

# Service-Learning

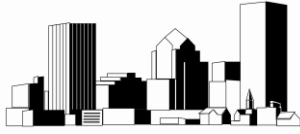
## Service-Learning Faculty Manual

*"Never doubt that a small group of thoughtful, committed citizens can change the world, indeed it's the only thing that has." Margaret Mead*



**Service Learning**  
MONROE COMMUNITY COLLEGE

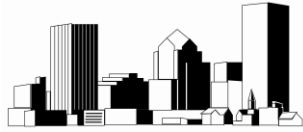




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## PREFACE

This handbook has been created for faculty who have integrated service-learning into a current course or have developed a new course with a service-learning component. It includes general guidelines, expectations and forms associated with the service, and is intended to assist you in providing a meaningful experience for yourself, your students and the community site.

### **The Center for Service-Learning Mission:**

The Center for Service-Learning will enrich Monroe Community College student learning and address community-defined needs through student civic engagement.

"Service-Learning means a method under which students learn and develop through thoughtfully organized service that: is conducted in and meets the needs of a community and is coordinated with an institution of higher education, and with community; helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students enrolled; and includes structured time for students to reflect on the service experience."

*American Association for Higher Education (AAHE): Series on Service-Learning in the Disciplines (adapted from the National and Community Service Trust Act of 1993)*

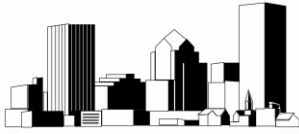
The Center for Service-Learning at Monroe Community College will provide as much support as possible to faculty, students and community partners. The Coordinator will be in contact with you on an as needed basis throughout the semester unless otherwise specified. The Coordinator is always available to answer questions about service-learning and offer suggestions

If you have any questions about this manual or the community site(s) you and your students will be working with or if you wish to discuss student progress, please feel free to contact the Center for Service-Learning at 585-292-3171.

### **Contact Information:**

Center for Service-Learning  
Downtown Campus  
Brighton Campus  
585-292-3171

*"Tell me and I forget, Teach me and I remember, Involve me and I learn" - Benjamin Franklin*



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## PRINCIPLES

### **Principle 1: Academic Credit is for Learning, Not for Service**

Credit in academic courses is assigned to students for the demonstration of academic learning. It should be no different in Service-Learning courses. Academic credit is for academic learning, and service is not academic in nature. Therefore, the credit must not be for the performance of service. However, when community service is integrated into an academic course, the course credit is assigned for both the customary academic learning as well as for the utilization of the community learning. Similarly, the student's grade is for the quality of learning and not for the quality (or quantity) of service.

### **Principle 2: Do Not Compromise Academic Rigor**

Academic standards in a course are based on the challenge that readings, presentations, and assignments present to students. These standards ought to be sustained when adding a service component. Though experience-based learning is frequently perceived to be less rigorous than academic learning, especially in scholarly circles, we advise against compromising the level of instructor expectation for student learning. Adding a service component, may enhance the rigor of a course because in addition to having to master the academic material, students must also learn how to learn from a service experience and merge that learning with academic learning, and these are challenging intellectual activities that are commensurate with rigorous academic standards.

### **Principle 3: Set Learning Goals for Students**

Establishing learning goals for students is a standard to which all courses ought to be accountable. Not only should it be no different with Service-Learning courses, but in fact, it is especially necessary and advantageous to do so with these kinds of courses. With the addition of the community as a learning context, there occurs a multiplication of learning paradigms (e.g. inductive learning, synthesis of theory and practice) and learning topics (e.g. the advantage of the rich bounty of learning opportunity offered by the community, requires deliberate planning of the course learning goals).

### **Principle 4: Establish Criteria for the Selection of Service Placements**

To optimally utilize community service on behalf of the course learning requires more than merely directing students to find a service placement. Faculty who are deliberate about establishing criteria for selecting community service placements will find that the learning that students extract from their respective service experiences will be of better use on behalf of course learning than if placement criteria are not established.



## **PRINCIPLES (Continued)**

Three essential criteria in all Service-Learning courses:

1. the range of service placements ought to be circumscribed by the content of the course; homeless shelters and soup kitchens are learning appropriate placement for a course on homelessness, but placements in schools are not.
2. the duration of the service must be sufficient to enable the fulfillment of learning goals; a one time two-hour shift at a hospital will do little for the learning in a course on institutional health care.
3. the specific service activities and service contexts must have the potential to stimulate course-relevant learning; filing records in a warehouse may be of service to a school district, but it would offer little to stimulate learning in a course on elementary school education.

### **Principle 5: Provide Educationally-Sound Mechanisms to Harvest the Community Learning**

Learning in a course is realized by the proper mix and level of learning formats and assignments. To maximize students' service experiences on behalf of course learning in a Service-Learning course requires more than sound service placements. Course assignments and learning formats must be carefully developed to both facilitate the students' learning from their community service experiences as well as to enable its use on behalf of course learning. Assigning students to serve at a community agency, even a faculty approved one, without any mechanisms in place to harvest the learning there from, is insufficient to contribute to course learning. Experience, as a learning format, in and of itself, does not consummate learning, nor does, mere written description of one's service activities.

Learning interventions that instigate critical reflection on and analysis of service experiences are necessary to enable community learning to be harvested and to serve as an academic learning enhancer. Therefore, discussions, presentations, and journal and paper assignments that provoke analysis of service experiences in the context of the course learning and that encourage the blending of the experiential and academic learning's are necessary to help insure that the service does not underachieve its role as an instrument of learning. Here, too, the learning goals set for the course will be helpful in informing the course learning formats and assignments.



## **PRINCIPLES (Continued)**

### **Principle 6: Provide Support for Students to Learn How to Harvest the Community Learning**

Harvesting the learning from the community and utilizing it on behalf of course learning are learning paradigms for which most students are under-prepared. Faculty can help students realize the potential of community learning by either assisting students with the acquisition of skills necessary for gleaning the learning from the community, and/or by providing examples of how to successfully do so. An example of the former would be to provide instruction on participant-observation skills; an example of the latter would be to make a file containing past outstanding student papers and journals to current students in the course.

### **Principle 7: Minimize the Distinction Between the Student's Community Learning Role and the Classroom Learning Role**

Classroom and communities are very different learning contexts, each requiring students to assume a different learner role. Generally, classrooms provide a high level of learning direction, with students expected to assume a largely learning-follower role. In contrast, communities provide a low level of learning direction, with students expected to assume a largely learning-leader role. Though there is compatibility between the level of learning direction and the expected student role within each of these learning contexts, there is incompatibility across them.

For students to have to alternate between the learning-follower role in the classroom and the learning-leader role in the community not only places yet another learning challenge on students but it is inconsistent with good pedagogical principles. Just as we do not mix required lectures (high learning-follower role) with a student-determined reading list (high learning-leader role) in a traditional course, so, too, we must not impose conflicting learner role expectations on students in Service-Learning courses.

Therefore, if students are expected to assume a learning-follower role in the classroom, then a mechanism is needed that will provide learning direction for the students in the community (e.g. community agency staff serving in an adjunct instructor role); otherwise, students will enter the community wearing the inappropriate learning-follower hat. Correspondingly, if the students are expected to assume a learning-leader role in the community, then room must be made in the classroom for students to assume a learning-leader role; otherwise, students will enter the classroom wearing the inappropriate learning-leader hat. The more we can make consistent the student's learning role in the classroom with her/his learning role in the community, the better the chance that the learning potential within each context will be realized.



## PRINCIPLES (Continued)

### **Principle 8: Re-Think the Faculty Instructional Role**

Regardless of whether they assume learning-leader or learning-follower roles in the community, Service-Learning students are acquiring course-relevant information and knowledge from their service experiences. At the same time, as we previously acknowledged, students also are being challenged by the many new and unfamiliar ways of learning inherent in Service-Learning. Because students carry this new information and these learning challenges back to the classroom, it behooves Service-Learning faculty to reconsider their interpretation of the classroom instructional role. A shift in instructor role that would be most compatible with these new learning phenomena would move away from information dissemination and move toward learning facilitation and guidance. Exclusive or even primary use of the traditional instructional model interferes with the promise of learning fulfillment available in a Service-Learning course.

### **Principle 9: Be Prepared for Uncertainty and Variation in Student Learning Outcomes**

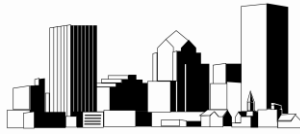
In college courses, the learning stimuli and class assignments largely determine student outcomes. This is true in Service-Learning courses too. However, in traditional courses, the learning stimuli (e.g., lectures and reading) are constant for all enrolled students; this leads to predictability and homogeneity in student learning outcomes. In Service-Learning courses, the variability in community service placements necessarily leads to less certainty and homogeneity in student learning outcomes. Even when Service-Learning students are exposed to the same presentations and the same reading, instructors can expect that the content of the class discussions will be less predictable and the content of student papers will be less homogeneous than in courses without a community assignment.

### **Principle 10: Maximize the Community Responsibility Orientation of the Course**

If one of the objectives of a Service-Learning course is to cultivate students' sense of community and social responsibility, then designing course learning formats and assignments that encourage a communal rather than an individual learning orientation will contribute to this objective. If learning in a course is privatized and tacitly understood as for the advancement of the individual, then we are implicitly encouraging a private responsibility mindset; [an example would be to assign papers that students write individually and that are read only by the instructor.] On the other hand, if the learning is shared amongst the learners for the benefit of the corporate learning, then we are implicitly encouraging a group responsibility mentality; [an example would be to share those same student papers with the other students in the class.] This conveys to the students that they are resources for one another, and this message contributes to the building of commitment to the community and civic duty.

By subscribing to the set of 10 pedagogical principles, faculty will find that students' learning from their service will be optimally utilized on behalf of academic learning, corporate learning, developing a commitment to civic responsibility, and providing learning-informed service in the community. *From Almonte Paul, Dorell, Haffalin et.al. "Service Learning at Salt Lake Community College, A Faculty Handbook"*





## WHAT TYPE OF SERVICE-LEARNING WORKS FOR YOU?

### Six Models for Service-Learning

Whether creating a new course or reconstructing an existing course using service-learning, faculty should explore the appropriate model of service-learning. While one could argue that there are many models of service-learning, we feel that service-learning courses can basically be described in six categories:

#### 1) **"Pure" Service-Learning**

These are courses that send students out into the community to serve. These courses have as their intellectual core the idea of service to communities by students, volunteers, or engaged citizens. They are not typically lodged in any one discipline.

#### 2) **Discipline-Based Service-Learning**

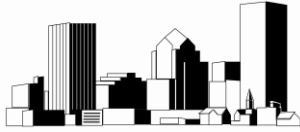
In this model, students are expected to have a presence in the community throughout the semester and reflect on their experiences on a regular basis throughout the semester using course content as a basis for their analysis and understanding.

#### 3) **Problem-Based Service-Learning (PBSL)**

According to this model, students (or teams of students) relate to the community much as "consultants" working for a "client". Students work with community members to understand a particular community problem or need. This model presumes that the student will have some knowledge they can draw upon to make recommendations to the community or develop a solution to the problem: architecture students might design a park; business students might develop a web-site; or botany students might identify non-native plants and suggest eradication methods.

#### 4) **Capstone Courses**

These courses are generally designed for majors and minors in a given discipline and are offered almost exclusively to students in their final year. Capstone courses ask students to draw upon the knowledge they have obtained throughout their coursework and combine it with relevant service work in the community. The goal of capstone courses is usually either to explore a new topic or to synthesize students' understanding of their discipline. These courses offer an excellent way to help students make the transition from the world of theory to the world of practice by helping them establish professional contacts and gather personal experience.



**WHAT TYPE OF SERVICE-LEARNING WORKS FOR YOU?  
(Continued)**

**5) Service Internships**

Like traditional internships, these experiences are more intense than typical service-learning courses, with students working as many as 10 to 20 hours a week in a community setting. As in traditional internships, students are generally charged with producing a body of work that is of value to the community or site. However, unlike traditional internships, service internships have regular and on-going reflective opportunities that help students analyze their new experiences using discipline-based theories. These reflective opportunities can be done with small groups of peers, with one-on-one meetings with faculty advisors, or even electronically with a faculty member providing feedback. Service internships are further distinguished from traditional internships by their focus on reciprocity; the idea that the community and the student benefit equally from the experience.

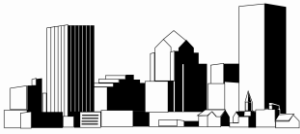
**6) Undergraduate Community-Based Action Research**

A relatively new approach that is gaining popularity, community-based action research is similar to an independent study option for the rare student who is highly experienced in community work. Community-based action research can also be effective with small classes or groups of students. In this model, students work closely with faculty members to learn research methodology while serving as advocates for communities.

**Exemplary Service-Learning Syllabi**

- Include service as an expressed goal
- Clearly describe how the service experience will be measured and what will be measured
- 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., transportation, time requirements, 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 (journal, papers, presentations)
- Present course assignments that link the service placement and the course content
- Include a description of the reflective process
- Include a description of the expectations for the public dissemination of student's work

*Excerpted from Hefferman, Kerrissa. Fundamentals of Service-Learning Course Construction. RI: Campus Compact, 2001, pp. 2-7, 9.*

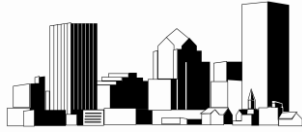


## “HOW TO DO IT”

Now that you are sufficiently motivated to try Service-Learning, here are ten simple steps to execute the strategy in your own class. Obviously, this represents only an outline which you will fill in as your progress through the experience.

### **10 Steps To Develop and Execute a Service-Learning Strategy**

1. **Consider the courses you teach and determine how a service project might be helpful in enriching learning in that 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. At this point, don't worry about whether they will work. Just 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.
2. **Call or visit the Center for Service-Learning to discuss and identify community placements that offer experiences that are relevant to your course.** The Center for Service-Learning will assist you in choosing the best service opportunities for presentation to your students.
3. **With service sites or activities in mind, consider your goals and motives in using the application.** What are you trying to accomplish for your students, yourself, and the community? Review your course objectives to determine those that can be linked to service. Before going further, list two or three specific and measurable service and learning goals and objectives for your initiative. Be clear at this point of your desired destination. “If we don't know where we're going, we're likely to wind up someplace else.
4. **Based upon your motives, goals, and objectives choose a course service option.** Decide how you will incorporate service into your course. Course service options can range in hours depending on course and community needs. You can offer the option as extra-credit, an alternative to a research paper or another required project or a requirement for course completion. For those who choose to make Service-Learning a course requirement, promotion or advertisement of your course and its service component will attract students who are motivated to learn in that way.
5. **Once you have chosen how service will be incorporated, review and alter your course description and syllabus to reflect the change.** To be successfully integrated, the service experience must be more than just an add-on to an already full syllabus. Identify some readings that might tie the service to specific objectives. Allocate some class time for discussion of the experience even if all students do not participate. By consciously committing to integrating service, up-front and in writing, you are on your way to successful implementation.

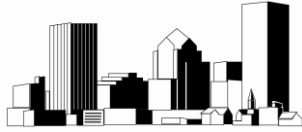


## "HOW TO DO IT" (Continued)

### **10 Steps To Develop and Execute a Service-Learning Strategy**

6. **On the first day of class, explain and promote the ideas behind including Service-Learning in your class.** Explain the twofold benefits to the student and the community. Make your commitment very clear and encourage them to take advantage of the opportunity for both the personal and academic growth that service affords. Make the decision to service easy and provide specifics on the locations, hours, and length of commitment of each service option.
7. **Work closely with students to develop specific service and learning objectives for their service experience.** Students must be guided in their development of these objectives so that they are clearly linked with the academic objectives of your course. Most students are not skilled in developing objectives and are not familiar with your specific course learning objectives or how to link them to a seemingly non-academic experience. Typically students will develop more affective objectives (improve self-esteem, feel better about the community) or general non-course related objectives (improve the community, learn about hospice care, learn how to build a house). To improve objectives (improve the community, learn about hospice care, learn how to build a house). To improve fulfillment of your courses' academic goals, you must help them link the service to specific course objectives. In a business course, students working with Habitat for Humanity might learn about managerial communication, or "just-in-time" supply strategies. For a psychology course, the objective might be understanding the dynamics of group formation or gender roles and functioning in a project.

In some cases you may wish to delay this step until after students have been oriented to their placement so that they have some idea of what kinds of service they will be doing. In other cases, where you are familiar with the placement, you can have them do this prior to the service. Some faculty prescribe the learning and service objectives for the entire class. Establishing these student learning objectives up-front is a critical step in assuring the effectiveness of the Service-Learning in enriching student learning of course material. This step requires creativity and focus, but success here will lead to better learning.



**"HOW TO DO IT"  
(Continued)**

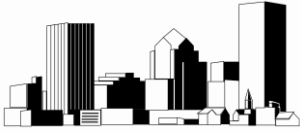
**10 Steps  
To Develop and Execute a Service-Learning Strategy**

8. **Teach students how to harvest the service experience for knowledge.** 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. 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 (participant observation). While the math student is working on a Habitat for Humanity project, she thinks about the algebra or geometry used in developing the architectural plans. The business student may listen to workers' communication patterns and draw conclusions about the managerial structure as he helps patients into the pool at the rehabilitation center. The human relations student observes families interacting as she delivers mail to the hospice patients. Because many students lack experience and confidence in learning in nontraditional, non-classroom environments, we must teach them new skills.

One word of paradoxical caution here – while we do want our students prepared and oriented to service, we must be careful not to over prepare them for their service experience. We all enjoy the adventure of discovery, and we can destroy that for our students by telling them exactly what to expect. Then their experience becomes a comparison instead of an adventure. Give them a good overview and set them free.

9. **Link the service experience to your academic course through deliberate and guided reflection.** The practice of reflection is what combines the learning to the service. We cannot assume that learning will automatically result from experience. Like us, our 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 outcome. An unstructured personal journal or group discussion is a great way to elicit affective disclosure. More specific academic outcomes will result from structuring these exercises with specific curriculum related questions. For example, an environmental management student might be directed to comment on environmental balance in her journal account of collecting water samples from Hobb's Wildlife Management Estate.



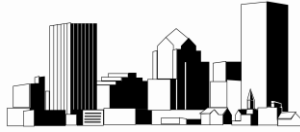
**"HOW TO DO IT"  
(Continued)**

**10 Steps  
To Develop and Execute a Service-Learning Strategy**

**Written reflection** is a productive approach which helps improve basic communication skills at the same time it leads to critical thinking about the academic focus (through questions) you have prescribed. It is the most common and least intrusive in terms of taking up class time.

A more powerful, and in many ways more effective, approach is the purposeful dialogue or the reflective class session. This dialogue provides an opportunity for the students to share experiences and exchange ideas and critical insights about the information being shared. 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 facilitator, to maintain the flow of ideas and a commentator, who jumps on the relevant item and develops it into a teachable moment. 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 is often at these critical moments that the real learning occurs. The real advantage of the reflective session over the written form 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. Reflection is the key element in creating meaning.

10. **Evaluate your Service-Learning outcomes** as you would any other academic product. Remember, students are being graded on the academic product, not their hours of service. By designing flexible measures, however, you can use the same standard used in evaluating any other written or oral presentation: Did the student master the course material?



## COMMON FACULTY CONCERNS

### 1. **Academic Rigor: *Is this another feel-good excuse to water down academic standards?***

This is an important and legitimate concern with quality higher education, and it is the focus of much of the past and current research on service-learning. 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, this pedagogy 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 reflection techniques designed to accomplish academic as well as affective 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 student and the teacher.

### 2. **Competence in application of strategy: *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. You may want to view items at the Teaching and Creativity Center at the Damon City Campus or contact the Center for Service-Learning 585-262-1713 for resources.

Visiting with faculty who have incorporated Service-Learning or attending a few workshops, seminars or conferences about Service-Learning will provide an opportunity for more active exploration of some of the skills and philosophy of the pedagogy. Finally, coming to the Center for Service-Learning to discuss ideas and to review course syllabi or relevant critical readings might help you in your skill development.



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**COMMON FACULTY CONCERNS  
(Continued)**

**3. Students' ability to contribute meaningful service: *How can my students who are taking remedial courses in reading, writing or math help?***

Many faculty are concerned that their students lack adequate preparation or skill to help others in a meaningful way. Our experience and the 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, marginal students. Obviously we must use good judgment in choosing appropriate placements and establishing levels of responsibility. The agencies 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. 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. Time Constraints.**

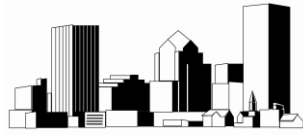
**Yours: *How can I fit something new into an already cramped curriculum?***

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

**Students: *Most of our students work in addition to their school attendance. How can they fit service into their already busy schedule?***

Service-Learning faculty report, most students are willing and able to complete service in the community. In fact, research reveals that the majority of students said that the workload in their Service-Learning course was manageable. Because of the variety of service projects, there are opportunities and needs for students twenty-four hours a day, seven days a week. As faculty, we must be flexible in our requirements, recognizing the demands placed on our students.





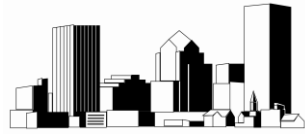
## **BENEFITS OF SERVICE-LEARNING**

### **For Students**

- Increases relevancy of education by bringing academic instruction to life
- Enhances learning of values, citizenship and leadership skills
- Applies concepts from the classroom to their service
- Provides knowledge and expertise from the community
- Provides platforms to analyze and discuss civic values
- Prepares individuals to participate in internships and research
- Allows exploration of career options
- Develops a sense of community and civic responsibility
- Develops contacts within the community
- Teaches workforce skills
- Provides opportunities to accommodate different learning styles
- Develops connections with people of diverse cultures and lifestyles
- Increases a sense of self-efficacy, analytical skills and social development
- Develops meaningful involvement with the local community

### **For the Community**

- Enhances positive relationships opportunities with the college
- Provides awareness-building of community issues, agencies and constituents
- Helps to develop a sense of citizenship
- Provides affordable access to professional development
- Develops short and long term solutions to pressing community needs
- Creates ways to expand current services
- Increases human resources for problem solving
- Provides opportunities for participating in the educational process
- Enriches roles for supervisors
- Contributes to positive exposure in the community

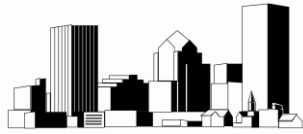


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**BENEFITS OF SERVICE-LEARNING**  
(Continued)

**For the College**

- Furthers the goals of Monroe Community College’s strategic plan
- Drives the college as an active, engaged partner in the community
- Facilitates teaching, research and program development
- Increases student retention
- Enriches the quality and relevancy of the education provided
- Allows for faculty to mentor students
- Increases College’s awareness of societal issues as they relate to academic areas of interest
- Assists in the development of innovative approaches to instruction
- Provides opportunities for collaborative community research and project development
- Engages faculty and students in local and state community issues
- Provides opportunities to extend College’s knowledge and resources
- Increases development and preparation of college graduates



## STUDENT BENEFITS

### Service-Learning Scholarship

The MCC Foundation has a scholarship available for Service-Learning students. The purpose of the Snowball Scholarship is to provide a graduate of the Rochester City School District with a scholarship toward their second year at MCC (with preference given to Wilson Magnet graduates). The donors are interested in recognizing good character and promoting community engagement, thus this scholarship will be awarded to student(s) participating in the MCC Service-Learning program. Applications will be accepted during Fall semesters at MCC's Scholarship website where the students apply online. <http://www.monroecollege.edu/tuition-aid/types-of-aid/scholarships/>.

### Transcripts

Service-learning courses and the required service hours in those courses will be transcribed in two ways:

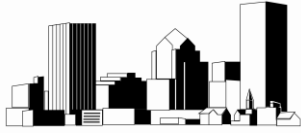
- First, all service-learning courses will be indicated as such on a student transcript.
- Second, the transcript will indicate the total number of service-learning hours (civic engagement) completed by the student each semester. This is not credit hours, but actual service hours logged from each service-learning course taken where the student has completed all of the service hours required and has passed the course with a 2.0 or above.

### Diplomas – Service-Learning Option

Students will have the opportunity to receive a diploma distinction for having completed 200 service-learning hours while at MCC.

For most students, achievement of this distinction will require approximately 30 credit hours of service-learning courses. There are, however, some 3-credit courses such as SVL 101 that have a 135 service hours requirement for successful completion. This course provides an intensive option to receiving the diploma distinction. To obtain credit for service hours, a student must complete all required service hours in the course **and** pass the course with a 2.0 or higher.





## **STUDENT BENEFITS (Continued)**

Benefits of this transcript enhancement and diploma distinction are:

- Student employability is improved because these are excellent indicators to employers that this student has civic experience throughout her or his coursework.
- Student transferability is improved because these are excellent indicators to transfer colleges that this student has civic experience throughout his or her coursework.
- The above-mentioned enhancements will prompt questions from employers and transfer colleges and provide an opportunity for the student to present her or his service-learning portfolio of civic engagement.
- This distinction is emblematic of the accomplishments of the student while they were at Monroe Community College.

### **Presidential Volunteer Service Award**

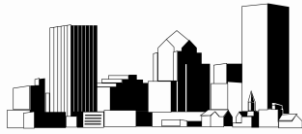
Monroe Community College's Center for Service-Learning is a "certifying organization" for the Presidential Volunteer Service Award (PVSA). This allows MCC students to earn this award by using their acquired service-learning hours as well as hours served at outside agencies/internships.

Appropriate documentation of service hours completed outside of official service-learning opportunities (completed as part of a class at MCC) must be submitted to the Center for Service-Learning. Once this documentation of outside service is verified, the Center for Service-Learning will certify your eligibility.

### **What is the Presidential Volunteer Service Award?**

The Presidential Volunteer Service Award was created to recognize and honor Americans who are engaged in their communities by way of voluntary service. It is awarded by the President of the United States and the President's Council on Service and Civic Participation to individuals, families, and groups that are committed to community service. Those who qualify for the award are eligible to receive the following:

- A personalized certificate of achievement
- A congratulatory letter from the President of the United States



## STUDENT BENEFITS (Continued)

### What is the benefit of earning the Presidential Volunteer Service Award?

The Presidential Volunteer Service Award is a prestigious national honor that highlights your commitment to serving the community and the nation. This award not only looks good on a resume (for college transfers and future job applications) but it allows you to inspire others to follow in your footsteps – to contribute to their communities through volunteer service and to make volunteer service a central part of their lives.

### Which award will I earn?

Awards are calculated by service hours **completed over a calendar year (12-months, January through December)**. Qualifying for a specific award level is determined by the achievement of a certain number of hours within each depicted age-group.

### Award Levels:

#### **Bronze Award**

Young Adults (15-25): 100 to 174 hours

Adults (26 and older): 100 to 249 hours

#### **Silver Award**

Young Adults (15-25): 175 to 249 hours

Adults (26 and older): 250 to 499 hours

#### **Gold Award**

Young Adults (15-25): 250 hours or more

Adults (26 and older): 500 hours or more



### Process:

Fill out a Service Verification form and submit it to Center for Service-Learning by the 1<sup>st</sup> week of January classes or if graduation in Spring, submit the form at the end of the semester.

Forms can be found at the Center for Service-Learning website

<http://www.monroecc.edu/depts/servicelearning/benefits.htm> or by contacting the office at 585-292-3171

Students may also include their own volunteer hours for this award as well.



**STUDENT BENEFITS  
(Continued)**



**Presidential Volunteer Service Award**  
**SERVICE VERIFICATION FORM**



This form should be utilized by MCC students who are applying for the Presidential Volunteer Service Award for hours of service within an MCC course for Service-Learning/Fieldwork/Internship AND for hours of service completed OUTSIDE of MCC Service-Learning courses in their service record.

You DO NOT need to verify hours of service that were completed as part of a MCC Service-Learning course with this form.

**This information encompasses any Service-Learning/Fieldwork/Internship/Volunteer work for the year 2017. This form is due by Friday, January 15, 2018 to Service-Learning, Brighton Bldg 3, Room 108.**

**Student Name:** \_\_\_\_\_

**M #:** \_\_\_\_\_

**Phone Number:** \_\_\_\_\_

Please check the box for your age group

Age = 15 to 25 yrs old

Age = 26 yrs and older

**Hours of service associated with an MCC course:**

Service-Learning/fieldwork/internship associated with an MCC course, please list the course number and the hours spent on the project (note if you went over the required number of hours for the class – please include here as well).

Course No: \_\_\_\_\_ No. Hours: \_\_\_\_\_ Semester: \_\_\_\_\_

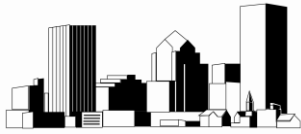
Course No: \_\_\_\_\_ No. Hours: \_\_\_\_\_ Semester: \_\_\_\_\_

Course No: \_\_\_\_\_ No. Hours: \_\_\_\_\_ Semester: \_\_\_\_\_

**Hours of service associated with Volunteer work outside of an MCC course:**

The Center for Service-Learning will contact your service site(s) to confirm that the indicated service was completed. It is very important that you provide accurate contact information.

Service Activity	Organization Name	Date(s):	Site Supervisor Name:	Supvr Signature
		# of Hours Completed:	Site Supervisor Contact Info:	



## HOW TO FIND SERVICE-LEARNING COURSES IN BANNER

### Is a section I am registering for service-learning?

Each section that has a service-learning component is able to be identified by the **SV** after the title of the course.

If the service is an option within the course (meaning you do not have to complete the service), the description will indicate "option" and have the service hours indicated.

#### Optional section

##### Sections Found

Death and Dying – **SV** – 11494 – HED 115 - 003

\*\*\*Optional Service Learning Hours = 10\*\*

Associated Term: Fall 2014

Registration Dates: Mar 10, 2014 to Sep 08, 2014

Levels: Undergraduate

Attributes: HP01, HP03, SV-Service Learning

If all students in the section are required to complete a service component (dedicated section), then the word option will not appear in the description:

#### Dedicated section

Principles of Marketing – **SV** – WR – 16609 – MAR 200 - 003

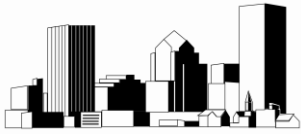
\*\*\*Service Learning Hours = 20\*\*

Associated Term: Fall 2014

Registration Dates: Mar 10, 2014 to Sep 08, 2014

Levels: Undergraduate

Attributes: SV-Service Learning, Writing Intensive Course



## HOW TO FIND SERVICE-LEARNING COURSES IN BANNER (Continued)

### How do I do a search for all service-learning offerings each semester?

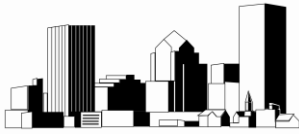
When searching the master schedule in banner you can use "attribute type" to search for all sections that will offer service-learning.

For a more specific search: Example

If you want to know all of the ACC 101 sections that are service-learning, highlight "Accounting" in the subject, type "101" in the Course Number box and highlight "service-learning" in the attribute type.

<b>Subject:</b>	All Accounting (ACC) Alcohol Chem Dependency (ACD)
<b>Course Number:</b>	<input type="text"/>
<b>Title:</b>	<input type="text"/>
<b>Schedule Type:</b>	All Clinical Experience Co-Op
<b>Instructional Method:</b>	All Delivered by Compact Disc Hybrid
<b>Credit Range:</b>	<input type="text"/> hours to <input type="text"/> hours
<b>Campus:</b>	All Applied Technologies Center Brighton Campus
<b>Part of Term:</b> Non-date based classes only	All Eight Week Course Eight Week Course
<b>Instructor:</b>	All Abbott, Christine D. Able, Jyoti B
<b>Attribute</b>	SWCV Service Learning ..... Writing Intensive Course





**FACULTY DOCUMENTATION**

Students' Service-Learning hours can be documented two ways, depending on the project. If students are participating in a project that is under the supervision of a person other than the professor, Student Time Logs can be provided at semester start by the Center for Service-Learning upon request. Students will write down their hours and have a site supervisor initial it. Students will submit their Time Logs to the faculty member at the end of the semester.

If the faculty member is the supervisor of the project, he or she can decide not use the Time Logs, but rather base the completion of the required hours on the final product of the project (presentation, activity kit, etc).

**Time Log**

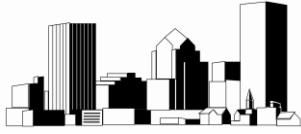
To be completed by the service-learning student and handed in to the course professor.

Please use this form to record the number of hours per week you served at your community site or worked independently on your service project. When you have completed your service-learning hours, please turn this report in to your instructor.

Date	Time In	Time Out	Total Hrs	Student Initials	Site Supvr Initials

**GRADE CHANGES- INCOMPLETE OR GRADES**

When an Incomplete grade is given to a student, it is the faculty member's responsibility to notify the Service-Learning Coordinator OR the Director of Registration and Records if the grade has been changed AND the student should receive the service-learning hours associated with the course. This can be done through the Change of Grade form in the comments section or via email to either department. If neither department receives notification of the change, the service hours will not be transcribed despite a grade being changed!



## SYLLABUS GUIDELINES

- Identify service activity and objective(s) of the service
- Link the service to course content (writing assignments, discussions, projects, readings, presentations, and other activities)
- Describe how the student will be assessed on the experience (clarify the grading process: papers, discussions, presentations, journals, etc.) not for the service hours
- Discuss minimum hours required for students to serve
- Inform students of the methods of reflection that will be used throughout the semester (i.e. journals, reflection papers, group discussions, etc.)
- Provide guideline for contacting the agency, meeting with site supervisor, beginning and completing service

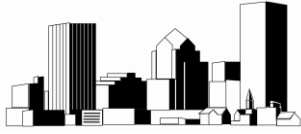
### **Orientation/Training:**

- Talk about the service experience on the first day of class
- Address student concerns, fears, and expectations regarding the service experience
- Prepare students with the appropriate skills and brief them on their responsibilities regarding communication, follow-through and professionalism

**Grading:** Indicate how the student's service will be graded (i.e. provide reflection rubric, see Reflection Section).

**Assignments:** You can design a variety of assignments that incorporate service-learning. Writing assignments such as journals, critiques, short essays and research papers, group projects and class discussions/presentations based on the service experience.

**Reflection:** All students who are performing service are required to participate in some form of reflection activity. The options for your class should be described in the class syllabus. See Reflection section of this manual.



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## REFLECTION

Structured reflection connects and reinforces in-class work, text book readings, and civic engagement experiences. It provides an opportunity to think critically about civic experiences, examine and challenge personal values, beliefs, and opinions. It provides a platform for students to ask questions, share ideas and experiences, challenge current solutions to community issues and develop plans to address community needs.

It is important to incorporate structured reflection so that students develop a deeper understanding of course subject matter outside of the traditional classroom environment. Reflection promotes; interpersonal communication, problem solving skills, self-awareness, a sense of civic responsibility, and a sense of belonging.

### Developing The Environment For Reflection

Providing a safe, respectful, and nurturing environment for students to express the wide range of emotions experienced is necessary. Therefore, it may be helpful for students to develop their own list of Rules of Reflection.

Examples:

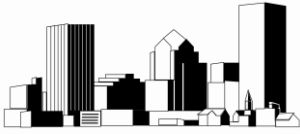
- Participants speak one at a time
- Appropriate language only (no use of profanity)
- Respect all opinions expressed despite differences

Type up the Rules of Reflection for students and provide a copy to everyone. Refer back to these rules when/if you believe students are straying from them.

### How To Structure The Time

Make sure reflection occurs regularly throughout the semester utilizing two or more of the types of reflection activities.

It is important faculty recognize that there may be issues beyond the student's control in the service environment. Concentrating on those issues that the student does have control of will be more meaningful to all involved in the reflective experience.



## REFLECTION (Continued)

### Types of Reflection

The sample questions below are basic and broad in nature. They are meant to give you an idea of how to get the reflection process going. You will want to formulate other questions that are specific to the learning objectives in your course.

#### 1) Group Discussions

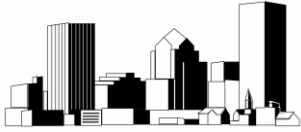
Discussions can occur in several small groups or as one large group. Topics can vary but should be structured.

Examples for the beginning of the semester (may be used in journaling assignments as well):

- What is the identified problem/community need?
- How are you going to address that need?
- How are you going to assess findings?
- How will the findings be presented and to whom?
- Why are you needed?

Examples for during the semester. (may be used in journaling assignments as well):

- How does your service-learning experience relate to the learning objectives of the course?
- What did you do at their site since the last reflection discussion?
- What did you observe?
- What did you learn?
- How has the experience affected you (how did you feel)?
- What has worked?
- What hasn't worked?
- What do you think is (will be) the most valuable service you can offer at your site?
- What has been particularly rewarding about your service?
- How could you improve your individual service contribution?
- Have you taken any risks at your service site? If so, what did you do?
- What were the results?
- What would you change about your service assignment that would make it more meaningful for you or other service-learning students?
- What have you learned about yourself?
- Has your service experience influenced your career choice in anyway?



## REFLECTION (Continued)

### 1) Group Discussions (Cont'd)

Toward the **end** of the semester. (May be used in journaling assignments as well):

- What have you learned about yourself?
- What have you learned about your community?
- What have you contributed to the community site?
- What values, opinions, beliefs have changed?
- How has your willingness to help others changed?
- What was the most important lesson learned?
- How have you been challenged?
- What impact did you have on the community?
- What should others do about this issue?

Faculty may require students to submit in writing a reflection summary of the discussions in class.

### 2) Journaling

A journal is a record of meaningful events, thoughts, feelings, interpretations and ideas. Faculty may ask students to keep a journal to document experiences at the community site, but should include more than just what the student did that day. Journals should include information on how the student was affected by their experience. Faculty should collect and review journals several times throughout the semester and offer comments and feedback as a mentor.

Why a service-learning journal?

- a) to practice writing
- b) to analyze service situations
- c) to articulate your own reactions to your service experience
- d) to record the learning you are experiencing and document progress toward the learning objectives.
- e) to develop recommendation for action or change



## **REFLECTION**

(Continued)

### **2) Journaling (cont'd)**

Examples of journaling assignment questions:

- Describe your service-learning project. Include a description of the agency or organization you will be working for (i.e. what is their purpose? How big are they? What is their history? What is their mission? What are their goals?).
- How is your service-learning experience related to the readings, discussions, and lectures in class?
- How does the service-learning experience connect to your long-term goals?
- What new skills have you learned since beginning your service?
- What have you done this week to make a difference?
- What characteristics make a community successful?
- Report a civic experience you have had in the past. Include comments about what type of difference you made to those you served. How did you feel about your service? What if any attitudes or beliefs changed for you as a result of your service?
- Describe what you have learned about yourself as a result of your service.

### **3) Papers**

A final paper or several small papers throughout the semester may be an alternative to journaling or may be a way to organize what has been written in a journal.

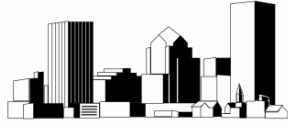
Example: Describe the community site where you served, including the site's mission and goals. What were your duties and responsibilities at the site? How has this experience changed your value and belief system? How has your service affected your own sense of civic responsibility?

In what ways has your service-learning experience made the course material relevant? Be specific and provide concrete examples.

Explain why your service was important to you and the service-learning site.

### **4) Portfolios**

Students can utilize this medium as a way to present a collection of information obtained throughout the semester. It may include portions their journal, pictures, community site information, brochures, etc. Students can use these portfolios in a formal presentation or to hand in for grading.



## **REFLECTION** (Continued)

### **5) Presentations**

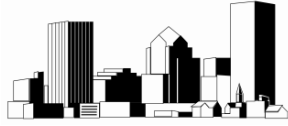
Portfolios may or may not be a part of the course. This medium can be used for students to showcase to their class, community site and/or college community their service-learning experience. This can be accomplished as a large group, several small groups, or individually.

### **Service-Learning Reflection Activities**

Robin R. Jones ([jones@cas.usf.edu](mailto:jones@cas.usf.edu))

"Tried and True Teaching Methods to Enhance Students' Service-Learning Experience" compiled by Professor Diane Sloan (Miami Dade Community College) and based on the work of Julie Hatcher and Robert Bringle in "Reflection Activities for the College Classroom (Indiana University-Purdue University Indianapolis)

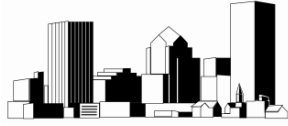
1. Personal Journal - Students will write freely about their experience. This is usually done weekly. These personal journals may be submitted periodically to the instructor, or kept as a reference to use at the end of the experience when putting together an academic essay reflecting their experience. (Hatcher, 1996)
2. Dialogue Journal - Students submit loose-leaf pages from a dialogue journal bi-weekly (or otherwise at appropriate intervals) for the instructor to read and comment on. While labor intensive for the instructor, this can provide continual feedback to the students and prompt new questions for students to consider during the semester. (Goldsmith, 1995)
3. Highlighted Journal - Before students submit the reflected journal, they reread personal entries and, using a highlighter, mark sections of the journal that directly relate to concepts discussed in the text or in class. This makes it easier for the instructor to identify the student to reflect on their experience in light of course content. (Gary Hesser, Augsburg College)



## **REFLECTION** (Continued)

4. **Key Phrase Journal** - In this type of journal, students are asked to integrate terms and key phrases within their journal entries. The instructor can provide a list of terms at the beginning of the semester or for a certain portion of the text. Students could also create their own list of key phrases to include. Journal entries are written within the framework of the course content and become an observation of how course content is evident in the service experience. (Hatcher, 1996)
5. **Double-entry Journal** - When using a double-entry journal, students are asked to write one-page entries each week: Students describe their personal thoughts and reactions to the service experience on the left page of the journal, and write about key issues from class discussions or readings on the right page of the journal. Students then draw arrows indicating relationships between their personal experiences and course content. This type of journal is a compilation of personal data and a summary of course content in preparation of a more formal reflection paper at the end of the semester. (Angelo and Cross, 1993)
6. **Critical Incident Journal** - This type of journal entry focuses the student on analysis of a particular event that occurred during the week. By answering one of the following sets of prompts, students are asked to consider their thoughts and reactions and articulate the action they plan to take in the future: Describe a significant event that occurred as a part of the service-learning experience. Why was this significant to you? What underlying issues (societal, interpersonal) surfaced as a result of this experience? How will this incident influence your future behavior? Another set of questions for a critical incident journal includes the following prompts: Describe an incident or situation that created a dilemma for you in terms of what to say or do. What is the first thing thought of to say or do? List three other actions you might have taken, Which of the above seems best to you now and why do you think this is the best response? (Hatcher, 1996)
7. **Three-part Journal** - Students are asked to divide each page of their journal into thirds, and write weekly entries during the semester. In the top section, students describe some aspect of the service experience. In the middle of the page, they are asked to analyze how course content relates to the service experience. And finally, an application section prompts students to comment on how the experience and course content can be applied to their personal or professional life. (Bringle, 1996)





## REFLECTION (Continued)

- Free Association Brainstorming - (This reflection session should take place no earlier than the end of the first 1/3 of the project experience.) Give each student 10-20 "post-its" and ask them to write down all the feeling they had when they first heard about their service-learning requirement. After they finish the first question, have them write down all of the feeling they had when they experienced their first "field encounter." After finishing question two completely, have them write down all of the feelings they are having "right now" regarding their service-learning experience. Encourage them to write down as many different brainstormed thoughts as possible (one for each card). Have three newsprint papers strategically located and taped to walls around the classroom. Have one with a large happy face, one with a sad face, and one with a bewildered face. Ask students to now place their words on the newsprint paper that closest fits their brainstormed feelings. Then have them stand next to the newsprint that has most of their feelings. This exercise involves both writing and speaking and is seen as nonthreatening in an oral presentation sense. (Sloan, 1996)

- Quotes - Using quotes can be a useful way to initiate reflection because there is an ample supply of them, and they are often brief and inspiring. Here are some quotes as examples you might want to use:

"If we do not act. We shall surely be dragged down the long, dark and shameful corridors of time reserved for those who possess power without compassion, might without morality, and strength without insight." —Dr. Martin Luther King, Jr.

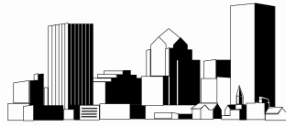
"A different world cannot be built by indifferent people." —Horace Mann

"I believe that serving and being served are reciprocal and that one cannot really be one without the other." —Robert Greenleaf, educator and writer

"Never doubt that a small group of thoughtful, committed citizens can change the world: indeed, it's the only thing that ever has." —Margaret Mead

"Unless you choose to do great things with it, it makes no difference how much you are rewarded, or how much power you have." —Oprah Winfrey

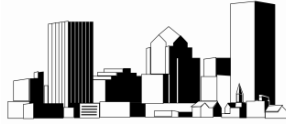
Quotes may be used in a variety of ways. You might give each student a page of quotes and ask them to pick one that fits his/her feelings about the service-learning project. Then you could ask them to explain why this quote represents his/her feelings. The best results seem to be when the students are given the sheet one session before the reflection class. This gives them time to put their thoughts together. The students could also do it as a one-minute paper that might then be read and explained to the rest of the class. (Diane Sloan, Miami Dade Community College)



## REFLECTION

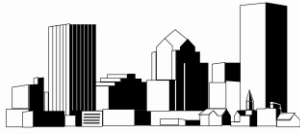
(Continued)

10. **Quotes in Songs** - Ask the students to find a song where the singer uses lyrics that describe what he/she feels about the service-learning project. Emphasize that it does not need to be a whole song but a lyric in a song. If they have access to the song, tell them to bring it in to play at the end of the reflection session. Even if they do not have the song, ask them to "say" the lyric that describes their feelings. This usually proves to be "fun" in a sense that it creates a casual atmosphere and bonds the group together. Many times others will help by trying to sing it with them. Playing the songs usually creates a celebratory atmosphere. You might also bring a bag of Hershey's kisses, or something similar to keep the festive spirit going. (adapted from Prof. Gwen Stewart's song speech, Miami Dade Community College)
11. **Reflective Essays** - Reflective essays are a more formal example of journal entries. Essay questions are provided at the beginning of the semester and students are expected to submit two to three essays during the term. Reflective essays can focus on personal development, academic connections to the course content, or ideas and recommendations for future action. As with any essay, criteria can be clearly stated to guide the work of the students. (Chris Koliba, Georgetown University)
12. **Directed Writings** - Directed writings ask students to consider the service experience within the framework of course content. The instructor identifies a section from the textbook or class readings (i.e., quotes, statistics, concepts) and structures a question for students to answer. For example, "William Gray has identified five stages of a mentor-protégé relationship. At what stage is your mentoring relationship with your protégé at this point in the semester? What evidence do you have to support this statement? In the following weeks, what specific action can you take to facilitate the development of your mentoring relationship to the next stage of Gray's continuum?" A list of directed writings can be provided at the beginning of the semester, or given to students as the semester progresses. Students may also create their own directed writing questions from the text. Directed writings provide opportunity for application and critical analysis of the course content.
13. **Experiential Research Paper** - An experiential research paper, based on Kolb's experiential learning cycle, is a format that asks students to identify a particular experience at the service site and analyzes that experience within the broader context in order to make recommendations for change. Mid-semester, students are asked to identify an underlying social issue they have encountered at the service site. Students then research the social issue and read three to five articles on the topic. Based on their experience and library research, students make recommendations for future action. This reflection activity is useful in inter-disciplinary interests and expertise to pursue issues experienced at the service site. Class presentations of the experiential research paper can culminate semester work. (Julie Hatcher, IUPUI)



## REFLECTION (Continued)

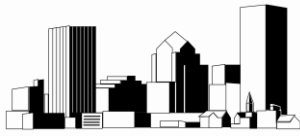
14. Service-Learning Contracts and Logs - Service-learning contracts formalize the learning and service objectives for the course. Students, in collaboration with their instructor and agency supervisor, identify learning and service objectives and identify the range of tasks to be completed during the service experience. Oftentimes, a service-learning contract cannot be completed until the student is at the agency for a couple of weeks and has a clear idea of how their skills and expertise can be of service. A service log is a continuous summary of specific activities completed and progress towards accomplishing the service-learning goals. The contract and log can become the basis for reflection when students are asked to assess their progress towards meeting the identified objectives and identify the obstacles and supports that had an impact on their ability to achieve the service-learning objectives. These items can also be submitted in a service-learning portfolio as evidence of the activities completed.
15. 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. Since textbooks rarely challenge students to consider how knowledge within a discipline can be applied to current social needs, additional readings must be added if this is a learning objective of the course. Directed readings can become the basis for class discussion or a directed writing.
16. Ethical Case Studies - Ethical case studies give students the opportunity to analyze a situation and gain practice in ethical decision making as they choose a course of action. This reflection strategy can foster the exploration and clarification of values. Students write a case study of an ethical dilemma they have confronted at the service site, including a description of the context, the individuals involved, and the controversy or event that created an ethical dilemma. Case studies are read in class and students discuss the situation and identify how they would respond. (David Lisman, Colorado College)
17. Structured Class Discussions - Structured reflection sessions can be facilitated during regular class time if all students are involved in service. It is helpful for students to hear stories of success from one another. They can also offer advice and collaborate to identify solutions to problems encountered at the service site. The following exercise is an example of structured reflection discussion: list phrases that describe your senses/feelings at the service site. List phrases that describe your actions at the service site. List phrases that describe your thoughts at the service site. What contradictions did you sense at the service site? What connections can you make between your service and the course content? (Nadine Cruz, Stanford University)



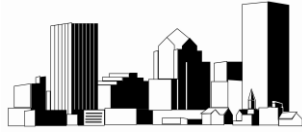
### **REFLECTION**

(Continued)

18. Truth is Stranger than Fiction - (This is an exercise that is best used toward the middle or end of the student's experience). Have the students break into groups of three (no more). Ask them to share the most unusual story that happened to them during their service-learning experience. Some students will be hesitant at first. If they really can't think of one, don't let them off the hook. Tell them to take the assignment home, write it and submit it at the next session. This usually motivates them to think of one rather quickly. In fact, most classes come up with some really interesting stories. Then have the class come together as a whole and share them. It is surprising how animated all of the students get. Even if it's not their own story, they feel some ownership if the person was in their group. Usually everyone ends up sharing a story. As you move through the exercise, even the reticent ones usually find themselves sharing something. Be prepared to prod these students a little, If you happen to have a class that's filled with interesting stories, you might want to save these stories and submit them to the Service-Learning Program for future use. (Diane Sloan, Miami Dade Community College)
19. Student Portfolios - This type of documentation has become a vital way for students to keep records and learn organizational skills. Encourage them to take photographs of themselves doing their project, short explanations (like business reports), time logs, evaluations by supervisors or any other appropriate "proof" which could be used in an interview. Require them to make this professional. Keep reminding them that submitting it at the end of the term is only one reason for doing this. "The real reason is to have documentation to present at future interviews. This could be a major factor in distinguishing them from other candidates." Student portfolios could contain any of the following: service-learning contract, weekly log, personal journal, impact statement, directed writings, photo essay. Also, any products completed during the service experience (i.e., agency brochures, lesson plans, advocacy letters) should be submitted for review. Finally, a written evaluation essay providing a self-assessment of how effectively they met the learning objectives of the course is suggested for the portfolio.
20. It's My Bag - Tell the students to find a bag at home (any bag). Then tell them to fill it with one (or two - depending on the time) item(s) that remind them of how they feel about their service-learning project. Tell them to bring this bag with the item(s) to the reflection session, and have them explain their items to the rest of the class. The items that they bring usually turn out to be inspiring visual aids that bring out some great comments. (Adapted through a speech exercise provided by Prof. James Wolf, 1998)

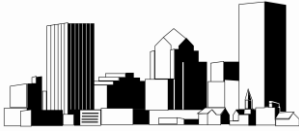


<b>Civic Engagement Assessment Rubric</b>				
<b>Elements</b>	<b>Level of Quality</b>			<b>Assessment Options Oral, Written, Visual</b>
	<b>Developing – 1</b>	<b>Proficient – 2</b>	<b>Exceptional – 3</b>	
<b>Community Involvement</b>	Student rarely engages in community activities and shows no recognition between cultural factors and community. Does not help solve community problems peacefully.	Student sometimes engages in community activities with sustained values. Starts to encourage cultural factors. Notices relationships with community. Considers resolving community problems peacefully.	Student consistently engages in community activities with sustained values. Develops participatory skills. Encourages others to recognize cultural factors and develops functional relationship with community. Helps peers to resolve problems/differences peacefully.	Reflection Log Pre/Post Essay Dialogue Journal Oral Presentation Pre/Post Video
<b>Interpersonal Skills</b>	Student hardly ever acknowledges diverse community issues and seldom expresses ideas or personal attitudes toward community members. No preparation for action plan. Has problems with group members.	Student becomes more involved in political issues. Identifies diverse community members. Begins to see advantages for plan of action and starts to work with other group members.	Student thoroughly enhances political knowledge of diverse community issues. Develops communication skills and expresses ideas and values. Expands personal attitudes toward community and is respectful of its diverse members. Develops plan of action and experiences the effectiveness of thoughtful group effort.	Reflection Log Oral Presentation Pre/Post Essay

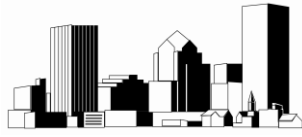


**Civic Engagement Assessment Rubric (Cont'd)**

Elements	Level of Quality			Assessment Options <sup>3</sup> Oral, Written, Visual
	Developing – 1	Proficient – 2	Exceptional – 3	
<b>Model Citizenship</b>	Student seldom challenges political issues and seldom expresses ideas or personal attitudes toward community members. No preparation for action plan. Has problems with group members.	Student frequently challenges political and civic issues. Makes brief connections between community issues and societal needs. Shows some compassion for less fortunate. Might contribute to political issues.	Student consistently challenges political and civic issues. Makes connection between community issues and societal needs. Is responsive to less fortunate. Desires to engage in political issues or political actions to help community members.	Reflection Log Oral Presentation Pre/Post Essay Pre/Post Video Dialogue Journal
<b>System Analysis</b>	Student rarely recognizes how organizations have a direct and indirect influence on persons they serve.	Student frequently shows awareness of direct and indirect influence on persons but does not understand how they are dehumanized.	Student always demonstrates awareness of organizations that have direct and indirect influence on how persons are served or dehumanized.	Pre/Post Video Pre/Post Essay Oral Presentation
<p><b>Adapted from Vaughn, "Enhancing Student Development in Service-Learning with Performance-Based Assessment Rubrics", 2002; used with permission</b></p>				



<b>Student Service-Learning Rubric</b>				
<p><b>Note to Students:</b> Service-Learning is a teaching method that combines academic instruction, meaningful service, and critical reflective thinking to enhance student learning and civic responsibility. Use this rubric to evaluate your progress during your service-learning project, and once you've completed it.</p>				
	<b>Strong Impact</b>	<b>Good Impact</b>	<b>Some Impact</b>	<b>Minimal Impact</b>
<b>Meet actual community needs</b>	Determined by current research conducted or discovered by students with teacher assistance where appropriate	Determined by past research discovered by students with teacher assistance where appropriate	Determined by making a guess at what community needs may be	Community needs secondary to what a project teacher wants to do; project considers only student needs
<b>Are coordinated in collaboration with community</b>	Active, direct collaboration with community by the teacher assistance where appropriate	Determined by making a guess at what community needs may be	Community members are informed of the project directly	Community members are coincidentally informed or not knowledgeable at all
<b>Are integrated into academic curriculum</b>	Service-learning as instructional strategy with content/service components integrated	Service-learning as a teaching technique with content/service components concurrent	Service-learning part of curriculum but sketchy connections, with emphasis on service	Service-learning supplemental to curriculum, in essence just a service project or good deed
<b>Facilitate active student reflection</b>	Students think, share, produce reflective products individually and as group members	Students think, share, produce group reflection only	Students share with no individual reflective projects	Ran out of time for a true reflection; just provided a summary of events
<b>Use new academic skill/knowledge in real world settings</b>	All students have direct application of new skill or knowledge in community service	All students have some active application of new skill or knowledge	Some students more involved than others or little community service involvement	Skill knowledge used mostly in the classroom; no active community service experience



<b>Student Service-Learning Rubric (Cont'd)</b>				
	<b>Strong Impact</b>	<b>Good Impact</b>	<b>Some Impact</b>	<b>Minimal Impact</b>
<b>Help develop sense of caring for and about others</b>	Reflections show affective growth regarding self in community and the importance of service	Reflections show generic growth regarding the importance of community service	Reflections restricted to pros and cons of particular service project regarding the community	Reflections limited to self-centered pros and cons of the service project
<b>Improve quality of life for person(s) served</b>	Facilitate change or insight; help alleviate a suffering; solve a problem; meet a need or address an issue	Changes enhance an already good community situation	Changes mainly decorative, but new and unique benefits realized in community	Changes mainly decorative, but limited community benefit, or are not new and unique
<b>Source: This rubric is taken from the Coverdell World Wise Schools publication, <u>Looking at Ourselves and Others</u> (Washington, DC: Peace Corps, 1998, p.t6).</b>				





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## GUIDELINES FOR SERVICE-LEARNING STUDENTS

As a service learner it is important to remember that you are not only representing yourself as a student, but you are representing Monroe Community College.

Treat your service as you would treat paid employment. Make sure to arrive on time. Tardiness is unprofessional and inconvenient to the site supervisor. Clothing should always be neat and professional. Ask what the dress code is if it has not already been mentioned.

If you are working directly with individuals who your community site serves, make sure to obtain and maintain professional communication. Educate individuals about your role at the community site and for how long you will be there. Remember, this is a professional relationship.

Make sure to take notice of the strengths in the community and how those strengths can be adapted to meet needs in the community.

Develop and maintain a good professional rapport with those you work with. Be trustworthy, respectful and non-judgmental.

Communicate with your site supervisor and your professor. If any situation arises that you have questions or concerns about, make sure to address them before it becomes unmanageable. Be proactive!

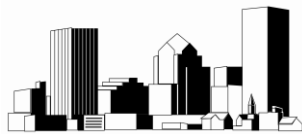
Always keep in mind how you can tie course objectives to your service-learning experience.

Plan a schedule with your site supervisor and stick to it. Any changes in your scheduled hours should be communicated with your site supervisor.

Keep track of the number of hours you are at your site on your time log. This log must be turned into your professor.

Ask questions at your site if you don't understand something or want to know about it.

Confidentiality! Make sure you maintain it. If you have questions about what information can and cannot be shared, ask about the policy of the community site. Don't ever give out specific information about another person.



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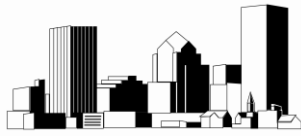
## GUIDELINES FOR COMMUNITY SITE

### On-Site Orientation

All community sites must conduct an on-site orientation. This is an opportunity to provide information and instruction to the student(s). It is important that students become familiar with your agency and staff, understand their responsibilities, learn about your policies and attend any necessary training. The more information that you can cover during the on-site orientation, the more prepared student(s) will be to work at your agency. Please encourage them to ask questions and give them feedback about appropriate behavior at the site.

The following are some suggestions for what you may want to include in your on-site orientation:

- 1) Agency Information: Educate the student(s) about your organization: Whom do you serve? What are the demographics? How are you funded? What is your mission? What is your philosophy?
- 2) Staff: Who are some of the staff and what are their positions? Is there any jargon or language generally used by staff that students would want to know?
- 3) Provide a List of Contacts/Numbers: Please list people/agencies that will be useful for students in doing their work.
- 4) Responsibilities: What is expected of the student(s)? Describe the role student(s) play in your agency. How will their performances be appraised?
- 5) Policies: Sign-in/out, dress code, office rules.
- 6) Training: If any is needed, what kind and when?
- 7) Final Product: What is the final goal for your agency that is expected from the student(s) by end of service?
- 8) Scheduling: What are your agency's hours of operation? When should students complete their service? When will you meet with students during the semester to review work they have done independently?



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**GUIDELINES FOR COMMUNITY SITE**

(Continued)

- 9) **Supervision:** It is important that all service-learning students have a contact person at the community site who will supervise them. The amount of time each student will need supervision will depend on the project or service activity. Students may be allowed to work independently without specific activities assigned each visit. When structured this way, supervision time can be more effectively used for questions and feedback. If the assigned site supervisor will not be available for any reason, please make sure the student has another site representative available if needed.

It is important to remember that students are not volunteers. Students are here to meet community needs, but they are also using this experience to enhance their learning of the college course material. Students are receiving academic credit for learning through their service efforts. Your assistance in helping service learners think about what their experience means to them and how it relates to their coursework is very valuable.

- 10) **Sign-In Procedure:** Students are required to have a sign-in time log completed every time they come to your agency. We ask students to have their site supervisor or someone from your agency initial their time log during each visit.
- 11) **Identification:** Provide students with identification from your agency or require students to have their MCC identification available.
- 12) **Modeling:** The site supervisors become part of the student's image of what it means to be a professional in the world of work. Often the interpersonal relations that develop between a supervisor and a student are among the most significant parts of the student's experience. Taking an interest in the student, his/her activities and sharing feelings and interests beyond the work situation can be very helpful.



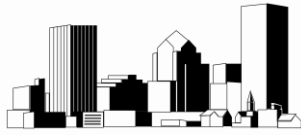
### **EXPECTATIONS OF CENTER FOR SERVICE-LEARNING, FACULTY, STUDENTS AND THE COMMUNITY**

#### **Center for Service-Learning is expected to:**

- Distribute Student, Faculty and Community Site Evaluations at least two weeks before the end of the semester
- Assist faculty in developing or revising curriculum to include service-learning component
- Maintain and share a current roster of service-learning faculty and courses
- Distribute Student, Faculty and Community manuals to all involved in service-learning on an as needed basis. Manuals will also be maintained and made available on the Service-Learning website.
- Maintain database of service hours accumulated by each student

#### **Faculty are expected to:**

- Inform the community site of the goals and objectives of the course
- Describe service-learning activity and its relation to the course objectives in the course syllabus on the first day of class
- Explain service component of the course
- Be available to the community site regarding service projects
- Provide Center for Service-Learning with information on your course, so it can be included in information provided to students and our community partners
- Explain the evaluation methods employed in the course
- Familiarize themselves with the service site and monitor student progress through reflection (i.e. discussions and journal assignments, progress reports, etc.)
- Provide individual and group forums for students to reflect on what they are learning from the experience and how that learning connects to the course objectives
- Incorporate information gained through the service-learning evaluations into any redesigning of the course for subsequent semesters
- Act as a liaison between the students and community sites
- Develop assessment tools for all partners and students
- Collect Student Time Logs (if used) to verify student hours
- After grades are entered and "rolled over" (approximately one day), using the Service-Learning Checklist in the Faculty Section of Banner – check off the students who completed their Service-Learning hours with grades of C or better and submit checklist.



**EXPECTATIONS OF CENTER FOR SERVICE-LEARNING,  
FACULTY, STUDENTS AND THE COMMUNITY**  
(Continued)

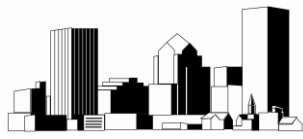
**Students are expected to:**

- Have respect for the community site environment
- Be open to learn about the community and agency within that community
- Be prompt, respectful and positive at the community site
- Arrange hours with community site during the first two weeks of class (or as directed by professor)
- Fulfill all agreed upon duties and responsibilities at the community site
- Reflect on the service-learning experience and how it pertains to the course learning objectives
- Speak with their site contact person if the uncomfortable or uncertain about what they are to do
- Respect confidentiality of people served
- Participate in the evaluation process

**Community partners are expected to:**

The community site is the service partner that identifies the needs of the community. This site is the location where all three aspects of service-learning can come together: the community needs, the professors' requirements and an educational environment for the student.

- Provide adequate training for assigned tasks
- Provide feedback to faculty about student's performance
- Orient students to the agency or project mission and goals so that they may better understand their role within the agency/project
- Provide work that is significant and/or challenging to the student
- Provide training, supervision, feedback and resources for the student to succeed in the service
- Ensure a safe work environment and reasonable hours for the student to perform their service
- Complete an evaluation form at the end of the service period and return to the Monroe Community College, Center for Service-Learning
- Sign student Time Log (provided by student)



## HIGHER EDUCATION SERVICE-LEARNING PROGRAM SITES

**American Association for Community Colleges**

[www.aacc.nche.edu/servicelearning](http://www.aacc.nche.edu/servicelearning)

**Campus Compact**

[www.compact.org](http://www.compact.org)

**Campus Compact National Center for Community Colleges**

[www.mc.maricopa.edu/academic/compact](http://www.mc.maricopa.edu/academic/compact)

**Chandler-Gilbert Community College Pecos Campus**

[www.cgc.maricopa.edu/service\\_learning/](http://www.cgc.maricopa.edu/service_learning/)

**Corporation for National and Community Service**

[www.nationalservice.org](http://www.nationalservice.org)

**Service-Learning at the Maricopa Community Colleges**

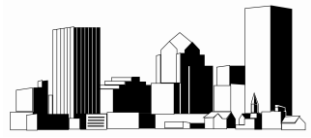
[www.mcli.dist.maricopa.edu/sl/](http://www.mcli.dist.maricopa.edu/sl/)

**National Service-Learning Clearinghouse**

[www.servicelearning.org](http://www.servicelearning.org)

**NCCU's Service-Learning Program**

[www.nccu.edu](http://www.nccu.edu)



## SERVICE-LEARNING SYLLABI LINKS

### **101 Ideas for Combining Service & Learning**

<http://www.fiu.edu/~time4chg/Library/ideas.html>

### **American Educational Research Association - -Division J (AERA-J) and the Association for the Study of Higher Education (ASHE) Syllabi website project**

[www.higher-ed.org/syllabi](http://www.higher-ed.org/syllabi)

### **American Association of Community Colleges (AACC) Service Learning Clearinghouse**

[www.aacc.nche.edu/servicelearning](http://www.aacc.nche.edu/servicelearning)

### **Campus Compact**

<http://www.compact.org/syllabi/syllabi-index.php>

### **National Service-Learning Clearinghouse**

[http://servicelearning.org/resources/lesson\\_plans/index.php?link\\_set\\_id=2&category\\_id=160](http://servicelearning.org/resources/lesson_plans/index.php?link_set_id=2&category_id=160)

### **Philadelphia Higher Education Network for Neighborhood Development**

<http://www.upenn.edu/ccp/PHENND/syllabi.html>

### **Service-Learning Syllabi by Discipline**

[www.colorado.edu/servicelearning/faculty.html](http://www.colorado.edu/servicelearning/faculty.html)

### **University of Washington Service Learning Syllabi and Course Descriptions**

[www.washington.edu/oue/faculty/servlearn.html](http://www.washington.edu/oue/faculty/servlearn.html)



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## **Service Learning**

MONROE COMMUNITY COLLEGE