University Faculty Senate

Service-Learning

A Toolkit

The State University of New York

The State University of New York
University Faculty Senate

Student Life Committee

2007-2008

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The State University of New York University Faculty Senate adopted Service-Learning: A Toolkit on April 18, 2008.

Service-Learning

A Toolkit

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Preface

The SUNY University Faculty Senate has enjoyed an intensified interest in "service" as a goal and strategy for the academic community – faculty and students. While service is historically listed as one of the three or four expectations of faculty for promotions and tenure, the weight given to service remains variable among institutions. The Policies of the SUNY Board of Trustees speak directly to service as a pillar of balanced faculty performance.
From the student perspective, coursework and degree programs offered by institutions of public higher education often focus on the intellectual, personal, social, cultural and economic needs of our citizens and communities. Service may be the behavioral endpoint of our academic programs of study, or service may be a pedagogic strategy for educating students as they move through the college and university experience. This latter pedagogic strategy is commonly referred to as service-learning. Definitional variation will be explored by the authors of this document, "Service-Learning: A Toolkit".

Community leaders from the President of the United States to Governors and Legislators of New York State to community leaders of our cities, towns and villages have invited and cajoled college and university faculty to extend their expertise beyond the classroom to address community needs. Public service becomes "public scholarship" when faculty advance their research, publication, pedagogy and creative activity to these extra-campus projects. When professors organize and extend the student learning experience beyond the classroom and textbooks to the real world of human neighborhood engagement, this pedagogic methodology is commonly called service-learning. Service-learning is really an equation where the planned benefits of community service are reciprocal with the beneficial learning enhancements realized by the student. This is much more than the one-way benefit of charitable behavior.

The need for this "service-learning toolkit" came to my attention during a formal meeting with James M. Heffernan, Executive Director of the New York Campus Compact two years ago. Campus Compact is a national organization dedicated to the advancement of volunteerism and service-learning among college students. Dr. Heffernan has helped advance this organization and its goals across much of higher education in New York State, but not all colleges and universities have embraced these concepts as fully as they might. To this end, the University Faculty Senate Student Life Committee, in consultation with the University Faculty Senate Undergraduate Committee, has assembled this "toolkit" to facilitate the more complete application of service-learning opportunities across the curriculum across the SUNY System. After careful analysis of the history and the library of service-learning literature, it was decided that most of the definitive proof of value of service-learning and the strategies, tactics and tasks associated with service-learning integration across the disciplines has already been done by reputable scholars. Hence, we decided that our committee work would be dedicated to a "toolkit" which can guide our faculty subscribers to and through this contemporary pedagogic form.

Last year, during the Faculty Senate Plenary Meeting at SUNY Cortland, the Senators received a very compelling presentation from faculty, students and administration testifying to the high comparative value of service-learning over other pedagogic strategies. While the projects

described were diverse, the praise for the unique and valuable learning outcomes was uniformly very positive by experienced faculty and students alike. While the primary benefit may accrue to our students, a secondary benefit may very well be to the professoriate and the promotion of "public scholarship."

Appendix A of this "Toolkit" is an article from the *Chronicle of Higher Education, June 9, 2006*, entitled **Taking Public Scholarship Seriously** by Nancy Cantor and Steven D. Lavine. This timely piece speaks to a major focus of the SUNY University Faculty Senate for the last four years – public scholarship and public service.[1]

I want to thank the Student Life Committee Chair Edward Feldman, Stony Brook University and the members of that committee: Irene Belyakov, SUNY Geneseo; Donald Boyce, SUNY Student Assembly; Charles Boyd, Genesee Community College; William Coles, University at Buffalo; Edward Engelbride; SUNY System Administration; Kathleen Jacquette, Farmingdale State College; Ana Maria Klein, SUNY Fredonia; Ray Krisciunas, SUNY Canton; David Lang, University at Buffalo; Edward Stewart, Purchase College for carrying this "Service-learning Toolkit" to timely completion. Further, Dr. James Heffernan, Executive Director of the New York Campus Compact, Professor Paul Roodin, Director, Experienced Based Education, SUNY Oswego and Professor Richard Kendrick, Director of the Institute for Civic Engagement, SUNY Cortland for their critical consultation on this important project. Their vision and bountiful experience in all aspects of service-learning and civic engagement have accelerated our review of this body of literature and facilitated the distillation-products contained in this whitepaper.

Carl P. Wiezalis
President, SUNY University Faculty Senate
2008

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[1] I recommend this article to all faculty and academic administrators.

Introduction

The University Faculty Senate is committed to enhancing the educational experience of SUNY students and fully endorses service-learning programs within the system to provide students with an excellent avenue for personal and professional growth and to recognize their role as community members and leaders. The Student Life Committee's mission is to address significant educational, developmental, social, cultural and recreational policies, programs, issues and services that affect the quality of student life and the campus environment of the State University of New York. Consistent with this mission, over the past 18 months, the Student Life Committee has consulted with leaders in the field of service-learning and reviewed the literature in the this field to develop this tool-kit- as a "how-to" guide for faculty and administrators on SUNY campuses who might want to learn more about this educational area and promote service-learning programs on their individual campuses.

Service-learning is emerging on SUNY campuses as a way of integrating and merging pedagogy, the community, and the field. In an attempt to streamline our efforts in further developing service-learning programs on SUNY campuses, we have put together this tool-kit. We view this as our contribution to developing responsible citizens in society and preparing our students for the world of work. Because service-learning requires structured reflection, civic responsibility, and critical thinking we find that it provides students with an excellent avenue to promote personal and professional growth.

This took-kit and "how-to guide" has been put together in such a way that readers can use the materials to support their programs. The tool-kit is broken down into five parts (1) questions and answers (2) recommendations for getting started (3) reflection (4) a sample syllabus and (5) templates for getting started. Appendix A offers supportive literature and Appendix B provides specific curricular adaptations.

Defining Service-Learning

The National Commission on Service-Learning in its recently issued report entitled *Learning in Deed: The Power of Service-Learning for American Schools* (Fiske, 2001) views service-learning as a venture that incorporates the most essential features common to service-learning across the country. According to the Commission, service-learning is different from volunteerism in that it is, "…a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities." Various working definitions of service-learning suggest the following:

Service-learning:

- is a course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets a community ...
  www.nku.edu/~nkuope/definitions.html
- is a way that students can provide service in the community on a voluntary basis to public, nonprofit agencies, civic, charitable and governmental organizations.
  campus.murraystate.edu/school2career/glossary.html
- is a process whereby students learn and develop through active participation in organized service experiences that actually meet community needs. ...
  esb.ode.state.oh.us/Word/GLOSSARY%20FOR%20DRAFT%20STANDARDS_10_18_05_FINAL.doc

In 1990, the Corporation for National and Community Service initially identified five key characteristics of service-learning:

- Promotes learning through active participation in service experiences
- Provides structured time for students to reflect by thinking, discussing and/or writing about their service experience
- Provides an opportunity for students to use skills and knowledge in real-life situations
- Extends learning beyond the classroom and into the community
- Fosters a sense of caring for others (as adapted from the National and Community Service Act of 1990)

Service-learning pedagogy helps enhance student learning of course content and has shown benefits in student development. Because service-learning requires partnership with community organizations it can help generate learning objectives for courses. Students benefit from the structured reflection activities required of service-learning courses. The core element of service-learning is always a commitment to both learning and service that transforms both providers and recipients and brings benefits to all stakeholders.

Characteristics of Service-Learning

The distinctive element of service-learning is that it enhances the community through the service provided, but it also has powerful learning consequences for the students or others participating in providing a service.

Service-learning:

1. Links to academic content and standards
2. Involves young people in helping to determine and meet real, defined community needs
3. Is reciprocal in nature, benefiting both the community and the service providers by combining a service experience with a learning experience
4. Can be used in any subject area so long as it is appropriate to learning goal
5. Works at all ages, even among young children

Service-learning is *not*:
1. An episodic volunteer program
2. An add-on to an existing school or college curriculum
3. Logging a set number of community service hours in order to graduate
4. Compensatory service assigned as a form of punishment by the courts or by school administrators
5. Only for high school or college students
6. One-sided: benefiting only students or only the community

Service-Learning and SUNY

Service-learning is emerging on SUNY campuses as a way of integrating and merging pedagogy, the community, and advancing knowledge in the disciplines. In an attempt to streamline our efforts in further developing service-learning programs on SUNY campuses, we have put together this toolkit. As service-learning is emerging nationwide we view it as our contribution to developing responsible citizens in society and preparing our students for the world of work. Service-learning requires structured reflection, civic responsibility, and critical thinking. It also provides students with an excellent avenue to promote personal and professional growth.

Quoting Richard Kendrick, Director of the Institute for Civic Engagement, SUNY Cortland, Service-learning is community service integrated with reflection. It is embedded in course content. Internships within service-learning are tied to seminars or other forms of reflection. Paul Roodin, director of Experience-based Education SUNY Oswego, further views service-learning as a pedagogy that incorporates community service opportunities into the curriculum. Students are involved in community service as a way of understanding academic course material. It is a method and philosophy of education enabling students to expand their knowledge of their discipline, their community, and the importance of service participation in a democratic society (Roodin, 2008). Outcomes analyses of students participating in service-learning reveals that: (1) students who participate in service-learning report that they gain career skills, communication skills, and positive increases in career exploration knowledge (2) students who engage in high-quality service-learning programs develop positive work orientation attitudes and skills (Berger, 2004; Richardson, 2006). For supportive literature on the pedagogical benefits of service-learning, please refer to the Cantor & Levine (2006) article found in Appendix A. Following, is a succinct and clear Q & A section furnished by Dr. Paul Roodin from SUNY Oswego who is an authority on service-learning.

Part I: Questions & Answers
Courtesy, Dr. Paul Roodin, SUNY Oswego

How is Service-Learning Different from Volunteering and Internships?

Volunteering is not designed to be an academic experience, although educational benefits may accrue. Volunteering requires a commitment to serve others, but is not focused on specific educational outcomes for those who do such service. There is no opportunity for reflection.

Internships are structured experiences in a discipline. Internships require a sequence of prior courses and a knowledge base for student success. Service-learning does not assume a ladder of prior courses or developed skills; students at any level can engage in this pedagogy.

Does Service-Learning Meet the Mission of Your College?

Most colleges support a three-fold commitment to teaching, research, and service. Service is one leg of this three-legged stool, a feature that often has been ignored. However it is an integral part of what we do. Some reflect this commitment in their motto (e.g., SUNY Oswego: "to learn, to search, to serve"). Others show concern with promoting "the common good" through education. Linking colleges and communities, faculty and students can result in collective action that enriches all who participate. Service-learning is a statement of faith in the power of humanity to take care of each other.

How Are Service-Learning Courses Structured and Organized?

Not all service-learning courses are the same. However, there is a common core that includes: (1) student action in the community to address an identified need (2) student reflection in class discussions and writing assignments (3) student reflective journals (4) active involvement of students in mastering course material as well as understanding community issues.

Faculty should assign a service requirement to students at the outset of the semester. Some faculty have students work individually on a community need, others have students work in teams. Some faculty prefer all students participate in the service experience, some provide it as an option; some award extra credit others do not. Students complete their service just as they do other assignments.

Offices of Community Volunteering or Community Service can assist faculty by arranging student placements. Students visit this office early in the semester and receive information about available placements. Faculty should give such offices timely notice so that appropriate placements are identified. Faculty encourage students to contact the office as early as possible so that suitable placements are identified early in the semester for specific service-learning courses. Some offices will monitor the hours students commit to their service-learning placements. Ordinarily students complete 20 - 30 hours of service.

What Is The Role of Students?

Students engage in action in the local community that addresses an identified need. Students reflect on their participation, link their experience with course-relevant content, and discuss their observations with faculty and with each other. Students prepare written assignments and reflective journals. Students participate in an expanded educational environment that helps them understand content and application of course materials as well as the communities in which they are engaged.

What Is The Role of Faculty?

Faculty teaching service-learning courses utilize student service as a regular part of the course. To promote learning through service, there must be multiple opportunities throughout the course for students to reflect on their experiences. A variety of techniques have been found successful such as directed discussions in class, assigned papers, reflective journals, peer interactions, and targeted interviews with staff at the students' placements. Evaluations, student feedback, and grading are the responsibility of the faculty member.

What Are The Benefits of Service-Learning For Students?

Empirical studies suggest that service-learning enhances student writing skills, critical thinking, and active involvement in the course content. Students maintain higher GPA's, are less likely to transfer to other colleges or drop out, show higher psycho-social maturity, earlier career focus, and greater participation in both college and community activities. Students report that service-learning contributes more to their learning than a traditional lecture course.

What Are The Benefits of Service-Learning For Faculty?

Faculty enjoy teaching a lively class in which students participate regularly. Most faculty find students show increased interest in course content and more enthusiasm for learning. They find their experiences with this pedagogy worthwhile and report it contributed to their professional development. They value the opportunity to share their experiences with campus colleagues and through professional publications and conference presentations.

What Are The Benefits of Service-Learning For Communities?

Students help reach under-served citizens. Students address projects that would be difficult to support or ignored due to budget or staffing inadequacies. Students add additional help to staff in programs that are in need of extra assistance. Students provide a way of targeting special projects. Community leaders appreciate additional assistance from college students and faculty and enhance their sense of value of the university as a resource.

What Are The Benefits of Service-Learning for Colleges and Universities?

Colleges gain the respect and understanding of community citizens of their importance and value as a resource. They enhance their image as good citizen and good partner. Service-

learning provides a concrete way of documenting the positive impact of colleges and universities, rather than the negative that seems to dominate the press and public perception. Service-learning is a way to establish lifelong learning for students who participate and to provide long-term benefit to those who complete the degree. The pedagogy helps expand the variety of models offered to students to maximize learning. It provides a vehicle for faculty development and opens up the potential for new scholarship and grant opportunities.

How Are Grades Determined?

Academic credit and grades are always awarded for what students are able to document they have learned. It helps to establish clear educational objectives for students so that they can assess their progress during the semester. Some service-learning faculty set objectives that specify that students will learn about their communities or a representative population or issue, about the importance of service, and about the importance of responsibility. Faculty are encouraged to maintain the same academic standards as they hold for other classes. Initially some students are uncomfortable with this type of community-based learning--most grow to appreciate it and thrive.

Part II: Tips & Recommendations for Getting Started

The following are various recommendations and ideas for getting started with service-learning projects. The information has been garnered from the National Service-Learning Clearinghouse:

1. Don't delay – get started early! Some agencies only accept a few students at a time, so it is best not to procrastinate. An early start also allows plenty of time to complete the hours and class assignments related to your service-learning experience.

2. If you have a problem contacting a community agency representative, try another agency on your instructor's list of selected agencies. If you still experience difficulties, contact the Student Service-Learning office for assistance.

3. Be flexible. One aspect of service-learning is working with people, but there are many areas and opportunities for learning.

4. Communicate effectively with staff of the community agency. They are there to support you and to help you have a positive experience. It is ideal to show your supervisors the course syllabus so that they can better accommodate your learning objects.

5. Participate in classroom discussions regarding service-learning experiences; share your thoughts and experiences with others. This will help you deal with new situations that may arise and will allow you insight as to how others might handle similar situations.

6. Learn about the community and the people in it, before making assumptions. You may come from a very different community than the one you will become part of through service-learning

7. Make an effort to learn about existing strengths and needs of the community you are serving.

8. Learn about the history of the community agency where you are completing your service-learning assignment - understand the agency's purpose and goals and how you help the agency realize its goals

9. Be open to seeing things in new ways – from other viewpoints. Observe and respect cultural; differences in language, expectations, and values.

10. Ask questions and do not just listen – HEAR what is being said!

11. Make a point of knowing what you are expected to do in your assignment at the agency as a service-learner

12. Critically think about the purpose of your service-learning assignment and actively work toward meeting the community agency's needs while understanding the relevance within your own area of study

13. Pay attention to how you practice power. Learn and serve WITH the people at the community agency. We are reaching our hands out, not down.

14. Accept, enjoy, celebrate, and build on small successes!

Part III: Reflection as an Integral Part of Service-Learning

Reflecting on Your Service-Learning

During the semester, your professor will ask you to reflect on the experiences you've had and how the course material relates to what you have experienced through service-learning. This will serve as an opportunity for you to share the knowledge and expertise that you've gained with your class. Reflection can be in a variety of forms:

* On-going process throughout the semester

* A group decision and sharing process

* A paper at the end of the semester

* A journal of experiences

Your professor will decide which type of reflection activity you will use. But students may be more comfortable with using other formats. Reflection, for many faculty, is the key to successful learning. NOTE: The more you are able to integrate your experience with classroom theory the more your will contribute to your reflection activities.

Journals give students time to reflect on and articulate their experiences in the field. When directed, this activity can serve as a way to challenge students to integrate experience and course content. It is important that students are aware of what is expected for journal entries and how they will be used. If the instructor intends on grading journals or sharing them with classmates or agency personnel, criteria and intentions should be clearly communicated at the start of the semester. Often, journals end up being mere lists of activities if a framework is not provided. Below is a list of structured journals to direct reflection and promote connection to course material.

Critical incident journal: Students can consider their reactions to a particular incident and contemplate the actions they wish to make in the future, given they face the incident again. Prompts can be provided to encourage the joining of relevant course information with the incident. Advisable interventions can also be added to either curb or encourage the reoccurrence of the analyzed incident.

Three-part journal Weekly journal entries are divided into categories: description, analysis, and application. Students respectively chart their experience, how it relates to course content, and how it will personally affect them.

Highlighted journal To ease the grading process and reveal the extent to which students are linking course content with their experience, students review journal entries while highlighting relevant terms and concepts.

Key-phrase journal To provide structure and a means for evaluation, the instructor provides a list of terms or key phrases to be used in journal entries. Students are asked to demonstrate their understanding of the term in relation to their experience. The degree to which the terms are applicable, executed, and articulated determines the quality of the work.

Double-entry journal Students divide their journal entries into two sections. On the left pages of their journal, students record reflections on experiences; on pages to the right, students review class or text content. Students then draw lines linking the two areas of learning.

Dialogue journal Students either submit entries to the instructor for feedback or have a peer provide comments to review. This dialoguing can offer students direction and different perspectives to consider throughout the course.

Artistic journal Students can choose an artistic medium to articulate their thoughts and feelings. Creative entries can be composed of drawings, poetry or music.

Personal Narratives, as a final assignment provide students an opportunity to assess their growth at the conclusion of the semester. By reviewing reflective journals maintained throughout the semester, students focus their creative energies on a narrative about themselves as learners.

Weekly Logs, are a great way for students to monitor their service throughout the course. As an encouragement, logs can be brief listings of the activities accomplished each week.

Oral Histories, can be another keepsake of reflection. Students choose a community member to interview in order to gain insight into their background, organization, or lifestyle. Questions are composed according to class content and students intentionally target information with historical value.

Community Murals, can be made by a team of students reflecting on their experience or one student could visually represent a discussion occurring during a class session. Murals can be collages, paintings, or drawings and can be periodically modified in order to trace a service experience chronologically.

Service-learning Theater, offers variety to reflection exercises. Students can be organized into groups around common topics in their Critical Incident Journals. Students can then create brief skits or role plays about their common areas of concern.

Song Lyrics can reflect experience and emotion in a powerful way. Students can work in teams to create a verse of a song about their service experience while the class as a whole composes a refrain.

Poetry Round-Robin is another fun way to encourage reflection and share diversity of experience in the classroom. One student starts the game by writing one or two lines of poetry reflecting on a recent experience. The paper is then passed to the next student who does the same. Before passing it to the next person though, they fold the paper (accordion style) so that only their entry is showing. After the poem has been circulated around the entire classroom with only the previous entry visible to the composer, it is read aloud.

Giant Likert Scales can serve as a means to generate important discussion .Signs reading "strongly agree", "agree", "undecided", "disagree", and "strongly disagree" can be placed around the classroom. After statements are posed by the instructor, students group under the sign indicating their choice position. After the exercise; students dialogue about the issues raised.

Exit Cards are an in-class activity that helps students to stay on task, applying coursework to their service-learning experience. Before students leave the classroom they are asked to write on an index card the way in which the day's material applies to their field experience.

String/Yarn Webs are formed when students sit in a circle and toss a ball of string around as they reflect on their service-learning experience. Students hold the end of the string as they toss it to the next person and the action continues until a web is formed.

Electronic Reflections can occur through a variety of mediums. Chat rooms, on-line surveys, e-mails, listservs, and class homepages can utilize the convenience of technology during the reflection process.

Class Presentations allow students to communicate their accomplishments, organize their experiences, and develop creative displays.

Ethical Case Studies enable students to exercise ethical decision-making skills as they confront a dilemma they have witnessed at the service site.

Experiential Research Papers can identify and evaluate underlying social issues encountered during service-learning experiences. The investigation of recent professional literature can provide a framework for exploration.

Ideal Letters of Recommendation help students to envision the way in which they would like to work and what they wish to accomplish via the service-learning experience.

Letter to Self: Students write letters to themselves about their service-learning experience. Students should include the most important thing that they learned; why it was important to them, and how it will affect their personal, professional or educational goals.

Agency Analyses are comprehensive papers outlining the organizational frameworks of agencies.

Service-Learning Portfolios, deliver proof of experiences in a complete and comprehensive fashion. Students organize their work in accordance with previously established learning objectives.

Part IV: Sample Syllabus

Sample Credit Bearing Service-Learning Course
(Courtesy of Dr. Paul Roodin, SUNY Oswego)

What is Service-Learning?
Service-learning is a credit bearing educational experience that requires students to participate in an organized service activity that meets identified community needs. Students reflect on their service activity through writing, discussion, and reading to gain further understanding of course content, broaden their appreciation of the discipline, and enhance their sense of civic responsibility. Students learn through hands-on interaction and experience and relate their experiences to course material through discussion and written assignments for academic credit.

How do I Register for Service-Learning?
Students may receive 1 academic hour or upper-division credit for their service in the community. The course will be graded with a traditional letter grade.
>   *To register complete…..form and return to…. at…..*

What Service Opportunities are Available?
There are a variety of service opportunities available to you including working with the elderly, children, adolescents, animals, environmental issues, and many more. Service placements are available in…. located in…

Course Requirements
<u>Service:</u> Students will complete a minimum of 20 hours of service during the semester.
<u>Discussion Groups:</u> Students will attend three scheduled small-group discussion meetings during the semester. Students will be required to participate in the discussions and reflect on their service experiences.
<u>Written Assignments:</u>

<u>Journals:</u>	Students will keep a reflective journal of their weekly visits which includes their personal reflections and reactions. This journal will be submitted for review three times throughout the semester. Students will receive instructions and a suggested format of the journal.
<u>Papers:</u>	Students will complete 3 written papers throughout the semester. Each paper is focused on an assigned topic that asks students to react, reflect, and think about key issues encountered during service.

Further questions?
Contact….

Part V: Templates for Getting Started

Sample Reflection Exercise

Reflection is a very important part of the service-learning experience. We encourage service-learners to reflect on their service activities throughout the semester so that they are thinking critically about the work they are doing and increasing their understanding of class concepts. Please begin your reflection by answering the following questions. Keep this form so that you may refer to it at the end of your service-learning experience.

1. What are your initial observations about your service-learning placement site?

_____
_____
_____
_____
_____

2. What are your expectations for this service-learning assignment? What will you gain? What service will you provide?

_____
_____
_____
_____
_____

3. What are your feelings about your service-learning assignment?

_____
_____
_____
_____
_____

Service-Learning Work Log   **Student Name**
Total Hours Worked   **Instructor Name**
Reporting Month   **Course Title**

Date	Time Started	Total Hours	Activities & Accomplishments	Authorized Signature	

Student Last Name_____ Student First Name_____ M.I._____
(Please Print Clearly)   (Please   Print Clearly

ID (9-Digits)_____ Course No./Name_____
(Please Print Clearly)   (Please   Print Clearly)

Date Completed: _____/_____ Professor_____
Month   Day

(Please Print Clearly)

Community Organization_____ Site Supervisor_____ Site Phone (_____)_____-_____
_____
(Print Name)

Date	Start Time	End Time	Activities	Daily Hours	Total Semester Hours	Supervisor's Initials

Total Service Hours

I certify that the hours recorded for Service-Learning are correct:

_____   _____   _____   _____
Signature of Service-Learner   Date   Signature of Community Site Supervisor
Date

Service-Learning Application & Agreement

Semester: _____ Year: _____ Student   ID:(9-Digits) _____

Course Title: _____ Instru   ctor: _____

First Name: _____   Last Name: _____

Address: _____ Apt.   No: _____

City: _____ Zip   Code: _____

Phone #1: _____ Phone   #2: _____

Email: _____

Major: _____ Career   Goals: _____

Community Agency Selected for Service: _____

Agency Site Supervisor: _____Site Phone: _____

Agency Site Address: _____

Student Responsibilities for Community Service-Learning

Show respect for the agency that you are serving. Placement within the community is a valuable educational opportunity and a privilege for you. While you are providing a service to the community, it, in turn is investing precious resources in your learning process.

Use a common sense and conduct yourself in a professional manner at all times. Every community agency has its own rules, policies, procedures, and expectations for which you are responsible. Be sure to familiarize yourself with these and other aspects of the agency's culture at the beginning of your service.

Be punctual and responsible. Even though you are giving your time, you are participating at a community agency as a reliable, trustworthy, and contributing member of the larger team. Always arrive on time and immediately notify your site supervisor if you are unable to come in or anticipate being unavoidably late.

Be appropriate in manner and dress. You are in a work situation and are expected to treat your site supervisor and everyone else at the community agency's site with courtesy and respect. Dress comfortably, neatly, and appropriately for the site.

Ask for help when in doubt. Discuss any questions or concerns about your service-learning experience with your site supervisor. Should a problem arise that cannot adequately be resolved by the site supervisor or other officials at the community agency, bring your concerns to the attention of your instructor and, if necessary, to the attention of the service-learning director.

Respect the privacy of all community agency clients. Do not share confidential information about the clients of the agency with anyone. Pseudonyms are used if you discuss any of the agency's clients in class assignments, for example:

<u>Never</u> report to your service site under the influence of drugs and /or alcohol.

Never give or loan money or personal belongings to a client or representative of the community agency.

Never give your personal telephone number, home address, or email address to a client of the community agency.

Never make commitments to a client or to the community agency that you cannot keep.

Never give a client or representative of the community agency a ride

Never tolerate verbal exchanges of a sexual nature or engage in any behavior that might be construed as sexual with a client or representative of the community agency.

Never tolerate verbal exchanges or engage in any behavior that might be construed as discriminating against an individual on the basis of age, race, gender, sexual orientation, disability status, or ethnicity.

I have reviewed the guidelines for student responsibilities and agree to adhere to them during my service-learning experience.

_____   _____
Student's Signature   Date   Signed

Student- Community Agency Learning & Service Objectives Agreement

Learning Objectives: What do you, as a student; hope to learn from this service-learning
experience and how does this relate to your coursework?
 Why did you choose your agency?

_____

Service Objectives: Identify and describe the nature of the service activities in which
you will be engaged. The service objectives should be designed to
help you work toward your learning objectives.

_____

_____

The Student:

Agrees to complete any forms, evaluations or other paperwork required by either the course or
site supervisor. Understands and acknowledges the following risks involved with this service
placement, and enters into this service-learning placement fully informed and aware.
Risks:_____
_____
I agree to devote_____ hours weekly from_____to _____ for a total of _____
hours required to fulfill the service-learning assignment of the course, as well as fulfilling the
learning and service objectives detailed above.

_____   _____
Student Signature   Date Signed

        Site Supervisor: As on-site supervisor of the above student, I agree to guide this student's
        work and to submit a brief, final evaluation of the student's service to both the student
        and the course instructor.

_____   _____
Site Supervisor Signature   Date Signed

 Instru _____ctor: I have examined and approved this student's learning and service objectives.

_____   _____
Instructor's (Professor) Signature   Date
Signed

Appendix A: Supportive Literature

Taking Public Scholarship Seriously
by Chancellor Nancy Cantor and Steven D. Lavine
The Chronicle of Higher Education, June 9, 2006

Scholars and artists at colleges and universities are increasingly engaging in public scholarship. Leaving their campuses to collaborate with their communities, they explore such multidisciplinary issues as citizenship and patriotism, ethnicity and language, space and place, and the cultural dimensions of health and religion. They are creating innovative methods and vocabularies for scholarship using cutting-edge technology, pursuing novel kinds of creative work, and integrating research with adventurous new teaching strategies. But will those faculty members be promoted and rewarded at tenure time for their efforts?

Creative scholarship often involves complex projects carried out by teams of experts from both the campus and the community. Such projects may result in peer-reviewed articles in scholarly journals and new or revitalized teaching approaches, but may also yield outcomes as varied as policy recommendations for local governments, a collaborative museum exhibit, a radio documentary about a local issue, a new elementary-school or secondary-school curriculum, or a creative-writing workshop for inmates at a state prison.

Our own institutions, Syracuse University and the California Institute of the Arts, have had some notable successes in public scholarship. At Syracuse, the geography department collaborated with a local coalition on a project to "map" hunger. Faculty members and students worked with community agencies, food pantries, local government, and foundations to chart a complex topography that includes access to resources, the right to benefits, and the provision of emergency aid to needy residents. The mapping, made possible by the advent of geographic-information-systems technology, allows scholars and students to see hunger in new ways. For example, they can identify which food pantries are adequately stocked, and determine who is more vulnerable to hunger when neighborhood schools and school-based summer programs are closed or cut back.

At CalArts, under the umbrella of the Community Arts Partnership, students and faculty members work side by side with staff members at community art centers and public schools throughout the Los Angeles area to provide sustained arts education to underserved high-school and middle-school students. The project helps those students develop new understandings of the possibilities and places of art in American society.

Many other examples of public and creative scholarship can be found on campuses around the country. Yet while such community engagement is flourishing, the graduate students and faculty members who are fueling the trend are not. As undergraduates, they were the first generation to have broad access to community-service-learning programs in college. In graduate school, they want to remain engaged, and, ultimately, they hope to bring into the professoriate their commitment to that interdisciplinary type of scholarship. But scholars who want to collaborate with diverse groups off their campuses are still pressured to defer community-based research and

civic collaborations until they receive tenure. How many times have we heard, "You'd better wait until you get tenure before you do that"?

Today's system of tenure and promotion extracts a high price. It is costly to communities, as it deprives them of relationships with educational partners. It is costly to faculty artists and scholars who find it difficult to make their public and community-based intellectual and artistic work count at tenure time. And it is costly to students looking to the curriculum for opportunities for significant public work.

We higher-education leaders claim that we want creative scholars who are also committed to the public good. We brag about the fabulous work of our engaged faculty, whose ranks frequently include professors of color and women in underrepresented fields--just the kinds of scholars we'd like to attract and keep. But often that engagement is not what gets them promoted.

Surely the gap between praise and reward is not inevitable. To encourage top-notch scholarship that contributes to public purposes, and to attract and keep a diverse faculty, we should look hard at the culture of the academic workplace and reconsider what constitutes excellence at tenure time. We need to develop flexible but clear guidelines for recognizing and rewarding public scholarship and artistic production.

That is the basic purpose of a new national effort spearheaded by Imagining America: Artists and Scholars in Public Life, a consortium supported by 70-odd colleges and universities, including Syracuse University and CalArts. Based at the University of Michigan, the consortium is establishing a "tenure team" to develop policies and processes that appropriately value public scholarship and engaged artistic creation in the cultural disciplines. As national co-chairs, we are pleased to provide leadership for that team.

We and the other members will tap many past and present efforts to rethink our current academic reward system: the late Ernest Boyer's work on multiple scholarships, including the "scholarship of engagement," and further research by the organization that he headed, the Carnegie Foundation for the Advancement of Teaching; the Faculty Roles and Rewards program of the American Association for Higher Education; the vision of what it means when "a nation goes to college," spearheaded by the Association of American Colleges and Universities; and the Clearinghouse & National Review Board for the Scholarship of Engagement.

We were also encouraged to see that the Modern Language Association, at its annual convention last December, previewed a forthcoming report that signaled a move toward greater flexibility in the tenure-review process.
Although we do not yet know what it will recommend, the final report is due out later this year and is expected to recommend that departments spell out at the time they hire faculty members, through negotiated agreements, what type of work will influence tenure decisions. We hope this kind of flexibility will lead to a more favorable environment for scholars pursuing public scholarship and creative work.

There are good reasons why national groups should deal with tenure as a public matter that is important to our culture. Colleges have the intellectual and artistic resources to make significant

contributions to society. Policies that encourage the best of our young faculty members to undertake public scholarship can make alliances between colleges and other knowledge-creating institutions far more deliberate and useful.

Some campuses have already developed new policies and put them into place. Portland State University, for example, has agreed to accept the blurred boundaries between research, teaching, and engagement that are hallmarks of excellence in public scholarship. The university's policy notes, "It is more important to focus on the general criteria of the quality and significance of the work than to categorize the work."
Guidelines at the University of Illinois at Urbana-Champaign assert that faculty "involvement in public service may positively serve the purposes of their research and teaching."

Our working definition of public scholarship in the arts and humanities comprises research, scholarship, or creative activity that:

* connects directly to the work of specific public groups in specific contexts;
* arises from a faculty member's field of knowledge;
* involves a cohesive series of activities contributing to the public welfare and
    resulting in "public good" products;
* is jointly planned and carried out by coequal partners; and
* integrates discovery, learning, and public engagement.

As we move toward a consensus on what constitutes public scholarship, we are committed to developing criteria for the excellence of this work. We will listen hard to views about what a portfolio of public scholarship should look like as part of a tenure dossier for faculty members in the cultural disciplines.

We are also looking for a broader definition of "peer" in "peer review,"
to include recognized nonacademic leaders in public scholarship and public-art making. Capable reviewers may be found in museums, theaters, public education, nongovernmental organizations, and libraries, and growing numbers have national reputations for campus-community partnerships and for making public culture.

Perhaps most important, we are recommending that faculty members and evaluators not advise junior colleagues to postpone public scholarship if that is where their passions lie.

We must take public scholarship seriously and frame broader and more-flexible definitions of scholarship, research, and creative work.

We must think boldly about what we define as knowledge, what we regard as interesting, and whom we call "scholars." The future demands it

Appendix B: Curricular Applications

Anthropology

- "Anthropological Perspectives on Industry"- A graduate seminar focused on the anthropology of industry. Each year the seminar will have a specific theoretical, methodological, or substantive focus. Contact: John S. Knight, International Studies, Cornell University.
- "Biomedical Science and Human Adaptability"- Community health is viewed as the interaction between biological, environmental and socio-cultural factors. The focus of the course will be the design, implementation and dissemination of an evaluation of the growth status of children attending an opportunity school. Contact: Francis Johnston, University of Pennsylvania, (215) 898-6834
- At Stanford University, an anthropology professor instructs a course entitled "Aging: From Biology to Social Policy," which encourages students to volunteer in organization working with elderly people to explore application of course content in the real world for an additional credit.
- Help people in halfway houses to explore their "roots."
- Collect and document what life was like during major recent historical periods by visiting nursing homes, rehabs, veterans hospitals.

Accounting

- Work with neighborhood leadership/advisory boards to put on workshops for residents of low-income areas on household finances, budgeting.
- Assist non-profits with fund-raising efforts (grant writing, investments, budgeting)
- Develop a free tax preparation and counseling service for low-income individuals. (VITAS program from the IRS.)
- Assist in the running and staffing of a cooperative food store and credit union

Art

- "Art History Program"- This program consists of mini-lectures (20) by art history major from the college going out into local K-12 classrooms. The lecture can be on a famous artwork reproduced in a poster for the classroom. Contacts: Volunteers for Community, 270 Mogegan Ave., Box 5323, Connecticut College, New London, CT 06320 (203) 447-1911
- "Creative Dance for Children"- Approaches to teaching dance an expressive medium for children with emphasis on concepts and principles. Contact: Office of Instructional Development, 405 Hilgard, University of CA, (213) 825-7867
- "A Day without Art"- Students from the Yale School of Art designed and executed a one-day fund-raising and advocacy event in the fall semester around the issue of AIDS. The event included student created remembrances of artists who have died of AIDS-related causes, readings, performances and exhibitions were put on. Contact: Yale Volunteer

Services, Dwight Hall, 67 High Street, P.O. Box 404A Yale Station Yale University, New Haven, CT 06520

- Free concerts for the elderly and public schools are given.
- Murals are designed and created by the students to beautiful the public schools K-12 which are artistically uninspired. These murals may be proposed by the students at these schools themselves and then the artist at FIU can create a mural based on the ideas of the kids.
- At Michigan State University their photography and video majors create a promotional video for "The Garden Project" which helps area residents plant and harvest food for distribution to low-income families. Contact: the Service-Learning Center, 27 Student Services Building, East Lansing, MI 48824-1113, (517) 353-4400
- Combine painting/photo/sculpture project with community service. Students then create a project which directly comes out of their volunteer experiences. It provides an excellent opportunity for professor to examine, discuss and compare the individual perspectives and styles of students if they are volunteering at the same site. Reflective paper or artist's statement is created also. These works would make a very interesting and unique gallery showing. A benefit auction of the artwork will benefit the agency further.
- Working with a marketing class, artists will create promotional literature (brochures, displays, videos, photo journals, etc.) for a non-profit agency.
- In an Art History class, present an option for students to prepare and present a tour of a significant museum exhibit for high school students. Thus students would be learning by teaching and performing a real service to the community.
- Have students work with different age groups in a rehabilitative program- youth, adults and senior citizens and interpret the changes in the human body into artwork or use the service as an experiential component to the study of the human figure.

Biology

- Conduct workshops at elderly resident homes on "What's Happening to My Body." In this way, students will learn about the particular nutritional needs of the elderly and physical changes they are going through.
- "Human Biology 41: Public Decision-making Regarding the Environment"- Course introduces and sensitizes the class to the complexion of public decision-making in the national and international environmental area. Policy research projects are required.
- Work with local schools to conduct presentations on the pathology of AIDS, HIV infection and sexually transmitted disease and prevention. Intern at Red Cross.
- Intern with Planned Parenthood as information line counselor, family planning counselor, fertility information, reproductive physiology, contraception and reproductive health care.
- Students work as guides, helpers and animal handlers at a non-profit nature study center which provides free education programs and tours for inner-city youth.

Business

- "Management of Smaller Organizations"- In this course, students prepare business plans for small profit-making business and non-profits agencies. This is a supervised, for-

credit, consulting opportunity. Contact: Pamela Bisbee Simonds, Yale Volunteer Services, Dwight Hall, 67 High Street, P.O. Box 404A Yale Station, Yale University, New Haven, CT 06520

- "Organizational Diagnosis"- This course provides students with the opportunity to evaluate and analyze the functioning of both private and not-for-profit organizations. The organization agrees to participate in this diagnosis. Contact: Pamela Bisbee Simonds, at above address
- "Workshop in Not-For-Profit Management"- This course requires that students design a strategic plan for not-for-profit organizations. Generally 5 or 6 local agencies are selected as clients for a team analysis during each course. Contact: Pamela Bisbee Simonds, at above address.
- Students may write up a business plan or marketing strategy to assist high school students in art/shop classes sell their works. Monies would go into scholarships for which the high students may later apply. At the same time, mentoring and awareness of FIU business program is going on.
- Create and conduct workshops for homeowners of low-income areas to brush up on budgeting and personal finance skills.
- Form a "Consumer Helpline" to act as advocates for consumer's rights. Similar to the Helpline that is in the Miami Herald, but students would be receiving the letters and working out the problems for the citizens.
- Students work with faculty to secure research grants, assist to write proposals and identify possible funding outlets.
- Students survey food and drug stores in and around the community to establish the relative prices and quality of essential items. They issue a monthly listing of this information, which helps prevent stores in low-income communities from raising their prices above those found in surrounding areas.

Liberal Studies

- As part of the general education requirement at Bethany College, students must meet the "Social Responsibility" requirement which encourages students to bring concepts mastered in college in to the community. Students also have the option of completing a Designated Service Project in conjunction with a regular course, or a three-hour experience-based service project. Contact: Bev Esquiel, Director, SOAR Volunteer Program, Bethany College, Lindsborg, KS 67456
- "Community-organizing and Social Action"- Students must identify a specific project with a specific goal they wish to work on in their communities. Weekly reports must be submitted to the instructor. Class meets to discuss, lend guidance and advice, address issues and concerns. Contact: Fred Smith, Metropolitan State University, St. Paul, MN 55101 (612) 296-6736
- "Habits of the Heart"- This course is intended to be an exploration of how we come to think about our own needs and wishes and our commitment to the common good. In addition to readings and discussion, students will conduct interviews of fellow students, professors, representatives of community organization, etc, and are expected to complete a minimum of 15 hours of service during the semester. Contact: Dr. Sharon Rubin, Salisbury State College, 350 Holloway Hall, Salisbury, MD 21801

Computers

- "Frontiers of Science"- Graduate students and faculty offer opportunities for high school students to come to the Yale laboratory facilities for an orientation to engineering and other scientific and technical work. Contact: Pamela Bisbee Simonds, Yale Volunteer Services, Dwight Hall, 67 High Street, P.O. Box 404AS Yale Station, Yale University, New haven, CT 06520
- Design personalized software for local non-profits to better manage volunteers, resources, finances, inventories, etc. For example, The Volunteer Action Center needs a program to match volunteer needs, class goals, with community needs and agency needs.
- "Engineering 199: Special Studies in Engineering"- Through the Stanford University School of Engineering Pre-College Program students will develop lesson plans and teach math/science to high school, middle school or elementary schools students. Contact: Cheryll Hawthorne, 203 Terman, Stanford University (415) 723-5004

Education

- "Project LIFT: Literacy is for Today and Tomorrow and Tomorrow"- As part of a three credit course, students develop lesson plans for and tutor local elementary students, preferable at-risk students. They are required to maintain a weekly journal and complete a research project during the course. Contact: Lou Anne Caligiuri, Director, Office of Student Activities, 220 Mary Graydon Center, 4400 Massachusetts Ave, NW, American University, Washington, DC 20016-8118 (202) 885-3390
- "Literacy Program for Children and Adults"- Marietta College has launched a comprehensive literacy program, connecting adults to the college reading clinic and using parents as aids during the clinic. In addition, a new course is being offered which focuses on instructional strategies for teaching reading to adults. Contact: Denise Pittenger, Director of Community Leadership, Marietta College, Marietta, OH 45750-3031 (614) 374-4760
- Play & Recreation Programming for Children. A Developmental Approach"- Students will plan and implement sequentially appropriate play and recreation environments. Coursework entails case study, content examination, observation and reading/exercises. Contact: Claudette Lefebvre, Division of Education, 239 Green Street- Suite 635, Washington Square, New York University, New York, NY 10021 (212) 998-5600 x 5610/5614
- Form a team of students from 4-5 content areas to go into the public schools and assist teachers design and implement lesson plans that integrate service-learning components into their curricula. Students are not only learning about the pedagogy of service-learning, they are seeing the reality of the classroom, there will be mentoring between the experienced teacher and the student, their enthusiasm and ideas are potential sources of inspiration for teachers, plus they will be networking and making contacts with their potential new employers.
- Participate in the Human Society's Pet Therapy in area nursing homes. Students will reinforce skills in sensory stimulation, learning styles and reaching difficult learners.
- "Early Childhood Interventions"- Students have an option in this course. The first option is: a two paper assignment of 5-7 pages each on, first, a description on a select body of

children (e.g., Down Syndrome) and, second, a descriptive paper on the services an agency provides to this population (site visit is required). The second option is: working as a volunteer at an agency. Professor will interview candidates. If selected, the student does not have to complete the two papers, but instead performs 12 hours of service and keeps a detailed journal of the experiences with emphasis on class themes. Contact: Dr. Sharon Carnahan, Rollins College, 1000 Holt Ave., Box 2781, Winter Park, FL 32789 (407) 646-1581.

English

- "Project LIFT: Literacy is for Today and Tomorrow and Tomorrow"- As part of a tree credit course, students develop lesson plans for and tutor local elementary students, preferable at-risk students. They are required to maintain a weekly journal and complete a research project during the course. Contact: Lou Anne Caligiuri, Director, Office of Student Activities, 220 Mary Graydon Center, 4400 Massachusetts Ave, NW, American University, Washington, DC 20016-8118 (202) 885-3390
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- "Writing as Social Reflection"- students will read literature, keep journals, practice expository writing and volunteer two hours a week. Questions central to the course are; "How does one move from an intellectual analysis of moral and ethical social issues to a socially responsible life?" and "Second, in addition to volunteering your time, what other concrete forms of social action are possible?" Contact: Dr. Wendy Brandon, Professor of English, Writing Center, Rollins College, 1000 Holt Ave. Box 2781, Winter Park, FL 32789 (407) 646-1581.
- "Real Writing Project"- Students involved in the projects are assigned, as part of their work for a Freshman English class, to write for a community service agency. The aim of the project is to give students a chance to write outside the academic setting, where their work will reach an audience beyond the teacher and will serve a purpose for the agency, its readers as well as for the writer, the student. Contact: Janet Luce, Study-Service Connections Coordinator, Haas Center for Public Service, Owen House, PO Box Q, Stanford University, Stanford, CA 94305 (415) 723-0992
- "The Literature of Social Reflection"- Explores the ethical issues that confront those men and women who want to change the world in one way or another, those ordinary people caught in a particular historical crisis and those who try to make sense of what other initiate politically, struggle with psychologically, endure socially. Contact: Harvard University
- Generate folklore of area and write up in research paper. Large potential for publication.
- "Linguistics 73: Black English"- Student may participate in tutoring program and prepare a six-page paper documenting the experience of trying to help a working-class black student in the language arts. Contact: The Hass Center at Stanford University.

- Work with non-profits to develop hard-hitting brochures for use in recruitment and information.
- Work with tutors and tutees to gauge the progress of their learning.
- Work with non-profits to write letters to businesses to ask donations of goods and services. Students can write to get donations of toiletries to create personal kits for distribution to homeless.
- Practice writing persuasive letters/essays for non-profits to alert citizens and media.
- Work with artists to create words for cartoons/photo essay/video to promote non-profit.
- Write innovative and high quality noncommercial radio and television programs, or public service announcements for non-profits.
- Work with non-profits to write clear and concise grant proposals.
- Read books to children in schools.
- Write reviews of contemporary literature, poetry and short stories for students and high school English teachers, who would really benefit from having a young persons p.o.v. on the most up-to-date literature.

Environment

- Conduct energy survey, make recommendations for energy saving in businesses, homes, university, schools. Include installing double-side copy machines, support and promotion of vendors who use recycled products, replace disposable with permanent dishware, discourage unsolicited mailings, sell refillable recycled plastic coffee mugs, rebuilding/reusing wood shipping pallets, refill laser toner cartridges, end of school year collection of notebooks and paper for recycling, have students bring in shredded newspapers to be used as bedding for animals and compost w/manure.
- Document and publicize local businesses that are violating environmental quality regulations.
- Create workshops for students on "greening" their rooms, homes, apartments. Installation of low-flow water heads, composting, strategic planting trees, etc.
- Create an FIU garden in highly visible area of campus, recruit volunteers to help work the garden and then sell produce, plants to students.
- Lead nature walks at local parks.
- Create a botanical zoo for blind or disabled persons. This would be a touch and feel zoo.
- Conduct presentations on the state of the environment to local schools and present action plan on how they can now just be aware of problem, but can get involved in bringing about a resolution.
- "Intro. to Environmental Science"- Students complete about 30 hours of work or service in the areas of environmental conservation, activism, or education and keep a journal on their experiences. Contact: Rolf Sohn, Environmental Science, Science Bld. 122 J, Brevard Community College, Cocoa, FL 32922 (407) 632-1111, x 2370
- "Preservation of Planet Earth"- A course on conservation with an "environmental Awareness Project" in which students volunteer with a community business, agency or individual in environmental work. Possible projects include helping businesses form a recycle program, develop tailored proposals for businesses on energy-saving in the workplace, assist home owners to "green" their homes- (install low-flow shower heads,

composting, strategic tree planting, etc.) Contact: Mike Martin, 1015 Philadelphia Ave., Chapman College, Orange, CA 92666, (714) 264-4141 x 235

- "Managing the Earth: Culture, Politics and the Environment"- The course aims to give students a better understanding of the ethical and scientific aspects of the environment. Contact: Franklin Presler, Department of Political Science, Kalamazoo College, Kalamazoo, MI 49007

"Park-Yale-Citizens Cooperative"- The Cooperative is a joint venture of Forestry and Environmental Studies, Yale and the New Haven Department of Parks and Recreation. This program provides opportunities for the students to do class research projects on ecological or management aspects of New Haven public park land. Students use their research to create educational pamphlets for distribution to the public. Contact: Pamela Bisbee Simonds, Yale Volunteer Services, Dwight Hall, 67 High Street, P.O. Box 404AS Yale Station, Yale University, New Haven, CT 06520

History

- "Introduction to the Nonprofit Sector"- Course is designed to teach students to characterize the American nonprofit sector and compare it with its counterparts in other industrialized countries, study historical and social-science perspectives, and conduct and analysis of a single non-profit agency. Contact: Dr. David Hammack, Dir. Social Policy History Program, Department of History, Case Western University, Cleveland, OH 44106 (216) 368-2671
- "Strategies Toward Revitalizing Urban Schools and Their Communities"- The seminar assists the student in writing a policy research paper for a summer internship program and developing a university-assisted, school-based health project at the Turner Community School. The seminar will focus on issues pertaining to the community-centered university and specific cases in the Philadelphia area. Contact: Dr. Ira Harkavy, Department of History, University of Pennsylvania, Philadelphia, PA 19104
- "From Charity to Volunteerism: Philanthropy in America"- Course traces philanthropy in America from 1650 to the present. Students keep a journal based on their volunteer work. Contact: Western Maryland College, Westminister, MD 21157
- "History of Los Angles Mexican Community"- Using research techniques and methodologies taught in the classroom, students will develop a project of service to the agency and develop a history of the agency. Contact: Mr. Gomez-Quinonez, University of CA, Los Angles, Los Angles, CA 90024
- "Remembering the 60's- Students interview and collect documents from area residents who were activists during that period. The materials are then prepared for the Minnesota Historical Society. Contact: Metropolitan State University, St. Paul, MI
- "The Meaning of Community in America"- This course probes the historical meaning of community from utopian town of Puritan New England to the communal experiments of the 1960's-70's and weighing the tensions between communal values and individual aspirations and how these have changed over time and in different cultural settings. Contact: The University of Virginia
- "Poverty and Homelessness"- Enables teams of students to study the history of homelessness in the surrounding community. Their history and research will aide local

shelters and governmental and social service agencies to better serve the homeless. Contact: Stanford University

- Develop and publish a local cultural journal that reports on the unique aspects of the community. (similar to Foxfire)
- Work with local politicians and policy makers to inform them of the history of an issue and possible strategies for resolving the issues, so that they will be better able to evaluate the opinions and actions of local government officials.
- "History 162A: Race, Ethnicity and Gender in American Society- History and Public Policy"- A community research project on homelessness grew out of this class, which provided an overview of contemporary and historical perspectives on public policy issues, such as urban violence, immigration, and residential and educational segregation, which affect the major racial minorities in American cities.
- "A Life of Service"- The course will emphasize the moral aspects of volunteering and the virtues such as benevolence, generosity, and gratitude. The interdisciplinary approach will include readings from philosophy, social science, literature, American History and religious thought. Contact: Mike Martin, Professor of Philosophy, Chapman College, Orange, CA 92666 (714) 997-6636
- "Philanthropy in American Culture"- Drawing from source materials in literature, history and archives, the course will focus on the moral and ethical assumptions underlying American philanthropy, notions of selflessness and charity, and the effect of immigration on the ethics of American philanthropy. Contact: Myron Schwartzman, City University of New York- Baruch, New York, NY 10010

Philosophy

- "Philosophical Anthropology"- Students divide into groups and perform 6-8 hours of service at an agency such as habitat for Humanity, in combination with more theoretical course readings, such as Nietzsche and Foucault. Contact: Dr. Drew Leder, Asst. Prof. of Philosophy, Loyola College, Baltimore, MD 21210-2699
- "Forgiveness and Reconciliation"- This course requires 15 hours of service in which the student will be engaged directly in situations and relationships where he/she will be enable to think about the possibilities and limits of forgiveness and reconciliation. Contact: Dr. L. Gregory Jones, Loyola College, Baltimore, MD 21210-2699
- "Social Justice and Community Service"- The central theme of this course is the role of community as a foundation for social justice. This subject will be explored through a wide range of texts and team projects in the community. Contact: Dr. John Wallace, Prof. of Philosophy, 221 Church St., SE, University of Minnesota, Minneapolis, MN 55455 (612) 625-2868
- "Practicum in Applied Philosophy"- Students join academic study with community service. Their focus is to be philosophical theories as they are concerned with cultural diversity, social reform and community esteem. Students are involved at various levels with young, at-risk students in an academic enrichment after-school program. Contact: Dr. Levensohn, Brevard Community College, 1519 Clearlake Rd., Cocoa, FL 32922 (407) 632-1111.

Political Science

- "Voluntary Organizations and Global Development"- Course focuses on the relationship between voluntary activity and development, especially in the "third world." Students will hear from individuals working with voluntary development agencies and learn of career options in this sector. Contact: Robert Hunt, Professor of Political Science, Schroeder 306, Illinois State University, Normal, IL 61761
- "Politics, Cambridge and the MIT Student"- Students will participate as interns or community service volunteers in various social service and non-profit agencies depending upon their interests. Readings, presentations and discussion will be focused upon issues relevant to student placements. Contact: Prof. Michael Lipsky, Massachusetts Institute of Technology, Cambridge, MA 02319
- "The Democratic Community: Theory and Practice"- In teams of four, students are required to participate in a community service activity. Contact: Bryan Barnett, 78 College Ave., P.O. Box 5062, Rutgers University, New Brunswick, NJ 08903 (908) 932-6862
- "Legislative Process: Advocacy and Policy Making"- Students study the state legislative process. Students are required to try to affect a legislative issue as part of the course and to write an evaluation of their efforts. Contact: Joan M. Fisher, Lowell Bennion Community Service Center, 1291 Beresford Court, The Union Institute, Salt Lake City, UT 84112 (801) 581-4811
- At San Diego State University, political science majors take a course that requires them to undertake training in community mediation skills and to work afterward in the city's community dispute mediation center. Through a concurrent seminar, students explore their experience for applications and testing political science theories relation to conflict and compromise.
- Form a non-partisan watch dog group that gives background on candidates, their voting histories, their associations, finances, issues, affiliations, etc. so that voters can make a truly informed decision.
- Assist voter registration efforts. Write a reflective paper on the apathy/involvement/attitudes of the public.
- Work with senior citizens' groups to lobby for legislation to meet older people's needs or the needs of some other population or interest group. Grass roots organizing techniques would be stressed.
- Examine the micro-political structures of condominiums and make extrapolations as to larger macro-political structures studied in class. Work as a mediator or secretary for a neighborhood advisory board.
- Provide immigration legal services for indigent and low income aliens to South Florida through local non-profits and consultation agencies. Provide some direct services to clients such as political asylum, legalization, suspension, and visa representation. Examine issues of legal Cuban immigration and illegal Haitian immigration.
- Document changes in Soviet/Russian democratic systems. Examine policy issues, make recommendations.
- "PO 220X- Women and Politics" & "EC 315 Radical Political Economics" - Students perform 20 hrs. of community service at pre-approved sites and write a reflective paper on the experiences and class theories as an option to writing (2) book reviews. Contact:

Dr. Greyson and Dr. Eric Shutz (x2509) at Rollins College, 1000 Holt Ave.- Box 2781, Winter Park, FL 32789, (407) 646-1581.

Psychology

- General Psychology Service-Learning Option- Students can select either a research paper or a service-learning field placement. The service-learning option requires six-hours of volunteer work. Contact: Mr. Dawson, Office Suite B-243, Behavioral Science, Brevard Community College, Cocoa, FL 32922 (407) 632-1111 x 2500
- "Community Psychology and Social Change"- This course involves field work which must be reported in logs and a paper and oral presentation as well. Contact: Patricia Cassidy, Reed College, Portland, OR 97202 (503) 777-7291
- "The Psychology of Social Action"-A shift from exercises to service projects. Students apply social psychological principles to change people's behavior concerning recycling. Contact: Joan Fisher, Dir. of Development, 1291 Beresford Court, The Union Institute, Salt Lake City, UT 84112
- "Psych 492- Individual and Society"- Course examines fundamental paradigm of the relationship between society and institutional structures. Stress is placed upon students becoming respectfully critical of this society's absorbed preoccupation with fair play for economic gain. Students will be placed with volunteer service agencies for at least 21 course. Oral presentations at end of semester. Research paper joining readings and experiences. Contact: Sue Koehler or George Kunz, Prof. of Psychology , Seattle University, 17th & East Columbia, Seattle, WA 98122
- "Community Psych 435"- Students tie class text to service experiences as volunteers at local hotline services, working with victims of sexual assault, and assisting troubled families. Students keep a weekly log describing work, along with a 15 page research paper integrating course theories and the realities of their volunteer experiences. Contact: Dr. Lennis G. Echterling, James Madison University, Harrisonburg, Virginia, 22807 (703) 586-6222.

Sociology

- "Community and Agency Encounter"- A course designed to introduce students to human service agencies, during which they are required to do simple tasks and plan, implement and evaluate two activities with Human Service client population. Contact: John Heapes, Coord. Human Services, 3300 Cameron Street Road, Harrisburg Area Community College, Harrisburg, PA 17110 (717) 780-2300
- "Social Inequalities"- Through readings, discussions and community service, students develop an understanding of social stratification systems and an appreciation of the amount of social inequality in contemporary American society. Students spend a minimum of 15 hours involved in a related service project. Contact: Dr. Barbara Vann, Asst. Prof. of Sociology, Loyola College, Baltimore, MD 21210-2699
- "Sociology 1"- An introduction to issues in sociology through community service. Contact: Field Studies Development, University of CA, Santa Cruz, Santa Cruz, CA 95064

- "Sociology 501: Voluntary Behavior and the City"- Offers a balanced approach by offering students an opportunity to study their own city through its voluntary organizations Contact: University of Louisville, Louisville, KY 40292
- "Project Community"- A service-learning course with different sections working at agencies and different topics, e.g. working at a home for children, homeless, etc. Contact: Jefferey Howard, Office of Community Service-learning, Project Community, 2205 Michigan Union, University of Michigan, Ann Arbor, MI 48109
- "Sociology 200 GM- Intro. to Sociology"- Service-learning is given as an option to students through the Joint Educational Project (JEP). Students who take this option work two hours each week for eight weeks as tutors or mentors in an agency. A reflective paper (10 pages) based on experiences is required, as are other smaller assignments. Those who chose this option will take a smaller version of the midterm and final (with fewer essays to write) and do not need to do a short paper assignment. ALSO, other courses have options based around an inventory of questions, one per week, answered in a one-two page paper. These papers supplant other assignments in the traditional track.
- "Soci 495 Homelessness in America"- Students commit to a minimum of 20 hrs. of community service and record experiences and reactions in a journal. Accounts for 30% of grade. Contact: Dr. Cecil D. Bradford, Dept. of Sociology, James Madison University, Harrisonburg, Virginia 22807, (703) 568-6222 x 6243.

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National Service-learning Clearinghouse *(<u>http://servicelearning.org/resources/online</u>*)
   (<u>www.servicelearning.org</u>) (toll-free 1-866-245-7378)