
2	Fellowships	<i>Provide tuition or aid to support the training of students for a period of time that is usually made by educational institutions, corporations, or foundations to assist individuals pursuing a course of study or research.</i>
3	Field work	<i>Allows students to explore and apply content learned in the classroom in a specified field experience away from the classroom; field work experiences bridge educational experiences with an outside community.</i>
4	Internships	<i>Provide students with an opportunity to gain work experience in a career field and can be for credit, not for credit, paid, or unpaid.</i>
5	Practicums	<i>Often a required component of a course of study that places students in a supervised situation. Students develop competencies and apply previously studied theory and content.</i>
6	Service-learning	<i>Distinguished by being mutually beneficial for both student and community that includes performing a job within the community and engaging in critical reflection by the student.</i>
7	Simulations and Gaming/Role-playing	<i>When used as part of a course, simulations and gaming/role-playing aim to imitate a system, entity, phenomenon, or process. They attempt to represent or predict aspects of the behavior of the problem or issue being studied. Simulation can allow experiments to be conducted within a fictitious situation to show the real behaviors and outcomes of possible conditions.</i>
8	Study abroad	<i>Offers students a unique opportunity to learn in another culture, within the security of a host family and a host institution carefully chosen to allow the transfer of credit to a student's degree program.</i>
9	Research	<i>Aims to involve students in addressing actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.</i>
10	Volunteering	<i>Allows students to serve in a community; majority of the time with volunteering is done with a nonprofit organization – sometimes referred to as formal volunteering – or through less formal options, either individually or as part of a group.</i>

* adapted from the University of Tennessee, Experience Learning - Teaching & Learning Innovation.

Service-learning takes on a multifaceted approach to learning that differs from volunteering and is less likely to be aligned with course objectives or engage students in critical reflection. This added complexity and additional experiential learning piece usually makes the marketing of service-learning to faculty challenging. “Service-learning has been proven as an innovative, effective, and estimable education methodology that is grounded in scholarship” (Seifer & Connors, 2007).

BRIDGING THE GAP BETWEEN ACADEMIA & PRACTICE

Service-Learning connects higher education with local agencies and organizations to develop a partnership that blends academic learning and community service by actively engaging students in a joint effort to meet community needs. Through serving and critical reflection on these experiences, students develop leadership skills, enhance their civic responsibility, achieve course objectives and competencies, and develop skill-sets that builds proficiency through real-world application (Seifer & Connors, 2007). Linking the emergency management core competencies, such as those outlined in the *Next Generation Emergency Management Core Competencies* (2016), allows faculty to identify target objects for students to achieve within their service-learning courses.

Through the development of a backwards course design model, faculty are able to use the 12 identified core competencies for emergency management higher education to determine the target outcomes of the course. The faculty member can then begin to identify practical experiences, assignments, and guided reflection to be able to meet these goals.

SERVICE LEARNING IN EMERGENCY MANAGEMENT: VISIONING STATEMENT

The Service-Learning and Leadership Special Interest Group (SLL SIG) adopted the following definition to guide the premises of its future work: *the purpose of incorporating service-learning into emergency management academic courses would be to arrange for students to provide a service that meets an identified community need relating to preparedness, response, recovery, and/or mitigation which enhances the students’ learning and development, allows them to reflect on their experiences, provides a forum for leadership development, and encourages civic responsibility.*

Service-learning allows students to incorporate academic perspectives grounded in theoretical knowledge with emergency management practical experience. Engaging students in projects or activities that take them outside of the traditional classroom setting and into the community and

enhances their understanding of the course material (Bringle & Hatcher, 1996; Kapucu, 2011; McEntire, 2002).

SERVICE LEARNING IN EMERGENCY MANAGEMENT: LITERATURE REVIEW

Existing publications in the realm of emergency management linked with service-learning tend to align with a large portion of the broader research. The educational experience of a student should bridge the gap between theoretical knowledge and practical skills within emergency management higher education programs (Carey, 2018). Client-based service-learning melds together the most important aspects of goals of traditional education and professional practice (Kushma, 2003). Across the board, academics within the field of emergency management and homeland security place a strong emphasis on the concept of “client-based” service-learning within the existing literature; this concept is not commonly used across other disciplines however (Kushma, 2003; Carey, 2018; Waldner & Hunter, 2008). Leora Waldner and Debra Hunter (2008) define service-learning within the field as real-world teachings that benefit *the client*; clients within this context refer to those emergency management practitioners working in the community.

The benefits that have been identified from academics that are incorporating service-learning within emergency management curriculum include the following:

- Students get first-hand experience (Carey, 2018)
- Strengthens relationships between universities and community practitioners (Kushma, 2003)
- Practitioners benefit by being able to undertake projects despite an occasional lack of funds (Kushma, 2003)

In other words, service-learning not only benefits the students, but benefits all stakeholders. Client-based service-learning caters to students drawn to emergency management who are not traditional learners.

Current events, demographic changes, development of innovative technologies, advancement in research, and other external influences are rarely considered when delivering real-time content within the course curriculum (Osteen & Perry, 2012). Billy Lawson Osteen and Lane Perry (2012), believes service-learning supports a more responsive and engaging curriculum to these “external influences.” What happens exactly when disaster strikes or a major event occurs in the communities that these programs within emergency management higher education reside? The

impact of a natural or man-made disaster can be a catalyst for faculty to move away from their routine teaching patterns that may occur and instead support the response through service-learning (Osteen & Perry, 2012). “This jolt can lead to new ideas, different perspectives and a fundamental restructure of action and reaction according to immediate concerns” (Osteen & Perry, 2012).

Reports have been published that highlight the impact of higher education on the response following the 9/11 Terrorist Attacks (2001), Hurricane Katrina (2005), earthquakes in Christchurch, New Zealand (2010 and 2011), and other major disaster events (Rendon, 2009; Osteen & Perry, 2012; Brotzman, 2011). Universities in post-Katrina New Orleans became acutely aware that they could play a role in the response to this devastating event as they began to use service-learning to address real-world problems and work toward the public good to support recovery efforts. For example, after the devastating effects of Hurricane Katrina on New Orleans in 2005, Tulane University established a requirement that every student will be required to participate in community service and service-learning courses. In an effort to support faculty in developing more options for service-learning, [the Tulane University Center for Public Service has developed the Service Learning Assistance \(SLA\) program](https://cps.tulane.edu/programs/service-learning-assistants) (<https://cps.tulane.edu/programs/service-learning-assistants>) to hire student leaders tasked with supporting faculty, students, and community partners with the planning process along with logistics and developing impactful reflections (Tulane University). Loyola University saw an increase in service-learning courses fourfold after 2005 with 16 academic departments working with community partners to build a more resilient community (Brotzman, 2011).

Service-learning can be incorporated into planned courses and established courses prior to an incident occurring which sets the stage for emergency management programs to be able to engage their students within the community (Kushma, 2003). Instead of describing an understanding of the intergovernmental nature of emergency management, a student could participate in planning meetings and/or tour field offices, emergency operations centers, or critical infrastructure facilities to be able to then write a reflection of what he/she has learned from these experiences in the field (Kushma, 2003).

A gap in research exists in the application of service-learning in emergency management course design and curriculum along with publications on student assessment and understanding the impacts of service-learning on students. Much of the existing literature points to service-learning within emergency management programs that are housed within public administration at the graduate level (Carey, 2018; Kushma, 2003; & Kapucu & Knox, 2018). Existing literature on the benefits of service-learning for undergraduate students is widely recognized across disciplines; however, in the field of emergency management and homeland security more specifically, there is a need for additional research. Additionally, there is a gap in research on the use of service-

learning in general from emergency management and homeland security programs outside of concentration areas in public administration and public affairs.

Part of the broader Federal Emergency Management Agency (FEMA) Emergency Management Institute (EMI) Emergency Management Higher Education Program, the Service-learning and Leadership SIG will develop a toolkit for thorough, facilitated faculty development specific to emergency management service-learning course construction, application, and sustainability in the college or university setting. Each unit within the toolkit will address a key component to

PROJECT OVERVIEW

BUILDING A SERVICE-LEARNING FACULTY RESOURCE TOOLKIT FOR EMERGENCY MANAGEMENT CURRICULUM

service-learning. Examples include information to provide faculty with a basic understanding of service-learning, to allowing faculty to think about risk management in their course design, and deepening practitioners' understanding of the goals and objectives as they relate to the students' experience in a service-learning course. To supplement the content, the toolkit will include case studies, worksheets, research findings, and syllabi provided by faculty from colleges and universities that currently use service-learning pedagogy in their emergency management and homeland security programs.

ALIGNING OBJECTIVES WITH EMERGENCY MANAGEMENT CORE COMPETENCIES

Blanchard (2005) identified a set of core competencies for emergency management curriculum to provide academic programs with guidance and a unified vision for student learning that details a series of key competencies that students would be proficient in upon graduation. Over the years, updates to these core competencies were made to adapt to the changing needs within the emergency management field (Cwiak, 2008; Kapucu, 2011).

The field of emergency management continues to evolve as it becomes increasingly interdisciplinary, engaging all aspects of society. Policies and procedures, as well as a growing body of research and knowledge, inform the planning process, which brings about changes to the field. Additionally, the shift in social structures and systems and advancements in technology are leading to more innovative approaches in the field of emergency management. These factors have led to the development of the *Next Generation Emergency Management Core Competencies* (Feldmann-Jensen, Jensen, & Smith, 2017).

Table 2: List of Emergency Management Core Competencies, 2017

Emergency Management Competencies that Build the Individual	
1.	Operate within the Emergency Management Framework, Principles, and Body of Knowledge
2.	Possess Critical Thinking
3.	Abide by Professional Ethics
4.	Continual Learning
Emergency Management Competencies that Build the Practitioner	
5.	Scientific Literacy
6.	Geographic Literacy
7.	Sociocultural Literacy
8.	Technological Literacy
9.	Systems Literacy
Emergency Management Competencies that Build the Relationship	
10.	Disaster Risk Management
11.	Community Engagement
12.	Governance and Civics
13.	Leadership

Source: List of Emergency Management Core Competencies derived from The Next Generation Core Competencies for Emergency Management Professionals: Handbook of Behavioral Anchors and Key Actions for Measurement (August 2017).

Our goal is to build a future of emergency managers that have made those connections between theory and practice with an emphasis on building programs that provide a platform to build the application of knowledge through practical experiences. McEntire (2002) emphasizes that this level of preparation has both short-term and long-term benefits for students. Service-learning helps reinforce theory and validates how it is applied in the real-world setting, and, in the long-term, it allows students to gain the expertise and skills necessary to improve upon the profession of emergency management.

The intention was to illuminate the pedagogical aspects of service-learning while distinguishing it from volunteer work. Specifically, service-learning is more than asking students to work in the community; rather, it is integrating course objectives with service-oriented work in the community where the students then reflect on these experiences. The use of service-learning strategy to further students' experiential learning is of the utmost importance for the industry of emergency management. According to a study by Comfort and Wukich (2013), emergency management curriculum struggles with providing students with high-level thinking skills that are essential to "problem solving, critical thinking, and achieving 'mastery' within a domain" (p. 54). Put simply, one of the problems of teaching in the field of emergency management is the incorporation of assignments capable of stimulating a full range of learning levels that go beyond the simple recollection and memorization of concepts.

AIMS AND OBJECTIVES

Create a Service-Learning and Leadership Faculty Resource Toolkit specifically designed for emergency management and homeland security service-learning course construction, application, and sustainability in the college or university setting. Each unit within the toolkit will address a key component to service-learning, from providing faculty with a basic understanding of service-learning, to allowing faculty to think about risk management in their course design, to deepening practitioners' understanding of the goals and objectives as they relate to the students' experience in a service-learning course.

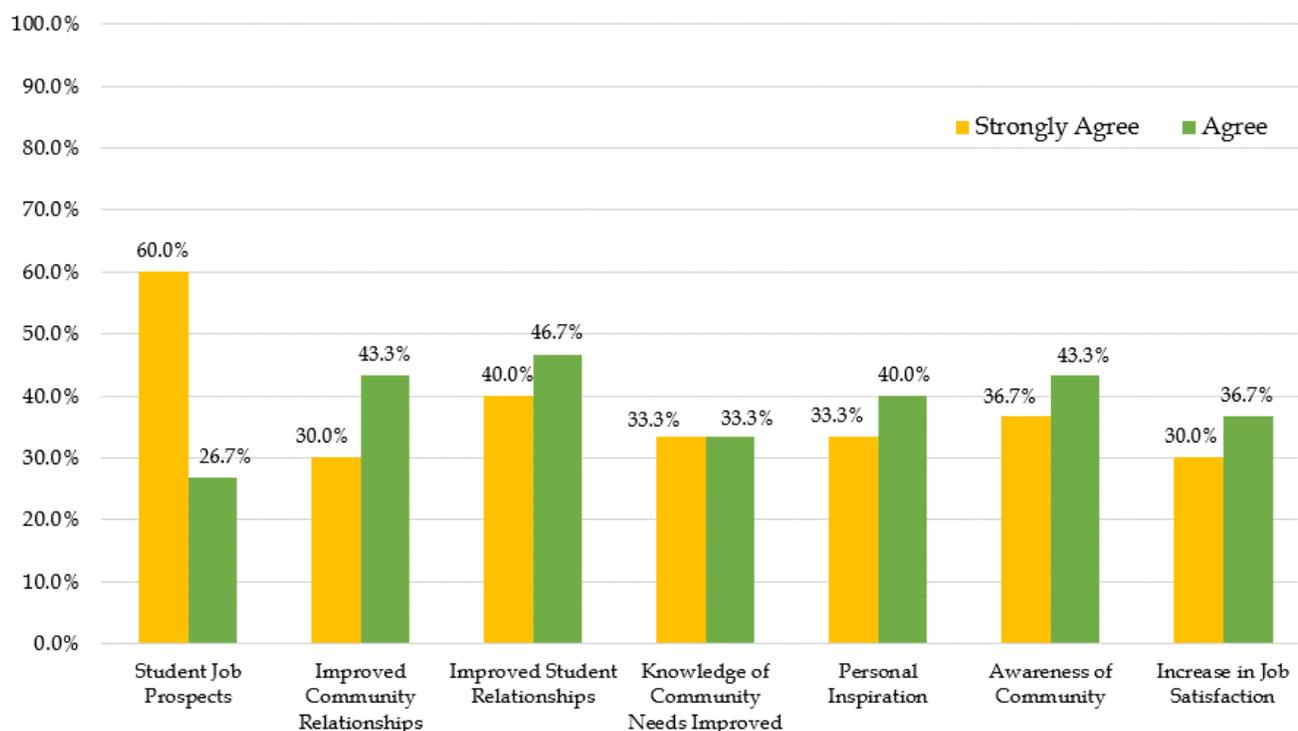
Service-Learning Faculty Resource Toolkit Objectives:

- Understanding the foundation of service-learning as a teaching pedagogy in emergency management and homeland security courses at the college or university-level
- Learning key principles for establishing and maintaining reciprocal community-campus partnerships that build resilience and strengthen communities
- Developing strategies for designing and implementing service-learning courses in emergency management, from articulating student learning outcomes to assessing community-engaged learning experiences
- Creating safe spaces for student learning and community engagement through cultural competency and sensitivity preparation, meaningful critical reflection, and appropriate risk management
- Integrating service-learning practice into sustainable, community-engaged efforts that build meaningful and mutually beneficial opportunities for faculty, students, and community partners

MEETING THE NEEDS OF THE PRACTITIONER-ACADEMIA COMMUNITY

A national survey on service-learning in emergency management and homeland security was administered in the spring 2018 to provide additional insight from both faculty and practitioners on the use of experiential learning, criterion on selecting service projects, needs being addressed, and the positive impacts of service-learning. The tool has assisted in identifying obstacles, challenges, and concerns affiliated with implementing service-learning in emergency management courses and tools that may assist faculty in implementing this high-impact practice within their course design.

Graph 1: Service-Learning Positive Impacts

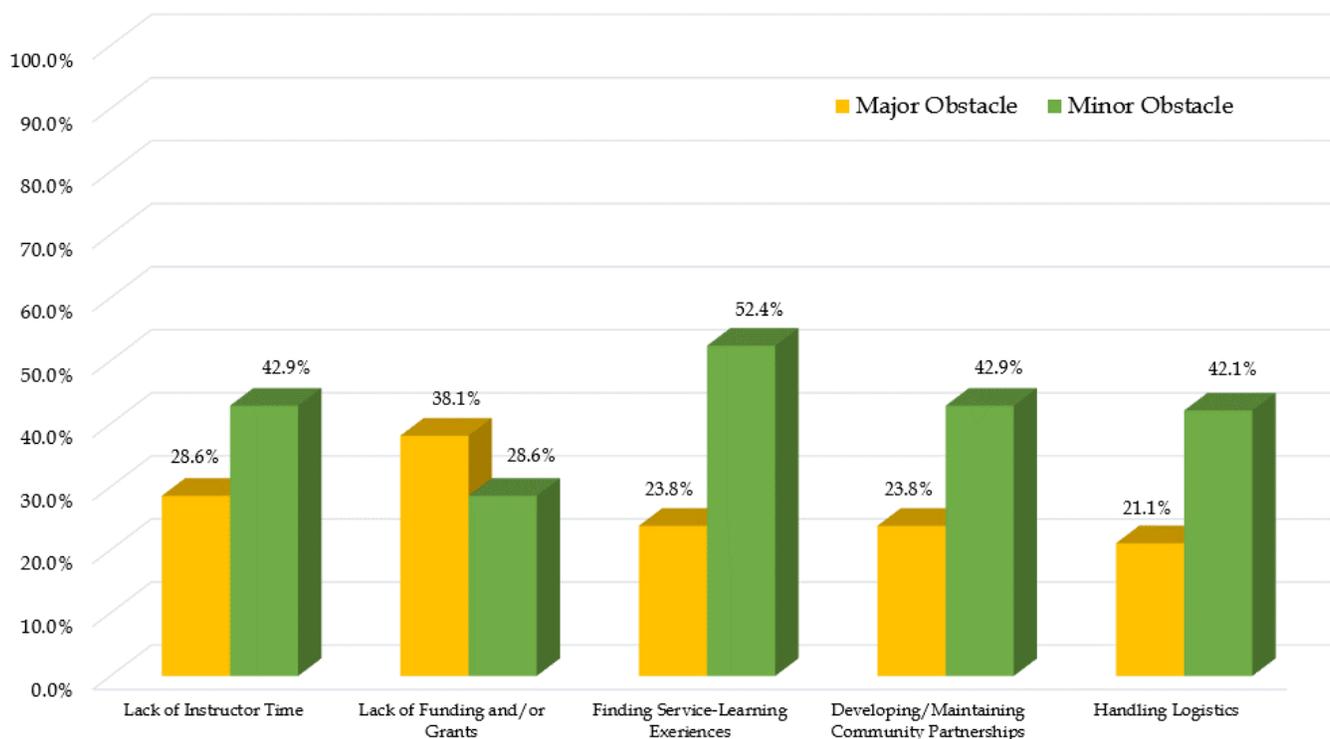


Responses provided by participants in the emergency management academic community demonstrate the need for additional guidance and support for adopting and maintaining service-learning pedagogy. The distinctive characteristics of emergency management faculty are highlighted by the survey responses. For instance, almost 20% of the 66 faculty respondents hold the rank of “adjunct,” with an additional 25% ranked as “Assistant Professor.” Thus, almost half of the faculty are either in early stages of their careers or are in positions that do not provide the support of full-time faculty positions. This is supported by the result that 53% of the respondents are not on a tenure-track at their university. In addition, more than 77% of the participants consider themselves a practitioner of Emergency Management, most commonly at municipal or local emergency management or law enforcement agencies. This number suggests that in addition to the relative lack of resources provided to adjunct or non-tenure track faculty, the time they have to develop and maintain emergency management courses may also be constrained by additional professional duties outside of academia.

Despite the challenges suggested by the data provided in the national survey, almost half of the participants indicate they have in the past, or are currently, engaged in service-learning teaching modes. Of those that responded in the affirmative (N=32), several benefits of service-learning were noted (using “strongly agree” to indicate positive impact), including increasing the likelihood of job opportunities (60%), improving their relationships with the community (43%) and with students (40%), and contributing to their development as an effective educator (40%).

These same participants, however, noted several challenges in offering service-learning courses (as indicated by answering “a major obstacle”), including lack of funding and/or grants to support their work (31%), lack of personal (instructor time) (30%), and handling the additional logistics components of a project (25%). “Minor obstacles” included finding appropriate service-learning experiences (63%), lack of student time (63%), identifying options for alternate assignments (53%), and developing / maintaining community partnerships (50%). In sum, data from faculty already using service-learning teaching modes indicate different challenge areas that could be addressed with the development of a toolkit for additional guidance and inspiration.

Graph 2: Challenges Faculty Experience Implementing Service-Learning



Survey participants that primarily identified as “practitioners” also provided insight into the practitioner-academia relationship in terms of service-learning collaboration. Of the 19 practitioners that completed the survey, 7 indicated they had previously worked with a faculty member to provide a service-learning opportunity. The most common benefits of a service-learning project to an organization noted were that the agency was able to fill an essential need and that the project provided new connections and networks with other community groups. Of those that had not previously worked on a service-learning project, concerns centered around demands on agency staff time, the level of professionalism demonstrated by students, and the potential for a mismatch between the academic goals of the course with the goals of the organization or agency.

Data collected from both faculty and practitioners indicates areas that not only represent the positive impacts for both students and organizations but also suggests there are concerns that have been identified to adopting service-learning. Challenges appear to be focused on handling logistics, clearly communicating goals of service-learning projects, developing students as young professionals, and creating the smallest impact on staff time in partnering agencies.

RATIONALE AND FEASIBILITY FOR THE DEVELOPMENT OF A TOOLKIT

Bridging the gap between academia and practical experience has been highlighted as a need to improve upon existing educational programs to prepare students for a career in emergency management (Thomas & Mileti, 2003; McCreight, 2009). By designing opportunities for students to gain practical experience as part of their academic program, students will be better prepared for a career in the field of emergency management. Service-learning allows the students' experience with the community to be aligned with the course objectives, emergency management core competencies, and significant reflection that allows for high impact learning and retention.

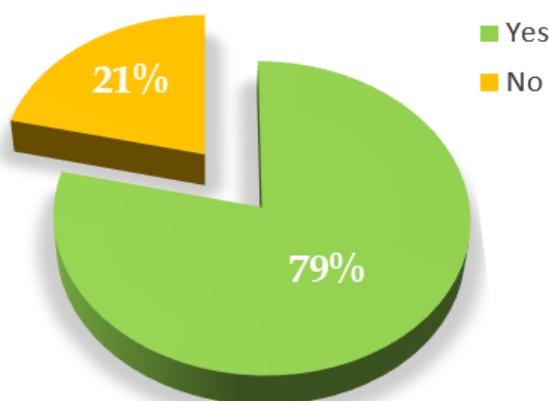
Table 3: Interest in Service-Learning Resources and Educational Sessions

Answer Options	Extremely Interesting	Very Interesting	Moderately Interesting	Slightly Interesting	N
<i>Receiving a service-learning toolkit that will help with the process</i>	16	13	9	4	49
<i>Participating in a webinar that provides a brief introduction to service-learning in Emergency Management</i>	9	18	6	8	49
<i>Attend round-table discussions held at the FEMA Higher Education Conference to provide feedback about their experiences with service-learning to establish best practices</i>	9	17	10	7	49
<i>Basic written information about service-learning in emergency management (i.e., best practices & project examples)</i>	8	17	10	7	49
<i>Connecting with faculty who practice service-learning</i>	10	14	11	8	49
<i>Information session about service-learning</i>	9	15	11	8	49

* Source: National Survey on Service-Learning in Emergency Management and Homeland Security administered by the Service-Learning and Leadership Special Interest Group (SLL SIG), 2018.

The survey provides valuable insight from early career and adjunct faculty members, with most participants not on the tenure-track. It is anticipated that an emergency management-specific toolkit may address key areas of concern for faculty and practitioners, as well as providing faculty with resources so that they are not stressed to “reinvent the wheel.” Of all the engagement options listed in the survey, the most interest from both practitioners and faculty was in receiving a toolkit that would assist in the process of developing and maintaining service-learning pedagogies. According to the survey, 77.5% of respondents expressed some level of interest in receiving a service-learning toolkit that would be designed to assist faculty with the process of integrating service-learning within their course design. Based on this response, the interest for the service-learning toolkit is higher than any other suggestions pertaining to resources or educational sessions on the use of service-learning.

Graph 3: Faculty that Self-Identify as Emergency Management Practitioners



Participants also indicated high interest in participating in a webinar, attending round-table discussions at the FEMA Higher Education Conference, and connecting with other faculty members who incorporate service-learning into their emergency management courses.

Ideally the work of practitioners and academics should complement each other in a way that is mutually beneficial. In many fields of study, the relationship between academics and practitioners is complex as they may have differing viewpoints and perspectives (Bartunek & Rynes, 2014). However, higher education programs in the field of emergency management tend to have faculty working within academia who self-identify as emergency management practitioners. These individuals are usually considered a sub-culture of the academic-practitioner sphere known as pracademics. Pracademics are individuals who identify as being both a scholar and active practitioner in the field of emergency management (Trainor & Subbio, 2014). Out of 47 faculty members that completed the survey, 79% considered themselves practitioners (pracademics). It could be that this practical experience of faculty within emergency management higher education programs could provide a better opportunity than many other disciplines

within academia where a majority of the faculty are strictly academics. Faculty that consider themselves practitioners with an extensive background in practical application will inherently have a deeper understanding of potential projects that students can participate in that address actual needs within the community. Having the foresight to anticipate potential challenges that may exist working within various sectors allows these “pracademics” to be able to strategically reduce the number of barriers or challenges that might exist. Furthermore, they may even have connections within various sectors that they can leverage when identifying a community partner. Faculty and academic programs within emergency management and homeland security may have a higher success rate for developing sustainable service-learning projects.

The design and suggested items outlined within the service-learning toolkit have been structured within the framework of a Table of Contents (Appendix C). The items incorporated within this proposed Table of Contents have been selected based on the feedback and response of faculty within the emergency management and homeland security concentration with further guidance from members of the SLL SIG. Qualitative responses stated clear need for sample syllabi, templates for agreements between agencies and faculty, samples of assessment strategies, ideas for reflection prompts, learning outcomes, and grading rubrics.

REPORTING SERVICE-LEARNING COURSES AND SHARING RESOURCES

The Service Learning and Leadership (SLL) Special Interest Group (SIG) uses an online tool – the **Emergency Management Service Learning Database (EMSLD)** – to enhance collaboration, shared knowledge, and coordination of efforts for faculty and practitioners that strengthen the students’ experience in the field. By publishing course descriptions and community projects, the EMSLD streamlines this ability to share information from faculty and community agencies to identify existing resources and tools that best correspond with the need. Please visit the EMSL Database to share details about your service-learning course(s) with the wider emergency management and homeland security community.

EXAMPLES FROM THE FIELD

SERVICE-LEARNING COURSES IN EMERGENCY MANAGEMENT & HOMELAND SECURITY CURRICULUM

At the time of this study, 38 individuals were identified as faculty that have, or currently are using, service-learning as a pedagogy in their courses pertaining to emergency management and homeland security. A number of these identified faculty have agreed to share examples of courses with the service-learning designation along with a list of community partners and

project description(s) to provide some insight into how service can be incorporated into the course design that aligns with course objectives.

PHC 4375: Community Participation in Homeland Security & Preparedness

Elizabeth A. Dunn, MPH, CPH | Instructor

Global Disaster Management, Humanitarian Relief, and Homeland Security Program

College of Public Health | University of South Florida

On-campus, Undergraduate course

Course Descriptions: This course introduces major themes and issues considered essential for understanding the homeland security and disaster preparedness framework as it relates to public health and the whole community approach to emergency management principles. Students explore the importance of building partnerships and to be able to think critically about ways to improve security and preparedness at the local, agency, national, and global level(s). Service-learning projects are designed to enhance students' knowledge, skills, cultural competence, and self-awareness to increase their ability to successfully prepare for a career in the field of emergency management and homeland security that will consider social vulnerability when building resilience at the grassroots level.

Community Partner: Hillsborough County Department of Social Services

Service-Learning Project I Description: Students complete 20 hours per semester working with the Department of Social Services on a photovoice and asset mapping project to identify the needs of residents living in poverty. The students complete a series of reflections that gets them to reflect, connect, assess, and strategize how these experiences correlate with the course objectives centered around preparedness and how these experiences correlate with the whole community approach to homeland security and emergency management to ensure vulnerable populations are considered throughout the planning process.

Community Partner: Hillsborough County Public Works and the Local Mitigation Strategy Working Group

Service-Learning Project II Description: Students complete 20 hours per semester working with Hillsborough County Public Works on the Local Mitigation Strategy (LMS) to update the county plan designed to reduce and/or eliminate the risks associated with natural and manmade hazards. These plans must be in accordance with the Disaster Mitigation Act of 2000 (DMA 2000). Students are tasked to attend at least one LMSWG meeting and must coordinate with county officials to be tasked with updating sections of the hazards analysis, assessing vulnerability and risk, implementation of mitigation measures, and engaging in public outreach activities for the Program for Public Information (PPI).

Community Partners: Hillsborough County School District: Hunter’s Green Elementary School; University Area Community Development Center (UACDC); Refugee and Migrant Women’s Initiative (RAMWI); Tampa Bay Refugee Task Force; WOKE, Inc.

Service-Learning Project III Description: Students are tasked with mentoring refugee youth with three local youth programs that aim to help refugee youth during the resettlement process: by volunteering with (1) a morning English Language Learning (ELL) program at Hunters Green Elementary School offered 3 days a week from 8 a.m. – 5 p.m.; (2) an after-school program offered at the University Area Community Development Center Monday, Wednesday, and Friday from 3:30 p.m. – 6 p.m.; and/or (3) refugee soccer and tutoring program that meets during the week to assist refugee youth with homework and on the weekend to practice and compete in soccer.

PHC 4376: Disaster by Design

Elizabeth A. Dunn, MPH, CPH | Instructor

Global Disaster Management, Humanitarian Relief, and Homeland Security Program

College of Public Health | University of South Florida

On-campus, Undergraduate course

Course Description: This course provides students with an understanding of the guiding principles for exercise programs, and the approaches to exercise program management, design and development, conduct, evaluation, and improvement planning. As an emergency management professional, students will need to know how to develop, execute, and evaluate exercises that address the priorities established by an agency or organization's leaders. Students will acquire knowledge of global and cultural systems and issues to strengthen their ability to determine capabilities that help communities to be fully prepared to prevent, protect, mitigate against, respond to, and recover from all hazards. Throughout the course, students will conduct capability assessments and examine standard operating guidelines and results from previous exercises and real-world events to strengthen their ability to design and evaluate an exercise. Finally, the course will culminate in an opportunity to apply these learnings to design and facilitate a discussion-based exercise for a client, which will require students to gain the ability to put into action professed values, beliefs, and attitudes that express concern for others.

Community Partner: American Red Cross – Tampa Bay Chapter

Service-Learning Project Description: This course requires the development, planning, delivery, and facilitation of an HSEEP-compliant tabletop exercise for a select community partner. Students work closely with the community partner throughout the whole process in an effort to identify exercise objectives that will test the response of their team while strengthening their

response to the needs of those impacted by disaster. Following the community tabletop exercise, students will conduct an after-action report that looks at procedures and helps identify problems, and then develop improvement plans for those who participated in the exercise. Students participate in a series of facilitated reflection activities before the exercise, after each planning meeting, and then after the completion of the tabletop exercise.

CRIM 3320: Homeland Security

Jess Bonnan-White, Ph.D. | Associate Professor

Criminal Justice Program | School of Social and Behavioral Sciences | Stockton University

On-campus, Undergraduate course

Community Partner: Egg Harbor City Community School

Service-Learning Project Description: Students complete 10 hours per semester mentoring youth at an after-school program offered at a regional K-8 school. Students attend four shifts per semester, assisting program staff with tutoring and activity monitoring, and complete mandatory narrative reports for each shift. Students then participate in two in-class feedback sessions with community partners and complete a post-semester survey. Learning objectives focus on skills and professional behaviors required for practice in fields of criminal justice including homeland security and emergency management.

HLS 491: Disaster Planning & Exercises

Chad S. Foster, Ph.D. | Assistant Professor

Department of Safety and Security

College of Justice and Safety | Eastern Kentucky University

On-campus, Undergraduate course

Course Description: This course addresses emergency planning requirements, methods, and applications for all levels of government and business, including hazard mitigation and emergency operations planning. This course uses a service-learning approach in combination with classroom activities. Through experiential learning and reflective writing, students have the opportunity to apply knowledge to a community disaster planning need or problem, synthesize alternatives in the form of disaster plans, and evaluate plans in collaboration with community partners. The central question for this course is: What constitutes effective disaster planning and exercises in the context of a “real world” community need?

Community Partner(s): Students work in teams to develop and evaluate disaster plans needed by various community partners in Kentucky, including the Kentucky Division of Emergency Management and local emergency management agencies surrounding Eastern Kentucky University.

Service-Learning Project Description: The service-learning project requires that students work in teams to produce and evaluate a disaster plan that meets the needs of a “real world” Whole Community partner (e.g., state agency, local agency, non-governmental organization). Students generally follow the processes outlined in the Comprehensive Preparedness Guide (CPG) 101 and the Homeland Security Exercise and Evaluation Program (HSEEP) doctrine in developing and evaluating plans. As part of the planning process, students use various modeling techniques and tools appropriate to the profession of emergency management. The project reinforces the following skills: project management, team leadership, critical and creative thinking, and written and oral communications.

SEC 310: Emergency Planning

Lucia Velotti, Ph.D. | Assistant Professor

Security, Fire and Emergency Management | John Jay College of Criminal Justice

City University of New York (CUNY)

On-campus, Undergraduate course

Course Description: This course introduces students to the process and practice of emergency planning and it has an “all hazards” application. An important emphasis is the characterization of emergency planning as a process. This process forms the framework from which specific strategies and techniques are drawn. In order to select strategies for your plans, you must be familiar with the patterns of human disaster behavior and with the social psychology of the communication process. The course will also address a range of strategies and skills that planners require to achieve a successful planning process. In addition, you will also learn about the basics of generic protective actions and the planning concepts supporting effective protective action recommendations. Last, but not the least, the course presents the accepted formats for three types of written plans – Hazard Mitigation Plans, Emergency Operations Plans, and Continuity of Operations Plans.

Community Partner: World Cares Center – Nonprofit Organization

Service-Learning Project Description: This course requires students to support World Cares Center, a nonprofit organization working in preparedness and recovery with the development and implementation of its tabletop exercise. Students must work within the emergency management framework and approaches by becoming familiar with the Homeland Security Exercise and Evaluation Program (HSEEP) guidelines and with the Whole Community approach. In the developmental stage of the tabletop exercise, students work on the revision of the scenario prepared by the community partner and on the development of a vulnerability assessment and a stakeholder analysis. In addition, students support the community partner by working on the tabletop exercise evaluation, logistics, training and outreach, and the media components. In the implementation stage, students are required to work as evaluators and prepare injects. In the

evaluation stage, students participate in the hot wash following the exercise and will conduct an after-action report. Students are required to assess and reflect on leadership and teamwork, issues of professionalism, and application of knowledge to the practicum while developing fruitful relationships with community partners.

MPA 710 PCA-MHV1: Identification of Organizational Disaster Needs, Initiating an Emergency Management Plan

Thomas J. Carey, Ed.D., CEM, CPP | Curriculum Development | Adjunct Professor
Emergency & Disaster Management | School of Public Affairs | Metropolitan College of New York
On-campus, Graduate course

Course Description: The foundations of emergency plans, conducting exercises, and evaluating a local emergency management program for a local jurisdiction are covered in depth with the goal of creating a usable plan. The intention is to apply a whole community approach to prevent, protect against, mitigate, respond to, and recover from threats and hazards that pose the greatest risks to a local community. Students will take an active role in the decision-making process to ensure the communities they serve remain resilient. This course uses a service-learning approach in combination with classroom activities in creating usable products for a local emergency management office. Students use processes outlined in the Comprehensive Preparedness Guide (CPG) 101 and the Homeland Security Exercise and Evaluation Program (HSEEP) doctrine in developing and evaluating plans.

Community Partner(s): Irvington Township of New Jersey.

Service-Learning Project Description: Students will take part in identifying and evaluating threats, vulnerabilities, and consequences that may affect their jurisdiction through a Hazard Vulnerability Assessment (HVA). Students are expected to work collectively and individually to contribute to the completion of assigned tasks. The project provides students with the necessary terminology, literature, and foundations necessary in creating planning documents to include Hazard Vulnerability Assessments (HVAs). Other plans follow based on additional service-learning-related classes that follow this phase of learning. MCNY refers to service-learning endeavors as a Constructive Action in which students implement learned theories and course material as the basis for taking action to improve their knowledge and apply it to the workplace or internship site.

CHCH 101: Rebuilding Christchurch

Billy Osteen, Ph.D. | Associate Professor | School of Educational Studies and Leadership
Director of the Community Engagement Hub | University of Canterbury

In-Class, Undergraduate course

Course Description: After the 2010 and 2011 earthquakes in Christchurch, New Zealand, more than 9,000 University of Canterbury students helped clean up the city through the student-organized Student Volunteer Army. CHCH 101: Rebuilding Christchurch was created as a way for students to reflect on those experiences and connect them to academic content. As of 2018, the course incorporates 30 hours of volunteering within the semester while connecting it to academic content about post-disaster response with embedded critical reflection. More than 1,000 students have taken this course since 2011, contributing 40,000+ hours to the city.

Community Partners: New Zealand Police, Riccarton West Community Garden, Christchurch City Council, Safe Growth, Cultivate Urban Farm, Gap Filler, Greening the Rubble, Drayton Reserve, 360 Trail

Service-Learning Project Description: During the first half of the semester, students complete three whole class service projects for organizations like a community garden, an urban farm, and/or an artistic group that is temporarily filling the gaps in our still recovering city. After these three projects, students are assigned to create *Healing Proposals*, which address improving a specific aspect of a specific community. For the second half of the semester, students work in small teams with community organizations that need an identified job to be done. Many of these projects have included teaming up with high school students and presenting ideas for social improvement in a shark tank style presentation with real money on the line to support their proposal.

Additional Information: Dr. Billy Osteen has shared CHCH 101 with other disaster-hit areas leading to the course being adapted and implemented at the University of Vermont following Hurricane Irene and at the University of the West Indies after Hurricane Maria.

LEAD 346: Community Engagement, Leadership and Volunteer Disaster Response

Lane Perry, Ph.D., M.E., M.Ed. | Director | Center for Service Learning
Minor in Leadership Studies | Western Carolina University

Blended, Undergraduate course

Course Description: Through an exploration of civil structures and processes, leadership, community engagement, and innovation after natural disaster, this course is based upon the ideals of service-learning, community engagement, and social movements. These ideas serve as

forums for dynamic interactions with and discussions over actual issues of today and the needs for student leadership and understanding of processes and systems for developing community actions through civic engagement practices. The course enables students to build upon their knowledge of leadership as connected to their worldview, particular areas of interest in the field of leadership, and opportunities to design, facilitate, and evaluate an intense community engagement/service initiative; to engage with experts from the field of disaster leadership and innovation (insert names of organizations we are working with); to dialogue about the issues raised; and to create their own understanding and critical reflections on community engagement as a social good and societal need before, during, and after community challenges (e.g., disaster) have occurred.

Community Partners: Habitat for Humanity; New York Says Thank you Foundation; Friends of Fire Fighters; Oklahoma United Methodist Church Disaster Response

Service-Learning Project Description: This course takes place over 3 weeks and is typically done in a hybrid context with travel included in the course design. There are online assignments to prepare students for engaging in the community (Week 1) and then students travel to the site location where hands-on service and engagement within the community occurs (Week 2). During Week 2, students spend time in the community and with the community organization that is organizing efforts associated with response and recovery (typically these students are engaged at the recovery level). During our time in these communities, we lend a hand through hands-on service opportunities and we meet with 3-4 different “leaders” associated with the response and recovery phases. We also try to identify areas of innovation that can be attributed to disaster recovery and meet with the individuals leading those efforts. Then there is the follow-up critical reflection phase facilitated online (Week 3).

WEEK 1: Modules of Academic Content (40 points)

Module 1 – Lay of the Land & Context (insert community engaging with)

Module 2 – NGOs Defined, Disaster Response, and How to Work within Communities in Context of Disaster

Module 3 – Leadership, Spontaneous Volunteerism, & Managing the Process: How It Works in Practice

WEEK 2: On site with community partners at ground zero of response and recovery (30 points)

This class is based on group interaction, sharing, and full commitment to the community engagement projects that take place in Community X.

WEEK 3: DEAL Model Reflection Process (40 points)

Reading: The DEAL Model (Clayton & Day, 2005)

Assignment 1: Description of service experiences in an objective and detailed manner

Assignment 2: Examination of service experiences in connection to personal growth, academic enhancement, and civic/community engagement learning outcomes

Assignment 3: Articulation of Learning

DSM 2010 - Fundamentals of Emergency Management

John C. Pines, Ph.D. | Professor-Research | Director

Department of Environmental Studies

Disaster Science and Management | Louisiana State University

On-campus, Undergraduate course

Service-Learning Project Description: [Developing emergency response plans for churches in the Baton Rouge area](#). Learn more at

http://training.fema.gov/EMIWeb/downloads/SL_Pine508.doc.

ADDITIONAL EXAMPLES ONLINE

Evans-Cowley, Jennifer. [Rebuilding the Mississippi Gulf Coast](https://compact.org/resource-posts/rebuilding-the-mississippi-gulf-coast/) (<https://compact.org/resource-posts/rebuilding-the-mississippi-gulf-coast/>), Ohio State University.

Faatz, Renee. [The Human side of geologic hazards](https://serc.carleton.edu/NAGTWorkshops/servicelearning/activities/39006.html)

(<https://serc.carleton.edu/NAGTWorkshops/servicelearning/activities/39006.html>), Snow College.

Felsman, Kirk. [Displaced Children in Developing Countries: Programs and Policy Issues](https://compact.org/resource-posts/displaced-children-in-developing-countries-programs-and-policy-issues/)

(<https://compact.org/resource-posts/displaced-children-in-developing-countries-programs-and-policy-issues/>), Duke University.

Fortner, Sarah. [Natural Hazards & Climate Change Risks](https://serc.carleton.edu/NAGTWorkshops/servicelearning/activities/134864.html)

(<https://serc.carleton.edu/NAGTWorkshops/servicelearning/activities/134864.html>), Wittenberg University.

Houghton, Jennifer. [Investigating contaminant transport and environmental justice issues in a local watershed through service learning projects with Sierra Club](https://serc.carleton.edu/NAGTWorkshops/servicelearning/activities/39016.html)

(<https://serc.carleton.edu/NAGTWorkshops/servicelearning/activities/39016.html>), Environmental Science Program, Rhodes College.

APPENDIX A: COMMUNITY-CAMPUS PARTNERSHIPS FOR EMERGENCY MANAGEMENT & HOMELAND SECURITY

Community-Campus Partnerships for Emergency Management and Homeland Security is supported by the Service-Learning and Leadership Special Interest Group (SLL SIG). The SLL SIG is a membership group that promotes experiential education in emergency management course curriculum by fostering ideas, developing strategies, and conducting research that looks at how to combine classroom instruction with organized service to the community with an emphasis on civic engagement, reflection, and the application of learning.

SLL SIG's strategic goals are to leverage knowledge, insight, and economic challenges in communities and in academic institutions to solve pressing issues built around community resilience, social vulnerability, strengthening critical infrastructure, and addressing environmental and economic challenges. Ensuring community-driven social change and cultural competency is central to the work of community-academic partnerships that embrace shared resources, improve upon capacity and capability, and work towards systems thinking for social change. There is a focus on academic preparation for faculty in the discipline of emergency management to be able to incorporate opportunities for students to bridge the gap between academia and practice with fostering an environment for service-learning and leadership.

Service-learning & Leadership in EM SIG Purpose:

1. To support members in their research agendas in an effort to support high-impact practices in the classroom, which will enable emergency management faculty to use service-learning as a tool to engage students in the community.
2. Provide opportunities for scholars to share current studies through presentations and to use service-learning as a research tool.
3. To keep emergency management faculty and practitioners informed about current research related to service-learning and experiential education.
4. Developing strategies for designing and implementing service-learning courses, from articulating student learning outcomes to assessing community-engaged learning experiences.
5. To provide opportunities for members to collaborate through online platforms, list serves, and our SIG Facebook page.

APPENDIX B: EMERGENCY MANGAGEMENT HIGHER EDUCATION SERVICE- LEARNING AND LEADERSHIP SPECIAL INTEREST GROUP (SLL SIG) MEMBERSHIP

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APPENDIX C: PROPOSED TABLE OF CONTENTS FOR THE SERVICE-LEARNING FACULTY RESOURCE TOOLKIT

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Graph 1: Service-Learning Positive Impacts Image Description

Student Job Prospects: Strongly Agree: 60.0%; Agree: 26.7%

Improved Community Relationships: Strongly Agree: 30.0%; Agree: 43.3%

Improved Student Relationships: Strongly Agree: 40.0%; Agree: 26.7%

Knowledge of Community Needs Improved: Strongly Agree: 33.3%; Agree 33.3%

Personal Inspiration: Strongly Agree: 33.3%; Agree: 40.0%

Awareness of Community: Strongly Agree: 36.7%; Agree: 43.3%

Increase in Job Satisfaction: Strongly Agree: 30.0%; Agree: 36.7%

Return to Graph 1

Graph 2: Challenges Faculty Experience Implementing Service-Learning Image Description

Lack of Instructor Time: Major Obstacle: 28.6%; Minor Obstacle: 42.9%

Lack of Funding and/or Grants: Major Obstacle: 38.1%; Minor Obstacle: 28.6%

Funding Service-Learning Experiences: Major Obstacle: 23.8%; Minor Obstacle: 52.4%

Developing/Maintaining Community Partnerships: Major Obstacle: 23.8%; Minor Obstacle: 42.9%

Handling Logistics: Major Obstacle: 21.1%; Minor Obstacle: 42.1%

Return to Graph 2