



SERVICE-LEARNING FACULTY RESOURCE MANUAL

“From what we get,
we make a living;
What we give, however,
makes a life”
Arthur Ashe



Center for Service-Learning
www.carrollcc.edu/studentlife/servicelearning/
Phone: 410-386-8413
Fax: 410-386-8446

SERVICE-LEARNING
FACULTY RESOURCE MANUAL

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OVERVIEW

Service-Learning at Carroll Community College

Mission

The mission of Carroll Community College's Center for Service-Learning is to enhance student learning through the integration of academic and co-curricular experiences, with active service to community partners, while encouraging civic engagement, community awareness and personal leadership development.

What is service-learning?

Service-Learning is a method by which students learn and develop through active participation in thoughtfully organized service that:

- Is integrated into academic curriculum and co-curricular learning;
- Meets the needs of a community;
- Provides structured time for reflection;
- Helps foster civic responsibility.

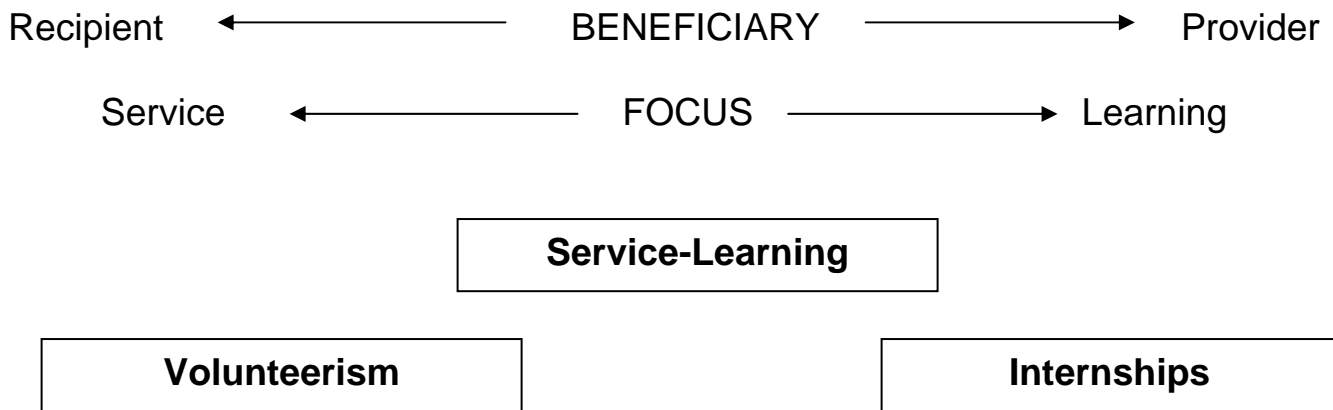
What does service-learning look like?

Service-learning can be an assignment in an academic course, service performed by a student club or organization, or service as part of a co-curricular event or activity that incorporates learning and reflection with the service experience. At Carroll Community College, service-learning that is integrated within an academic credit course is known as a *Community Partnership Project*.

*The Center for Service-Learning is the proud recipient of a
Corporation for National and Community Service
Higher Education Learn and Serve grant.*



Distinctions Between Experiential Learning Models



Furco, Andrew. "Service-Learning: A Balanced Approach to Experiential Education." *Expanding Boundaries: Serving and Learning*. Washington, D.C.: Corporation for National Service, 1996.

Volunteer Experience

Volunteerism is the engagement of students in activities where the primary emphasis is on the service being provided and the primary intended beneficiary is the service recipient. A "volunteer" experience involves less "preparation and reflection" and more focus on the action.

Service-Learning Experience

Service-learning is a form of experiential education that equally benefits the students and the agency, as well as provides equal focus on both the service being provided and the teaching and learning that is occurring. A "service-learning" experience is more structured than a "volunteer experience" and involves three key components:

1. Preparation Defining learning objectives and gaining relevant skills and knowledge.
2. Action Providing a service to the community that meets an unmet need.
3. Reflection A critical thinking process that allows participants to draw connections.

Curricular Service-Learning

Community Partnership Projects

Curricular service-learning offered as an assignment within an academic course is known as a *Community Partnership Project*. Community Partnership Projects integrate hands-on service experiences in the community with academic classroom learning objectives.



Benefits of service-learning for students

- Hands-on use of skills and knowledge that increases relevance of academic skills.
- Opportunities that accommodate a range of learning styles.
- Enhances interpersonal, communication and human relation skills.
- Broadens perspectives and understanding of varied and diverse cultures and lifestyles.
- Promotes critical thinking and problem solving skills.
- Increases sense of self-worth through meaningful contribution to the community.
- Fosters a sense of social and civic responsibility.
- Allows for exploration of career options.

Benefits of service-learning for faculty

- Brings a fresh approach and new energy to course content.
- Enlivens and enriches teaching and learning.
- Addresses a variety of learning styles.
- Deepens faculty/student relationships by allowing students and instructors to become partners in the learning process.
- Creates new opportunities for research and publication.
- Creates opportunities for faculty to be engaged in local, state and national issues.

Benefits of service-learning for community partners

- Provides short term volunteers to meet community needs.
- Provides potential long-term volunteers and potential recruits for agency employment.
- Increases awareness of agency services and societal issues within the community.
- Expands opportunities for participating in educational partnerships.
- Affordable access to professional development opportunities.
- Access to campus resources.

Benefits of service-learning for college

- Enhanced teaching, research and outreach activities.
- Faculty and student engagement in local, state and national issues.
- Opportunities to extend campus knowledge and resources.
- Positive community relationships.
- Increased development and preparation of students.
- Access to wisdom and experience of community agencies as co-educators.

Three Phases of Service-Learning

Preparation → Action → Reflection

Preparation:

As you prepare for your service, you want to understand your course learning objectives, the need your service will address, your personal expectations and attitudes of your involvement in service learning and the community.

Action (Service):

These activities bring you face-to-face with the people you are helping and can be immensely gratifying. You could be tutoring a child, planning activities at a senior center, mentoring clients at a group home, cleaning up a pond, creating a marketing brochure, helping disabled horse back riders or discussing a book with seniors.

Reflection:

This phase allows you time to think about your service and how it ties into your learning objectives, as well as the impact your service has had on the community. Your professor will guide you through reflection activities.

What action did you perform?
How did your action benefit individuals in the community?
What did you learn about yourself as a result of your actions?
What did you learn about the community you live in?
What can you do next?

Best Practices for Service-Learning Integration

Principle 1: Academic Credit Is for Learning, Not for Service

Academic credit is not awarded for doing service or for the quality of the service, but rather for the student's demonstration of academic and civic learning.

Principle 2: Establish Criteria for the Selection of Service Placements

Faculty who are deliberate about establishing criteria for selecting community service placements will find that students are able to extract more relevant learning from their respective service experiences, and are more likely to meet course learning objectives.

Principle 3: Rethink the Faculty Instructional Role

Faculty can revisit their role as an instructor. In service-learning courses, oftentimes faculty can play an equally beneficial role as a facilitator of learning. Building relationships and connections are often a side product of service-learning teaching models.

Principle 4: Be Prepared for Variation in Student Learning Outcomes

Some loss of control can often be expected in teaching a service-learning course. What one student learns might be different from what another student learns. Where students are developmentally can oftentimes impact the learning that one gains through an experiential context.

Principle 5: Provide a Timeline

Students need benchmarks for contacting the agency, meeting with supervisors, signing contracts, beginning and completing their service – avoid the inevitable temptation to procrastinate by providing a clear timeline.

Principle 6: Discuss the Service in Class

Discuss the service in class even if you are using an optional placement model. Students who choose not to participate in the experience will still gain insights and knowledge from others.

Principle 7: Engage the Community Partner as a Co-Educator in the Process

Establish a working relationship with Community Partners, just as you would a colleague within your discipline. Get to know the Co-Educator in the teaching process and together identify learning goals as well as activities that could benefit the agency, the student and the classroom learning.

Adapted from: Howard, Jeffery, ed., Michigan Journal of Community Service Learning: Service-Learning Course Design Workbook, University of Michigan: OCSL Press, Summer 2001, pp. 16-19

Best Practices for Effective Community/Campus Partnerships

Principle 1: Become Acquainted with Community Partners

It is equally as important for the faculty member to become acquainted with the community agency where their students serve. Faculty members should become familiar with the agency mission, clientele, location and the role that their students play. More so, faculty should communicate with the community partner to ensure that they are co-educators in the learning process.

Principle 2: Invite Community Partners to Participate

Invite agency representatives to visit the class to introduce the service-learning experience. In addition, invite representatives to reflections and/or related class presentations.

Principle 3: Communicate Course Learning Objectives

Don't assume that Community Partners understand your course goals. Be sure to communicate the learning objectives, as well as any details that might be relevant for the students' experiences. Consider sending your student with a write-up on the expectations of the service-learning experience.

Principle 4: Communicate the Expectations for the Experience

Community Partners work with students and volunteers from all over. As a matter of fact, most agencies are run by a large percentage of volunteers. That's a lot of people to keep track of. Make sure you communicate the details of the service-learning experience including the numbers of hours expected of the students. Are you expecting the students to design a lesson or brochure? Make sure the Community Partner is aware of this expectation in advance.

Principle 5: Take Care to “Do No Harm”

The community and the clientele are not a teaching or research laboratory. The notion of community as laboratory assumes false hierarchy of power and perpetuates an attitude of institutional superiority. Faculty and Community Partners must be equal, collaborative partners.

Principle 6: Recognize Timelines

It is important to remember that community agencies have timelines, just like faculty do. Oftentimes, non-profit organizations are understaffed and therefore staff is often juggling many responsibilities. Keep in mind that the timelines of programs, activities, trainings and orientations are often not on the same timeline as classes at the college.

Principle 7: Visit!

If you get a chance, go out and visit the agency(s) where your students are serving. Visits give you opportunities to not only learn more about what your students are doing, but what the agency does as well. Plus, students love to hear that you were at the site, or better yet – try to go when your students are there!

Adapted from: Community Partner/Faculty Luncheon – Carroll Community College, FA05.

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MODELS

Curricular Service-Learning Models at Carroll Community College

Course Models

In each course model described below, the service-learning assignment can be offered as a requirement for course completion or an alternative to a research paper or other required project. No one model of service-learning is right for every course; the goals of the course and the philosophy of the instructor will dictate what works best for an individual course.



Model	Description	Example
Individual Placement	All students in the course are required to individually fulfill the service-learning component for course completion. Students select service sites from a menu of placements and complete the service hours and assignments designed to facilitate learning.	Students in a Death and Dying course provide needed services at health care agencies, assisted living centers, hospice and more. The diverse range of experiences is brought back into the classroom for reflection and discussion.
Optional Placement	All students in the course are given the option to participate in a service-learning component, or another course requirement (i.e. a research paper). Students choose which activity they will pursue to fulfill the course. Those that choose the service-learning component choose from a menu of placements, complete the service hours, and participate in reflection activities designed either publicly, or privately.	Students in a Spanish Language course are presented a service-learning option where they will work with Spanish speaking youth through the Family Literacy Program, OR students can complete an alternate assignment with the Spanish Lab. Students who choose the service-learning experience share their reflections during class discussions, so that students in the Spanish Lab can listen and learn as well.

Model	Description	Example
Consultant Team	The entire class of students participates in a community project by bringing technical expertise to the community need. This service may be rendered to one or more agencies or to an entire community.	Students in an Introduction to Graphic Design course interview an agency, and learn more about agency needs through agency visits. Based on their experience, students design logos for the agency's use.
Partnership	An on-going relationship exists between the department of faculty and the community agency or school where students are involved in their service-learning experience.	Students in a Concepts in Math course tutor youth at the Boys and Girls club as part of their Elementary Education experience. This is an ongoing partnership between the faculty member and the community agency.
Group Study	Students are involved in a service experience related to a discipline or topic area. The students meet regularly with a faculty member to discuss and reflect on the experience. This is generally a one-credit course focused entirely on the service-learning experience.	Students in an Honors Marketing course serve with an area agency to design marketing materials (brochure, flyer, etc). In a weekly group study session, students are involved in discussion, exercises, critiques and reflections focused on both their service-learning experience and learning objectives.
“One Day”	Students participate in a one-time service-learning project that relates to their course. Projects chosen must be related to the course learning objectives.	Students in a Nursing Fundamentals class participate in a one day event where they provide blood pressure screenings for community members. Afterwards, they bring the experience back into the classroom for related reflections and discussions.

Model	Description	Example
Community Based Research	Students learn research methodology while serving as advocates for communities. Community agencies play a critical role in identifying issues to be researched. Students then research these issues to gain a better understanding, while providing current data and research for community agencies.	A local after-school program is in need of a program evaluation in order to submit grants for future funding. Students in an Education class work as a team to create a survey to measure the impact of the after-school program on student success. Students work with the program coordinators to gather data, and compile results during class time.
Immersion Trips	Students learn about new cultures and communities through a multi-day service immersion experience.	Students in a Women's Studies course participate in a weekend experience where they stay overnight and serve at a local women's shelter. Students interact with staff, children, and women accessing support services during transitional times.
Grassroots Community Action	Students work on pressing social issues along with or independent from a community agency.	Students in a Photoshop course identify a social issue and research the history, pressing needs, available services and current trends, and design an awareness campaign. Poster presentations are displayed in a public location such as a high school or community gallery.

After the Service Experience

For any of these models, faculty should connect the experiences of their students to classroom reflections and assignments that ask students to identify information or theoretical elements from the class that may have been observable or practiced during their service. Reflection also gives students the opportunity to examine issues of social structure, justice and the student's role as a citizen. "No student should serve in a soup kitchen without asking why there are soup kitchens." --Frank Newman.

Honors Seminar Models at Carroll Community College



Challenging students to work ‘outside-the-box,’ stimulating them to think critically and extend their learning beyond the classroom are all goals of the Honors program at Carroll Community College. While identifying honors expectations is not difficult, finding appropriate classroom mechanisms for achieving them can be. A partnership between the Honors Program and Service-Learning Program is proving to be an effective means for addressing the higher expectations of honors students.

Service-learning enriches learning by moving course material out of the classroom and into the community and promotes critical thinking and problem solving in real life situations. As faculty explore innovative ways to challenge their honors students through the seminar model, the dynamic nature of service-learning seems to mesh nicely with the goals of the honors program.

Partnering service-learning projects with the honors seminars is proving to be an effective mechanism for engaging students in new and innovative ways with a side benefit of helping them become more responsible citizens. The key elements to the success of this initiative has been the dedication of passionate faculty, the support and resources available through the Center for Service-Learning and the willingness of community agencies to become partners in the educational process.

The Honors Seminar can incorporate any of the service-learning course models – independent service-learning placements; whole group service-learning projects and one-time service-learning experiences – depending on the goals and nature of the seminar.

Examples of Honor/Service-Learning Seminars:

Marketing 210 Honors

Students from all sections of the introductory marketing course were offered the opportunity to participate in the Honors Seminar for Marketing. As the core of this seminar, each student provided at least 12 hours of service to a different non-profit agency such as Hospice or YMCA. All the community agencies had been pre-selected through the Center for Service-Learning as having an identified marketing need. In conjunction with serving at the site, students identified a product to deliver to the agency, either a marketing tool or an analysis of a marketing strategy. Students were challenged with observing and connecting the activities of their site with the marketing concepts learned in their regular course through on-line journal postings. Students met in person every other week to share and discuss the activities at their sites. Several agency directors were invited to speak with the students during their seminar times and students made final oral presentations to their agency’s staff on their marketing products and analyses. The projects definitely impacted these future business students and their impressions of non-profit agencies as demonstrated by some of their reflections: “In a non-profit setting, it really surprises me how hard people work and how many of the employees are not motivated by money.” and “I always thought that non-profits didn’t do a lot of work and didn’t cost money. I was so wrong.”

Examples of Honor/Service-Learning Seminars Continued:



Biology 101 Honors

Guided by their instructor, ten students in the Honors Seminar in Fundamentals of Biology worked as a group with county environmental specialists on a project to begin the restoration and revitalization of a local community pond. The project formed the basis for the entire honors seminar with all the activities relating to the central challenge of the pond restoration. The seminar was student driven, allowing for the direction of the research and discussion to shift according to the discoveries and problems identified by the students. Students spent time meeting at the pond site, doing lab and library research, meeting with local officials and partnering with environmental science educators from the local public school system. In reflections about the project, students shared their surprise at “how hands-on and directly influential to the community” the project was as well as their surprise at “how much other people trusted them to do real work.” They gained a lot of satisfaction in knowing that they were doing a project that would “help the people around them” and “preserve an important part of the environment.”

Psychology 101 Honors

In the Honors Seminar in Introductory Psychology, students were offered weekly sessions consisting of speakers, field trips, lab simulations and discussions. For one of their weekly programs, a service-learning project with a local hospital for the mentally ill was arranged. Students spent two hours interacting with patients and then were briefed by some of the medical staff. Having personal contact with mentally ill patients helped students to break down stereotypes and actively see concepts and principles from their classroom discussions. Further, while the students initially discounted the small period of time they spent as not being meaningful, the medical staff explained that any opportunity for the clients to have socialization with community members was highly beneficial. One student shared in a reflection that, for her, this service-learning experience was the most valuable of all the seminar sessions during the semester.



Objectives for Service-Learning Courses

As part of the curriculum, service-learning must be linked to the academic objectives of a course. Faculty need to help students make that link between their experiences and the course content through intentional, deliberate and guided reflections and assignments. The objectives of the service-learning assignment can be experiential based and/or problem based.

1. Experiential Based Service

- Provides service to meet agencies' general needs.
- Gives students authentic experiences.
- Broadens perspectives/diversity awareness.
- Living text book – application of course content in real life situations.
- Usually a minimum hour requirement at the agency.

Examples:

- Communications class that gains experience in interpersonal skills by conversing with ESOL students.
- Human Development course that learns about the aging process by working with seniors.
- Death & Dying course in which students work with Hospice patients.

2. Problem Based Service

- Provide agencies specialized expertise or knowledge to meet a specific need.
- Create a product for agency (brochure/web page/resource manual/maps).
- Hour requirement determined by the nature of the project.

Examples:

- English course that creates written materials for an agency's annual report.
- Marketing course that develops brochures or marketing plans.
- Graphic/Web Design course that help agencies with web page design or graphics.
- Engineering course that designs and constructs a playground structure.
- CADD class that creates 3-D maps for agencies.



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STIPEND



Service-Learning Faculty Fellows 2006-2007 Grant Procedure

Service-Learning Defined

Service-Learning is a method of instruction where students learn and develop through active participation in thoughtfully organized service that:

- is integrated into and enhances academic and co-curricular learning
 - is conducted in and meets the needs of the community
 - is coordinated with an institution of higher education and community partners
 - helps foster civic responsibility
 - includes structured time for the students to reflect on the service experience.
- (Adapted from Corporation for National and Community Service)

Service-learning strives to meet the following three goals:

- integration of the course or program learning objectives with the service experience
- development of a life long commitment to service and civic engagement and
- fulfillment of an identified need in the community.

Service-Learning Faculty Fellows Program

The goal of the Service-Learning Faculty Fellows program is to train and support faculty in designing or modifying courses that integrate service-learning into the course curriculum. Service-Learning Faculty Fellows are eligible to receive grant funds as part of a Learn and Serve America: Higher Education grant awarded to a consortium of five Maryland community colleges (Carroll, Harford, Howard, Montgomery Takoma Park, and the College of Southern MD) from the Corporation for National and Community Service.

Stipend

Successful Service-Learning Faculty Fellows will receive a one-time grant award of \$1500, to be distributed incrementally over the course of two semesters.

Service-Learning Faculty Fellows Grant

Service-Learning Faculty Fellows will be expected to:

- Submit a service-learning course proposal;
- Teach their first service-learning course in Fall 2006 or Spring 2007;
- Work with the Service-Learning Coordinator to coordinate community partnerships, orientation of students to service-learning, and structure appropriate reflection exercises;
- Include a description of the service-learning component in the course syllabi;

- Administer a pre-survey (CCAI) to all students doing service-learning within first five weeks of the semester;
- Administer post-survey (CCAI) and outcomes assessment to all students doing service-learning;
- Collect and report outcomes data on service-learning by one week following semester's end;
- Participate in service-learning trainings as determined by your campus coordinator;
- Complete a faculty reflective evaluation of the service-learning component;
- Commit to include service-learning methodology for two semesters;
- Provide the Center for Service-Learning with relevant information so that Carroll Community College can continue to track annual service-learning activity.

Fellows can expect from the Coordinator of Service-Learning:

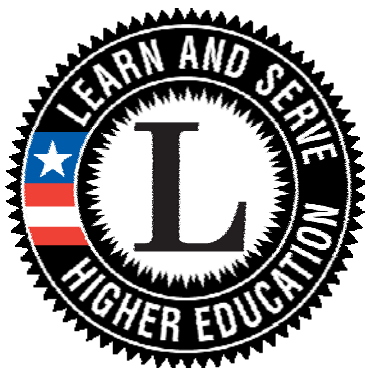
- Readings and resources to assist with the design and development of service-learning courses;
- Service-learning professional development trainings both locally and at the state level;
- Assistance forming community partnerships, orienting students to service-learning, assistance structuring syllabi and choosing appropriate reflection exercises.

Selection Criteria

Favorable consideration will be given to applicants who demonstrate the potential to advance the college's learning objectives and affect departmental change through their participation in the Service-Learning Faculty Fellows Program. Ideal courses will engage students in meeting real needs facing our community and clearly integrate academic learning objectives with the community partnership projects while fostering civic responsibility. A committee of the campus community shall select the successful fellows based on the following criteria:

- Clearly defined learning objectives.
- Ability to meet course learning objectives through the community service partnership experience.
- Faculty member demonstrates a commitment to quality teaching.

For more information contact the Coordinator of Service-Learning at 386-8413.





Service-Learning Faculty Fellows Course Proposal

Faculty Name: _____ Email: _____

Department/School: _____ Office Address: _____

Phone Number: _____

Have you ever incorporated community service into your class? yes no

If yes, which class and how was community service incorporated?

Which course/courses will you be integrating a service-learning teaching method? Please include the following:

- Course Name

- Brief Description

- Semesters Taught

- Target # of Students

Please attach a **draft syllabus** for each course, and a brief statement explaining:

- Why you are interested in developing a service-learning course.
- What learning objectives of the course do you hope to meet with the service-learning experience.
- How will your students be expected to demonstrate what they have learned (journals, papers, presentations, etc.).
- What kind of service experience do you think would best address your learning objectives.

I have read and understand, and agree to maintain all of the expectations for the Service-Learning Faculty Fellows Program articulated in the Service-Learning Faculty Fellows Grant Procedure description.

Faculty Signature: _____ Date: _____

Department/School _____ Date _____
Head/Director

Return application to the Center for Service-Learning, A118

Carroll Community College

Service-Learning Prohibited Activities



Due to the nature of the Learn & Serve Higher Education Grant, students engaged in service-learning at Carroll Community College may not engage in the following activities as part of their service-learning experience.

I. Service Learning students may not:

- a. Engage in any activity that may influence legislation.
- b. Organize or engage in protests, petitions, boycotts or strikes.
- c. Assist, promote, or deter union organizing.
- d. Impair existing contracts for services or collective bargaining agreements.
- e. Engage in partisan political activities or other activities designed to influence the outcome of an election to any public office.
- f. Participate in, or endorse, events or activities which are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation, or elected officials.
- g. Engage in religious instruction; conducting worship services; provide instruction as part of a program that includes mandatory religious instruction or worship; construct or operate facilities devoted to religious instruction or worship; maintain facilities primarily or inherently devoted to religious instruction or worship; or engage in any form of religious proselytizing.

II. Fund Raising

- a. A Service Learning Student's service activities may not include organized fund-raising, including financial campaigns, endowment drives, solicitation of gifts and bequests, and similar activities designed for the sole purpose of raising capital or obtaining contributions for the organization.
- b. Service activities that raise funds or in-kind contributions while generating, involving and/or encouraging community support may be considered appropriate and allowable, such as service-a-thons, to the extent they are in direct and immediate support of an acceptable direct service and provided that they are not the program's primary activity or involve significant amounts of the service-learning student's time.



Service-Learning Faculty Fellow Self Assessment Part 1

Faculty: _____ Department: _____

Course Title and number: _____ Period Covered: _____

ABOUT THIS SELF-ASSESSMENT

This self-assessment will be used to determine the level of service-learning integration on our campus for purposes of grant documentation and continuation and improvement of our program.

Begin by reading through each description and then check the one which best reflects the nature of service-learning within your course this semester. All factors in each category should be present in order to select that description.

In addition to selecting a level of service-learning integration, please provide a written reflection to support the level that was chosen.

Please let the Coordinator of Service-Learning know if you have any questions when filling out these forms.

Thank you for your participation in the Service-Learning Faculty Fellows Program.

Faculty signature Date

Service-Learning Coordinator's Signature Date

END OF SEMESTER DETAIL

(Please complete the following information for **EACH** service-learning course taught this semester.)

COURSE TITLE: _____

SECTION ID: _____ SEMESTER: _____

NUMBER OF STUDENTS IN COURSE: _____

NUMBER OF STUDENTS COMPLETING THE S-L COMPONENT: _____

NUMBER OF HOURS REQUIRED PER STUDENT: _____

COMMUNITY PARTNERS:

COURSE TITLE: _____

SECTION ID: _____ SEMESTER: _____

NUMBER OF STUDENTS IN COURSE: _____

NUMBER OF STUDENTS COMPLETING THE S-L COMPONENT: _____

NUMBER OF HOURS REQUIRED PER STUDENT: _____

COMMUNITY PARTNERS:

Please submit additional copies if more than two service-learning courses taught.



Service-Learning Faculty Fellow Self Assessment Part 2

DIRECTIONS: Place an “x” in the box beside the description that you think most accurately reflects the integration of service-learning in your course. All factors in each category should be present in order to select that description. Once you have selected a level of integration, please provide a written reflection supporting your self-assessment.

	<ul style="list-style-type: none"> • The syllabus identifies service-learning as a part of the curriculum of the course. • Student service-learning experiences are primarily done independent from other course assignments and only occasionally are the service-learning experiences brought into the classroom discussion. • Students engaged in service-learning complete at least one written and/or verbal reflection activity.
	<ul style="list-style-type: none"> • The syllabus identifies service-learning as a part of the curriculum of the course. • Additionally, one or more course assignments are related to the service-learning experience and support course academic objectives. • Reflection and discussion of service-learning experiences occur periodically in the classroom with students demonstrating an increased awareness of community and civic issues.
	<ul style="list-style-type: none"> • The syllabus identifies service-learning as a part of the curriculum of the course. • Additionally, one or more course assignments are related to the service-learning experience and support the course's primary academic objectives. • Reflection and discussion of service-learning experiences occur frequently in the classroom with deliberate linking of the experience to community and civic issues.
	<ul style="list-style-type: none"> • The syllabus identifies service-learning as the primary mode by which the academic objectives of the course are met. • Service-learning is fully integrated into the curriculum and most assignments revolve around the service learning experience. • Reflection and discussion occurs regularly throughout the semester. • Students are challenged to explore the relationship between their service-learning experience and community and civic issues.



Service-Learning Faculty Fellow Self Assessment Part 3

Supporting Reflection: Please provide written comments below supporting your assessment of the service-learning integration level in your course.

CHALLENGE STATEMENT (Must be completed for all continuing faculty fellows).

Please provide a few brief statements outlining your objectives/ goals for next semester:

Insert AACCC Horizons Survey

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PREPARATION

Service-Learning Faculty Fellows Check List



Service-Learning Faculty Fellows are expected to:

- Submit a service-learning course proposal with grant application

- Work with the Service-Learning Coordinator and/or Faculty Mentor to coordinate community partnerships, orientation of students to service-learning, and structure appropriate reflection exercises

- Submit syllabus (each semester) to Center for Service-Learning which includes a description of the service-learning component of the course

- Assist Center for Service-Learning in collecting pre and post course data for grant continuance.

- Complete a faculty self-assessment and reflective evaluation of the service-learning project by one week following semester's end

- Participate in a Faculty Fellows orientation session and a minimum of two service-learning professional development trainings

- Participate in the statewide service-learning training/conference.

- Include service-learning methodology for two semesters

- Provide the Center for Service-Learning with relevant information so that Carroll Community College can continue to track annual service-learning activity.

Faculty Fellows Timeline



Semester Prior to Teaching a Service-Learning Course

- Attend Fellows Orientation
- Submit Grant Proposal and Fellows Application
- Identify Model for Service-Learning Course
- Identify Community Partners and Agree on Logistics

Beginning of Semester for Service-Learning Course

- Submit Syllabus and Course Description to CSL
- Complete an “In-Class” orientation
- Encourage/Require students to attend the Service-Learning Expo
- Complete CCAI Survey for Center for Service-Learning (if applicable)
- Hand Out Student Forms (Agency Agreement, Release Form, Hours Log, Agency Evaluation)

Two-Three weeks into the Semester

- Collect Student Forms (Agency Agreement and Release Form) & Return to CSL
- Check in with students on their progress

Mid-Semester

- Invite Community Partner(s) to Reflections/Celebrations/Presentations

End of Semester

- Collect Student Hours Log & Agency Evaluations
- Complete Faculty Assessment and Course Detail for CSL
- Distribute and Collect Student Outcomes Survey
- Distribute and Collect CCAI Post-Survey (if applicable)

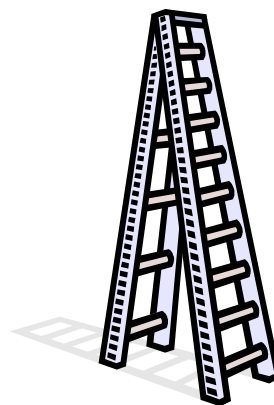
Ongoing

- Attend CSL Trainings and/or Workshops
- Communication with Community Partner
- Reflection

Preparing for a Service-Learning Course

Step 1: Preparing to teach with service-learning

In order to integrate service-learning into the classroom effectively it is important to identify what adjustments need to be made both in teaching style and how you see your role as an instructor. While traditional instruction tends to rely on structure, lectures, tests, textbooks, etc., effective *service-learning requires flexibility and reflection opportunities be integrated into traditional curriculum.*



It would be helpful, in preparing to teach with service-learning, to answer the following questions:

- Can I share control of the teaching/learning experience with students and community agency representatives?
- Can I handle uncertainty and not always having the answers?
- Can I adapt to the situations and experiences students will have as part of their service-learning?
- Can I foster discussion and students' sharing their experience?
- Can I say "I don't know, but I'll try to find out"?

Step 2: Identifying Curriculum Goals

When preparing to integrate service-learning into the classroom, it is useful to take time to identify curriculum goals. If service-learning is to be effective it must be tied to academics. Identify desired outcomes and/or academic standards the service-learning will fulfill. What skills, knowledge, and attitudes do you want your students to gain? How can you design a service-learning component to achieve these goals?

Step 3: Choosing a Course Model

As you plan your course, consider which course model will best serve the learning goals you have identified.

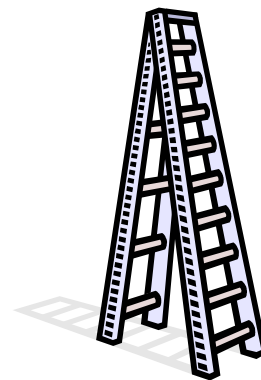
When choosing a course model, consider the following:

- Student participation may be: mandatory, optional with a comparable alternative, individual or group.
- The format for service may be: a required number of hours, a required number of visits, an extended project, or a short-term project.
- The community role in the project should involve: identification of community assets and needs, orientation of agency and students, teaching opportunities, and assessment.

Step 4: Designing a Project

After considering what type of course model fits your course, designing the specific project or projects takes collaboration and flexibility. You as the instructor have certain goals you hope to achieve, but they shouldn't come at the expense of student or community input. You should work closely with your Service-Learning Coordinator and/or Faculty Mentor to understand the needs of the community and consider the needs and abilities of your students when developing a project.

Preparing for a Service-Learning Course – page 2



Step 5: Developing a Syllabus

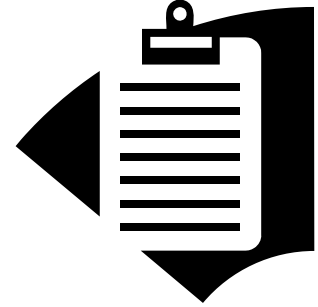
The main components expected in a service-learning course syllabus are:

- a description of the service-learning experience,
- learning goals and objectives of the service-learning and anticipated outcomes of the experiences for students and the community partner,
- opportunities for structured and unstructured reflections by the student on the connections between academic content and the service experience.

Step 6: Preparing Students

Service-learning takes students outside the school environment with which they are familiar and asks them to adopt a new role as service provider. It is important to provide orientation and training to prepare students for the tasks they will be asked to accomplish. This can be accomplished most effectively by collaborating with the Coordinator of Service-Learning and the community partner who have a more thorough knowledge of the skills and information students should have.

A Checklist for Service-Learning Syllabi



Exemplary Service-Learning Syllabi should:

- Include service as an expressed goal
- Clearly describe how the service experience will be measured and what will be measured (points given for the service-learning experience should be equivalent to the time spent)
- Describe the nature of the service placement and/or project
- Specify the roles and responsibilities of students in the placement and/or service project, (e.g., time requirements, forms required, community contacts, etc.)
- Define the need(s) the service placement meets
- Specify how students will be expected to demonstrate what they have learned in the placement/project (journals, papers, presentations)
- Present course assignments that link the service placement and the course content
- Include a description of the reflective process(es)
- Include a description of the expectations for the public dissemination of students' work.

Syllabus Guidelines at Carroll Community College

All syllabi should include a brief description the Service-Learning assignment. For example:

If the service-learning assignment is optional:

As part of this course, you have the option of completing a Community Partnership Project. Community Partnership Projects are part of Carroll Community College's service-learning program. This service-learning option provides an opportunity for you to connect your academic learning in the classroom with service to community partners outside the classroom. It is an active process in which you learn through hands-on service experiences. Resources and support will be provided through the Center for Service-Learning. For more information, contact Coordinator of Service-Learning, 410-386-8413.

If the service-learning assignment is required:

As part of this course, you will be participating in a Community Partnership Project. CPPs are part of Carroll Community College's service-learning program. The service-learning experience will provide you an opportunity to connect your academic learning in the classroom with service to community partners outside the classroom. It is an active process in which you learn through hands-on service experiences. Resources and support will be provided through the Center for Service-Learning. For more information, contact Coordinator of Service-Learning, 410-386-8413.

Following the general description should be the learning objectives and specific details of the CPP for your course. Some examples are shown below:

PTA 101

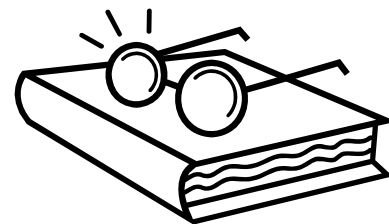
The service-learning objectives for the PTA 101 student are to gain a broad understanding of the healthcare resources within the community particularly as they apply to physical therapy; and gain a greater understanding of the health care needs, issues and challenges of underserved or underrepresented populations in our community. Students must complete a service-learning orientation, then contact and make a commitment with an approved partnership agency that is of interest to them. The Community Partnership Project will involve 15 hours of service fieldwork, reflection and critical thinking in a seminar setting.

ENGL 101

Students who participate in the CCP for the third essay assignment will interview a patron of a local agency, such as a homeless shelter or a senior citizen center, for the purposes of providing the agency with materials needed for future grant proposals or community relations. This is an excellent opportunity to expand your professional experiences and make a difference in the lives of Carroll County citizens. If you have the time to visit a designated citizen-in-need and feel compelled to help local agencies fulfill their missions to service needy people, I strongly suggest that you take advantage of this wonderful opportunity for all involved.

Preparing Students for the Service-Learning Experience

Service-learning takes students outside the traditional classroom environment with which they are familiar and asks them to adopt a new role as service learner. It is important to provide orientation and training to prepare students for this hands-on learning experience.



In preparing students, faculty should provide information and develop activities that address students' knowledge and awareness of:

- **service-learning as a teaching method.**

Students need to understand the service-learning process, the purpose of service-learning in the course, how they will be expected to bring the classroom learning into their service and bring their service into the classroom.

Service-learning orientations by the Coordinator of Service-Learning and information shared by the instructor will address these needs. Students can also access information at the Center for Service-Learning's website: www.carrollcc.edu/studentlife/servicelearning. Further, faculty should consider developing a letter for students to take to agencies outlining the specific objectives of your course (see attached example).

- **themselves as service-learners.**

Students should consider the assets they bring to the service-learning experience – the knowledge, skills, and experiences that may be valuable to the community. Students need to be aware of the lenses through which they view themselves and the people, community and issues they will be working with (e.g. what are their beliefs/assumptions/motivation towards service and the needs of the populations they will serve?) They also need to be aware of the ways in which their own abilities/disabilities, age, class, gender, race, religious affiliation may impact their perceptions and behavior.

Faculty should develop classroom activities such as pre-service reflections or role play exercises to help students gain awareness of these issues.

- **the needs and assets of the community.**

Before engaging in service, students should gain some understanding of the community agencies and organizations where they will serve. They should have an awareness of the agency's role in the community and the clients that are served by the agency.

Students and faculty will have the opportunity to network with representatives from community agencies at the Service-Learning Expo. Students can also review agency information in the Community Partners Directory or by visiting the Volunteer Carroll website (www.volunteercarroll.org). Further, many community agencies are happy to visit your classroom and discuss their agencies mission and needs with your students.

Sample Letter

To help facilitate conversation between faculty, students and agency supervisors, as well as help communicate learning goals of the course, faculty may choose to have students take a letter with them to their first meeting with their new agency supervisor. Below is a sample letter for a Nursing Course that could be modified to fit your course.

Dear Volunteer Coordinator,

Nursing students enrolled in Nursing 235 at Central Community College (CCC) complete a Health Promotion Service Learning Project. The purpose of this project is for students to learn about community resources, identify health care needs within the community, and implement a health promotion activity designed to address those needs. A major component of this project is service learning, integrating community service with learning through volunteering at local community agencies.

Please consider if your agency is able to offer this valuable service learning experience to one or more CCC nursing students. The Nursing Faculty and students have found this experience to be very beneficial in learning about services provided by local community agencies and ways that nurses can address health promotion and wellness for various client groups within the community.

Student requirements for the Health Promotion Service Learning Project include:

- The student will provide 12 hours of volunteer service, and complete a health promotion activity that is appropriate for the client population served by the agency.
- The student is responsible for obtaining instructor and agency approval prior to beginning any service learning activities.
- The student is responsible to attend volunteer orientation as required by the agency.
- The student will be asked to prepare and deliver an educational program (brochure, bulletin board, staff development activity, client activity, etc) for the partner agency. The partner agency will work with the student to determine an appropriate activity for the student's skill and knowledge level.
- The student will keep a log of his or her volunteer hours, and complete a written assignment and presentation based on their experience.
- The student will be evaluate by their agency supervisor at the completion of the service-learning experience.

If you have any questions regarding the requirements for the Health Promotion Service Learning Project, please contact me at 410-555-4985.

Thank you for supporting service learning at Central Community College.

Nancy Nurse, RN, M.Ed.
Professor of Nursing
Nursing Service Learning Faculty Advisor

SERVICE-LEARNING
FACULTY RESOURCE MANUAL

REFLECTION

Reflection

According to Thomas Dewey, “truly educative” experiences generate interest, are intrinsically worthwhile, present problems that awaken new curiosity and create a demand for new information, and take sufficient time to foster development.

What is critical reflection?

Reflection is a process designed to promote the examination and interpretation of experience and the promotion of cognitive learning. It is a “process by which service-learners think critically about their experiences.” It is the process of looking back on the implications of actions taken (good and bad), determining what has been gained, lost, or achieved, and connecting these 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 meanings.



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 the classroom topics. It fosters learning about larger social issues such as the political, economic, and sociological characteristics of our communities. It enhances students’ critical understanding of the course topics and their ability to assess their own values, goals and progress.

What are the benefits of reflection?

Reflection improves basic academic skills and promotes a deeper understanding of course subject matter and its relations to the non-academic world; it improves higher level thinking and problem solving, and students’ ability to learn from experience. Reflection promotes personal development by enhancing students’ self-awareness, their sense of community, and their sense of their own capacities.

Excerpted from: Bringle R. and Hatcher J., (1999) *Reflection in Service-Learning: Making Meaning of Experience*, Educational Horizons, Summer 1999. 179-185.

Reflection Activities and Learning Styles

A variety of activities can be used to facilitate student reflection. Faculty can require students to keep journals, organize presentations by community leaders, encourage students to publicly discuss their service experiences and the learning that ensued, and require students to prepare reports to demonstrate their learning. When constructing the reflection activities faculty should consider the following:

- Reflection activities should involve individual learners and address interactions with peers, community members and staff of community agencies.
- Students with different learning styles may prefer different types of activities. Faculty should select a range of reflective activities to meet the needs of different learners.
- Different types of reflection activities may be appropriate at different stages of the service experience. For example, case-studies and readings can help students prepare for the service experience.
- Reflection activities can involve reading, writing, doing and telling. Some examples of reflective activities are briefly described below:

Case studies	Assign case-studies to help students think about what to expect from the service project and to plan for the service activity. Use published case-studies or instructor developed case-studies based on past service-learning projects.
Journals	Ask students to record thoughts, observations, feelings, activities and questions in a journal throughout the project. The most common form of journals are free form journals. The journal should be started early in the project and students should make frequent entries. Explain benefits of journals to students such as enhancing observational skills, exploring feelings, assessing progress and enhancing communication skills. Faculty should provide feedback by responding to journals, class discussions of issue/ questions raised in journals or further assignments based on journal entries.
Structured journals	Use structured journals to direct student attention to important issues/ questions and to connect the service experience to classwork. A structured journal provides prompts to guide the reflective process. Some parts of the journal may focus on affective dimensions while others relate to problem-solving activities.
Team journal	Use a team journal to promote interaction between team members on project related issues and to introduce students to different perspectives on the project. Students can take turns recording shared and individual experiences, reactions and observations, and responses to others' entries.

Critical incidents journal	Ask students to record a critical incident for each week of the service project. The critical incident refers to events in which a decision was made, a conflict occurred, a problem resolved. The critical incident journal provides a systematic way for students to communicate problems and challenges involved in working with the community and with their teams and can thus help in dealing with the affective dimensions of the service experience.
Portfolios	Ask students to select and organize evidence related to accomplishments and specific learning outcomes in a portfolio. Portfolios can include drafts of documents, analysis of problems/ issues, project activities/plans, annotated bibliography. Ask students to organize evidence by learning objectives.
Papers	Ask students to write an integrative paper on the service project. Journals and other products can serve as the building blocks for developing the final paper.
Discussions	Encourage formal/informal discussions with teammates, other volunteers and staff to introduce students to different perspectives and to challenge students to think critically about the project.
Presentations	Ask student(s) to present their service experience and discuss it in terms of concepts/theories discussed in class.
Interviews	Interview students on service experiences and the learning that occurred in these experiences.

Excerpted from: Campus Compact – Reflection FAQ's, <http://www.compact.org/disciplines/reflection/faq/activities.html>

Tips for facilitating reflection

- Prepare a framework for guiding the discussion (See Figure 1),
- Lead the group by actively engaging each student,
- Set the tone by establishing norms of behavior and ground rules,
- Clarify students' responsibilities and expectations,
- Demonstrate commitment to service-learning and to the project,
- Acknowledge the values, knowledge and skills that each student brings to the project,
- Create an environment that is inclusive and respectful,
- Caution students to maintain the confidentiality of their service site,
- Seek closure on emotional issues by the end of each reflective session,
- Leave cognitive/topical issues open until the next session to give the group an opportunity to think more about them.

A Framework for Guiding Reflection

Service-learning pedagogy is commonly described as a continuous learning cycle. First articulated by David Kolb, the cycle fosters meaning and comprehension through:

- **Concrete Experience** (activities);
- **Reflective Observation** (applying and understanding);
- **Abstract Conceptualization** (theory building);
- **Active Experimentation** (problem-solving).

WHAT?

What are you doing at your agency? Who are you serving?

What's the agency's mission? Who are the clients?

What does the experience feel like? What are you comfortable or uncomfortable with?

SO WHAT?

So what have you been learning? Why is your work needed?

Do you see a connection between your service and the coursework?

Why do you think there is a need for the service?

NOW WHAT?

Now what should you do about it? What can others do?

What do you want to change? What do you want to happen?

How can you do it? What would you do next?

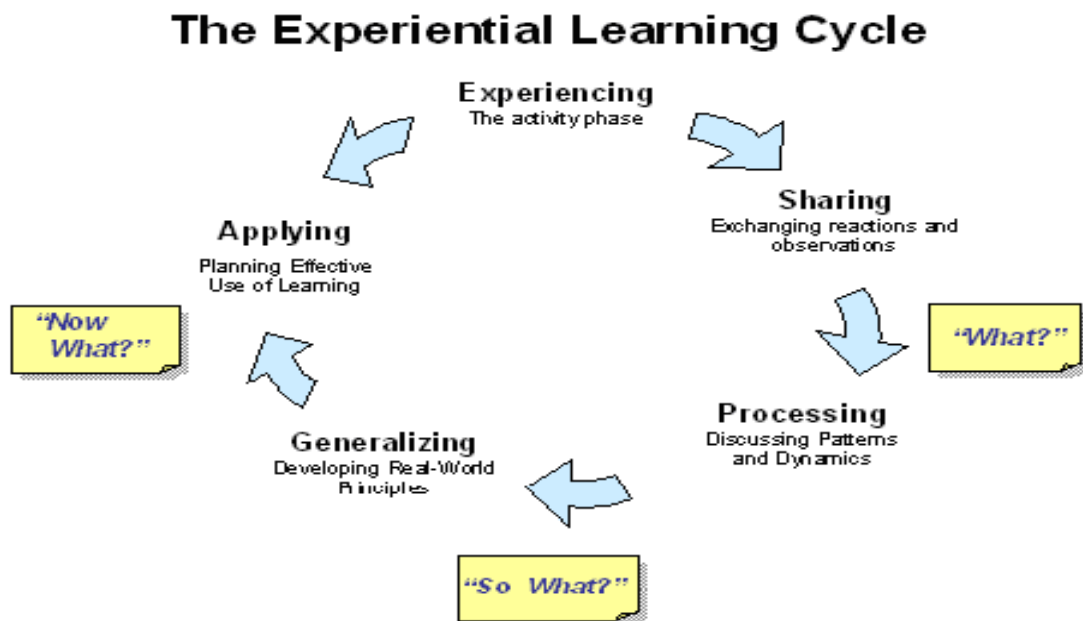


FIGURE 1

General Reflection Questions

The following questions may be used for pre- or post-service reflection or on their own as part of a discussion about civic responsibility.

1. What is reflection? Why is it necessary?
2. What can we learn from service?
3. What impact can service have on your personal growth?
4. Is the government doing the same kind of work as community agencies? Should the government be expected to provide these services?
5. How does our involvement in service make you feel about yourself?
6. Why is service fulfilling?
7. What impact has the service experience had on you and on those whom you are serving?
8. Do humans have a natural inclination to help?
9. Is compassion necessary to serve?
10. Has this service experience changed your concept of civic responsibility and your desire to help others?



Excerpted from: Gottlieb, K and Robinson, G., ed. 2002. *A Practical Guide for Integrating Civic Responsibility into the Curriculum*. American Association of Community Colleges

Additional Reflection Questions

1. Describe what you learned and thought about your service project in two minutes or in two sentences.
2. Write two “feeling” words that exemplify your service learning experience.
3. Draw a picture that summarizes your experience.
4. What was the worst or most difficult thing that happened to you? Tell what you learned from the experience.
5. What was the best thing that happened? Tell what you learned from the experience.
6. Rate yourself from 1 (low) to 0 (high) for your performance. Why did you rate yourself the way you did?
7. How have you benefited from your service experience personally, academically, and occupationally?
8. What have you learned about yourself from your service learning experience?
9. What changes would you recommend in how your service site operates and how the service learning program operates?
10. Name five things that you can do to improve society.
11. How does your service experience relate to your academic work or courses?
12. Select a person you admired while doing your service learning experience. Explain what you found admirable about this person.
13. Complete this sentence: Because of my service learning experience, I am ...
14. Compare or contrast your service experience with anything you have previously experienced, read about, or imagined.
15. Assume that the college is proposing to require all students to complete a 20-hour service learning experience. List the pros and cons for this proposal from both a student perspective and a community agency perspective.

Excerpted from: Gottlieb, K and Robinson, G., ed. 2002. *A Practical Guide for Integrating Civic Responsibility into the Curriculum*. American Association of Community Colleges

Reflection Questions that Tap Civic Dimensions

1. What is citizenship? What does it mean to be a citizen in a democracy? As a student at Carroll Community College, you are both a resident of the Carroll County Community and of the United States. But do you consider yourself to be a “citizen” of both/either? What have you done – concretely – in the past year to exercise your rights and fulfill your civic responsibilities, in Carroll County and in the U.S.? What will you continue to do?
2. What is democracy? Can you describe a community to which you belong that you would define as democratic? Is the organization within which you serve democratic? Does it matter?
3. What is the civic role of your chosen profession/discipline? What are the public/civic dimensions of your anticipated work? What expectations does a democratic community place upon you as an individual? Upon you in your professional capacity?
4. What is your school’s mission, governance structure, funding base? In what ways is the organization with which you work connected with government, foundation, and corporate policies and regulations?
5. Much of the discussion around “diversity,” “community,” and “service” centers around questions of power, privilege and access in the public sphere. Can you think – concretely and specifically – about times and places where you’ve felt privileged and included, or alternatively marginalized and excluded, based on characteristics related to your “identity” (e.g., race, ethnicity, “culture”, language, religion, age, economic class, gender, sexual orientation, ability/disability, appearance, opinions/ideas)? Think about the people you are in relationship with at your service site. What do you think causes them to matter or be marginalized in mainstream American communities and culture? How do the categories that have affected you – positively or negatively – affect them? How do you think they perceive you and your identity?
6. Take a public policy issue of concern to you. How does it relate to your community service placement? Is the agency/school within which you work/serve organized to address this public policy issue? How?
7. To what degree do you see yourself as responsive to the concerns of the community? To what degree do you see your college as responsive to the concerns of the community? To what degree do you see the organization or agency where you serve as responsive to the concerns of the community?

Excerpted from: Gottlieb, K and Robinson, G., ed. 2002. *A Practical Guide for Integrating Civic Responsibility into the Curriculum*. American Association of Community Colleges.

SERVICE-LEARNING
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RESOURCES

Online resources

Local Volunteer Resources

Volunteer Carroll – Carroll County's Volunteer Center
<http://www.coralnetwork.org/>

Center for Service-Learning – Carroll Community College
www.carrollcc.edu/studentlife/servicelearning

Carroll County Public Library – Directory of Community Services
<http://www.library.carr.org/docs/>

Service-Learning Resources, Listservs & Sample Syllabi

Campus Compact
<http://www.compact.org/>

National Service-Learning Clearinghouse
<http://www.servicelearning.org/>

Corporation for National & Community Service
www.cns.gov

Higher Education

American Association of Colleges and Universities
<http://www.aacu.org/index.cfm>

American Association of Community Colleges
<http://www.aacc.nche.edu/>

National Association of Student Personnel Administrators
<http://www.naspa.org/>

American College Personnel Association
<http://www.acpa.nche.edu/>

Community Based Research & Related Research

The CoRAL Network – Community Research and Learning Network
<http://www.coralnetwork.org/>

CIRCLE – The Center for Information and Research on Civic Learning & Engagement
<http://www.civicyouth.org/>

Print resources available in the Learning Resource Center at Carroll Community College

Acting locally : concepts and models for service-learning in environmental studies.

American Association for Higher Education.

Washington, D.C. : American Association for Higher Education, 1999.

Call Number: TD 170.7 A38 1999

Collection: Teaching & Learning Center

Location: Carroll Community College

With service in mind : concepts and models for service-learning in psychology.

Bingle, Robert G.

Washington, DC : American Association for Higher Education : American Psychological Association, c1998.

Call Number: BF 80.7.U6 W58 1998

Collection: Teaching & Learning Center

Location: Carroll Community College

Life, learning, and community : concepts and models for service-learning in biology.

Brubaker, David C.

Washington, D.C. : American Association for Higher Education, c2000.

Call Number: QH 315 L54 2000

Collection: Teaching & Learning Center

Location: Carroll Community College

Developing and implementing service-learning programs.

Canada, Mark.

San Francisco : Jossey-Bass, 2001.

Call Number: LB 2341 N48 n.114 2001

Collection: Teaching & Learning Center

Location: Carroll Community College

Experiential learning in higher education : linking classroom and community.

Cantor, Jeffrey A.

Washington, DC: Graduate School of Education & Human Development, George Washington University, c1997.

Call Number: LB 2324 C36 1997

Collection: Teaching & Learning Center

Location: Carroll Community College

Voices of strong democracy : concepts and models for service-learning in communication studies.

Droge, David Allen, 1947.

Washington, DC : American Association for Higher Education ; Published in cooperation with National Communication Association, c1999.

Call Number: P 91.3 V65 1999

Collection: Teaching & Learning Center

Location: Carroll Community College

A practical guide for integrating civic responsibility into the curriculum.

Gottlieb, Karla.

Washington, DC : Community College Press, c2002.

Call Number: LC 220.5 P72 2002

Collection: Teaching & Learning Center

Location: Carroll Community College

Building partnerships for service-learning.

Jacoby, Barbara.

San Francisco, CA : Jossey-Bass, 2003.

Call Number: LC 221 J33 2003

Collection: Books

Location: Carroll Community College

Service-learning in higher education : concepts and practices.

Jacoby, Barbara.

San Francisco : Jossey-Bass Publishers, c1996.

Call Number: LC 220.5 S45 1996

Collection: Books

Location: Carroll Community College

Integrating learning communities with service-learning.

MacGregor, Jean.

Olympia, WA : Washington Center for Improving the Quality of Undergraduate Education ;
Washington, D.C. : American Association for Higher Education, [2003]

Call Number: LB 2331

Collection: Teaching & Learning Center

Location: Carroll Community College

Service learning and learning communities: tools for integration and assessment.

Oates, Karen Kashmanian.

Washington DC: AAC & U, 2003.

Call Number: LC220.5

Collection: Teaching & Learning Center

Location: Carroll Community College

Promoting community renewal through civic literacy and service learning.

Parsons, Michael H.

San Francisco : Jossey-Bass, c1996.

Call Number: LB 2328 N48 no.93 1996

Collection: Teaching & Learning Center

Location: Carroll Community College

Academic service learning : : a pedagogy of action and reflection.

Rhoads, Robert A.

San Francisco : Jossey-Bass Publishers, c1998.

Call Number: LB1025.2

Collection: Teaching & Learning Center

Location: Carroll Community College

Developing successful partnerships with business and the community.

Spangler, Mary S., 1942.

San Francisco : Jossey-Bass, c2002.

Call Number: LB 2328 N48

Collection: Teaching & Learning Center

Location: Carroll Community College

Writing the community : concepts and models for service-learning in composition.

Washington, DC : American Association for Higher Education, c1997.

Call Number: PE 1404 W74 1997

Collection: Teaching & Learning Center

Location: Carroll Community College

Materials on order as of 1-21-05

Teacher Education: Learning with the Community

Management: Working for the Common Good

Accounting: Learning by Doing

Reflection Resources

Delve, Cecilia, Suzanne D. Mintz, and Grieg M. Stewart. 1990. *Community Service as Values Education*. New Directions for Student Services, no. 50. San Francisco: Jossey-Bass.

Eyler, Janet and Dwight E. Giles, Jr. 1999. *Where's the Learning in Service-Learning?* San Francisco: Jossey-Bass. ERIC ED No. 430 433.

Eyler, Janet, Dwight E. Giles, Jr. and Angela Schmiede. 1996. *A Practioner's Guide to Reflection in Service-Learning: Student Voices and Reflections*. Nashville: Vanderbilt University.

Gilson, Joan, and Nan Ottenritter. 1999. *The Service Learning Journal: Writing to Learn*. Washington, D.C.: American Association of Community Colleges. ERIC ED No. 439 753.

Henry, Roger. 1995. "Sixteen Candles." In *The Tackle Box: Reflection Tools and Outcomes*. Cocoa, Fla: Brevard Community College.

Lisman, C. David. 1999. *Integrating Reflection on Ethical Issues to Promote Civic Responsibility*. Washington, D.C.: American Association of Community Colleges. ERIC ED no. 439 753

Reed, Julie, and Christopher Koliba. 1995. *Facilitating Reflection: A Manual for Leaders and Educators*. Washington, D.C.: Georgetown University Volunteer and Public Service Center.

Shea, Margo, and Kevin Mattson. 1998. *Building Citizens: A Critical Reflection and Discussion Guide for Community Service Participants*. New Brunswick, N.J.: The Walt Whitman Center for the Culture and Politics of Democracy at Rutgers University.

Silcox, Harry C. 1993. *A How to Guide to Reflection: Adding Cognitive Learning to Community Service Programs*. Philadelphia: Brighton Press.

SERVICE-LEARNING
FACULTY RESOURCE MANUAL

ARTICLES

SERVICE-LEARNING
FACULTY RESOURCE MANUAL

FORMS



Service-Learning Release Form

In connection with my participation in a Service-Learning activity at Carroll Community College (CCC), I understand and voluntarily assume all risks inherent in the nature of this activity. I release and hold harmless the College, including its officers, employees, volunteers, and agents, from any and all claims for damages, costs, or compensation due to injury or loss arising from my participation in a service-learning assignment, except to the extent such injury or loss results from the sole negligence of the College or its officers, employees, volunteers, or agents.

I further agree to abide by all rules and regulations of CCC. I have read and understood the Standards of Student Conduct as written in the Carroll Community College Catalog, College Regulations/Policies, Section Six: Standards of Student Conduct, Disciplinary Policies and Procedures, and agree to abide by them.

I understand that I am responsible for my own transportation to assignments and I assume all risks and liabilities associated with such transport.

Signature

Date

Print Name

Course

Participant/Media Release

Participant's Name: _____

I authorize the Center for Service Learning to use my name, likeness, and/or voice in a variety of uses for the purpose of publicizing and promoting the program. I further authorize the Center for Service Learning to utilize my name, likeness, and/or voice in radio or television broadcasting, cablecasting, audiovisual and closed circuit exhibition and/or other electronic mechanical distribution of whatever kind throughout the world in perpetuity.

I agree to indemnify and hold harmless CCC and the Center for Service-Learning and its licensees, successors, employees and assigns from any liability, loss or expenses arising from any claim or litigation arising from the use of my name, likeness, and/or voice.

I understand that the Center for Service-Learning has no obligation to use my name, likeness, and/or voice. I understand that I will receive no monetary compensation for the rights granted herein. I understand that my appearance in any form of media confers no ownership rights on me.

ACCEPTED AND AGREED TO:

Signature of Participant:

Date:

_____ I would like to receive monthly email updates of service opportunities from the Center for Service-Learning.

If yes, include email address: _____



Service-Learning Placement Agreement

The Placement Agreement should be completed by both the Student and the Site Supervisor!

Student Name:		Semester/Year:
Student Email:		Student Phone:
Instructor Name:		Instructor Email/Phone:
Course Name:		Course Number:
Agency Name:		Supervisor Name:
Supervisor Email:		Supervisor Phone:
Required Hours:	Beginning Date:	Ending Date:
The learning objectives for this class include:		
In order to meet these learning objectives, the student will participate in the following activities:		
Is there a class assignment that must be completed at the agency (presentation, lesson, research, brochure, etc)? If yes, please discuss the assignment in advance.		

By signing below, the Student agrees to the following:

I will comply with agency policies, standards and regulations and serve in a professional manner with respect for others, especially with regard to confidentiality. I will be on time, call my supervisor if I cannot attend due to illness, and will carry out the assigned and agreed upon tasks or services. If I find that the tasks and activities are not applicable to my learning goals, I will communicate my concerns to my Site Supervisor and provide input for improvement. Additionally, I agree to the terms of the Service-Learning Release Form and have returned my signed copy to the Center for Service-Learning. I will contact the Center for Service-Learning at 410-386-8413 if I have any concerns, difficulties and/or feedback regarding this placement.

By signing below, the Site Supervisor agrees to the following:

I will provide orientation and necessary training to the students, thereby stating clearly the goals of the program/agency and the needs of the population served. I will work with the Student to ensure that learning objectives are being met, and to identify appropriate activities to support the student's learning goals. Additionally, I agree to the terms of the Community Partner Memorandum of Understanding that the agency has completed and returned to the Center for Service-Learning. I will contact the Center for Service Learning (410-386-8413) if I have concerns, difficulties and/or feedback regarding this placement.

REQUIRED SIGNATURES:

Student: _____ Date: _____

Agency Supervisor: _____ Date: _____



Center for Service-Learning, A118
 Ph: 410-386-8413 • Fax: 410-386-8446

Student Evaluation

Student: Please complete the Student Section and submit to your agency supervisor.

Site Supervisor: Please complete the Agency Section and return completed forms to the Center for Service via fax or mail or the student may deliver to the Center for Service Learning.

STUDENT SECTION

_____	_____	_____
Student Name	Student Signature	Total Hours Served
_____	_____	_____
Course	Section	Instructor's Name

AGENCY SECTION

_____	_____	_____
Agency Name	Site Supervisor Name	Total Hours Served
_____	_____	
Site Supervisor Signature	Date	

Student Performance	Poor	Satisfactory	Good	Excellent
Quality of Service				
Willingness to work				
Cooperative Attitude				
Works well with others				
Acceptance of Supervision				
Takes Initiative				
Dependability				
Dressed Appropriately				
Punctuality and Attendance				
Follow through on Activities				

Comments:



Service-Learning Outcomes Survey

The Center for Service-Learning would like to better understand the impact that service learning has on students, particularly how this experience has influenced your perspective on learning, your view of service, and your perspective of working in a diverse community. For each question, check the box indicating your response.

Name of the service-learning course in which you are enrolled:	The course code and number:
Name of community partner where you served:	Number of hours served at site:

1. Please indicate your level of agreement with each statement about your service-learning course.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Service learning helped me to understand community needs, problems, and resources.				
b. Service learning increased my knowledge of the agency where I served.				
c. Service learning enhanced my understanding of course content.				
d. Service learning helped me to understand my responsibility to serve the community.				
e. Service learning helped me to see how the subject matter can be applied to real world situations.				
f. Service learning should be available in more courses at this college.				
g. I plan to perform community service in the future.				
h. Service learning helped me to clarify my professional goals.				
i. Service learning helped me to better understand my role as a citizen.				
j. The agency provided meaningful and educational tasks for me to accomplish.				
k. Service learning was beneficial to the community.				
l. Service learning allowed me to learn about individuals that are different from me.				

2. Please indicate your level of agreement with each statement about your participation in service aside from this course and this semester.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. Before I came to CCC, I participated in community service activities.					
b. I participated in community service while at CCC prior to this experience.					
c. Before I graduate/transfer from CCC, I anticipate participating in community service activities again.					
d. After graduating/transferring from CCC, I anticipate participating in community service activities.					

PLEASE CONTINUE TO OTHER SIDE!

3. Please indicate your level of agreement with each statement about the community partner where you served. (please be sure you have filled in the partner's name on the front of this sheet).

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. The staff at the agency where I served was cooperative and friendly.					
b. I was adequately oriented to my site and the role I was to play.					
c. The staff at the agency where I served was accessible and willing to answer questions I had about my role.					
d. My role at the agency was clearly defined and helped me meet the goals of my project.					

4. What were the strengths of your service-learning experience?

5. What were the challenges of your service-learning experience?

6. What can the Center for Service-Learning do to better support your experience?

7. YES, please add my email address to Carroll Cares, a monthly listserv posting of service & volunteer opportunities both within and beyond Carroll County.

My email address is: _____

The following demographic information is optional. Thank you for considering.

What is your racial background (check all that apply)?

- African/African American
- Asian/Asian American
- Caucasian/White
- Latino/a
- Native American
- Bi/Multi-racial
- Other

What is your gender?

- Male
- Female
- Transgender

What is your age?

- 18-19
- 20-21
- 22-23
- 24-25
- 26-29
- 30-34
- 35-39
- 40-49
- 50-59
- 60 or older

