Service Learning Guide*

Clarke University

We, the faculty, students, staff and administration are a caring, learning community committed to excellence in education. We provide a supportive environment that encourages personal and intellectual growth, promotes global awareness and social responsibility, and deepens spiritual values.

Clarke University Mission Statement

*This Guide contains helpful information and resources to foster an understanding of service learning. It is intended to be a guide based on best practices. It is not a manual that faculty are required to follow in order to incorporate service learning in their curricula.

CONTENTS FOR SERVICE LEARNING GUIDE

About the Service Learning Program
The Service Learning Program at Clarke University encourages undergraduates to engage in understanding, building, and improving our communities. This goal is reached through the development and support of programs designed to incorporate academic coursework with community-based learning and leadership. We believe that opportunities for learning outside the classroom deepens a student's understanding of complex, philosophical, economic, and political issues and help them develop a sense of

civic responsibility on campus, in the Dubuque community, throughout Iowa, in the Midwest, and on a global level.

The Service Learning Program, in partnership with the University's curriculum, strives to help students think critically about issues facing society today and to make these issues personally meaningful. When students work in a community setting, they are able to put a name and a face to societal issues such as homelessness, workers' rights, and environmental degradation. Students begin to define their role in the community in relation to these names and faces; they begin to define their role within the context of public service and civic responsibility.

Service Learning Program Focus
The Service Learning Program focuses on offering public service and leadership opportunities for students in a variety of ways. Through service learning, we help students develop meaningful academic connections with the community. Public service internships and volunteer opportunities are also at the core of the Service Learning Program's work.

Chapter 1 – Service Learning Overview and Benefits

What Is Service Learning?
Service learning integrates community service into academic instruction to support the learning goals of a course while meeting real community needs. The connection between academic study and community service offers a dynamic opportunity to strengthen student learning in a powerful context where students gain first-hand experience with the economic, social, cultural, and political issues that shape a particular course.

Service Learning at Clarke University
Clarke University's intention is that each service learning experience will challenge student's assumptions, enlarge their view of the world, and invite them to further engage their intelligence and imagination with the larger community. The Service Learning Program collaborates with community-based organizations, faculty, and students to facilitate experiential education opportunities for Clarke University undergraduates. The Service Learning Program serves as the liaison between instructors and community partners to integrate service learning into courses and develop relevant positions within organizations for students.

Service Learning at Clarke: How it Works
The service learning experience is based on both the faculty member's instructional goals and the real needs of community organizations. An integral part of service learning is the opportunity for students to contextualize their academic studies as they work with community-based organizations. This can be a rewarding learning opportunity for faculty, students, and the community. As students become more aware of contemporary issues facing the world over the span of a class, they focus their experiences at the community organization on issues and topics for students to chronicle their discoveries both within the community and the classroom. In turn, this can become a 'text' for the class – a basis for exploration, further inquiry, and discussion of larger issues pertinent to course content.

The Service Learning Program works directly with community-based organizations to identify existing volunteer and community needs. The semester-long service learning experience is anchored to a course through careful and deliberate design to make the community experience relevant to the related course. Students are assessed on their academic work related to their service learning experience.

Benefits of Service Learning: Enhancing Student Learning, Instructional Development, and Community - Campus Connections

Enhancing Student Learning through Service
Service learning offers opportunities for enhancing student learning in varied ways:
1. Students connect academic content with hands-on experience by exploring related community opportunities based on real community needs.
2. Students increase their sense of self-efficacy and develop analytical skills.
3. Students challenge their personal and social assumptions, values, and beliefs.
4. Students develop deliberative, collaborative, and leadership skills.
5. Students consider the civic, moral, and ethical implications of the application of knowledge in professional and civic life.

Enhancing Instruction through the Development of a Service Learning Course
Designing a service learning course presents instructors with the opportunity to develop pedagogically, extending and enhancing their classroom teaching.
1. Instructors engage with local communities.
2. Instructors increase their civic responsibility and action.
3. Instructors develop and implement new pedagogy.
4. Instructors promote inclusive teaching.
5. Instructors diversify their teaching style to accommodate different learning styles.
6. Instructors transform curriculum to include diverse perspectives.

Enhancing Community Campus Connections through Student Learning
Service learning offers opportunities for enhancing community-campus connections in a variety of ways. Community partners experience several benefits.
1. Partner organizations expand their base of volunteers.
2. Partner organizations work with students who are enthusiastic and motivated to learn and bring with them new insights, perspectives, and knowledge.
3. Partner organizations help shape student learning and knowledge of their surrounding community.
4. Partner organizations connect with Clarke University students, faculty, and staff in meaningful ways.

Chapter 2 – Success in Service Learning: Expectations

Success in Service Learning: Faculty Expectations

Expectations of Faculty
The Service Learning Program works to partner with faculty across the disciplines to support the development of service learning as an integral component of designated courses. The success of service learning relies on the fit between the academic goals of the course and the service opportunities at community-based organizations matched with the course. Service learning is most successful when faculty integrates service learning into their courses as a central organizing element. The list below provides an overview of faculty expectations. Chapter 3 of this guide provides greater detail on the items described below.

1. **Plan the service learning course well in advance of its delivery.** For community partners, students, and faculty to have the best experience with a service learning course, the importance of integration on the part of faculty cannot be underestimated. Integrating service learning into the design of the course takes time.
2. **Revise the syllabus to reflect integration of service learning.** Course syllabi are important blueprints for students, for the Service Learning Program, and for community partners. Service learning is most successful when the syllabus reflects the instructor's consideration of service learning as part of the course design. A syllabus for a service learning course should include components that address the following questions.
   a. What is service learning?
   b. Why is service learning valuable?
   c. What are the objectives for the course and how will service learning help students to meet these learning objectives?
   d. How will service learning work in this particular course? This section should include an explanation of what the service learning option for the course will entail, and of course, all assignments, activities, and presentations pertinent for the service learning option and a regular course option, if available.

   Examples of service learning syllabi from a variety of disciplines and institutions throughout the country can be found on the Campus Compact website. Campus Compact is a national coalition of more than 900 college and university presidents committed to the civic purposes of higher education. To support this civic mission, Campus Compact promotes community service that develops students' citizenship skills and values, encourages partnerships between campuses and communities, and assists faculty who seek to integrate public and community engagement into their teaching and research. Service learning syllabi are available at http://www.compact.org/syllabi/.

3. **Introduce service learning to students.** Service learning is often a new concept for students. While the relevance of service learning to the course is documented in the course syllabi, the best practice is to introduce and discuss service learning in the first week of class. This underscores the connection and relevance of service learning to course content and its capacity to offer students dynamic experiences.

4. **Revisit service learning often through the semester.** In order for students to experience integration of course content and the service learning experience, it is important that service learning experiences are integrated into course discussions and assignments. When students are asked to make explicit connections between classroom learning and the service experience, learning in enhanced. Class discussions focused on students connecting their service learning experiences to course content are an excellent way to start this process. Visit chapter 5 on reflection for detailed examples of how to integrate this process into course discussions, assignments, and lectures.

Expectations of Community Partners
Service learning students begin their community service experience with an enthusiasm for learning and desire to broaden their understanding of social and personal issues. To ensure that both the organization and the student reap the full benefit of the service learning experience, we ask community partners to be aware of program expectations in several areas.

Developing and Implementing Service Learning Experiences

1. **Provide a structured experience.** Focused projects with visible outcomes keep students on task, interested, and motivated. A mutually agreed upon schedule of regular hours and/or meeting times will help provide structure.

2. **Take time into consideration.** Service learning positions are designed to fit within the academic semester and are appropriate for the number of hours set by the instructor and community partner per student over the semester. When designing projects, plan for well-defined projects that can be completed in a relatively short amount of time.

Working with Service Learners

1. **Be responsive to student questions and concerns.** Students face numerous challenges related to the semester system and need to get started with their placement as soon as possible. Responding to students' calls and questions as their service learning experience begins will help alleviate or avert problems.

2. **Schedule and provide a comprehensive orientation.** Orientations should familiarize students with the mission of the organization, the space, the people, and safety issues related to the respective position and responsibilities. Orientation is the students' first practical contact with the partner organization and will set the tone for the service learning experience. Orientation should take place within the first three weeks of the academic semester.

3. **Provide ongoing supervision and offer constructive feedback.** Service learning students seek to provide a service that meets real community needs, while learning more about the work done by a particular organization. Supervision and constructive feedback offer community site supervisors the opportunity to service as co-educators of students. In addition, the evaluations requested from the Service Learning Program offers organizations the opportunity to share valuable insights into service learning experiences.

Working with the Service Learning Program

Expectations of Students
Students who participate in service learning choose to volunteer their time at a community organization that is related to the course and of personal interest. This service opportunity increases students' capacity to understand the connection between course work and community concerns. Students who commit to service learning must meet several expectations.

1. **Attend orientation at the service learning organization.** If an orientation is not scheduled in the position description, students should contact the organization after registering for the service learning position to schedule an orientation no later than the third week of the semester.

2. **Commit and schedule time.** Students must commit to working with the community-based organization the number of hours designated by the course instructor and community partner over the semester. They must fulfill service hours within a mutually agreed upon schedule and contact the community supervisor if they are unable to attend during scheduled hours. Community partners count on students to fulfill the requirements of the project.

3. **Complete pertinent coursework.** In order to understand and appreciate how their service contributes to the organization partner's mission and purpose, student must participate in reflective exercises and assignments as outlined by the course instructor and community site supervisor.

4. **Be professional.** Students engaged in service learning represent not only themselves, but the Clarke University community. Students' actions within the partner organization must be professional and responsible at all times.

5. **Be open to working with diverse populations and communities.** Service learning creates opportunities for students to work with individuals and groups who have backgrounds different than their own, opening avenues to learning, sharing, and engaging in meaningful dialogue.

Chapter 3 – Teaching a Service Learning Course at Clarke University

Service Learning at Clarke University: Working with Faculty
Collaboration with faculty focuses on three areas:

1. **Integrating service learning into course work.** The Service Learning Program provides resources for faculty to develop a course that integrates service learning as a means of extending and enhancing learning outcomes.

2. **Identifying appropriate community-based organizations and positions.** The Service Learning Program assists faculty in finding community-based organizations that support course outcomes.

3. **Assessing effectiveness.** The Service Learning Program is committed to understanding and conveying the impact, benefits, and challenges of student learning in service learning contexts as well as evaluating and addressing the challenges of developing and implementing a service learning course.

Teaching and Service Learning at Clarke: Integration and Course Design
Incorporating service learning into a course requires thoughtful planning and thorough follow through. A service learning course works at its best when (1) the course content is clearly and intentionally connected to the service experience, (2) this connection is conveyed to students in introducing the course and in the syllabus, and (3) students have a forum to reflect on their service experience and how this experience relates to course objectives. Service learning is more than an additional component to enhance a course. It incorporates a philosophy of teaching committed to connecting experience and learning with an enthusiasm for trying new ways of teaching. Successful learning and effective community contributions depend upon a well-integrated package of planning, communication, reflection, and evaluation.

The section that follows presents a chronologically structured guide for developing a service learning course at Clarke University. These suggestions are meant to assist faculty in developing a strong service learning course that benefits faculty, students, and community partners.

Before the Course Begins

Ideally, initial planning for service learning should begin at least one semester prior to the beginning of the course. During this phase, faculty should do the following:

1. Revisit and revise the course.
   a. Identify and describe the course and its rationale.
   b. Briefly describe, based on knowledge and experience, the students who typically enroll in the course.
   c. Determine learning outcomes. Articulate what students should know and be able to do with what they know by the end of the course.
   d. Review and modify, if necessary, how the class is currently structured in terms of readings, assignments (graded and ungraded), presentations, papers, group work, and other activities. Determine how assigned work assesses genuine student learning.

2. Consider how service learning can be integrated into the course.
   a. Determine the objectives of the service learning component of the course. Identify what students can learn through a service learning experience that they might not otherwise.
   b. Identify community-based experiences that may be appropriate to course objectives. Faculty should feel free to suggest their own community-based contacts as potential partner organizations.

3. Develop the syllabus.
   a. Define teaching goals for the service learning course, focusing on student learning.
   b. Identify the service learning component and objectives.
   c. Evaluate the connections between assignments, course content, and service: How do writing assignments, discussion topics, readings, presentations, and other activities connect with the teaching and learning objectives for the course?
   d. Consider including quick assessments of where students are in terms of meeting learning objectives. These can be as simple as a short reflection on service that week in the first minutes of class.

4. Include service learning specifics in the syllabus.
   a. Define and describe service learning.
   b. Explain why service learning is a part of the course.
   c. Enumerate the benefits of service learning to all participants.
   d. Detail how service learning will work in this particular course. Include an explanation of what the service learning option for the course will entail and all assignments pertinent to the service learning option and a regular course option, if available.
   e. Convey expectations for service learning and explain the responsibilities and incentives for participating in service learning.
   f. Explain assignments related to service learning components.
   g. Describe how students will be evaluated on the experience. Clarify that the grade is for *learning* gained from the experience and that learning is assessed through papers, discussions, and presentations.
   h. Include remarks on the role that end-of-the-semester evaluations play in service learning. Evaluations may be online surveys in which students evaluate their experience in the course, with the partner organization, and with the Service Learning Program. Use survey results to inform grading.

When the Course Begins

During the first week of the course, instructors should introduce the theoretical framework of service learning and each of its elements. Recommended guidelines to follow:
1. Set aside time to talk about service learning on the first day of the course. Convey expectations and details regarding the overall value of service learning, the role service learning plays in the course, and how service learning will work in the course in terms of student responsibility and specific assignments.
2. Remind students of their responsibilities regarding necessary communication with community partners, the Counseling and Career Center, and you, the instructor. In particular, remind students of the importance of professionalism in their role as a Clarke University service learning student.

After the Course Ends
Service learning can be assessed from two perspectives: that of student achievement as it relates to the service experience and that of the instructor's overall evaluation of the program itself. Any assessment measure must take into consideration course outcomes. Assignments and exercises designed to assist students in articulating their learning are integral components of both formative and summative assessment.

How Faculty Can Enhance Service Learning Interactions
Below are guidelines that summarize best practices to promote a positive service learning experience for faculty, partners, and students. In addition, faculty may also find it helpful to be in touch with other faculty who offer service learning courses.

Interacting with Community Partners
1. *Familiarize yourself with each organization's history, mission, and related social issues*
2. *Visit partner agencies early in the semester and communicate with representatives at regular intervals.*
3. *Consider chronicling the experience of planning and implementing a service learning course from the perspective of your expectations, assumptions, and adjustments as a faculty member.* A document that traces the efforts to develop real reciprocity integral to the discipline of service learning can be a strong addition to a teaching portfolio.
4. *Invite community partners to join the class periodically during the semester.* Community partners can play a role in facilitating reflections, presenting on related community issues and a variety of other activities.
5. *Consider what you can contribute to the community as well as what the community can offer you.* Service learning relationships provide an opportunity for faculty, community partners, and students to share the roles of teacher and learner.

The Service Learning Program at Clarke University encourages meetings between faculty and community partners.

Interacting with Students
1. *Challenge students in activities and assignments to address the ways in which their assumptions are shifting as they engage in the course and their service.* Two goals of service learning include community development and enhancing community-campus partnerships. For these goals to be realized, faculty, students, and community must be perceived as and function as equal, collaborative partners. The legacy of 'going into the field' is such that communities are occasionally treated as a teaching or research laboratory. The notion of community as a laboratory does little to challenge assumptions of power and privilege in the classroom.

2. *Help students see the value of service that provides support to the community versus direct contact with people.* In some positions, students may be working on indirect service projects. For example, they may help an organization prepare a mailing rather than work directly with clients of the organization. Encourage students to recognize the value in supporting the organization in all of its community endeavors.

Chapter 4 –Service Learning Experiences in the Community

The Role of Community Partners in the Service Learning Experience
Community partners are more than supervisors; they help educate service learning students. Service learning students not only want to help meet important community needs, but the experience is also a basis for understanding their university course. Students receive academic credit for learning through their service efforts. The assistance of community partners is essential in encouraging students to think about what the service experience means to them. Partners set the organizational context and provide important perspectives on overall societal issues and impact. Students come to them not only for supervision, but also to learn from their skills and expertise. As co-educators, community partners assist students in making connections between their service activities and their course learning outcomes.

Designing Quality Service Learning Opportunities
Incorporating service learning requires thoughtful pre-planning and thorough follow-up. Successful learning and effective contributions depend on a well-integrated package of planning, training, communication, reflection, and evaluation.

Organizational and Community Needs
When designing opportunities for service learning students, it is essential that the organization review its needs and capacity. It should consider how service learning students can help accomplish the organization's mission. In addition, organization representatives or management should determine who within the organization should know about service learning. They should consider working with the executive director and associated boards to broaden and deepen support for service learning.

Organizations should consider the following questions:
1. What are the organization's current and potential projects and necessary resources?
2. Are there tasks that staff are now doing that could be divided up and supported by one of several students?
3. Is there a project that service learning students might assist in developing?
4. What are the potential benefits to the organization from students engaging in service activities?
5. How will students benefit from working with the organization?
6. How will the organization assess the value of engaging with students and Clarke University via service learning?

If the organization partners with Clarke University in providing service learning opportunities, two overarching recommendations can ensure a successful experience for all involved parties.
1. The organization should design clearly delineated service learning positions that are informative and appealing to students.
2. Service learning positions should carry some degree of authentic responsibility. Those that involved client contact are highly desirable, but students can serve organizations in many ways that do not involved direct contact with clients.

Service learning positions that are interesting, challenging, and rewarding often lead to positive results. They provide the learner with a degree of investment and responsibility within the organization and grant her or him the authority to think and act creatively in working toward clearly articulated goals and objectives.

Student Orientation
Orientation is the community partner's first chance to welcome new Clarke service learning students and introduce them to the organization. Giving students a good overview of the organization during this time will help them to understand how their service fits into the big picture. Organizations should not assume that students will not be interested in hearing details related to the organization's structure and operations; it is both a learning experience and an honor to be trusted with this information.

Topics to include in the orientation program follow:
1. The organization's mission and history
2. Population(s) served
3. The organization's primary programs and projects
4. Organizational structure
5. Safety policies and procedures
6. Policies, organizational norms, and dress code
7. A site tour
8. Introductions to staff, clients, and volunteers
9. Service learning student scheduling
10. Policies and procedures followed in interacting with clients
11. Insights into what students will learn while working with the organization
12. Individual and collective expectations for student performance
13. Connection to related course(s)

We recommend that organizations take time early on to talk individually with new service learners to discuss their respective course and personal learning objectives. Organizations should discuss their expectations in regard to the service experience, how they will communicate with both the learner and the educational institution, and how they will handle challenges that arise. In an initial interview, organizations might have service learning students explain why they chose the organization and what they hope to gain from their experience within the organization. We also encourage organizations to learn about their service learning students – their classes, activities, and background.

Working with Students: Goal Setting, Regular Check-Ins, Timely Feedback, Course Learning Objectives

As the semester progresses, the following practices may help to ensure that students' time in the organization progresses smoothly and with full benefit to all stakeholders.
1. *Goal setting.* Early in the experience, encourage students to articulate their personal and academic goals.
2. *Regular check*-ins. Ask students about their experiences; give them the opportunity to share observations, insights, and questions.
3. *Timely feedback.* Give students thoughtful feedback about what they are doing well and how they could improve, especially as it relates to their learning goals. Ask students for feedback on the organization.

4. *Attention to course learning objectives.* Ask how the student's service is related to the learning objectives for their service learning course. Provide access to organizational information and people that will enhance and enrich these learning goals. Ask students questions that help them make connections between their work at your organization and in the classroom.
5. *Exit interview.* Include students in the evaluation process by revisiting their goals, asking for their feedback, and generally evaluating their experience with service learning.

Working with Clarke Service Learning Students: Best Practices
The following practices may be helpful to organizations and their representatives who work with students involved in service learning.
1. Plan ahead – the semester is short.
2. Develop appropriate tasks.
3. Use effective and clear communication.
4. Express gratitude and appreciation.
5. Inquire about student's academic interests.
6. Respect students both personally and professionally.
7. Invite constructive feedback.
8. Include students as part of the team.
9. Give student learners responsibilities.
10. Use student's talents and skills.
11. Be aware of student's schedule and time limitations.
12. Help student's understand the relevance of their work.
13. Encourage students to communicate their ideas and perspectives.

Service Learning Program Outcomes
The Service Learning Program utilizes an evaluation process to gather feedback from students, faculty, and community partners. At the end of each semester, evaluations are sent to students and community partners to determine the effectiveness of service learning and to identify and articulate challenges. Each semester, organization partners receive an evaluation form for each service learning student. They complete this form and return it to the Clarke University Service Learning Program, whereupon it is forwarded to the appropriate instructor.

Students are asked to complete a survey at the conclusion of each semester. The survey asks a range of questions regarding the service learning experience in the paired course and at the community organization; in addition, students respond to questions regarding their interactions with the Service Learning Program. Survey questions deal with students' perceptions about how well they learned through their service, how service impacted their skills, and whether their attitudes about service have undergone change as a result of their experience with the partner organization.

Chapter 5 – Implementing Service Learning: Facilitating Critical Reflection and Discussion

What is Critical Reflection?
Reflection is a process by which individuals analyze their experiences as a means of identifying and absorbing what they have learned. During reflection, students involved in service learning think critically about their experiences by looking back on the implications of actions they have taken (good or bad) and determine what they have gained, lost, or achieved. Further, they connect their conclusions to future actions and larger societal contexts. Through reflection, students analyze concepts, evaluate experiences,

and form opinions. Critical reflection provides students with the opportunity to examine and question their beliefs, opinions, and values. It involves observation, asking questions, and putting facts, ideas, and experiences together to derive new meaning.

Why Reflect?

Reflection is an essential process for transforming experiences gained from the service activities and the course materials into genuine learning. It is crucial for integrating the service experience with classroom topics. It fosters learning about larger social issues such as the political, economic, and sociological characteristics of our communities. It enhances student's critical understanding of course topics and their ability to assess their own values, goals, and progress.

How Can Reflection Be Facilitated?

Effective reflection occurs before, during, and after the service experience, both in the classroom and in the community. Reflection can happen in a variety of ways and should encourage students to make connections between course content and experiences in the community.

In order for effective reflection to take place, students need to feel included and respected. Students feel respected and included in the classroom and in the community when they can exchange concerns, experiences, and expectations about the service and the class, both individually and in groups. The reflective process can challenge students to consider ideas that may be unfamiliar and possibly uncomfortable. An environment that is respectful is essential for students to engage in the sometimes difficult work of examining assumptions, applying new concepts, and synthesizing classroom and community work.

Reflection Methodologies and Questions

When facilitating reflection, vary activities to accommodate multiple learning styles. Create a reflective environment – do no simply add a reflective component. Reflection can occur in any or all of the following contexts.

Group Discussion

Groups may involve either the entire class or small numbers of students. Group members exchange ideas face to face about the course topics and/or the service experiences. The instructor may either post general or narrowly focused questions for discussion. Group discussions can also occur in community-based organizations where more than one student is involved in service learning (either from the same course or from different courses). Potential topics for group reflective exercises include the following:

1. *What? So What? Now What?* These foundational reflective questions allow students to articulate what they have experienced, what those experiences may mean, and how those experiences will inform their future actions and/or thoughts.

2. *Connecting service experiences to course content.* Develop questions that help students tie their community experiences to what they are learning in class.
   a. How does experience at your community based organization relate to the concepts we read about in the first three weeks of the semester?
   b. What have you learned at your site that relates to course lectures?
   c. Have your experiences in the community caused you to question any of the concepts we have learned in class?
   d. How has what you learned in class affected your experiences in our organization?

3. *Learning from each other's experiences.* Develop a set of reflective questions that allow students to compare and contrast their experiences in the field and to relate these experiences to what they are learning in class.
    a. Describe your first week at the community organization. What is one thing you learned that surprised you?
    b. How do these experiences relate to what you have learned in class thus far?

E-mail Discussion
Students in the same course or students serving at the same community organization can be invited to join a list serve or discussion group to share their experiences and thoughts via e-mail. Students can write summaries of their experiences in the community, and faculty and/or community partners can pose questions for consideration and refer students to appropriate resources for further learning.

Journaling
Students may be asked to keep a journal as they engage in the service learning experience. Such journals should not be simple inventories of events, but rather should address situations objectively, subjectively, and analytically. Instructors may provide questions to guide students in addressing issues and should review the journals at regular intervals. Community partners can also play a role in the reviewing and responding to journals, prompting students to think about their service work in the context of the community with which they are working. Journals can take a variety of formats: the three examples below are adapted from the University of Maryland Faculty Handbook on Service-Learning (2002).

1. *Three-part journal.* Students divide each page of a weekly journal into thirds for description, analysis, and application. In the first section, students describe their service experience (the instructor might choose to focus students on a particular component of the experience). In the second section, students analyze how course concepts relate to the experience they have described. Lastly, students apply what they have learned by writing about how the experience and course content relate to their personal and professional lives and aspirations.

2. *Key-phrase journal.* The instructor, community partner, or a group of students provide a list of terms and key phrases from course content and/or community experiences. Students include these terms in their journals when describing and analyzing their community-based experiences.

3. *Double-entry journal.* Students describe their personal thoughts and responses to the service experience on the left page of the journal, and describe their thoughts and responses to class discussion(s) or readings on the right page of the journal. Students can then draw arrows indicating relationships between the community-based experiences and course content, and write a short entry describing these relationships.

Analysis Papers
Analysis papers provide students with an opportunity to describe their service experience, to evaluate the experience and what they learned from it, and to integrate their experiences with course topics. If papers are assigned at the end of the course, students can make use of ideas derived from class discussion, journals, and other reflective activities provided during the course.

Portfolios
Students compile materials relevant to the service learning experience and the respective course. These materials may include journal entries, analysis papers, scripts/notes for class presentations, items created

as part of the service experience, pictures, organization brochures, handbooks, and training materials. Portfolios provide a focus for reflection on the service experience and its documentation.

APPENDICES

General Resources
1. Benefits and Challenges to Service Learning for Students, Faculty, and Community Partners
2. Principles of Good Practice
3. Experiential Education Matrix
4. Examples of Classes Using Service Learning
5. Service Learning Readings/Bibliography
6. Service Learning on the Web

Faculty Forms
7. Community Partner Information Form
8. Faculty Service Learning Reporting Tool

Community Partner Forms
9. Community Partner Evaluation of Student Form

Appendix 1: Benefits and Challenges to Service Learning for Students, Faculty, and Community Partners

For the Student
1. Benefits
    a. Reduces stereotypes and promotes tolerance of other populations
    b. Promotes personal development and leadership
    c. Increases feeling of community connection and civic responsibility
    d. Deepens understanding of subject matter and complexity of social issues
2. Challenges
    a. Lack of time given the demands of school, work, and family
    b. Fear of working with unfamiliar populations and issues
    c. Lack of convenient transportation
    d. Difficulty relating service to coursework and/or the work of the organization

For the Faculty
1. Benefits
    a. Expands role of educator from giver of knowledge to facilitator of knowledge.
    b. Inspires and innovates teaching methods
    c. Broadens areas for research and publication related to current trends and issues
    d. Promotes democratic citizenship and leadership
    e. Connects the community with curriculum and increases awareness of current societal issues as they relate to academic areas of interest
2. Challenges
    a. Fear of the unknown and letting go of control of the classroom when the impact of service learning is not easy to quantify in the short term
    b. Lack of time to adequately revise and restructure course in order to fully integrate service learning
    c. Viewing service learning as 'soft,' non-rigorous, non-academic learning or as an add-on, not an integral aspect of the course

For the Community
1. Benefits
    a. Presents opportunity to tap underutilized volunteer base, as students often continue to volunteer beyond the end of the semester.
    b. Allow new insights, perspectives, and knowledge to be infused into the organization.
    c. Extends community organization's ability to address unmet needs
    d. Creates opportunities for community organizations to shape student learning
2. Challenges
    a. Lack of time for preparation, training, and supervision
    b. Lack of benefit or even possible detriment resulting from short-term volunteers
    c. Difficulty recruiting students to work with organization due to location or type of work needed
    d. Difficulty defining opportunities that meet student, faculty, and community goals

Appendix 2: Principles of Good Practice

Principle 1: Give credit for learning, not for service.
Credit in service learning courses is assigned to students for the demonstration of academic learning. *Academic credit* is for *academic learning*. When service is integrated into a course, credit is assigned for both the customary academic learning as well as for the utilization of the community learning in the service of the course learning. The student's grade is for the quality of *learning* and not for the quality (or quantity) of service.

Principle 2: Do not compromise academic rigor.
Academic standards in a course are based on the challenge that readings, presentations, and assignments present to students. These standards should be maintained when adding a service learning component. Instructors may choose to offer students additional points or some other form of compensation for their participation in service learning, but should not lower academic learning expectations. Integrating service learning into a course in fact enhances academic rigor because, in addition to having to master academic material, students must also learn from community experiences, merging their experiential learning with their classroom learning and then demonstrating increased knowledge of course material.

Principle 3: Set learning goals for students that drive the selection of community opportunities.
Establishing relevant, rigorous learning goals for students is a standard to which all instructors at Clarke University are held accountable. Explicit learning goals are especially advantageous in courses incorporating service learning. Deliberate planning of course learning goals is essential in order for students to take full advantage of the rich bounty of learning opportunities offered by the community. To optimally impact student learning from service in the community requires more than merely directing students to serve at a community organization. Faculty who are deliberate about establishing criteria for selecting community organizations to partner with, will find that the learning students extract from their respective service experiences will be of better use on behalf of course learning than if criteria are not established.

The range of possible service opportunities ought to be circumscribed by the content of the course; homeless shelters and soup kitchens are learning-appropriate opportunities for a course on homelessness, but generally opportunities in schools are not. In order to help determine the most appropriate community opportunities for students, instructors must communicate the types of learning experiences they expect for students. Clarke will work with instructors to develop the desired types of service opportunities for students.

Principle 4: Provide a course environment that incorporates community learning.
Learning in any course is realized by a mix of learning contexts and assignments. However, maximizing students' service experiences in a service learning course requires more than appropriate service opportunities. Course assignments and discussions must be developed to facilitate students' learning from their community service experiences. Having students serve at a community organization without any means to connect their learning with the learning that takes place in the classroom is insufficient to contribute to authentic, deep learning. Community experiences, in and of themselves, do not consummate learning; neither does a mere written description of a student's service activities.

To enhance academic learning through community learning, students must engage in critical reflection on and analysis of their service experiences. Therefore, discussions, presentations, and paper assignments that provoke analysis of service experiences in the context of course learning and that encourage the

blending of the experiential and academic are essential to ensure that the service experience does not underachieve in its role as an instrument of learning.

Principle 5: Rethink the faculty instructional role.
Service learning students acquire course-relevant information and knowledge from their service experiences. At the same time, students are challenged by the many new and unfamiliar ways of learning inherent in service learning. Because students carry this new information and these learning challenges back to the classroom, service learning faculty do well to rethink their instructional roles. The instructor who best fosters an atmosphere for active student learners shifts away from the role of information transmitter to the role of learning facilitator or guide. Exclusive or even primary use of the traditional instructional model interferes with the promise of learning fulfillment available in service learning courses. Mixing of pedagogical methods leads to an increase in active student learning and strong academic and civic learning outcomes.

Principle 6: Be prepared for uncertainty and variation in student learning outcomes.
Learning strategies and class assignments largely determine student outcomes. This is as true in service learning courses as it is in classroom instruction. However, in traditional courses, learning strategies (i.e., lectures and readings) are constant for all enrolled students and occur under supervision of the instructor, leading to a comfortable predictability and homogeneity in student learning outcomes. In service learning courses, however, variability in student experiences necessitates less certainty and more heterogeneity in student learning outcomes. Even when service learning students are exposed to the same presentations and the same readings, instructors can expect that the content of class discussions will be less predictable and the content of student papers will be less homogeneous than in courses without a community component.

Principle 7: Maximize the community responsibility orientation of the course.
One of the objectives of a service learning course is to cultivate students' sense of community and social responsibility. Designing classroom norms and learning strategies that not only enhance academic learning but also encourage civic learning are essential to purposeful civic learning. Course learning formats and assignments should encourage communal rather than individual learning orientation. This conveys to students that they are resources for one another, and this message contributes to the building of commitment to community and civic responsibility. Service learning instructors should consider employing learning strategies that will complement and reinforce the civic lessons from the community experience. For example, converting from individual to group assignments and from instructor-only to instructor-and-student review of student assignments, re-norms the teaching-learning process so that it is consistent with the civic orientation of service learning.

Appendix 3	Definition	Purpose	Benefits	Duration	Planning
Service Learning	Service learning is a teaching method that 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. *Campus Compact National Center for Community Colleges* *Course driven	Service learning: Enhances learning by action in the community. Challenges students' values, beliefs and assumptions. Promotes civic engagement and lifelong learning.	• Experience with the economic, social, cultural, and political contexts and factors that shape issues addressed by the course. • Greater depth of understanding by connecting course work to issues and concerns in the community. • Addresses community needs • Opportunity to contribute to the mission and/or purpose of an organization. • Experience working with diverse communities. • Understanding of nonprofit, government, or educational sectors functions.	Coincides with Clarke University calendar.	Revisiting and revising of course: • Objectives of the service learning component • Reflection strategy • Syllabus revision Consult with Clarke Staff • Identify community experiences • Supply course information form Present SL to class • Pedagogical perspective • Intentional reflection Assessment
Internships	Any carefully monitored work or service experience in which an individual has intentional learning goals and reflects actively on what she or he is learning throughout the experience. *National Society for Experiential Education* *Not tied to a course	Internships focus on job training and career networking.	• Work experience • Skill development • Enhanced learning by experience and related academic work	Usually a minimum of one semester, can span up to one year.	Students do majority of planning: • Find internship • Find faculty sponsor • Complete paperwork for registration Faculty support: • Assist student with structuring academic work related to internship
Volunteerism	Volunteerism is the involvement of students in activities where the primary emphasis is on the service being provided and the primary intended beneficiary is clearly the service recipient. It is not linked to coursework or academic credit.	Volunteerism allows students to engage in the community around issues or populations of their choosing.	• Freedom to choose community agencies • Only accountable to self and organization • Work experience • Skill development	Not tied to academic calendar in any way. Varies.	Students do majority of planning: • Research and secure volunteer opportunities • Follow up with agencies directly
Community Service	Community service is the engagement of students in activities that primarily focus on the service being provided as well as the benefits the service activities have on the recipients. *Boise State University*	Providing service to community or a particular organization.	Learn about how their service impacts the service recipients • Freedom to choose community agencies • Only accountable to self and organization • Work experience • Skill development	Not tied to academic calendar in any way. Varies.	Students do majority of planning: • Research and secure volunteer opportunities • Follow up with agencies directly

Appendix 4: Examples of Classes Using Service Learning

Accounting and Finance – Share accounting or finance skills with a nonprofit organization, a religious congregation, a daycare center, or a homeless shelter; help a non-profit organization set up an accounting software package; present community workshops on personal accounting and money management; help a nonprofit organization set up a budget and assist with developing a financial planning strategy.

Art – Design brochures, annual reports, logos, and other publications for a nonprofit organization; teach art classes in community centers, senior centers, nursing homes or schools; serve as a docent with an art museum; visit local schools to promote appreciation for the arts; volunteer with a local arts council; create a neighborhood mural with area residents.

Biology – Perform an environmental study for a local government or community organization; conduct a conservation project in a recreation area or forest reserve; tutor secondary students in biology; serve as a judge for a science fair; present an interactive seminar for an elementary or secondary school class or club; organize a neighborhood beautification project; organize a community garden.

Business Communication – Help organizations develop training programs for volunteers; help agencies develop ways to supervise, monitor, and support their volunteer staff; help organizations with fund-raising activities; help a community organization develop presentations; work with a Junior Achievement group.

Chemistry – Test air, soil or water quality levels for a local government of community organization; tutor high school students in chemistry; organize or serve as a judge for elementary or secondary school science fairs; present an interactive seminar for an elementary or secondary school class or club.

Communication and Journalism – Help a non-profit organization create a public awareness campaign; design logos or prepare reports, brochures or newsletters for a non-profit organization or community agency; help a local news organization design a weekly community service program; work with a public access television station on community issue programming; help children produce a program on a local cable channel; write for a newspaper or newsletter that focuses on public issues that concern you; help start a small-town community newspaper; help with a community newspaper produced by school children.

Computer Science – Help a non-profit organization or human services agency create and maintain a database; teach computer skills to children, senior citizens or the disabled; conduct a computer needs assessment for a non-profit organization; tutor primary or secondary students in computer science; design an educational game to be used in schools; develop a computer system to track Goodwill or Salvation Army inventories; create electronic forms to collect intake information at social service agencies.

Economics – Perform an economic study/analysis for a local government or community organization; work with a consumer protection organization; work with a public interest group; tutor high school students in economics; work with Junior Achievement programs.

English – Tutor elementary or secondary school students; organize book-readings and discussions in a school, nursing home, church or hospital; prepare reports, brochures or newsletters for a non-profit organization or community agency; get involved with Literacy Volunteers of America; read to or tape-record books for sight-impaired persons; help community agencies write grant proposals.

Foreign Languages – Serve as an interpreter or translator for those learning English or other languages; teach English as a second language; hold language classes for community groups; assist with cultural awareness programs; translate social service brochures into the native language of recent immigrants.

History – Help prepare oral histories with senior citizens; serve as a docent at a history museum; create and present innovative history units for elementary and secondary students; conduct historical studies for communities, local organizations or faith communities; assist with local historic preservation activities and projects.

Kinesiology / Movement Science – Teach sport skills clinics in community centers; serve as a coach or referee for a youth sports league; serve as a counselor in a youth summer sports camp; teach aerobics, calisthenics or general fitness for hospitals, senior citizen centers, nursing homes or community organizations; help with Special Olympics.

Latin American Studies – Work on community development projects in Latin American countries or Hispanic neighborhoods in the U.S.; organize and conduct cultural awareness programs or festivals; organize units on Latin American studies or conduct special projects with elementary students.

Mathematics – Serve as a math tutor for elementary and secondary school students or students with special needs; serve as a teacher's aide; work with a school math club or help with after-school programs.

Music and Theatre Arts – Stage performances in schools and nursing homes; teach acting or music at a community center; perform or help with a non-profit organization, community theatre or musical group; provide music and theatre activities for after-school programs.

Philosophy and Religious Studies – Volunteer with organizations that provide conflict resolution and mediation; organize a community service group; participate in Alternative Winter Break activities with the Ecumenical Religious Center, develop a website for a religious congregation, work with consortium or religious organizations on a social issue.

Physics and Astronomy – Tutor high school students taking physics courses; serve as a judge in an elementary or secondary school science fair; lead an after-school astronomy or physics program; help out at a science museum or children's learning center; volunteer at a community planetarium; organize a community star-gazing excursion.

Political Science – Volunteer with political campaigns; work with public interest organizations or political watch groups; help the League of Women Voters present community programs; help a human rights organization; serve on a community board or advisory committee; work with a neighborhood organization; help with a voter-registration drive.

Psychology – Volunteer at a crisis hotline; work with children in shelters, day-care centers, and schools; work with people who are mentally ill; work with families in transitional housing; volunteer in substance-abuse clinics, hospitals, and prevention centers; help non-profit organizations and social research agencies design statistical models to determine the needs of a special population.

Sociology – Volunteer in shelters, hospitals or social service agencies; work with an organization that does social research: volunteer in transitional homes for youth; work at a detention center; volunteer with an anthropological museum; make presentations at local schools on different cultural groups in the U.S. and throughout the world; work with immigrants to preserve their heritage.

Appendix 5: Service Learning Readings / Bibliography Add

Articles

Astin, A. W., Vogelgesang, L.J., Ideda, E.K., & Yee, J.A. (2000). How service learning affects students. Higher Education Research Institute, University of California Los Angeles.

Bowley, E., & Meeropool, J. (2003). Service-learning in higher education: Trends, research, and resources. Generator 21, 3, 12-16.

Driscoll, A., Holland. B., Gelmon, S., & Kerrigan, S. (1996). An assessment model for service-learning: Comprehensive case studies of impact on faculty, students, community an institution. *Michigan Journal of Community Service Learning, 3*(1), 66-71.

Eyler, J. (2000). What do we most need to know about the impact of service-learning on student learning? Michigan Journal of Community Service Learning, 7, 11-17.

Eyler, J., Giles, D.E., Stenson, C.M., & Gray, C.J. (2001). At a glance: What we know about the effects of service-learning on college students, faculty, institutions, and communities, 1993-2000: Third edition. Vanderbilt University.

Markus, G. B. (1993). Integrating community service and classroom instruction enhances learning: Results from an experiment. Educational Evaluation and Policy Analysis, 15(4), 410-419.

Moely, B. E., McFarland, M., Mkiron, D., Mercer, S., & Ilustre, V. (2002). Changes in college students' attitudes and intentions for civic involvement as a function of service-learning experiences. Michigan Journal of Community Service Learning, 8(2), 18-26.

Seifer, S. D. (2002). NSLC fact sheet: The evidence base for service-learning. Scotts Valley, CA: National Service-Learning Clearinghouse.

Vogelgesang, L. J., & Astin, A. W. (2000). Comparing the effects of community service and service-learning. Michigan Journal of Community Service Learning, 7, 25-34.

Books

Billig, S. H., & Eyler, J. (Eds.). (2003). *Deconstructing service-learning: Research exploring context, participation, and impacts.* Greenwich, CT: Information Age Publishing.

Billig, S. H., & Furco, A. (Eds.). (1997). *Service-learning: Through a multidisciplinary lens.* Greenwich, CT: Information Age Publishing.

Billig, S. H., & Waterman, A. S. (2003). *Studying service learning.* Mahway, NJ: Lawrence Erlbaum Associates.

Bringle, R. G., Philips, M. A., & Hudson, M. (2004). *The measure of service learning: Research scales to assess student experiences.* Washington, DC: American Psychological Association.

Davidson, G., Billig, S. H., & Springer, N. C. (2006). *Advancing knowledge in service learning: Research*

to transform the field. Greenwich, CT: Information Age Publishing.

Eyler, J., & Giles, D. E. (1997). The importance of program quality in service-learning. In A. S. Waterman (Ed.), *Service-learning: Applications from the research* (pp. 57-76). Mahway, NJ: Lawrence Erlbaum Associates.

Eyler, J., & Giles, D. E. (1999). *Where's the learning in service-learning?* San Francisco, CA: Jossey-Bass.

Furco, A., & Billig, S.H. (2002). *Service learning: The essence of the pedagogy.* Greenwich, CT: Information Age Publishing.

Gelmon, S. B., & Billig, S. H. (2007). *From passion to objectivity: International and cross-disciplinary perspectives on service-learning research.* Charlotte: NC: Information Age Publishing.

Jacoby, B. & Associates (Ed.). (2003). *Building partnerships for service-learning.* San Francisco: Jossey-Bass.

O'Grady, C. R. (Ed.). (2000). *Integrating service learning and multicultural education in colleges and universities.* Mahwah, NJ: Lawrence Erlbaum Associates.

Root, S., Callahan, J., & Billig, S. (Eds.). (2005). *Improving service learning practice: Research on models to enhance impacts.* Greenwich, CT: Information Age Publishing.

Tonkin, H. (Ed.). (2004). *Service-learning across cultures: Promise and achievement.* New York, NY: The International Partnership for Service Learning and Leadership Press.

Ward, K. (2003). *Faculty service roles and the scholarship of engagement.* San Francisco, CA: Jossey-Bass.

Waterman, A. S. (Ed.). (1997). *Service learning: Applications from the research.* Mahwah, NJ: Lawrence Erlbaum Associates.

Welch, M., & Billig, S. (Eds.). (2004). *New perspectives in service-learning: Research to advance the field.* Greenwich, CT: Information Age Publishing.

Zlotkowski, E., Longo, N., & Williams, J. (Eds.) (2006). *Students as colleagues: Expanding the circle of service-learning leadership.* Providence, RI: Brown University Campus Compact.

Zlotkowski, E. (1998). *Successful service learning programs.* Jaffrey, NH: Anker Publishing Company.

Reflection and Service Learning

Articles

Ahmed, Z., Hutter L., & Plaut, J. (2005/2008). Reflection in higher education service learning. Scotts Valley, CA: Learn and Serve America's National Service-Learning Clearinghouse.

Amulya, J. (2004). Guide to integrating reflection into field-based courses. Center for Reflective
    Community Practice, Department of Urban Studies and Planning. MIT.

Ash, S. L., Clayton, P.H., & Moses, M. G. (2007). Schematic overview of the DEAL model for critical
    reflection. Teaching and Learning Through Critical Reflection: An Instructors' Guide. Sterling,
    VA: Stylus Publishing.

Ash, S.L., & Clayton, P.H. (2004). *The articulated learning: An approach to guided reflection and
    assessment.* Innovative Higher Education, 29(2).

Ash, S. L., Clayton, P. H., & Atkinson, M. P. (2005) *Integrating reflection and assessment to capture and
    improve student learning.* Michigan Journal of Community Service Learning, 11(2), 49-60.

Bringle, R. G., & Hatcher, J. A. *Reflection in service-learning: Making meaning of experience.*
    Introduction to Service Learning Toolkit, Campus Compact, 113-110.

Campus Compact (2001). *Using structured reflection to enhance service-learning.*

Eyler, J. (2002). Reflection: Linking service learning: Linking students and communities. *Journal of
    Social Issues*, 58(3), 517-534.

Falk, D (1995). Preflection: A strategy for enhancing reflection. *NSEE Quarterly, 13.*

Hatcher, J.A., & Bringle, R.G. (1997). Reflections: Bridging the gap between service and learning.
    Journal of College Teaching, 45, 153-158.

Hatcher, J. A., Bringle, R. G., & Muthiah, R. (2004). Designing effective reflection: What matters to
    service-learning? Michigan Journal of Community Service Learning, 11(1), 38-46.

Patti, C., & Ash, S. (2005). Reflection as a key component in faculty development. On the Horizon,
    13(3).

Reed, J., & Koliba, C. Facilitating reflection: A manual for leaders and educators.

RMC Research Corporation. (2004). Connecting thinking and action: Ideas for service-learning reflection.
    Denver CO: RMC.

Welch, M. (1999). ABCs of reflection: A template for students and instructors to implement written
    reflection in service learning. *NSEE Quarterly*, 25(2), 23-25.

Wolcott, S. K., & Lynch, C. L. (2000). The reflective judgment model: Implications for service-learning
    and reflection.

Books

England, A., & Spence, J. (1999). *Reflection: A guide to effective service learning. Linking learning with
    life.* Clemson, SC: National Dropout Prevention Center.

Eyler, J., & Giles, D. E. (1996). *A practitioner's guide to reflection in service-learning.* Nashville: Vanderbilt University.

Hatcher, J. A., & Bringle, R. G. (1996). *Reflection activities for the college classroom.* Indianapolis, IN: IUPUI.

Knox, A., Wangaard, D. B., & Michaelson, S. R. (2003). *Service-learning planning and reflection: A step-b-step guide.* Chapel Hill, NC: Character Development Group.

Silcox, H. C. (1995). *Reflection: The key to service learning.* New York: National Helpers Network.

Community-Based Research

Strang, K., Cutfort, N., Stoecker, R., Marullo, S., & Donohue, P. (2003). *Community-based research and higher education.* San Francisco: Jossey-Bass.

Relevant Web Sites

- Wisconsin Campus Compact
- National Campus Compact
- National Service Learning Clearing House
- Wisconsin Campus Compact, Resources for Faculty
- Michigan Journal on Community Service Learning

Appendix 6: Service Learning on the Web

Service-Learning Web Sites

A-Z

American Association of Community Colleges Horizons Service-Learning Project

http://www.aacc.nche.edu/Content/NavigationMenu/ResourceCenter/Projects_Partnershps/Current/HorizonsServiceLearningProject/HorizonsServiceLearningProject.htm

American Association for Higher Education Service-Learning Project

http://www.aahe.org/service/

The Big Dummy's Guide to Service Learning

http://www.fiu.edu/~time4chg/Library/bigdummy.html

Campus Compact Site Map

http://www.compact.org/

The Chronicle of Higher Education

http://chronicle.com
A subscription is required to access some articles. The ID and password for LSU affiliates is available via PAWS. Log on to PAWS, go to Library Resources, select Off-Campus Access from the drop-down menu.

The Civic Mind: Gateway to Civic Participation

http: //www.civicmind.com

The Colorado Service-Learning Home Page

http://csf.colorado.edu/sl/

Council of Independent Colleges Projects

http://www.cic.edu/projects_services/index.asp

Educators for Community Engagement

http://www.E4CE.org

ERIC Clearing House on Higher Education

http://www.eriche.org

Higher Education Research Institute at UCLA

http://www.gseis.ucla.edu/heri/heri/html

Journal of College and Character & Character Clearinghouse

http://www.CollegeValues.org/index.cfm

Journal of Public Service & Outreach

http://www.uga.edu/~jpso/index_2.html

Louisiana State University Center for Community Engagement, Learning & Leadership

http://www.ccell.lsu.edu

Michigan Journal of Community Service-Learning

http://www.umich.edu/~mjcsl/

The National Service-Learning Clearinghouse

http://www.servicelearning.org/

National Society for Experimental Education

http://www.nsee.org

NCTE's Service-Learning Website

http://www.ncte.org/groups/cccc/com/service

New England Resource Center for Higher Education

http://www.nerche.org

Second Nature

http://www.secondnature.org

Community Service-Learning in the CSU

http://www.calstate.edu/csl/

UCLA Service-Learning Clearinghouse Project

http://www.gseis.uscl.edu/slc/

Websites by Topic:

Best Practices

American Association for Higher Education' Best Practices for Service-Learning

http://www.aahe.org/service/models.htm

Community Colleges

American Association of Community Colleges Horizons Service Learning Website

http://www.aacc.nche.edu/Content/NavigationMenu/ResourceCenter/Projects_Partnershps/Current/HorizonsServiceLearningProject/HorizonsServiceLearningProject.htm

Brevard Community College

http://www.brevard.cc.fl.us/CSL/

Miami Dade Community College

http://www.mdc.edu/ce/

Program Models

http://db.compact.org/program-models

AAHE's Models of Good Practice

http://www.aahe.org/service/models.htm

The Character Clearinghouse at the College Values Site

http://www.collegevalues.org/bestprograms.cfm

National Service Resource Center

http://www.nationalservice.org/resources/epicenter

University of Pennsylvania Service-Learning Programs

http://www.upenn.edu/csd/

Colorado's Service-Learning Site

http://csf.colorado.edu/sl/academic.html
Includes a list of University programs.

UCLA's List of Model Programs

http://www.gseis.ucla.edu/slc/modelp.html

Syllabi

Campus Compact's Syllabi Project

http://www.compact.org/syllabi/

Massachusetts Campus Compact Service-Learning Course Syllabi

http://www.tufts.edu/as/macc/main_resources.htm

National Service Learning Clearinghouse Syllabi and Curricula

http://www.servicelearning.org/article/archive/41/

Second Nature's Syllabi Site

http://csf.colorado.edu/sl/syllabi/

University of Washington Carlson Center Student's Page

http://depts.washington.edu/leader/3_service/info_students.html
Click on Current Service Learning Courses

American Association of Community College's Horizons Service-Learning Projects

http://www.aacc.nche.edu/Content/NavigationMenu/ResourceCenter/Projects_Partnershps/Current/HorizonsServiceLearningProject/HorizonsServiceLearningProject.htm

UCLA's Service-Learning Clearinghouse Project Model Programs and Course Syllabi

http://www.gseis.ucla.edu/slc/modelp.html

California Polytechnic State University

http://www.calpoly.edu/!slad/csl/syllabi.html

Statistics

Results from the Campus Compact Annual Members Survey

http://www.compact.org/newscc/highlights.html

The Chronicle of Higher Education

http://www.chronicle.com/stats
Note: you have to be a subscriber to access this information.

Learning In Deed

http://www.learningindeed.org/research/slresearch/slrsrchsy.html

Panetta Institute Surveys

http://www.panettainstitute.org/news.html

The National Survey of Student Engagement (NSSE)

http://www.indiana.edu/~nsse/

The Diverse Democracy Project at the University of Michigan

http://www.umich.edu/~divdemo/

National Service-Learning Clearinghouse

http://www.servicelearning.org
Features reports and many useful links to online statistical reports.

Panetta Institute Surveys

http://www.panettainstitute.org/news.html

Surveys
Cooperative Institutional Research Program (CIRP) Freshman Survey

http://www.gseis.ucla.edu/heri/freshman.html

General Online Resources for Service Learning

There are hundreds of resources available online. These include guidelines for Service-Learning classes, examples, sample syllabi, and other ideas. The following list describes some useful web sites.

- **Campus Compact**
  http://www.compact.org
  The national organization/clearinghouse for the support of Service-Learning is Campus Compact. Each institution that joins Campus compact becomes a member through the office of the president for that institution.

  The Campus Compact site can lead you to a number of valuable resources including on Service-Learning and faculty; campus-community partnerships; publications; grants and fellowships; and a number of other web pages to support the development of Service-Learning courses.

- **Building the Service-Learning Pyramid** is available at:

http://www.compact.org/faculty/specialreport.html   The initiative is funded by the Pew Charitable Trusts and provides not only a written examination of the Service-Learning Pyramid but also presents it in a graphic format.

If you are interested in why the reflection process is a vital element of Service-Learning, go to: http://www.compact.org/disciplines.reflections/index.html

Contact information for Campus Compact: Campus Compact, Brown University, Box 1975, Providence, RI 02912; (401) 867-3950, E-mail campus@compact.org

- **Corporation for National and Community Service**
  http://www.cns.gov
  The Corporation for National and Community Service (CNS) has been in existence since the Fall of 1993. The goals of CNS is to engage Americans of all ages and backgrounds in service to help strengthen communities through AmeriCorps, Senior Corps and Learn & service America. At their web site the most relevant information is found by clicking on a hot link titled 'Service-Learning.' The Service-Learning examples are geared more toward the K-12 program known as Learn & Serve America.

- **Learn & Serve**
  http://www.learnandserve.org
  This site has a higher education component and therefore is a good site to gather information about Service-Learning. At this site, information is available through a number of hot links to other web pages dealing with what Service-Learning can do for an individual, a school, and the community as a whole.

  Attached to the Learn and Serve site are two hot links which should be of interest to higher education:
  National Service-Learning Clearinghouse: http://www.servicelearning.org/
  National Service-Learning Exchange: http://www.nslexchange.org/

- **The Big Dummy's Guide to Service-Learning**
  http://www.fiu.edu/~time4chg/Library/bigdummy.html
  This site provides information about Service-Learning as it relates to faculty and programmatic issues. This is a good site for those who have questions about why they should become involved with Service-Learning or wonder how to create an effective Service-Learning course. It provides answers to questions like: What is Service-Learning? What kind of incentives should there be for faculty to incorporate Service-Learning? How do you plan for and set up Service-Learning in a course? What should students write in their journals? Should Service-Learning be optional or required? How do you involve and keep more students involved in community service activities and projects? What courses make good matches with Service-Learning?

- **Center for Community Service-Learning**
  http://www.csun.edu/~ocls99/
  This is the official site for the Center for Community Service-Learning at California State University, Northridge. It is a good example of what is being done by higher education institutions to provide both faculty and students with information about Service-Learning courses and efforts on a college campus. The website provides a number of examples of the type of

courses and activities that are part of the Community Service-Learning efforts at California State University.

- **Service-Learning Online Resources**
  http://wwww.serviceleader.org/manage/service.html
  This site provides a number of hot links to online resources dealing with Service-Learning in higher education. Here you will find hot links to sites that provide valuable information about how Service-Learning courses and activities are being incorporated into the curriculum. These include state support like the Texas Service-Learning Leeward Community College Page 40 Service-Learning-Faculty Handbook, December 2002.

Appendix 7: Community Partner Information Form

SERVICE LEARNING OPPORTUNITY
This form provides faculty/staff with important information about your contact information, organization and its goals and service learning positions available to students. Please enter requested information in the line above the smaller text. Thank you for taking the time and effort to complete this form!

CONTACT INFORMATION
These details let the Faculty/Staff know both how and who to contact at your organization and details pertinent to service learning throughout the semester.
Organization Name: _____

Mailing Address: _____

PO Box or Street: _____

City, State, Zip: _____

Street Address if different: _____

City, State, Zip: _____

Website address: _____

Organization hours: _____

Primary Contact Person: _____
(This is the person responsible for correspondence with the Service Learning Program and service learning students throughout the semester.

Primary Contact Title: _____ Primary Contact: _____

Phone: _____Primary Contact Fax: _____ Primary Contact: _____

E-mail: _____

Alternate Contact Person: _____
(In the event that the primary contact person is unavailable, this is another person the Service Learning Program may contact regarding service learning correspondence and students throughout the semester.)

Alternate Contact Phone: _____ Alternate Contact: _____

E-Mail: _____

Appendix 8: Faculty Service Learning Reporting

Enter information in the on-line Service Learning Date Collection site.
At the end of the semester, please enter information into the Service Learning Data Collection site. It is important for Clarke University to track the service learning that is taking place. This information is often asked for in seeking grand funding and applying for recognition in the President's Community Service Honor Roll.

http://www.surveymonkey.com/s/CQ3SJTH

Appendix 9: Community Partner Evaluation of Student Form

Semester, Year Service Learning _____

Please return by _____

Organization:
Site Name
Name and title of Site Supervisor:
Contact information:

Name of Student:

Please circle and rate the student with the following words listed in response to each question: "strongly disagree" (SD), "disagree" (D), "neutral" (N), "agree" (A), and "strongly agree" (SA).

1. The student exhibited a sincere desire to learn. SD D N A SA
2. The student showed responsibility by maintaining a regular schedule, making up missed hours, being punctual, etc. SD D N A SA
3. The student was able to meet expected levels of performance by making sound decisions, solving problems related to the position, working with others, etc. SD D N A SA
4. The student was suited to the tasks that he/she was performing. SD D N A SA
5. The student has been a contributor to the work of the agency. SD D N A SA
6. The student showed a sincere concern for the clients and the community and was interested in the agency's mission and place within the larger community network. SD D N A SA
7. The student showed professionalism regarding matters of confidentiality and in respecting agency staff and policies. SD D N A SA
8. The student contacted the agency about orientation within a week after their placement (2nd week of the semester). SD D N A SA
9. Our agency would recommend this student for work or service at another community organization. SD D N A SA
10. We would appreciate specific comments you can make about this service learning student.

<div align="center">

SD D N A SA Thank You!
You must turn in the form before you start at the organization.

</div>