Service-Learning at South

Faculty Manual

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"Everybody can be great because everybody can serve." Martin Luther King, Jr.

What is Service Learning?

The National Service-Learning Clearinghouse defines Service-Learning as **"a teaching and learning strategy that integrates <u>meaningful community service</u> with <u>instruction and reflection</u> to <u>enrich the learning experience,</u> <u>teach civic responsibility,</u> and <u>strengthen communities</u>."** The academic parent of Service-Learning is experiential education. As in all types of experiential education, such as cooperative education, internships, and field observation, Service-Learning directly engages the learner in the phenomena being studied with the hope that richer learning will result.

The critical difference and distinguishing characteristic of Service-Learning is its two-fold emphasis on both enriching student learning and revitalizing the community. To accomplish this, effective Service-Learning initiatives involve students in course-relevant activities which address the human, safety, educational, and environmental needs of the community.

Despite the fact that research has shown that we remember only 10% of what we hear, 15% of what we see, and 20% of what we see and hear, these remain the basic sense modalities stimulated in most educational experiences. <u>Service-Learning strategies recognize that we retain 60% of what we do, 80% of what we do with active guided reflection, and 90% of what we teach to others.</u>

Service-Learning is a form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems and, at the same time, reflecting upon their experience as they seek to achieve real objectives for the community and deeper understanding and skills for themselves. In the process, students link personal and social development with academic and cognitive development. Experience enhances understanding; understanding leads to more effective action. (Eyler & Giles, 1999)

By providing students with an opportunity to have a concrete experience and then assisting in the intellectual processing of this experience, Service-Learning not only takes advantage of the natural learning cycle, but also allows students to provide a meaningful contribution to the community. This two-fold emphasis on both learning and civic responsibility is the overall objective of the strategy, and our success in meeting this objective leads to the fulfillment of the general mission of higher education.

Why do Service-Learning?

Enhance Curriculum	Networking Opportunities
Hands on Learning	Student Centered Learning
Resume Enhancement	Deepen Learning Experience
Community Improvement	Broaden Teaching Experience

"The best way to find yourself is to lose yourself in the service of others." Gandhi

How is Service-Learning Unique?

Service-Learning programs are distinguished from other approaches to experiential education in that they are intended to <u>equally benefit both the provider and the recipient of the service</u>. They also involve an equal focus on both the service being provided and the learning that is occurring. There is a deliberate and explicit connection made between service and learning experiences with a conscious and thoughtful preparation for, and reflection of the experience. The following is a Service-Learning model developed by Andrew Furco.

Recipient ←——————————— BENEFICIARY ——————————→ Provider

Service ←——————————— FOCUS ——————————→ Learning

| SERVICE-LEARNING |

| COMMUNITY SERVICE | FIELD EDUCATION |

| VOLUNTEERISM | INTERNSHIP |
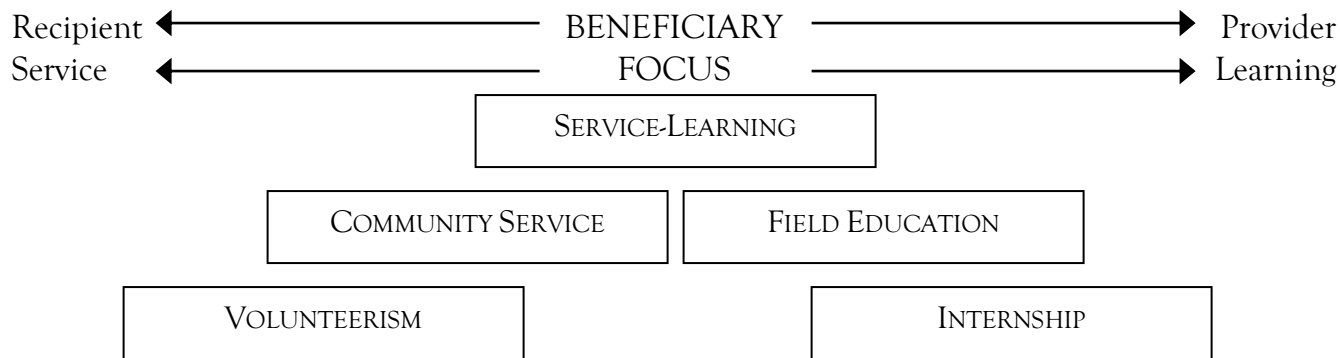
COMMUNITY SERVICE

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. The students receive some benefits by learning more about how their service makes a difference in the lives of the service recipients.

VOLUNTEERISM

Volunteerism is the engagement of students in activities where the primary emphasis is on the service being provided and the primary intended beneficiary is clearly the service recipient.

FIELD EDUCATION

Field education programs provide students with co-curricular service opportunities that are related, but not fully integrated, with their formal academic studies.   Students perform the service as a part of a program that is designed primarily to enhance students' understanding of a field of study, while also providing emphasis on the service being provided.

INTERNSHIP

Internship programs engage students in activities primarily for the purpose of providing students with hands-on experiences that enhance their learning or understanding of issues relevant to a particular area of study. Internships may involve monetary compensation, may or may not address unmet community needs, and usually place minimal emphasis on students providing service to the site or agency.

"We must not, in trying to think about how we can make a big difference, ignore the small daily differences we can make which, over time, add up to big differences that we often cannot foresee."
Marian Wright Edelman

Benefits of Service-Learning

For Students. . . .

- Enhances learning
- Connects theory to practice
- Enhances resume
- Allows exploration of career options
- Fosters civic responsibility
- Encourages life-long commitment to service and learning
- Teaches workforce skills
- Increases a sense of self-efficacy, social development, and self esteem

For Faculty. . . .

- Enhances student learning (more engaged students)
- Reinvigorates teaching
- Provides a greater opportunity to build positive relationships with students
- Encourages professional development
- Provides opportunities for research and publication
- Provides a sense of making a difference in the community and lives of students

For the Community. . . .

- Provides substantial human resources to meet its most pressing needs
- Creates a renewed sense of community
- Encourages participative democracy
- Enhances positive relationships and opportunities with the college
- Creates avenues for expansion of current services
- Provides opportunities for participating in the educational process

For the College. . . .

- Presents the college as an active, engaged partner in the community
- Increases student retention
- Enriches the quality and relevancy of the education provided
- Encourages innovation in teaching
- Engages faculty and students in local and state community issues
- Increases development and preparation of college graduates

Furthermore, Service-Learning has been shown to. . . .

- Positively effect student academic performance, including GPA, writing skills, and critical thinking skills. (Astin, Vogelsegang, Ikeda & Yee, 2000)
- Significantly increase a student's likelihood of being engaged in their community, and of committing to continue community service after college. (Astin, Vogelsegang, Ikeda & Yee, 2000)
- Significantly increase the likelihood that a community college student will complete an AA degree. (Hurst, 2006)
- Increase student persistence. First year students who have taken service learning courses are more likely to re-enroll for their second year than students who have not taken service learning courses. (Hatcher, Bringle, and Muthiah, 2005)

"I don't know what your destiny will be, but one thing I know: the only ones among you who will really be happy are those who have sought and found how to serve." Albert Schweitzer

Why Service-Learning at South Mountain?

1. **It supports our mission.**

   "South Mountain Community College provides quality higher education for our diverse community. We create a caring teaching and learning environment that fosters student development and supports productive citizenship in an increasingly global and technological society."

2. **It is a part of our core values.**

   SMCC's first listed core value is: "Excellence in teaching, learning, and service."

3. **It is included in our criteria for accreditation with the Higher Learning Commission.**

   Criterion Five: Engagement and Service

Goals for Service-Learning at South Mountain

- ✓ Meet real community needs in metro Phoenix, and specifically in the areas surrounding our campuses.
- ✓ Enhance student learning of existing core competencies.
- ✓ Develop students into confident, civically-responsible members of the community.

"A lot of people are waiting for Martin Luther King or Mahatma Gandhi to come back – but they are gone. We are it. It is up to us. It is up to you." Marian Wright Edelman
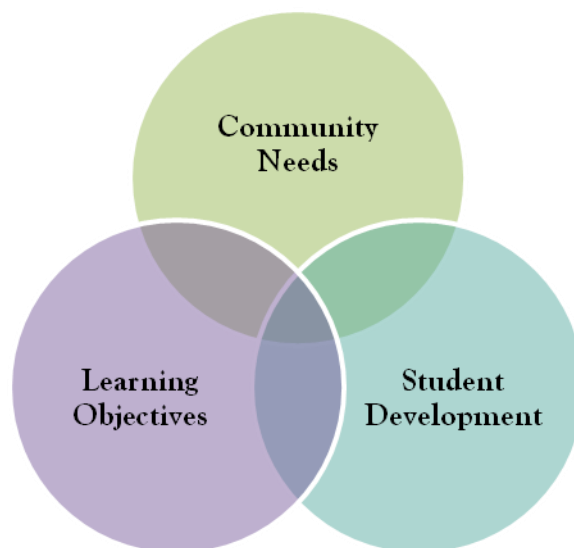
Types of Service-Learning Available at South Mountain

South Mountain offers faculty several ways to incorporate Service-Learning into their courses. These in-course options include a one-time service project, group projects, and individual semester-long service assignments.

- **One-time service projects** engage students (perhaps as an entire class) in a pre-scheduled one-time event, such as "Into the Streets," a neighborhood or park cleanup, a 10K run, a mural painting, or any similar nonprofit, community-related activity. This event can be scheduled ahead of time by the faculty and Career Services Program Advisor, or can be developed and planned by the students. After the event, classroom reflection asks students to identify information or theoretical elements from the class that may have been observable or practicable during the event. Students are also asked to identify ways in which elements of the experience may have been personally meaningful to them.

- **Group projects** are a great way to involve students in service with or without leaving campus. Small groups in class select their projects, which require them as a group to organize and implement a community project. That community project can be a one-time service project at a nonprofit organization or can be a project that is completed fully on school grounds or for homework. For example, a group may organize a school-wide food drive and then donate to a local food bank, or put together a domestic-violence awareness event on campus, or for a local high school. This is a great type of Service-Learning option for a small group communication class or similar. This is also a great project if many of your students work full-time or lack transportation. It also encourages students to work together and be creative in coming up with project ideas. Reflection on the activity could be in their small groups, with the class as a whole, or the group could present on their project to the whole class.

- **Individual semester-long service assignments** are the most common type of Service-Learning, and can also be very effective. This type of project involves each student choosing a particular nonprofit agency or school at which to complete a designated number of service hours (usually between 15 and 30). This assignment can be required, optional (having a choice between Service-Learning and another assignment like a research paper), or for extra-credit. We recommend that Service-Learning be a part of your course as the more desirable of two assignment options. This encourages students to choose Service-Learning, but also allows for those students who may have extenuating circumstances to be able to complete more traditional assignments. With this model, reflection is vitally important, and possible reflection activities are almost unlimited. See Appendix C for some ideas.

MCCCD also provides the option of an independent module, where students register for a Service-Learning class in their discipline of choice, usually a 282 course, and choose to do a 1, 2, or 3-credit option. If you are a faculty member interested in facilitating this type of course, or any other type of Service-Learning option, please see the Career Services Center.

"If you can't feed a hundred people, then feed just one." Mother Teresa

Developing a Service-Learning Course:
How to Get Started

Adapted from the Mesa Community College "Center for Service-Learning Faculty Manual," compiled by Duane Oakes, Faculty Director from the Center for Service-Learning

1. Consider the Courses You Teach

Determine how community service might be helpful in enriching learning in your discipline. Service-Learning can be effectively used in every academic discipline. Some applications require a little more imagination than others, and often the best are not immediately obvious. Brainstorm about the application potential to your course. Think about how your course content connects with the community, and what kinds of service opportunities might be available at that linkage point. Check out Appendix B to spark your creativity – but also don't be afraid to step outside the box and come up with something completely new!

2. Visit the Service-Learning Program Advisor in the Career Services Center

Discuss and identify community placements that offer experiences that are relevant to your course. With more than 100 possible placements, you will be able to find ample sites appropriate for your course.

3. Consider Your Goals and Motives

With service sites and activities in mind, consider your goals and motives in using Service-Learning. What are you trying to accomplish for your students, yourself, and the community? Review your course objectives to determine those than can be linked to service. Then list two or three specific measurable Service-Learning goals and/or objectives for your initiative.

4. Choose a Service-Learning Option

Decide how you will incorporate Service-Learning into your course. Course service options can range from a one-time special project, to a 15 (or more) hour commitment to an agency or public school throughout the course of the semester. You can offer the option as extra-credit, an alternative to a paper or other required project, or a requirement for course completion.

5. Alter Your Course Description

Once you have chosen how Service-Learning will be incorporated, review and redesign the syllabus. To be successfully integrated, the service experience must be more than just an "add on." Identify some readings that might tie the service to specific objectives. Allocate class time for discussion of the experience even if all students do not participate. By consciously committing to integrating service, upfront and in writing, you are on your way to a successful implementation. If you need assistance in creating a syllabus that includes Service-Learning, check out sample syllabi resources in the Career Services Center and Appendix D.

"Service is what life is all about." Marian Wright Edelman

6. Explain and Promote Service Learning

Explain the two-fold benefit to the student and the community. Career Services staff are available to present a 15-minute orientation to your class to explain Service-Learning and the process of choosing a community site.

7. Help Students Learn

By that we mean to "teach students how to harvest the service experience for knowledge." Experiential learning requires that we learn where we are. We can learn a variety of things in many different situations, depending on the questions we are asking. Many of our students are not skilled in this practice. Students must be guided in their development of these objectives so that they are clearly linked with the academic objectives of your course.

With their learning objectives in mind, students must be taught to focus on these objectives and related questions as they participate in the service setting. For example, while the education student is tutoring a child, she thinks about learning styles and how children learn differently. The business student may listen to workers' communication patterns and draw conclusions about the managerial structure of the Rehabilitation Center. Because many students lack experience and confidence in learning in non-traditional, non-classroom environments, we must teach them these skills.

While we do want our students prepared and oriented to service, we must be careful not to over prepare them for their service experience. If we tell them exactly what to expect, their experience becomes a comparison instead of an adventure. Give them a good overview and set them free.

8. Base Service Academically

Link the service experience to your academic course content through deliberate and guided reflection. Reflection on the service experience is arguably the most important part of the Service-Learning process. The practice of reflection is what combines the learning with the service. We cannot assume that learning will automatically result from experience. If it did, we'd all be a lot wiser. Like us, students may not learn from their experience. They may even learn the wrong thing or reinforce existing prejudices. Reflection helps prevent this from occurring.

Reflection can be in the form of journals, essays, class presentations, analytic papers, art work, drama, dialogue, or any other expressive act. The key to effectiveness is structure and direction. The nature and type of reflection determines its own outcome. An unstructured personal journal or group discussion is a great way to elicit effective disclosure. More specific academic outcomes will result from structuring these exercises with specific curriculum related questions. For example, a biology student might be directed to comment on ecological balance in her journal account of an exotic plant removal project at the Desert Botanical Gardens.

Written reflection is a productive approach that helps improve basic communication skills at the same time leading to critical thinking about the academic focus of course objectives. It is the most common and least intrusive in terms of taking up class time.

"One is not born into the world to do everything but to do something." Henry David Thoreau

A more powerful, and in many ways more effective, approach is the purposeful dialogue or a class "Reflection Session." This dialogue provides an opportunity for students to share experiences and exchange ideas and critical thoughts about the unique experiences they encountered.

To achieve academic outcomes, the dialogue, while spirited and free, should be bounded by the learning objectives of the course. The faculty member must serve both as a facilitator to maintain the flow of ideas and a commentator who jumps on the relevant items and develops them into teachable moments. This is not an easy task, but with practice the rewards are great. When we seem to be losing control, the process can be threatening, but it is often at these critical moments that the real learning occurs.

The real advantage of the group based reflective sessions over the independently written forms is its power to develop a sense of community, which is one of the general goals of Service-Learning. Whatever form of reflection is chosen, it is important to do it early in the experience to assure that students understand the process. It should then be followed up regularly to monitor their progress.

This type of deliberate and guided reflection is what leads to academic learning, improved service, and personal development. From the description of the learning cycle, we know that reflection is the key element in creating meaning.

For lots more reflection ideas, check out Appendix C.

9. Assess Outcomes

Evaluate Service-Learning results as you would any other academic product. Remember, students are being graded on their learning, not their hours of service. Many of us feel uncertain when it comes to evaluating or assessing the outcomes of experiences we did not completely structure or present. However, by designing flexible measures you can utilize the same standard used in evaluating any other written or oral presentation. Did the student master the course material? This is the only way to assure academic integrity of the strategy.

You may also wish to utilize formative and summative research techniques to measure your success in achieving your objectives. Formative assessment can be achieved through reading student journals with an eye toward answering your initial questions. Periodic quick surveys can provide specific answers to issues such as student satisfaction with the process, utility of experimental techniques, etc.

Summative techniques might be employed to compare learning outcomes for Service-Learning sections with those from traditionally taught sections. For quantitative research, you could collect data on the number and type of people served by your students and the number of hours provided.

"An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity." Martin Luther King, Jr.

Common Faculty Concerns about Service-Learning

Adapted from the Mesa Community College "Center for Service-Learning Faculty Manual," compiled by Duane Oakes, Faculty Director from the Center for Service-Learning

1. ## Is this just a feel-good excuse to water down academic standards?

   This is an important and legitimate concern for all who are concerned with quality higher education, and it is the focus of much of the past and current research on Service-Learning. Though incorrectly perceived, it may be viewed that unless real academic learning results, Service-Learning has no place in our college. Academic credit should never be given for service, only for learning.

   If applied properly, Service-Learning andragogy is actually more rigorous than the traditional teaching strategies. Students are not only required to master the standard text and lecture material, but they must also integrate their service experience into that context.

   This is a high level skill requiring effective critical thinking and reflection techniques designed to accomplish academic as well as effective outcomes. It is important to emphasize that incorporating Service-Learning does not change what we teach, but how we teach it. With this change comes a new set of challenges for both the student and the teacher.

2. ## Will I be able to apply the strategy successfully?

   Trying anything new is a risk, and it challenges our competencies. Most practitioners report a steep learning curve with confidence developing fairly rapidly once the strategy is allowed to work. Relinquishing full control of the classroom is hard for many of us to do, but once we move from being the "sage on the stage to the guide on the side," we find that students can, and will, play an active role in their learning if given the right structure.

   The path to becoming effective in using the Service-Learning strategy is not always clearly marked. We often find ourselves "making the road by walking." Fortunately, you are not alone on the road. There is considerable literature on the subject, and people right here at SMCC can help you on your way.

3. ## How can my students who are taking remedial courses in reading, writing, or math help?

   Many faculty members are concerned that their students lack adequate preparation or skill to help others in a meaningful way. Research literature suggests that this is not a problem; in fact, several authors cite impressive contributions in a variety of roles made by previously underachieving or marginal students.

   Obviously faculty, in concert with the Career Services Center and our community partners, must use judgment in choosing appropriate placements and establishing levels of responsibility. The community partners must also orient and train our students to perform their specific service. But when it comes to meeting the unsuspected challenges that we worry about, we find that students will generally rise to the occasion.

"Great opportunities to help others seldom come, but small ones surround us daily." Sally Koch

When faced with the challenge of teaching a younger student to read or reading to the blind, students will exert effort to be able to succeed at the task because it means something to them and to someone else. This is the very beauty of the strategy – it motivates students to learn and gain higher levels of competence. They see that more knowledge is tied to higher effectiveness in the real world.

4. How can I fit something new into an already cramped curriculum?

Service-Learning is not an add-on to your current course requirements. It does not change or add to what we teach; it only enhances how we teach it. Some of the traditional classroom content accumulation activity is replaced with a more dynamic information processing activity. Some prior learning assignments are replaced with action and meaningful involvement of students in experiential learning.

5. How can students fit service to the community into their already busy schedules?

Many faculty indicate that most students are willing and able to serve in the community. In fact, much research reveals that students feel that the workload in their Service-Learning course is manageable. Because of the variety of our service placements, there are opportunities and needs for students at all hours, 7 days a week. If this is a substantial concern for your class, you may consider making Service-Learning an option or extra-credit, rather than a requirement.

6. What about liability? How can we protect our students and ourselves?

Faculty can limit their liability by working closely with the Career Services Center so that students are placed only in those community agencies that have been contracted and approved by the Maricopa Community College District. Due care and judgment must always be exercised to assure that the college does not knowingly place students in situations fraught with danger or unreasonable risk. We must work together to use any information or knowledge we have to confirm that each student is appropriate for participation in Service-Learning and the specific agency that a student selects. If a students wishes to serve at a site not on the approved placement list, that student is required to contact the Program Advisor for Career Services for their approval prior to students beginning their service experience.

Service-Learning at South Nuts & Bolts

This next section, along with the following Appendices, is intended to assist you as you begin incorporating Service-Learning into your course(s). This section includes the "Nuts & Bolts" of Service-Learning at South Mountain, and includes a checklist of your responsibilities, a sample semester timeline, and chart of who does what (faculty, Career Services staff, students, and agencies). The Appendices include sample forms (these are just samples – copies of forms will be provided to you and/or your students before the semester begins) and provide you with resources that should help as you develop your syllabi.

Faculty Checklist

To facilitate incorporating a Service-Learning component into the curriculum, faculty may utilize the following guidelines:

1. **Decide if Service-Learning will be optional, a requirement, extra credit, etc. and include this in the class syllabus.** Also include reflection activities into the syllabus. Include due dates for paperwork, assignments, and completion of hours. The Career Services Center has a collection of sample Service-Learning syllabi for you to check out if you need assistance in creating your syllabus.

2. **Schedule an in-class Service-Learning orientation with the Service-Learning division of the Career Services Center (x38176).** Presentation is 15 minutes in length and should occur within the first two weeks of the semester.

3. **Collect all paperwork from students and inter-office mail original copies to the Career Services Center in SES 113.** Also provide Career Services with a roster of all students participating in Service-Learning. Paperwork includes:
   - Experiential Education Assumption of Risk & Release of Liability (this is a district form that <u>must</u> be turned in before student can begin service)
   - Placement Confirmation Form and Agreement of Conduct (before service begins)
   - Student Time Log (after service is completed)
   - Student Evaluation Form – completed by the service agency (after service is completed)

4. **Integrate the Service-Learning component into your class by offering on-going reflection through class presentations, discussions, journals, research projects, essays, directed readings, etc.** Check out Appendix C for more reflection ideas.

5. **Communicate with the Career Services Center if you need anything, including resources, student referrals to agencies, making contact with new agencies, etc.**

"Service is the rent we pay for living. It is the very purpose of life and not something to do in your spare time." Marian Wright Edelman

Sample Semester Timeline
(For Individual Semester-Long Service Assignments)

Spring 2011 – Class that meets M-W-F

Wed, January 19	First day of class
Fri, January 21	15-minute in-class Service-Learning orientation with Career Services staff
January 24 – February 7 (2 weeks)	Students make appointment to meet with Career Services staff to match their interests and skills with community needs
January 24 – February 14 (3 weeks)	Students contact chosen agency, interview with them, and complete all required paperwork
Wed, February 16	Students turn in the following paperwork to instructor: - Experiential Education Assumption of Risk & Release of Liability - Placement Confirmation and Agreement of Conduct Form - Any other instructor's required paperwork
February 17 – April 28 (9 weeks, not including Spring Break)	Students complete Service-Learning hours and all assigned coursework. - If students must complete 15 hours, they must average 2 hours per week for 8 weeks - If students must complete 20 hours, they must average 3 hours per week for 7 weeks - If students must complete 25 hours, they must average 3 hours per week for 9 weeks - If students must complete 30 hours, they must average 3.5 hours per week for 9 weeks
Friday, April 29	Students submit completed and signed Student Time Log to Instructor
Wednesday, May 4	Students turn in completed evaluation to instructor
Friday, May 6	Last day of class

"A different world cannot be built by indifferent people." Horace Mann

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Who Does What: Steps for In-Course Service-Learning

Faculty	Career Services Staff	Student	District-Approved Agency
1. Decides to add Service-Learning as part of class and adds SL to the syllabus – either as individual semester-long service assignments, a one-time project or class projects. Reflection is also built into the syllabus.	1. Provides resources to the faculty member to help with writing Service-Learning into the syllabus, if needed.		
2. Contacts Service Learning staff to discuss what learning objectives Service Learning will meet and types of agencies desired.	2. Meets with faculty and provides resources and direction regarding available agencies.		
	3. Attends class during the first or second week of the semester and gives 15-minute SL orientation to students – including passing out necessary forms.		
		4. If completing SL at an outside agency, students will complete a Service-Learning Assessment and make an appointment to meet with Career Services staff.	
	5. Will discuss possible agency placements with student. Career Services staff will provide student with the names and contact information of 2 or 3 possible sites.	5. Bring Placement Confirmation Form, completed SL Assessment and course information including learning objective to meeting with Career Services staff.	
		6. Contacts agency at which they want to serve. Once a placement is agreed upon, student fills out the Placement Confirmation form, signs and has agency sign.	6. Agrees on a placement with student. Determines job duties and hours for student and signs Placement Confirmation form.

"A thousand words will not leave so deep an impression as one deed." Henrik Ibsen

Faculty	Career Services Staff	Student	District-Approved Agency
7. Records receipt of forms and retains all SL documentation. Keeps on file for 4 years (per district policy).		7. Returns "Experiential Education Assumption of Risk & Release of Liability" and "Placement Confirmation Form" to Instructor by due date and **before service begins**.	
		8. Completes and accurately records SL hours at agency, or completes SL project.	8. Provides effective supervision of students and contributes to the learning process.
9. Engages students in reflection about the service and how it relates to the academic area of study. This can be done through journaling, essays, creative projects, focus groups, class discussions, individual or group presentations, blogging, etc. Service-Learning must include reflection in order to be considered "Service-Learning."	9. Engages in reflection about the service and how it relates to the academic area of study. Completes all assignments.		
10. Returns copy or original of evaluation to Career Services staff.	10. Shares evaluations with agency.	10. Completes a final evaluation of agency and returns it to instructor.	10. Completes a final evaluation of student and returns it to Career Services staff.
11. Assigns grade to student based on quality of student learning, not simply on hours completed.			

Appendix A – Sample Forms

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
2411 West 14ᵗʰ Street, Tempe, AZ 85281-6942

EXPERIENTIAL EDUCATION
ASSUMPTION OF RISK & RELEASE OF LIABILITY

Caution: This is a release of legal rights. Read and understand it before signing.

The Maricopa County Community College District is a public educational institution. References to College ("College") include all of the Colleges within the Maricopa County Community College District ("MCCCD"), its officers, officials, employees, volunteers, students, agents, and assigns.

I _____, will be participating as a experiential education student at _____ (henceforth referred to as the "Program") from _____ to _____.

In consideration of my participation in this Program, I agree as follows:

RISK OF PROGRAM ACTIVITIES: I understand that my participation in the College Program specified above involves risks of physical harm and injury inherent in service activities including, but not limited to, working with people, participating in sports and recreation activities, cleaning and maintenance projects, preparing and serving food, and other service activities.

List the specific dangers endemic in this Program's activity.

INSTITUTIONAL ARRANGEMENTS: I understand that College is not an agent of, and has no responsibility for, any third party that I may provide any Program services to. I understand that College provides guidance and facilitates my Program activities only as a component of my experiential education experience and that accordingly, College accepts no responsibility, in whole or in part, for loss, damage or injury to persons or property whatsoever, caused to me or others while participating in the Program. I further understand that College is not responsible for matters that are beyond its control.

INDEPENDENT ACTIVITY: I understand that College is not responsible for any loss or damage I may suffer when I am doing Program activities and that College cannot and does not guarantee my personal safety. In addition, I specifically acknowledge that in performing Program activities, I am doing so independently in the status of student of the Program I choose, and not as an employee, or agent of College. I further waive any and all claims which may arise from such Program activities, acknowledge that workers' compensation benefits are not provided to me in my capacity as a student, and hold College harmless from any of my negligent acts. I further state that I am not in any way an employee of College in any capacity.

I further agree that I am solely responsible for my own equipment, supplies, personal property, and effects during the course of Program activities.

In addition, I agree that if I drive or provide my own motor vehicle for transportation to, during, or from the Program site, I am responsible for my own acts and for the safety and security of my own vehicle. I accept full responsibility for the liability of myself and my passengers, and I understand that if I am a passenger in such a private vehicle, College is not in any way responsible for the safety of such transportation and that College's insurance does not cover any damage or injury suffered in the course of traveling in such a vehicle.

"Nobody made a greater mistake than he who did nothing because he could do only a little."
Edmund Burke

HEALTH AND SAFETY: I have been advised to consult with a medical doctor with regard to my personal medical needs. I state that there are no health-related reasons or problems that preclude or restrict my participation in this Program. I have obtained the required immunizations, if any.

I understand that I may be required to pay up front for my medical expenses that I incur while participating in this Program. Further, I understand that I am responsible to submit any medical receipts to my insurance carrier upon my return. I recognize that College is not obligated to attend to any of my medical or medication needs, and I assume all risk and responsibility therefore. College may (but is not obligated to) take any actions it considers to be warranted under the circumstances regarding my health and safety. Such actions do not create a special relationship between the MCCCD and me. I release the MCCCD, its officers, officials, employees, volunteers, students, agents and assigns from all liability for any bodily injury or damage I sustain as a result of any medical care that I receive resulting from my participation in Program, as well as any medical treatment decision or recommendation made by an employee or agent of the MCCCD. I agree to pay all expenses relating thereto and release College and MCCCD from any liability for any actions.

Participating in any activity is an acceptance of some risk of injury. I agree that my safety is primarily dependent upon taking care of myself. I understand that it is my responsibility to know what personal equipment is required (such as footwear, clothing, and other personal protective equipment) and provide the proper personal equipment for my participation in the Program, and to ensure that it is good and suitable condition. I agree to ask questions to make sure that I know how to safely participate in the Program activities, and I agree to observe the rules and practices which may be employed to minimize the risk of injury while participating in the Program activities. I agree to reduce the risk of injury to myself or others by limiting my participation to reflect my personal fitness level, wearing the proper protection as dictated by the activity, not wearing anything that would pose a hazard in the performance of the activity, not ingesting or using any substance during the activity which could pose a hazard to myself or others. I agree that if I fail to act in accordance with this agreement that I may not be permitted to continue to participate in the activity.

ASSUMPTION OF RISK AND RELEASE OF LIABILITY: I understand that I may be injured and lose or damage personal property as a result of participation in the Program. Therefore, I assume all risks related to the Program activities. Knowing the risks described above, and in consideration of being permitted to participate in the Program, I agree to release, indemnify, and defend College and MCCCD and their officials, officers, employees, agents, volunteers, sponsors, and students from and against any claim which I, the participant, my parents or legal guardian or any other person may have for any losses, damages or injuries arising out of or in connection with my participation in this Program.

SIGNATURE: I indicate that by signature below that I have read the terms and conditions of participation and agree to abide by them. I have carefully read this Agreement and acknowledge that I understand it. No representation, statements, or inducements, oral or written, apart from the foregoing written statement, have been made. This Agreement shall be governed by the laws of the State of Arizona which shall be the venue for any lawsuits filed under or incident to this Agreement or to the Program. If any portion of this Agreement is held invalid, the rest of the document shall continue in full force and effect.

_____   _____
Signature of Program Participant   Date

_____   _____
Signature of Parent or Legal Guardian (if student is a minor)   Date

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has." Margaret Mead

Service-Learning at South

Placement Confirmation Form and Agreement of Conduct

STUDENTS: Make copies for yourself and your agency supervisor.
Submit original forms to your instructor.

STUDENT INFORMATION (To be completed by student)

Name: _____ Student ID: _____

Home phone: ( ) _____ Cell phone: ( ) _____

Home address: _____

Email address: _____

Date of birth (MM/DD/YYYY): _____ Age: _____ ☐ Male ☐ Female

Will you need any accommodations with your Service-Learning because of a disability? ☐ Yes ☐ No

COURSE INFORMATION (To be completed by student)

Course in which SL is required (e.g. EDU221): _____ Section # _____

Course instructor: _____ Days/Time: _____

Semester: ☐ Fall ☐ Spring ☐ Summer I ☐ Summer II Year: _____

Service-Learning hours required: _____

Course objectives for this class:
_____
_____

Other course requirements for Service-Learning project:
_____
_____

AGENCY INFORMATION (To be completed by service agency)

Agency: _____

Address: _____ Phone: _____

Student's Supervisor: _____ Title: _____

Supervisor Email: _____

Student Start Date: _____

Student's approximate days and times of service: _____

Student's service responsibilities (List what activities the student will perform as it relates to their course objectives):
_____
_____

"Be the change you want to see in the world." Gandhi

AGREEMENT OF CONDUCT FOR SERVICE-LEARNING STUDENTS

South Mountain Community College students represent themselves and the college when placed in local schools and service agencies. Therefore, the highest standards of professionalism and responsibility are expected. Compliance with the following expectations and responsibilities for professional conduct is required of all participants. I understand it is my responsibility to:

- Complete all required steps for complete and confirmed placement including making initial contact with my agency, and completing and submitted confirmation paperwork by the due date.
- Communicate with my agency supervisor about service connections to my course objectives.
- Comply with all rules, processes and policies of the agency I am serving with.
- Remain open to supervision and feedback from my agency supervisor concerning my attitude and performance. I understand that such constructive feedback will facilitate my personal development as a student.
- To accept the role of a professional in regard to committing to scheduling visits, reliable prompt attendance, appropriate attire, and mature communication.
- Make immediate contact with my agency supervisor in the event that I am unable to complete the Service-Learning.
- Bring to the attention of my instructor any difficulties in meeting the expectations for the Service-Learning project as outlined here and in class.
- Make the most of my Service-Learning experience. I will have a great attitude, I will give enthusiastically of my skills and expertise, and I will commit to grow and learn during this experience.

The undersigned have read and accept the terms of this confirmation and agreement form.

As a student committed to this Service-Learning component of my class, I agree to conduct myself as outlined above and to devote the necessary time needed to the fulfillment of the service objectives and to meet the academic requirements of this Service-Learning experience.

_____   _____
SMCC Service-Learning Student   **Date**

I agree to accept this student from South Mountain Community College and provide adequate supervision and training at this Service-Learning Placement Site. I understand that we, the Agency Partner, are responsible for screening applicants as needed to determine suitability. Further, we, the Agency Partner, understand SMCC does not screen any of its students. SMCC and the Career Services Center serve as a referral site for Service-Learning projects.

_____   _____
Agency Supervisor   **Date**

"How wonderful it is that nobody need wait a single moment before starting to improve the world." Anne Frank

Service-Learning at South

Student Time Log

Student: _____ Student ID: _____

Course Name: _____ Instructor: _____ Day/Time: _____

Semester (e.g. Fall 2008): _____ **Service Hours Required:** _____

Agency: _____ Agency Supervisor: _____

Date	Time In	Time Out	Activity	# of Hours

Agency Supervisor's Signature: _____ Date: _____ Total Hours: _____

"Few things help an individual more than to place responsibility upon him, and to let him know that you trust him." Booker T. Washington

Appendix B – Service-Learning Project Ideas

Keep in mind that these are just ideas to spark your own creativity. Use them to begin thinking about how Service-Learning can meet your own course objectives.

Art: Students design and paint a mural for a children's hospital, playground, or school. Or students visit a nursing home and draw portraits of the residents.

Business Statistics: Students work together to interpret and compile data for a non-profit agency. Most or all of work is done in the classroom or as homework. Students go to the agency only once or not at all.

Computer Information Systems: Students work with a non-profit in designing databases or setting up networks.

Criminal Justice: Students work as a class or in groups to develop and implement a campus-wide "Crime Prevention Awareness Day."

Early Childhood Education: Students tutor after-school programs, work with social service agencies that provide services to children, etc.

English Composition: Students complete individual Service-Learning placements with non-profit agencies and write essays about their experience or topics related to the issues the agency addresses.

Graphic Design: Students create publicity materials for a non-profit organization.

History: Students create a history board game and donate it to an elementary school.

Journalism: Students research and write a positive story about a non-profit organization and get the story printed in a newspaper.

Marketing: Students create marketing materials for a small non-profit organization.

Psychology: Students serve individually with an organization that works with the mentally ill.

Public Speaking: Students individually serve on a one-time project approved by the instructor (feeding the homeless, sorting supplies for a food bank or clothing silo, reading to a child, etc.) and then present a persuasive speech about the issue or population they served.

Small Group Communication: In small groups, students plan a one-time service project for their group. They must decide on a project and an agency, plan the project, and complete the project as a group.

"The young do not know enough to be prudent, and therefore they attempt the impossible – and achieve it, generation after generation." Pearl S. Buck

Sociology: Students serve individually with an organization that serves community groups or works to better society.

Spanish: Students translate popular children's books into Spanish for a local shelter, then go and read the books in both Spanish and English.

Theater: Students produce and perform a scene or short play for children or the elderly.

Woodworking: Students design and build furniture for a family in need, like a family who has recently relocated after a disaster or refugees recently relocated to Arizona from another country.

Links for More Project Ideas

Florida International University "101 Ideas for Combining Learning & Service"
http://www.fiu.edu/~time4chg/Library/ideas.html

Berea College Service-Learning Courses
http://www.berea.edu/celts/servicelearning/documents/Courses2005-06.pdf

National Youth Leadership Council (NYLC) Project Examples
http://www.nylc.org/pages-projectexamples

Ripon College Service-Learning Project Ideas
http://www.ripon.edu/offices_resources/OCE/ServiceLearningProjectIdeas.htm

"The fight is never about grapes or lettuce. It is always about people." Cesar Chavez

Appendix C – Reflection Activity Ideas

There are many great resources available to help create the best reflection activities for your course(s). These are just a few ideas of ways to help your students reflect on their service experience and relate it to the course material.

1. **Reflection journal** – Students will write about their experience. This can vary from very structured and specific to completely open. Journaling works best if completed on at least a weekly basis. Some variations of the reflection journal are:

    - **Double-entry Journal** – Students describe their personal thoughts and reactions to the service experience on the left-side page of the journal, and write about key issues from class discussions or readings on the right-side page of the journal. Students can then draw arrows indicating relationships between their personal experience and course content. (Angelo and Cross, 1993)

    - **Three-part Journal** – Similar to the double-entry journal, but this time students add a section that discusses how their service experience and course material can be applied to impact their personal or professional life. (Bringle, 1996)

2. **Quotes** – Quotes may be used in a variety of ways. You might give each student a page of quotes and ask them to pick one that fits his/her feelings about the Service-Learning project, then to explain why the quote represents his/her feelings. (Diane Sloan, Miami Dade College) The footers of this document include many quotes about service, and you can find many more about service and other topics at www.wisdomquotes.com.

3. **Reflective essays** – Reflective essays are similar to a reflective journal, but more structured and formal. Essay questions are provided to students and can focus on personal development, academic connections to the course content, or ideas and recommendations for future action. (Chris Koliba, Georgetown University)

4. **Research paper** – Students may research an issue they are working with first-hard at their Service-Learning site. For example, a student may be studying and researching child development while they are working with children. The research paper would include library research as well as what they learned in their own experience. The students could also compare what they found in their research with what they experienced during their Service-Learning project.

5. **Directed readings** – Directed readings are a way to prompt students to consider their service experience within a broader context of social responsibility and civic literacy. These directed readings can become the basis for class discussion, journal entry, or essay.

6. **Class Discussions** – It is helpful for students to hear stories of success from one another. Discussions can also help students process what they have seen and heard, and is a great way to help students see the link between the course content and their service. A study conducted in 2000 of 22,236 college undergraduates found that one of the most significant factors in producing a positive Service-Learning experience is the opportunity for students to "process" the experience with other students. (Astin, Vogelgesang, Ikeda, Yee, 2000) A class discussion can be structured – led by open-ended questions – or unstructured. Class discussions can take place even if all students have not participated in the Service-Learning experience.

7. **Student Portfolios** – This is a great way for students to keep records, learn organizational skills, and have a visual representation of their service experience from start to finish. Portfolios can include photos taken by the student during their service (especially if completing a project that includes a "before" and "after," like a mural project, community garden, etc.), journal entries, time logs, evaluations, research, and products completed during their service (i.e. agency brochures, lesson plans, etc). This can be turned in at the end of the semester or, if all students complete a portfolio, perhaps have a "portfolio fair" where students share their completed work with each other.

8. **Creative Expressions** – This can include many types of creative ways to express what the students learned from their service experience. It can be a presentation to the class of poetry, music, drama, or visual art. It can also be a board game, puzzle, or video game that was created from the learning experience, or for the people the student is serving. This may work especially well if dealing with issues of diversity or with students who express themselves better in creative ways than in formally written essays.

9. **Class Presentations** – This can be a PowerPoint presentation, video, bulletin board, panel discussion, or a persuasive speech. This is a great opportunity for students to present what they have learned so that other students may benefit.

Additional Reflection Resources

The above ideas were adapted from Diane Sloan's **"Reflection Activities: Tried and True Teaching Methods to Enhance Students' Service-Learning Experience."** Check out this whole document at
http://www.mdc.edu/cci/downloads/Reflection%20Activities%20FINAL.pdf

Facilitating Reflection: A Manual for Leaders & Educators (Julie Reed & Christopher Koliba)
http://www.uvm.edu/~dewey/reflection_manual/

"Integrating Civic Responsibility into the Curriculum" (Karla Gottlieb & Gail Robinson) Especially check out pages 48, 49 and Appendix C
http://nationalserviceresources.org/files/legacy/filemanager/download/AACC/Guide_CivicRespons_Curric_2nd.pdf

"You just need to be a flea against injustice. Enough committed fleas biting strategically can make even the biggest dog uncomfortable and transform even the biggest nation."
Marian Wright Edelman

Appendix D – Sample Syllabi Resources

The Career Services Center has sample syllabi, arranged by subject, available in our office for you to come and check out and make copies of. Also check out these links for more sample Service-Learning syllabi.

Campus Compact Service-Learning Syllabi
http://www.compact.org/syllabi/

Brevard Community College Sample Syllabi
http://www.brevard.cc.fl.us/index.cfm?mainframe=/csl/content/&subnavframe=/csl/content/sub_nav.html
Click on "Faculty," then on "Courses & Sample Courses Syllabi," then on "Syllabi."

Service-Learning Syllabi by Discipline
http://evergreen.loyola.edu/rcrews/www/sl/syllabi.html

The American Political Science Association Service Learning Syllabi
http://www.apsanet.org/section_453.cfm

Central Piedmont Community College Service-Learning Syllabi
http://www1.cpcc.edu/service-learning/faculty-staff/service-learning-syllabi

Portland Community College Service-Learning Syllabus Collection
http://www.pcc.edu/resources/service-learning/syllabus-collection.html

Northern Kentucky University Syllabi by Discipline
http://pod.nku.edu/syllabidiscipline.asp

Philadelphia Higher Education Network for Neighborhood Development Syllabi Swap
http://www.upenn.edu/ccp/PHENND/syllabi.html

"When you discover your mission, you will feel its demand. It will fill you with enthusiasm and a burning desire to get to work on it." W. Clement Stone

Appendix E – In-Course Service-Learning
Course Development Worksheet

1. What content areas or course learning objectives might be enhanced through a Service-Learning experience?

2. What are your specific learning objectives for service learners? What do you want your students to gain from the experience? ("At the end of the course, students will...")

3. What kinds of service experiences will enhance learning in this course (i.e. designing marketing brochures for a non-profit, conversing with native Spanish speakers, organizing an awareness event, etc)?

4. In what types of agencies would you like to have your students placed? (If there are specific agencies that you would like to work with, please notify the Career Services Center.)

"We cannot seek achievement for ourselves and forget about progress and prosperity for our community...Our ambitions must be broad enough to include the aspirations and needs of other, for their sakes and for our own." Cesar Chavez

5. Will the Service-Learning experience be a one-time project, a group project, or an individual, semester-long service assignment? How many hours will be required?

6. Will the Service-Learning be required of all students, optional, or extra credit? If Service-Learning is a choice between two or more options, how will you design assignments to make sure there is perceived balance (in time and effort) between the Service-Learning and traditional learning?

7. What reflection techniques will you use to ensure student learning and successful service to the community?

8. How will you evaluate/assess/grade the Service-Learning component?

"The fragrance always remains on the hand that gives the rose." Gandhi

Additional Internet Resources

Mesa Community College Center for Service-Learning
http://www.mc.maricopa.edu/academics/servicelearning

Brevard Community College Center for Service-Learning
http://www.brevard.cc.fl.us

Learn and Serve America's National Service-Learning Clearinghouse
http://www.servicelearning.org

Campus Compact
http://www.compact.org

Works Cited

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Astin, Alexander W., Lori J. Vogelgesang, Elaine K. Ikeda, and Jennifer A. Yee. **How Service Learning Affects Students**. University of California, Los Angeles, CA: Higher Education Research Institute, 2000.

Eyler, J., and D.E. Giles. **Where's the Learning in Service-Learning?** San Francisco: Jossey-Bass, 1999

Hatcher, J.A., Bringle, R.G., and Muthiah, R. **The role of service learning on retention of first-year students to second year**. 2005.
http://www.indianacampuscompact.org/Portals/0/Retention%20Article%209%2005.pdf

Hatcher, Julie A. and Robert G. Bringle. **Reflection Activities for the College Classroom**. Indianapolis, IN: 1996.

Hurst, Sharyn. **Student Performance: Service Learning Participants Vs Non-Participants**. Brevard Community College, Florida: Center for Service-Learning, 2006.

Final Thoughts

Thank you for your commitment to helping create a culture of service and learning on the campus at South Mountain Community College. Together we can provide an experience for students that will change their world as they learn how to change the world around them. The Career Services Center looks forward to partnering with you to make Service-Learning at South an incredible experience for our students, our community, and our college.