Preface

Consistent with the changing face of national service, Middlesex Community College has continued to foster its long standing commitment to the communities we serve. We are proud of our 16 year tradition of fostering commitment to community service by actively engaging faculty and students to meet identified community needs.

Through the work of the Center for Community Engagement and the Service Learning Program increasing numbers of faculty are integrating academically-based community engagement opportunities into their courses. These learning opportunities, with a variety of time and course requirements, provide the critical connection between what students learn in the classroom and what is happening in their lives and their community. Course projects may be one-time events, while others may be ongoing but all incorporate critical thinking and focus on civic responsibility. The service and the learning are designed to be integrated and valuable for the student and the community.

Service-learning and community engagement components are offered in courses from a wide variety of disciplines with diverse and flexible, project-based requirements. Students are placed with organizations that address a wide range of social issues such as health, homelessness, hunger, the environment, elderly concerns, children with special needs, and adults with physical and mental challenges. Since 1992, thousands of students have contributed more than a million hours to community agencies, schools and organizations.

This toolkit has been complied by Sheri Denk and Cynthia Lynch and is designed to provide resources and tools for faculty as they develop course based educational experiences that connect the classroom with the community. By exploring theoretical questions and offering practical suggestions for implementation strategies, the toolkit provides information on course development, reflection and assessment, examples of service-learning in a variety of disciplines, electronic resources, discipline based resources and answers frequently asked questions.

We look forward to continuing the Middlesex Community College tradition of supporting the development of enriching educational experiences that foster civic responsibility.

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I. Academically Based Community Engagement at Middlesex

Community engagement and service-learning mean different things to different people, which is why no single definition covers all of its many aspects and applications. These academically based programs involve students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility and commitment to the community. These are not volunteer programs or add-ons to an existing curriculum.

Community based service-learning programs connect the classroom to the community in many ways. The American Association of Community Colleges (AACC) defines service-learning in this way: “The service-learning instructional methodology integrates community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. Service-learning programs involve students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility and commitment to the community.”

One student at Middlesex Community College expressed the value of her experience by saying, “I was able to directly apply what I was learning and see it first hand.” Another student said “I found it much easier to grasp concepts and theories when I glimpsed a real life situation and its impact on individuals.”

Community based service-learning at MCC is a multi-faceted teaching and learning strategy and a nationally recognized model with a unique opportunity for collaboration between faculty, students, community partners, administrators, and CCE staff. It is a natural bridge between curricular and experiential learning activities. It links theory with practice, college and community priorities and general education with career development. Even though there are many different interpretations of service-learning as well as different objectives and contexts, we can say that there is a core concept upon which all seem to agree: Service-learning combines service objectives and learning objectives with the intent that the activity changes both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content.

By providing the infrastructure and support for the reciprocal relationships between faculty, students, and community partners, CCE staff are able to support a variety of courses with service-learning and community engagement components.

The majority of courses offer the more structured traditional service-learning model where faculty meet with the Service Learning Coordinator to discuss plans and often are involved in a service-learning workshop. Students are required to complete 22 hours or
more of service a semester. Placements require approval and supervision by CCE Staff. Faculty strongly consider student evaluations as part of course grade. The Values, Ethics and Social Policy Core Intensive Value is met by completion of 22 service learning hours. A faculty designed reflection component is incorporated into course work.

Community engagement projects are designed by faculty and have a variety of project and course requirements. If needed, the project is designed with assistance from CCE staff. The project meets a community need as well as teaches students about participation in public life. Faculty specify number of hours needed to complete the project and determine the grade based on course work. A reflection component is required. No Core Intensive Value is awarded for course based community engagement projects.

Center of Community Engagement Staff

The CCE staff facilitates the reciprocal relationships that are critical to authentic and effective community engagement. The primary role of the CCE is to promote and sustain service learning and the more broadly defined community engagement opportunities in the academic curricula at MCC. In addition they provide the infrastructure and support for the reciprocal relationships between faculty, students, and community partners. CCE staff identify potential community partners, develop appropriate placements for MCC students, consult with faculty to develop service learning and community engagement projects in their courses, and provide information to students. CCE staff serve as resources for coordinating the academic requirements between the students, agency and college, and maintaining mutually beneficial relations between the college and the community.

Community Partners

Community partners provide their expertise, time and energy to the program as they construct opportunities for students to assist in meeting identified community needs. The relevance of these placements is determined in meetings and communications between the CCE staff and site supervisors. Site development is a continual part of the CCE’s staff responsibilities. CCE staff monitor relationships and work with community partners when needed to troubleshoot. The goal is to provide faculty and students with a diverse list of relevant and stimulating sites while also taking the needs of the community into account. Middlesex has maintained a relationship with several of our partners since 1992. By involvement with community based organizations CCE staff screen and gather relevant resources to develop meaningful course based service opportunities.
Students

In most cases, students choose to participate in community based service-learning as a portion of their learning in an academic course. There are a limited number of courses that have a requirement for service-learning, and when this is the case, the requirement is noted in the course catalog description. After committing to participate in a community engagement project, students select a community partner from the options available and make contact with the agency representative. Typical SL students at MCC complete 22 hours of service per semester, and reflect upon and connect their service to course work with a faculty designed reflective component. In addition to the 22 hour model, academically based community engagement opportunities are offered to students, with differing course requirements.

Faculty

Faculty integrate opportunities for students to participate in community based service learning in a variety of courses. They set learning objectives, collaborate with CCE staff on the selection of appropriate community partners, guide and foster in-class reflection, review and assess learning outcomes, and grade for learning, not service. Well developed service learning coursework afford students’ opportunities to enhance communication with different populations, define broader community issues, develop initiative and independent reasoning, understand the relationship of theory to practice, gain exposure to cultural and socio-economic differences, learn civic and social responsibility and build confidence by helping others to provide needed services.

Benefits of Community Based Service-Learning

The development of CE projects and related activities is time consuming and some have asked what the benefits are to the stakeholders. In reality, the benefits of CE are wide ranging and significant.

For the Student:
- Enhances communication with different populations
- Learns to face and define broader community issues
- Develops initiative and independent reasoning
- Understands the relationship of theory to practice
- Develops organizational skills which transfer to many occupations
- Gains exposure to cultural and socio-economic differences
- Learns civic and social responsibility
- Builds confidence with the satisfaction of helping others and providing needed services
- Explores potential careers, networks, and builds resumes.
- Begins lifelong journey to lifelong community service.
If people collect trash out of an urban streambed, they are providing a service to the community as volunteers; a service that is highly valued and important. When service-learning students remove trash from a streambed as part of their MCC course work, they are providing an important service to the community, learning about water quality and laboratory analysis, developing an understanding of pollution issues, learning to interpret science issues for the public, and practicing communications skills by speaking with residents. They may also reflect on their personal and career interests in science, the environment, public policy or other related areas. Service-learning combines SERVICE with LEARNING in intentional ways.

For the College:
- Enables college to serve the community as partners
- Provides an experiential learning setting in the community
- Applies the educational process to solve human problems and concerns
- Provides a transition from school to work for students
- Improves college and community relations.

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

For the Community:
- Meets some of the human service resource needs in the community
- Increases the possibility that students will assume civic responsibility upon graduation and/or make career choices based on community needs
- Provides the community educational resources for problem solving
- Links the community to the college by involving the community in the student’s learning process

Because of its connection to content acquisition and student development, service-learning inspires educational institutions to build strong partnerships with community-based organizations. Whatever the setting, the core element of service-learning is always the intent that both providers and recipients find the experience beneficial. The distinctive element of service-learning is that it enhances the community through the service provided, but it also has powerful learning consequences for the students or others participating in providing a service.

From John Dewey in 1938 to Robert Coles today, the assertion is repeated….one learns as well by doing as by reading/ listening. Education is not only a function of books but a
function of experience and connecting what one reads and hears with ongoing observation and experiences. Service-learning is a particularly appropriate pedagogy for those courses which have elements of performance skills and/or social awareness components that are best developed through participation. As faculty seek to enhance student learning, they do not want to simply give information. Service-learning provides a vehicle to effect change because it readily engages the emotions and spirit, which is more deeply motivating than passive information acquisition. Add to this a reflection component, which is a crucial part of service programs, and student learning becomes both deeper and richer.

According to Eyler & Giles, 1999, research on the benefits to students of experiential learning has been well documented. These include the development of higher thinking skills, the ability to understand problems in a more complex way, and a more motivated and inquiring attitude toward education, learning and the world. Additionally, as the body of research grows on the importance of addressing different learning styles among our students, we know that the paths to knowledge are diverse. Experiential learning in general provides a framework whereby varied learning styles can be accommodated.
II. Creating Quality Academic Experiences in Service-Learning Courses

Guiding Principles to Ensure Quality

Service-learning can enhance academic learning and have a significant impact on the community if it is done well. Not only should service-learning courses adhere to the same standards of quality as traditional courses but faculty need to guide students so that the work they perform in the community enhances learning of course content. In Praxis I: A Faculty Casebook on Community Service Learning, Jeff Howard outlines 10 principles of good practice in service learning pedagogy:

1. Academic credit is for learning, not for service.
2. Do not compromise academic rigor.
3. Set learning goals for students.
4. Establish criteria for the selection of community service placements.
5. Provide educationally sound mechanisms to harvest the community learning
6. Provide support for students to learn how to harvest the community learning.
7. Minimize the distinction between the student’s community learning role and the classroom learning role.
8. Rethink the faculty institutional role.
9. Be prepared for uncertainty and variation in student learning outcomes.
10. Maximize the community responsibility orientation of the course.

Jeffrey Howard, Praxis I, 1993

Four of Howards’ principles have been selected for further discussion:

Academic Credit is for Learning, not for Service

This principle challenges those who struggle over how to assess students’ service in the community or what weight to assign service-learning as part of the final grade. In traditional courses academic credit is awarded for demonstrated academic learning and the same needs to be done in service-learning courses. Community service alone does not fulfill academic objectives. Students need to demonstrate a mastery of and be graded according to the extent and depth of their learning based on their service and its relationship to course objectives, not on the quality or quantity of the service itself. For example, some faculty require students to keep a service-learning journal. If the journal is graded, faculty should analyze the entries in terms of its reflection of a student’s progress toward understanding the key course concepts rather than their descriptions of the service activities or their feelings about them. In addition, students should be assessed like any college written work for grammar, syntax, and other standard writing conventions.

For more detailed information on assessment and creating service-learning rubrics see page XXX.
Do Not Compromise Academic Rigor

In many academic settings, experience-based learning is perceived to be less rigorous than traditional academic learning. This need not and should not be the case. The level of faculty expectations for student learning in a service learning course can and should be equal to the level of faculty expectations in any other course. Faculty usually base a course’s academic standards on challenges posed to students by readings, lectures, presentations and assignments. These same academic standards should be maintained in service-learning courses. In fact, a service component may enhance the rigor of a course because, in addition to having to master academic material, students must also learn how to learn from service experiences and merge that learning with academic learning. These are challenging intellectual activities, commensurate with rigorous academic standards. For example, in the service-learning contract instead of faculty just signing the agreement that states that students will do service-learning, faculty add an integration plan that explains to the student how to use the reflection assignments to connect their site activities to course content in order to meet the course learning objectives. For a detailed example see the service-learning contract sample on pageXXX.

Setting Learning Goals for Students

Establishing course objectives is important for any course, but especially so for service-learning courses. Setting priorities for learning helps students focus on intended learning objectives and take full advantage of the rich learning opportunities offered by service-learning. For example in a service-learning sociology course in which students are encouraged to work at a nursing home, clear objectives can allow students to understand that the purpose of service is not only to practice listening and increase empathy skills but also to realize individual and societal attitudes towards aging both in the present and in the past. Since many courses offer service-learning as an option it is often beneficial for faculty to set learning goals for service-learning work in the same way that they set learning goals for students activities. An example of how to include service goals in a syllabus is as follows:

*Introduction to Sociology (SOC 101)*

*Course Description:* An introduction to the sociological perspective which emphasizes the effect of society on human behavior. Major concepts include race, culture, wealth, poverty, and social class, education, the family and social change.

*Course Learning Objectives:*

- Understand the dynamics of everyday life and learn about the role of culture in structuring the social world.
- Learn about the system of inequality that exists in American society and the ways in which this system operates to distribute scarce social, economic and political resources.
- Become familiar with the sociological perspective and use this perspective to look critically and his/her society. Explore the dynamics of social life in different social institutions like the family, the educational system, or the economy.
Course Service Objectives:

- Apply sociological concepts learned in class and in the text to the experience gained in the community.
- Develop a greater understanding and appreciation for the human service agency as it relates to participants at the selected site.
- Propose modified or new strategies which will benefit the population of your service-learning site.
- Recognize the significance your own contribution to the community, thereby increasing the sense of personal social responsibility.

Since students in service-learning courses do their service at a myriad of human service agencies and sites in the community, faculty are encouraged to take an active role in helping students meet the course learning and service objectives by filling out the integration plan on the student’s service-learning contract. The integration plan will help the student use the reflection assignments to connect their site activities to the course content in order to meet the course learning and service objectives. For an example of the service learning contract see page XXX.

Be Prepared for Uncertainty and Variation in Student Learning Outcomes

In traditional college courses, the readings, lectures and assignments are the primary stimuli that determine student learning outcomes. Since these stimuli are consistent for all enrolled students, this leads to learning outcomes that are largely predictable and homogenous. In service-learning courses, community service experiences vary from site to site and from student to student which leads to variability and heterogeneity in student learning outcomes. Even when service-learning students are exposed to the same presentations and the same readings, instructors can expect that class discussions will be less predictable and the content of student papers and projects will be less homogeneous than in courses without a service assignment. This diversity of discussions will enable all students to be exposed to higher level thinking skills and in turn increase their critical thinking abilities. It should also make classes more engaging to attend, hopefully increasing student retention.

For example, in a child growth and development course students learn about Erikson’s developmental stages. If the course expects students to learn the material in the traditional manner, the professor could expect all students to learn the stages and apply them to fictional case studies. In a service-learning course, if a student was working at an early childhood center the student’s understanding of the implications of various stages would differ according learning styles, family background, known and unknown disabilities, and other factors. This would make their contributions to discussions, answers to questions, and course writings distinct and informative.

Adapted from University of Maryland, 1999 and www.compact.org/syllabi
III. Creating Meaningful Community Engagement Projects

In *Democracy and Education*, John Dewey([1916] 1966) proposed two radical ideas: first, that all citizens—not just the elite—can have a life of the mind, and second, that lives that are only of the mind are not adequate to meet the demands of democracy. At a fundamental level, Dewey declared that Americans, as citizens, must be engaged both in thought and in action. He argued that education is the key to civic engagement. Therefore, institutions of learning must adequately prepare students for such activity and should be viewed as microcosms of society that should model community behavior (Ehrlich 2000, 1999)

At Middlesex Community College, CCE staff offer support to faculty with two models to engage their students in the issues that impact their lives. Central to both the traditional service learning model and the more recently initiated community engagement project model is the principle outlined in the mission statement of the CCE ‖ ...to enrich our student’s educational experiences, meet community needs, and foster civic responsibility throughout the college by integrating service into the academic curriculum. Through participation in thoughtfully organized service experiences, students extend what they lean beyond the classroom.‖

Planned in conjunction with academic programs, faculty and CCE staff design projects with a variety of time and course requirements to expand what students learn in the classroom. Some projects may be one time events, while other opportunities are ongoing. While support and CCE resources vary by project, the collaboration produces meaningful learning experiences while meeting identified community needs.

Here are examples of community engagement projects in a diverse group of courses:

- For three consecutive years Professor Sally Quast and her Chemistry II students have hosted a group from Girls, Inc. who visit MCC’s chemistry lab during April public school vacation. The young women perform experiments designed and taught by MCC students, who become teachers for the day. While the service is performed during a three hour lab, the learning for the MCC students begin as they determine the experiment, design, implement, and assess the experience. According to Professor Quast, the lab reports from these experiences are the best of the semester.

- MCC’s Professor Jean Cremins’ Micro-Biology students have created health-related brochures for the Lowell Community Health Center and in fall 2008 will create posters and flyers for Milly’s Place, a local family shelter. Designed by students, these useful and much needed materials will feature information about how diseases spread and provide information about prevention to young families residing at the shelter. As students start thinking about how to communicate health information to the shelter residents, they learn first hand the challenges facing homeless families and their dire need for information.
Dental Assisting Faculty Mary McGurn and CCE staff collaborated on two projects last year. In November, students provided one hundred twenty-five Toothprints DNA ID wafers to the campus community. The students conducted outreach and raised funds to support the project. In April, Dental Assisting faculty and staff provided oral health screenings in the Oncology and Radiology Units at Saints Medical Center in Lowell. Oral healthcare needs and instructional care for cancer patients were the focus of the much appreciated project.

IV. Designing your Course

The guiding principles articulated above offer a general perspective on civic engagement courses. Each course, however, operates within its own specific context and thus calls for unique approaches in how the CE/SL is integrated. When revising an existing course to incorporate SL or a CE project or when creating a new SL course or CE project, consider the following questions about your motivation and goals, student readiness and practical concerns:

- Will I offer a service-learning option or a community engagement project?

- What are some of the reasons for wanting to incorporate service-learning or a community engagement project into your teaching? Which of the reasons are most important to you? Which are least important?

- What changes would you like to see occur in your students by incorporating service-learning or a community engagement project into their academic learning?

- What specific learning outcomes do you want service-learning or the community engagement project to fulfill?

- Will you be creating specific service objectives in addition to your course learning objectives?

- Which MCC ISLO’s will be addressed through service-learning or the community engagement project? (See page xxx on how to connect service-learning to the MCC ISLO’s.)

- Is service central to or on the periphery of the course? To what extent will the success of the course depend upon positive service experiences?

- How will students be grouped in your community engagement project plan (individually, small group projects, all class project)?
What knowledge, skills and interests should students possess to be able to benefit from service-learning or the community engagement project? Are there types of students for whom you would not recommend participation?

Will service-learning be optional or required in your course?

If optional, which project or assignment(s) will it be replacing or will it be used as extra credit?

The preceding questions are also available in a worksheet format on page XXX.

Adapted from University of Maryland, 1999

Service-Learning Course/Community Engagement Project Timetable

The following timetable is designed to assist you as you begin planning your service-learning course or community engagement project. The steps listed should help ensure that the service-learning component or community engagement project runs smoothly.

Semester Prior to Offering a SL or CE Component in MCC Course:
- Participate in Center for Community Engagement workshop.
- Speak with division dean regarding CE/SL mention in semester schedule. Prepare and submit necessary paperwork.

Two Months Prior:
- Meet with service-learning coordinator to discuss integration of CE/SL in course, different community sites, and process.
- Define learning and service objectives for the course. (See page )
- Consider reflection methodologies to use in course. Write guidelines to explain to students how to engage in the reflection activities. (See page )
- Consider different assessment options and design rubric to assist in service-learning or civic engagement project assessment. (See page )

One Month Prior:
- Visit community sites for informational purposes.
- Revise syllabi to reflect addition of CE/SL component. (See page )
- Share syllabi with SL coordinator.
- Choose community sites to offer to your students.

Two Weeks Prior:
- Go on-line to SLPro and check MCC course information. It is important to double check that the course and section numbers listed match those you are teaching. (See page for instructions.)
- Go on-line to SLPro and specify community sites available to your students.
- Include all SL and CE handouts in syllabi.
If teaching an online course, please make sure that there is a link on your main page to the SL option in your course which includes all instructions and handouts. Confirm day and time for SL coordinator to come into your courses. Make sure all community engagement project details are set.

First Day of Classes:
- Go over the SL/CE option available in your course. Explain how participation in SL or the CE project will enhance learning.

First Two weeks of Classes:
- Have SL coordinator come in and introduce service-learning, go over procedures, and answer questions.
- Follow up with students as to status of registration and Cori checks.
- Compile a list of students who plan to do SL and update as they find sites and register.

Third-Fourth Week of Classes
- Go on line to SLPro and check roster of students doing SL. Make sure that all students who have mentioned doing SL are registered and have the correct site listed.
- Students begin service.
- Complete the faculty portion of the Service-Learning Contract.

Throughout the Semester:
- Integrate SL and CE experiences into class discussions and activities.
- Monitor students’ service experiences.
- Assess reflection activities.

Adapted from University of Maryland, 1999

**Syllabus Development Guidelines**

A syllabus for a course that incorporates service-learning or a community engagement project should clearly detail how participating in service is in fact an educational experience. Students should be able to independently analyze the syllabus and learn what service-learning or the community engagement project is, the goals and objectives for these experiences, what assignments will be connected to the service, and how it will be assessed.

The presence of these components in the syllabus can be indicated in the following ways:

- **Course Description** In this section it is important to describe the course, mention the service-learning component or the community engagement project and why it is an important teaching tool in the course. An example of how to describe the inclusion of service-learning in a syllabus is as follows:
Leadership in the 21\textsuperscript{st} Century (SOC 132)

Course Description: This course explores the importance of developing leadership potential in a rapidly changing and increasing complex and diverse world. It provides students with the knowledge and skills they need to assume leadership roles in their personal, community, and work lives. A range of leadership styles and theories, including concepts of diversity, ethics, and teamwork will be explored through readings, discussions, case studies, and guest speakers. All students are required to complete a 2 hour a week college approved service-learning placement.

Service-Learning: Since there is a strong connection between service and leadership, each student is required to do Service-Learning. Each student will spend 2 hours a week for 11 weeks at a community site. Involvement in service-learning will provide you with practical information and experiences that will be connected to the ideas and information shared in class. Information regarding service-learning, sites, and registration will be provided on the first day of class.

- Course Learning and Service Objectives For a description on how to set course learning and service objectives and include them in your syllabus see page xxx.

- Projects, Assignments, Readings, and Lectures It is beneficial to show how the academic content and the service experience are deliberately connected. An example from SOC 132, Exploring Leadership in the 21\textsuperscript{st} Century is as follows:

  September 24:
  Read Exploring Leadership, Chapter 4
  Response: Identify two of your top talents. Write about how those talents help you in leadership situations. How will you apply these talents at your service-learning site?

  October 29:
  Read Exploring Leadership, Chapter 9
  Response: Using Gardner’s Eight Elements describe your SL site. Be sure to include specific details to justify your perspective.

  Interview a Leader: Includes designing questions, conducting an interview of a leader at your service-learning site, and writing up a summary of the interview.

- Structured Reflection Activities and Assignments Including the reflection assignments in the syllabus additionally prepares your students for service as it gives students specific areas to look for and think about before they begin. For a detailed description of different reflection exercises available in service-learning courses see page xxx. In addition, the sample syllabi beginning on page xxx clearly describes how to integrate reflection exercises in a course syllabus.
• **Assessment of the Service-Learning Component or Community Engagement Project** It is important to describe how the students will be graded for their participation in service-learning or a community engagement project. For a detailed description on how to assess the service component and how to develop rubrics see page xxx.

Beginning on page xxx there are three examples of service-learning syllabi to assist in your course development.

V. Selecting Community Partner Sites

Choosing suitable community placements for your students is a critical step in ensuring quality academic experiences in your service-learning course. The Center for Community Engagement (CCE) is the college resource available to help faculty determine what sites are appropriate to complement classroom learning and to students to assist as they go through the site selection process. All sites offered as part of the MCC service-learning program must be approved by the CCE.

During the service-learning course planning process faculty are expected to meet with the service-learning coordinator to brainstorm suitable service-learning sites and review the extensive list of pre-approved community partners. It is also beneficial for faculty to visit the sites that they are considering encouraging their students to select. Both faculty and students have access to SLPRO, the CCE’s agency database and web-based registration system (http://www.middlesex.mass.edu/servicelearning). SLPRO contains a list of all current service-learning sites and information regarding the agencies’ mission, expectations, types of service available, level of supervision, dates and times volunteers are needed, addresses and phone numbers. Browsing the database can help faculty and students choose sites that best match the course objectives as well as their own interest, availability and skills.

Listed below are examples of several community partners who offer a wide variety of service experiences:

Boys and Girls Clubs

Boys and Girls Club programs and services promote and enhance the development of boys and girls by instilling a sense of competence, usefulness, belonging and influence. Boys & Girls Clubs are a safe place to learn and grow – all while having fun. Middlesex Community College has strong partnerships with several local clubs including Billerica, Lowell, and Woburn, Massachusetts. At all of these sites, supervisors work with students to plan service activities that meet course objectives and personal interests. In the past students have participated in homework help, sports activities, book groups, gardening clubs, healthy living programs, theater activities, computer activities and assistance, arts and crafts, and mentoring programs. Given the breadth of service options, Boys and Girls clubs can often match with any MCC course. Local YMCAs, extended day programs, and Girls Inc. and UTEC in Lowell offer similar academic and service benefits.

Council on Aging Programs

Local Council on Aging programs (COA's) provide services for seniors, 60+. COA’s offer health, recreation, social and educational programs, in addition to an array of special events. The Middlesex Community College service-learning program has partnerships with the Bedford, Billerica, Concord and Woburn COA. Council on Aging supervisors
work with students to pair their interests and course requirements with the centers’ needs.
In past years student have organized internet education classes, ran diabetes and other
heath and nutrition programs, aided seniors with tax and business information, worked on
promotion and publicity activities, acted as friendly visitors, played pool, supported arts
and music activities, and spent invaluable time as companions. Due to the wide variety
of service activities, COA’s are suitable for most Middlesex Community College courses.

**Homeless Shelters**

Middlesex Community College offers a variety of homeless shelter experiences. Some examples are:

*Housing Families Inc.*: Located in Malden MA, Housing Families provides shelter and permanent housing to families in Massachusetts. The agency’s central mission is to help families build the skills and understanding they need to make a successful transition into their own home, and to prevent any recurrence of homelessness. Along with housing, families receive comprehensive services including case management, housing search assistance, counseling, workshops, parenting classes, support groups, and programs specifically for children. Service Learning students assist school children with their homework and tutor them in the after school children’s program. There are also opportunities to work with toddlers in the morning program.

*Lowell Transitional Living Center*: The Lowell Transitional Living Center began in 1986 as a 20 bed homeless shelter for adult men and women. It has grown to a capacity of 90 providing shelter, 3 meals/day, outreach, nursing, case management and mental health services. Service-learning students assist with intake/case management, provide support at the service desk, help in food services, assist in the nursing and medical clinic and provide outreach in the community.

The *House of Hope* located in Lowell and Family Life Education Center located in Medford are both transitional housing programs for families, most often mothers and children, who are homeless. The centers provide shelter, advocacy, parent education programs and assistance with GED and college applications. Service-learning students at both centers work with children in the evenings while parents attend educational programs. Students spend time reading stories, doing crafts, puzzles, music, projects, as well as connecting and forming bonds with a very needy population.

**Lowell National Historical Park**

Lowell National Historical Park, one of 387 units of the National Park Service, preserves and interprets the history of the American Industrial Revolution in Lowell, Massachusetts. The park includes historic cotton textile mills, 5.6 miles of power canals, operating gatehouses, and worker housing. There are many educational service options available at the park and Becky Warren, our park ranger, service-learning liaison will work individually with students and faculty to plan appropriate and necessary service activities. In the past students have researched and made recommendations regarding
park resources used to assist visitors with disabilities. Students have measured canal flow rates to help park leaders plan tourist schedules. Students have also given park tours, helped in the visitor center, and set up park programs and exhibits. For more information on service-learning park activities go to www.middlesex.mass.edu/servicelearning/TLC_2006.pdf. Since the park has so many needs and very flexible supervisors, service activities are easily matched to most MCC courses.
VI. Preparing Students for Service

Now that your service-learning course has been developed and the advance planning is complete it is time to begin the implementation phase. Since students will be entering the community adequate preparation is critical both in terms of making sure students feel secure at their site and ensuring that community needs are met and that high academic and personal standards are upheld. Setting the context for the service experience by outlining logistical considerations, providing background on the population or issue at hand, and explaining why you are using service-learning as a course method will have a significant impact on the quality of students’ learning. Student preparation can begin before the first day of class by getting the approval of your division dean to include service-learning in the course listing that appears in the semester schedule. A sample course catalog wording is as follows: *This course (name of course) provides all students with the option to participate in a 2 hour a week college approved service-learning placement.* On the first day of class, present the syllabus and explain the service-learning component.

**PARE Model**

The PARE (Preparation, Action, Reflection and Evaluation) model is a useful tool for ensuring quality service-learning experiences. It can help faculty explain the unique features of a service-learning course as well as show how service-learning as a pedagogy differs from traditional course methods. The PARE model encompasses the stages described by the Kolb Learning Cycle (1984): concrete experience, reflective observation, abstract conceptualization, and active experimentation. For more detailed information on the Kolb Learning Cycle see page XXX.

**Preparation**

Preparing students for their service experiences is critical to ensuring positive outcomes in the community and increases the likelihood that both individual and course objectives are met. Listed below are the elements that should be included in the preparation phase. Next to each item either FAC or CCE is listed which indicates whether the faculty or the Center for Community Engagement has the primary role for the listed component. If both initials are listed the responsibility is shared.

**Overview**

- Learning objectives for the course (FAC)
- How much service is required (FAC and CCE)
- What types of community placements are suitable and available (FAC and CCE)
- What forms are necessary as evidence that service was completed (CCE)
- What classroom assignments are associated with service-learning (FAC)
- How service-learning will be evaluated in the course (FAC)
- Is service-learning taking the place of other traditional assignments or is it being valued as extra credit? (FAC)
The Concept of Service-Learning

- What service-learning pedagogy is (FAC and CCE)
- The benefits of service-learning (FAC and CCE)
- Why service-learning is being used in the course (FAC)
- How the types of community sites chosen relate to the course (FAC and CCE)
- How reflection will be conducted and evaluated (FAC)
- How the course learning objectives, service objectives, and college ISLO’s are related (FAC)

Logistics

- How to register for service-learning (CCE)
- How to contact community partners (CCE)
- How to fill out the necessary forms (CCE)
- Semester calendar and deadlines (CCE)
- Locations and transportation (CCE)
- Appropriate dress (CCE)
- Who to contact if there is a problem at the site (CCE)
- What type of training and supervision to expect at the site (CCE)

Students’ Expectations and Assumptions

- Ask students to discuss previous service-learning experiences either in other college courses or in high school (FAC)
- Ask students what they hope to gain from the experience (FAC)
- Discuss stereotypes, impressions, assumptions, and concerns about the population with whom they will be working (FAC)
- Ask students to discuss prior experiences they have working with groups of people from diverse backgrounds (FAC)

The service-learning contract, developed by the Center for Community Engagement, is an excellent way to prepare students to make the most of their service-learning experience. The contract, as shown on the next two pages, enables students to negotiate and align their learning, service, and personal goals with both their site supervisor and their faculty member. It also highlights the “learning” in service-learning. A completed example of the service-learning contract appears directly after the template contract for faculty reference.
Service-Learning Contract

Date Due to Service-Learning Coordinator: ________________

Student Name: ____________________________________________________________________________
Local Address: _____________________________________________________________________________
Home Phone/Cell Phone: ______________________________________________________________________
Student E-mail: ____________________________________________________________________________
Course (name, number, and section number): _____________________________________________________
Course Instructor: ___________________________________________________________________________

Service-Learning Site: _______________________________________________________________________
Supervisor: ________________________________________________________________________________
Address: ___________________________________________________________________________________
Phone: _____________________________________________________________________________________
E-Mail: _____________________________________________________________________________________

Days and times student will be at the site: _________________________________________________________
Start Date: ___________ End Date: _____________

**Purposes of the Service-Learning Contract:**

- To assist the student and agency in understanding the learning and objectives for the course.
- To clarify the activities in which the student will be involved in at the site in relation to the learning objectives.
- To facilitate communication between the student and course instructor regarding connecting service to course content through reflection.

**Course Learning Objectives**

(These are determined by the instructor and the student should copy them from their course syllabus.)

**Student’s Personal Learning Objectives**

(These are determined by the student and should focus on their personal and academic growth.)
Service-Learning Site Activities
(Site supervisor and student should discuss what activities could occur to meet course learning objectives.)

Integration Plan
(To be completed by course instructor: How will the student use the reflection assignments to connect their site activities to the course content in order to meet the course learning objectives?)

AGREEMENT
As a student in the MCC Service Learning Program I agree to complete my service-learning commitment to the best of my ability, work in collaboration with the agency supervisor, report any problems I encounter and complete all course requirements.

Student Signature: ___________________________ Date: ______________________

As the Agency Supervisor for this service-learning placement I agree to provide adequate training and supervision for the service-learning student, to plan activities for the student which meets the stated learning objectives for the student’s course, and to complete the learning contract and final evaluation forms by the due dates. I also agree to contact the service-learning coordinator if I have any problems or concerns.

Agency Signature: ___________________________ Date: ______________________

I have reviewed this contract and found the course objectives and service activities to be appropriately matched. I have outlined for the student how to use the reflection assignments to demonstrate evidence of their learning based on the service experience.

Faculty Signature: ___________________________ Date: ______________________

For questions or more information please contact:
Cynthia Lynch, Coordinator of Service-Learning
591 Springs Road, Bedford, MA 01730
Phone: 781-280-3556, Fax: 781-275-7126, E-mail: lynchc@middlesex.mass.edu

Adapted from University of Maryland, 1999.
Service-Learning Contract

Date Due to Service-Learning Coordinator: October 15, 2008

Student Name: Jane Doe
Local Address: 1234 Main St. Bedford, MA 01730
Home Phone/Cell Phone: 781-000-0000/ 978-0000-0000
Student E-mail: Doej@middlesex.mass.edu
Course (name, number, and section number): Intro to Education, ED101 01
Course Instructor: Professor Jones

Service-Learning Site: ABCD Elementary School
Supervisor: Mrs. Jones
Address: 1234 School St. Bedford, MA 01730
Phone: 781-111-1111  E-Mail: Jones@School.edu

Days and times student will be at the site: Tuesday: 10-12pm
Start Date: Oct.2, 2008  End Date: Dec.17, 2008

Purposes of the Service-Learning Contract:
• To assist the student and agency in understanding the learning and objectives for the course.
• To clarify the activities in which the student will be involved in at the site in relation to the learning objectives.
• To facilitate communication between the student and course instructor regarding connecting service to course content through reflection.

Course Learning Objectives
(These are determined by the instructor and the student should copy them from their course syllabus.)

• Identify the stages of literacy acquisition and literacy instruction.
• Understand the diverse learning needs present in students from different educational and cultural backgrounds.
• Develop a personal Philosophy of Education.
• Describe how different classroom environments affect student learning.

Student’s Personal Learning Objectives
(These are determined by the student and should focus on their personal and academic growth.)

• Decide if I’m interested in education as a career.
• Observe how students function in a classroom.
• Practice helping students learn to read.

Service-Learning Site Activities
(Site supervisor and student should discuss what activities could occur to meet course learning objectives.)

- Observe Language Arts lessons and work individually with students to practice reading skills.
- Observe informal conversations and interview staff regarding their views on education and career choices.
- Participate in classroom planning meetings and observe one student team meeting.
- Observe informal student interactions in and outside the classroom and plan a new design for the classroom learning environment.

**Integration Plan**
(To be completed by course instructor: How will the student use the reflection assignments to connect their site activities to the course content in order to meet the course learning objectives?)

- After each classroom visit write a journal entry regarding your observation. In general, you should include:
  A: What? (Observations)
  B: So What? (Analysis)
  C: Now What? (New and Future Applications)
- Present findings from Staff Interviews in your research paper on careers in education.
- Prepare a 10 minute visual presentation on how to create successful learning environments. Include information from the text, class discussions, and your service-learning sites.

**AGREEMENT**
As a student in the MCC Service Learning Program I agree to complete my service-learning commitment to the best of my ability, work in collaboration with the agency supervisor, report any problems I encounter and complete all course requirements.

Student Signature: __________________________ Date: __________________________

As the Agency Supervisor for this service-learning placement I agree to provide adequate training and supervision for the service-learning student, to plan activities for the student which meets the stated learning objectives for the student’s course, and to complete the learning contract and final evaluation forms by the due dates. I also agree to contact the service-learning coordinator if I have any problems or concerns.

Agency Signature: __________________________ Date: __________________________

I have reviewed this contract and found the course objectives and service activities to be appropriately matched. I have outlined for the student how to use the reflection assignments to demonstrate evidence of their learning based on the service experience.

Faculty Signature: __________________________ Date: __________________________

*For questions or more information please contact:*
*Cynthia Lynch, Coordinator of Service-Learning*
*591 Springs Road, Bedford, MA 01730*
*Phone: 781-280-3556, Fax: 781-275-7126, E-mail: lynchc@middlesex.mass.edu*

Adapted from University of Maryland, 1999.
**Action**

The second component of the PARE model is action which refers to the service activity itself. The type of service will vary depending on the course learning and service objectives, the students’ personal goals, and the community needs. Through the CCE, the service-learning coordinator will check that all students have properly registered for service-learning at appropriate community sites. Faculty are also able to check the status of their students’ service-learning placements by accessing SLPRO, the service-learning database. (See page xxx for instructions) At the end of each semester students turn in timesheets and site supervisors mail in final evaluations to the service-learning coordinator. These timesheets and final evaluations are entered into the SL database and subsequently given to faculty.

**Reflection**

Performing community service alone does not necessarily result in deep learning. The significant learning and important connections occur when students are given the opportunity to reflect on their service and connect it to what they are learning in the classroom. The systematic examination of the experience, its comparison to other experiences, and the practice of making appropriate generalizations from it constitute productive service-learning reflection. Reflection is a process that allows students in a service-learning course to do the following:

- Think critically about their service experience.
- Understand the complexity of the need for their service experience in the larger context.
- Relate their service experience to the course concepts.
- Test theories in real-life settings.
- Examine their personal attitudes, beliefs, assumptions, and stereotypes.
- Formulate personal theories based on their service experience.
- Use their classroom knowledge to provide more effective service.

Faculty need to promote this important learning opportunity of service-learning by requiring and assessing a reflection component.

See page??? for additional information on reflection.

**Assessment**

Assessment of student learning allows students to demonstrate whether or not the course learning objectives and service goals were met. It also enables students to monitor their own learning and make improvements to the service they provide throughout the semester. Assessment also gives faculty an opportunity to document and better understand the learning that occurs in a service-learning course.

Service-learning experiences and projects should be evaluated from several perspectives:

- To what extent did the students achieve the learning objectives?
• To what extend were the service goals met?
• Were any college ISLO’s achieved during the experience?
• How successful was the placement for the student?
• How successful was the placement for the community partner?
• How well was the class able to benefit from the student’s service-learning experience?
• Did the people served by the agency benefit from the student’s experience?

See page?? for additional information on evaluation.
VII. Reflection: Linking Service and Learning

Reflection has been called the “hyphen” that links service with learning in service-learning. It provides the time and opportunity for students to grow and evolve as a result of their experiences within a service-learning course. Reflection is the most effective mechanism for students to link what they learn in the classroom with what transpires in the community environment, and vice versa. In other words, reflection is the intentional consideration of the experience in light of a particular learning objective. Reflection also provides the opportunity to practice and enhance one’s capacity for critical thinking. Lastly, reflection can function as a means to celebrate oneself and the accomplishments of a service-learning experience.

Reflection can also provide a channel for professional development. Professionals think differently and notice things differently in the field, than do novices. While reflection may not necessarily make someone more knowledgeable, it can certainly help someone better understand the field and make connections more clearly. Reflection can be a way for students to relate in different ways with the larger community but also with their current and future professional peers. Reflection also helps students break free from an “ivory tower” orientation and really engage with their communities and view their professional work as a means to positively impact society. All disciplines, fields, and professions can benefit from having more practitioners that are accustomed to reflection and are thus equipped to address issues from a variety of perspectives.

It is critical for faculty to devote time and attention to designing reflection activities that are relevant, challenging and meaningful. As mentioned earlier, reflection is the intentional consideration of an experience in light of particular learning objectives. A reflection should be both retrospective and introspective: ideally, students reflect upon their service experience in order to influence their future actions. Effective reflection activities linked to particular learning objectives of a class, are guided by the instructor, occur regularly throughout the semester, allow feedback and assessment and include opportunities for the clarification of values.

Forms of Reflection

The Kolb Model suggests that when one learns from experience, one goes through a three-step cycle: (1) start with a concrete experience, (2) consider reflective observations, and (3) process information through abstraction and conceptualization. The experiential way of learning involves the application of the information received from the educator to the experiences of the learner. It does not consist of activity generated in the classroom alone. The student does not acquire his or her knowledge exclusively from the teacher. Rather, he or she learns through this process of taking the new information derived in class and testing it against his or her accustomed real-life experiences. By so doing, the learner transforms both the information and the experience into knowledge of some new or familiar subject or phenomenon.
Kolb’s model is comprised of four phases which have come to be known as the Kolb Cycle.

- In the first phase, the educator involves the learners in a concrete experience. The learners are then asked to review the experience from many perspectives. They ask themselves questions. What happened? What did you observe?
- This second phase is referred to as reflective observation.
- During the third phase of abstract conceptualization, the learners develop theories and look at patterns. Further questions are asked. How do you account for what you observed? What does it mean for you? How is it significant? What conclusions can you draw? What general principles can you derive?
- The fourth and final phase of this experiential model is active experimentation. The learners suggest ways that they can apply the principles they have learned. How can we apply this learning? In what ways can we use it the next time? What would we do differently?

Kolb’s model of experiential learning provides an opportunity that enables learners to draw from their past experiences to acquire new knowledge, skills, and/or attitudes that they can then apply in their organizational settings. The key is to discipline the service-learners to base their reflection on concrete experiences, given that many individuals in academic environments have a tendency to leap prematurely into theoretical or conceptual discussions. Grounding students and connecting them back to real experiences is key for reflection exercises to be worthwhile.

There are many innovative approaches and methods to structure reflection activities. Journal writing, or “journaling,” is the most common form. Service learning journals are an adaptable teaching strategy because the various details of the timing and content of assignments can be changed to suit individual teaching styles and course goals. Many instructors find that regular practice is the most important factor in improving writing and thinking skills. Asking students to submit journals several times throughout the semester helps them get solid, scheduled practice in the skills of writing and critical thinking.

Journals may be evaluated on the quality of writing, content in relation to course material, and length of entries. For an example of a service-learning journal rubric, see page xx. While journaling may not be the best form of reflection for every course or discipline, its value to student growth and understanding of community and civic responsibility can be immeasurable. When journaling is structured well, students write about things they do
not even know are inside themselves; “once they have written it down, they own it.” Journal writing can be more useful when it is “continuous” and “contextual” and done over the course of the class rather than all at the end. Some faculty have students structure their journals into “critical incidents” rather than lengthy narrations. Pre-reflection exercises are another powerful way to get students thinking early on about how they view the community, what they expect to learn and so on.

The advantages of using journals are many, but one stands out. Students who journal about their course work and experiences also increase their understanding of specific course theories and their applications. Students also become clearer writers and thinkers, more empowered individuals, and better citizens. Cite research that proves this

Slightly more formalized journal entries are called reflective essays. This form of reflection focuses on identified issues and is completed at specified times during the service experience. While these are more commonly used in a classroom setting, specific situations outside of the classroom may warrant their use as well. These essays can form the basis for detailed discussions about missions, goals, and areas for improvement (as well as areas of merit). Reflective essays that address campus issues, or that can serve to inform and motivate students to serve, may be submitted to the campus newspaper as educational or public relations material. Reflection in service-learning provides students and teachers with a way to look back at their experiences, evaluate them, and apply what is learned to future experiences. Students build skills necessary for analyzing and solving problems and developing creative solutions. Without reflection, students just report on experiences instead of examining how what they do impacts themselves and those they serve. Reflective activities that are designed well and implemented thoughtfully allow students to acquire a deeper understanding of the world around them and of how they can make positive contributions to society. (Source: RMC Research Corporation, March 2003).

The components, or stages, of the reflective process in service-learning mirror the higher-order thinking skills process. In the reflective process, students think about what they have experienced, analyze information, examine their values before and after their experience, and apply what they have learned to future experiences (Stephens, 1995, p. 31). Reflection occurs in at least three stages in the service-learning process: pre-service, during service, and post-service. In pre-service reflection activities, students examine their beliefs, assumptions, and attitudes about issues. They do this when they choose service projects and prepare to engage in service. During service, students have the opportunity to learn from their peers, share observations, ask for and receive feedback, ask questions, and solve problems. Teachers can evaluate student work and provide feedback as the reflection process continues. After service, students look back at their initial beliefs, assumptions, and attitudes to assess their own development. They also evaluate their projects, apply what they learn, and develop ways to solve problems that may arise in the future (Toole & Toole, 1995, pp. 106–107).

Perry and Albright (1999) summarize the five steps involved in the act of reflection:

1. Remembering and thinking about what was experienced.
2. Relating to current and prior experiences.
3. Representing the experience by actively participating in service-learning.
4. Reaching further into the experience by extending thinking and thinking at higher cognitive levels.
5. Revisiting the experience by looking at the value of the experience and exploring what else can be learned from it.

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. Students write up a case study of an ethical dilemma they have confronted, including a description of the context, the individuals involved, and the controversy or event that created the ethical dilemma. Case studies may be read in class and students can discuss the situation and identify how they would respond.

Service Agreements are helpful for students engaged in service individually, in connection with a class, or as a group to outline their goals for the service work and identify the tasks they intend to complete. Such a document can provide a mission and structure for service participants, as well as a measure against which they can evaluate their efforts. The creation of and the subsequent outcomes of the service effort may initiate important reflective discussion among the group.

E-Mail Discussion Groups
The creation of an electronic mailing list-serve allows service participants to form a discussion group to reflect upon their experiences. Participants can post questions to the group, suggest readings, or ask for feedback on issues they are facing at their service site. A digest of these email discussions can also be compiled and made available to participants. In the case of online reflection, ensure there are clear instructions and provide contact information for those having technical difficulties.

Service-Learning Portfolios
Portfolios are gaining popularity as a means for students to demonstrate the knowledge and abilities they have acquired during a designated period of time (e.g., undergraduate years) or from a specific activity (e.g., participation in service). Portfolio contents can include administrative documents pertaining to the processes involved in the given project, as well as evidence of the project's outcomes, and the participant's evaluation of the learning experience. These items not only serve as interesting historical markers and information resources, but they also provide the group with topics for reflection in preparation for future service. Portfolios may include: a service contract and logs, journals, program operations information, relevant academic work, media coverage (including articles in the campus newspaper), evaluations by community members, organizational brochure, plan for action research or other future projects, etc. Service-learning portfolios are used when service is connected to an academic course, and graded.

Sharing the service experience with others can take a variety of forms, all of which require the participants to reflect on which aspects of their service are most significant, who they want/need to involve in their work, and how to present the information.
effectively. Participants may speak to a class, represent the service effort on a panel discussion, write about it for the campus newspaper, advocate for service programs before the student government or college administration, or create visual promotional materials such as a video, photo exhibit or bulletin board. Completing similar projects for a community provider is also a useful way to learn more about the organization with whom one serves.

Many organizations and programs compile pictorial accounts of their work to share among participants as well as with the general public. These pictures can become tools for reflection when participants are asked to write reflective captions for the pictures. Doing this can become an opportunity for meaningful reflection. However, no matter the format or the structure, the key to valuable reflection in the eyes of John Dewey, a theoretical pioneer on this subject, is whether or not “the reflection assignment generates interest in the learning.”
VIII. Assessment

Assessing Individual Student Learning in Service-Learning Courses

One of the biggest roadblocks facing faculty who teach service-learning courses is how to evaluate the learning that is gained at the community site. Since service-learning is optional in most courses faculty are further challenged to determine how to equate the knowledge gained by traditional class assignments and knowledge gained by the students who participate in service-learning. Traditional assessment methods tend to measure the set curriculum taught in the class as chosen by the professor. These established methods of evaluation can be used in service-learning courses as long as they are designed to capture the additional element created by the integration of knowledge and experience.

One paradigm is to think of service as another kind of “text” to be used in teaching. While traditional texts are written in advance of the course, the service experience is a text that is written concurrently with the course. This line of thinking is helpful due to the common features present in the text and in service. Both textbooks and service experiences require that the faculty member determine their relevance for the course, provide structures for students to analyze these texts, and evaluate how well students have learned from these texts. In traditional courses, students are not graded on how well they read the text but on how they demonstrate their learning from the text and apply the ideas from the text to different situations. When service becomes the text faculty must apply the same standards. Students need to be evaluated on how they comprehend and apply the “text” of service as well as integrate the service experience with knowledge gained from classroom texts and lectures.

Assigning reflection assignments that ask students to integrate the course content with their service experience will provide a sound basis for evaluating student performance in service-learning courses. (See section V, page???? on reflection) Exam questions, both objective and essay style should provide service-learning students an additional vehicle to demonstrate the integration of classroom knowledge and service experience. The service experience is designed to enhance the learning not serve as a substitute for it.

Adapted from University of Maryland, 1999 and Morton 1996

Creating Rubrics to Assess the Learning in Service-Learning Courses

Assessing the service-learning component in a course can be very subjective if not carefully thought out. Throughout the semester students reflect on different experiences and unexpected outcomes frequently arise. One way to evaluate the service-learning portion of a course is to develop a rubric. Rubrics provide a consistent means to assess the students’ output and depth of reflection generated through their service-learning work. It also allows the student to know the criteria and quality of work expected of them. Rubrics are usually an assessment tool laid out in a grid format. The assessment criteria are listed on one axis and the ranked scale is listed along the other axis. Each cell
of the matrix contains short phrases that describe what must be done to attain the criteria at each level of achievement. Although the phrases may not include all demonstrated work, they are indicative of the expectations at each level of achievement.

Before creating your service-learning rubric there are several questions to consider.

1. What are the different criteria or elements of the course that you will be evaluating? These can be derived from the goals of the course, the desired learning outcomes, and the practices and values that you want emphasized in your course.

2. What sort of ranking scale do you intend to use? For example: Excellent, Very Good, Good, Satisfactory, Needs Work, and Unsatisfactory are ways to create grading levels.

3. What quality of work would constitute each level on your ranking scale? These are the phrases contained in each cell on the matrix.

On the next several pages there are examples of different rubrics to assist in your planning. The first rubric is a blank template for your use. The second rubric is designed to evaluate the service-learning portion of a course. The third rubric, created by David Burton, is an example of how to use rubrics to assess journal entries. The fourth is a listing of James Bradley’s Criteria for Assessing Levels of Reflection. As you review the examples keep in mind that the way you design your rubric and the values you give each element are your decision.

Adapted from connectingthecoast.uwex.edu/Create and “A Service Learning Rubric,” by David Burton, VCU Teaching, March, 1999.
# Service-Learning Course Rubric

<table>
<thead>
<tr>
<th>Project Criteria</th>
<th>Point Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent 4</td>
</tr>
<tr>
<td></td>
<td>Very Good 3</td>
</tr>
<tr>
<td></td>
<td>Satisfactory 2</td>
</tr>
<tr>
<td></td>
<td>Needs Work/Unsatisfactory 1-0</td>
</tr>
</tbody>
</table>
# Service-Learning Course Rubric

<table>
<thead>
<tr>
<th>Project Criteria</th>
<th>Point Scale</th>
<th>Needs Work/ Unsatisfactory 1-0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Process: Set-up Forms, Hours, Returning Paperwork</strong></td>
<td>Met all deadlines and turned in all paperwork on time. Completed all 22 hours required for service-learning.</td>
<td>Didn't turn in any paperwork or meet necessary deadlines. Completed less than the required 22 service-learning hours.</td>
</tr>
<tr>
<td><strong>Meets Stated Service-Learning and Personal Objectives</strong></td>
<td>Met all 3 service-learning course goals and all stated personal goals. Met MCC ISLO’s as set forth in the syllabus.</td>
<td>Didn’t meet any service-learning course goals and only slightly met personal goals. Didn’t meet the MCC ISLO’s as set forth in the syllabus.</td>
</tr>
<tr>
<td><strong>Integrates Service-Learning Experience Into Course work and Class Discussions</strong></td>
<td>Student frequently integrated the service-learning experience in class discussions and demonstrated, in written assignments, a deep connection between classroom learning and community experiences.</td>
<td>Student never integrated service-learning in class discussions and didn’t demonstrate, in written assignments, any connection between classroom learning and community experiences.</td>
</tr>
<tr>
<td><strong>Develops sense of Civic Responsibility And Commitment to The Community</strong></td>
<td>Showed high level of understanding of the importance of service to the community and the ability to make a difference. Facilitated change, met needs, and addressed issues. Likely to take the initiative to serve again.</td>
<td>Showed no understanding or limited sense of importance of service to the community and ability to make a difference. Unlikely to serve again.</td>
</tr>
</tbody>
</table>

### Rubric to Assess Service-Learning Journal Entries

<table>
<thead>
<tr>
<th>Project Criteria</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Satisfactory</th>
<th>Needs Work/Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing Quality</strong></td>
<td>Strong写作 with clear ability to express thoughts and point of view. Excellent grammar, syntax, spelling, etc.</td>
<td>Good writing style with solid ability to convey meaning. Very good grammar, syntax, spelling, etc.</td>
<td>Writing style conveys meaning adequately. Some grammar, syntax, and spelling errors.</td>
<td>Difficulty expressing ideas, feelings, or descriptions. Many grammatical, syntactical, and spelling errors.</td>
</tr>
<tr>
<td><strong>Description of Service-Learning session(s)</strong></td>
<td>Clear incisive description that vividly reveals situation and dynamics. Excellent use of adjectives, metaphors, etc. Sensitive and perceptive.</td>
<td>Solid description that fully discloses the scene. Some interpretation of events, meanings, etc.</td>
<td>Factual description of sequence of events with little “texture” or interpretation. Clearly not fully developed.</td>
<td>Little description at all, or brief, perfunctory statements glossing over the event(s). The reader has little idea what transpired.</td>
</tr>
<tr>
<td><strong>Insights and Understandings</strong></td>
<td>Definite insights into issues and implications of events for self and others. Aware of increased complexity of issues and situations.</td>
<td>Some insights into situations, issues and personal change/growth. Makes connections with implications for self or others. Some sense of complexity.</td>
<td>Positive experience at an intuitive or emotive level. Gains affectively from the experience but insights based on conscious reflection are few or simplistic.</td>
<td>Does the assignment. Neutral experience without personal resonance or impact. Shows resistance to change in established point of view.</td>
</tr>
<tr>
<td><strong>Commitment and Challenge</strong></td>
<td>Creates personal plan of action or personal challenge based on commitment to class or insights into learning.</td>
<td>Creates a “next step” based on previous events or current learning.</td>
<td>Somewhat committed to class through rapport or personal caring.</td>
<td>Not committed to the class or learning. Definitely not exerting self to a level of commitment.</td>
</tr>
<tr>
<td><strong>Progress and Leadership Development</strong></td>
<td>Significant growth or personal development. Evidence of synthesis of experience into goals or plan of action, with implications for the future.</td>
<td>Increased sensitivity, change of attitude, and awareness of connections.</td>
<td>Steady course. Incremental progress of which the professor may not be personally aware.</td>
<td>No progress. Bored or frustrated. Negative attitude in reflection.</td>
</tr>
</tbody>
</table>

Created by Dr. David Burton. Adapted by Center for Community Engagement, Middlesex Community College.
Bradley’s Criteria for Assessing Levels of Reflection

Level One

1. Gives examples of observed behaviors or characteristics of the client or setting, but provides no insight into reasons behind observation; observations tend to become dimensional and conventional or unassimilated repetitions of what has been heard in class or from peers.

2. Tends to focus on just one aspect of the situation.

3. Uses unsupported personal beliefs as frequently as “hard” evidence.

4. May acknowledge differences of perspective but does not discriminate effectively among them.

Level Two

1. Observations are fairly thorough and nuanced although they tend not to be placed in a broader context.

2. Provides a cogent critique from one perspective, but fails to see the broader system in which the aspect is embedded and other facts that may make change difficult.

3. Uses both unsupported personal belief and evidence but is beginning to be able to differentiate between them.

4. Perceives legitimate differences of viewpoint.

5. Demonstrates a beginning ability to interpret evidence.

Level Three

1. View things from multiple perspectives; able to observe multiple aspects of the situation and place them in context.

2. Perceives conflicting goals within and among the individuals involved in a situation and recognizes that the differences can be evaluated.

3. Recognizes that actions must be situationally dependent and understands many of the factors that affect their choice.


5. Has a reasonable assessment of the importance of the decisions facing clients and his or her responsibility as a part of the clients’ lives.

Pre- and Post Tests

Some faculty might prefer to develop instruments that measure the knowledge of discipline-specific course content and administer them as pre- and post tests to students at the beginning and end of the semester. Comparing and analyzing the results of the pre- and post tests will show how much the students have learned during the semester. Further comparison between the learning gains among service-learning students and students did not participate in service-learning might reveal what gains are attributable to service-learning.

Adapted from University of Maryland, 1999

Achieving the MCC Institutional Student Learning Outcomes (ISLO’s) through Service-Learning

Evaluating student learning is critical in every academic course. In most instances professors create course learning objectives and plan activities and assignments aimed to meet the objectives and then design evaluation measures to gauge its success. At Middlesex Community College in an effort to identify and assess student learning outcomes across the college an Institutional Student Learning Outcome (ISLO) committee was formed and identified six ISLO’s that represent the common skills, abilities, and ways of thinking that are expected of all MCC graduates. The six categories of ISLO’s are Knowledge and Skills, Critical Thinking, Communication, Global Perspectives, Social Responsibility, and Personal and Professional Development. To further outline each ISLO, sub categories for each ISLO were created and then rubrics designed to help professors evaluate student learning at the ISLO level. Students who participate in service-learning clearly meet many of the rubric indicators for the Social Responsibility and Personal and Professional Development rubrics. Below I’ve included the six MCC ISLO’s and expanded on several of the indicators that students meet through the participation in the service-learning program. More detailed explanations of the MCC ISLO’s or copies of the rubrics can be found at www.middlesex.mass.edu/StrategicPlanning/Islo.htm .
MCC Institutional Student Learning Outcomes

Knowledge and Skills
The MCC graduate will use knowledge acquired at MCC as a foundation for continued study and/or practical application.
- Freshman and sophomore foundation for transfer
- Professional skills for career track (degree or certificate)

Critical Thinking
The MCC graduate will interpret and analyze information in order to engage in critical thinking and problem-solving.
- Knowledge Acquisition, Comprehension, Application and Analysis
- Quantitative and Scientific Reasoning
- Knowledge Integration, Reasoning, and Problem-Solving Across Disciplines

Communication
The MCC graduate will communicate, use information and employ technology effectively.
- Effective Written, Presentation and Numeracy Skills, AND
- Information Literacy and Technology Fluency

Global Perspectives
The MCC graduate will communicate an understanding of the world from a global perspective.
- Historical, Political, Economic and Social
- Scientific and Environmental
- Aesthetic Appreciation and Creativity

Social Responsibility
The MCC graduate will demonstrate social responsibility within the college community.
- Multicultural and Diversity Awareness
- Ethics, Values, and Social Justice
- Citizenship and Civic Engagement

Personal and Professional Development
The MCC graduate will demonstrate the capacity for on-going personal and professional development.
- Achieve Academic and Career Goals
- Engage Actively in Learning and Development
- Demonstrate Professionalism
Below, I’ve detailed out how students who participate in a community engagement project or do a service-learning placement will meet many aspects of the Social Responsibility and Personal and Professional Development ISLO’s.

**Social Responsibility**

_The MCC graduate will demonstrate social responsibility within the college community._
- Multicultural and Diversity Awareness
- Ethics, Values, and Social Justice
- Citizenship and Civic Engagement

MCC students often accept the challenge of doing their service-learning at community sites that are unfamiliar to them. Serving food at a homeless shelter, playing cards with a senior at an Alzheimer’s center, or working with children at an early intervention center allows students to demonstrate involvement with people who they differ from. Students learn to recognize and appreciate other cultures by assisting in many of the local elementary schools, working on homes for Habitat for Humanity, or transcribing oral histories for the Lowell National Historical Park.

Students establish their ability to make decisions based on ethical and moral reasoning by assisting MASSPIRG on their many social initiatives, including reducing textbook prices and cleaning up the environment.

Citizenship and Civic Engagement is clearly visible in all areas under the CCE umbrella. Through MASSPIRG placements, students assist with voter education and registration. By working in schools, local boys and girls’ clubs, YMCA’s, peer mentoring programs, homeless shelters, nursing homes, and senior centers students learn to recognize that they belong to a community and that their involvement positively impacts the needs of the community. It is often the academic reflection component, in conjunction with the direct service that cements the value of citizenship and civic engagement.

**Personal and Professional Development**

_The MCC graduate will demonstrate the capacity for on-going personal and professional development._
- Achieve Academic and Career Goals
- Engage Actively in Learning and Development
- Demonstrate Professionalism

Goal setting is an integral part of a CE project or SL placement. The centerpiece of the SL student contract (see page xxx) revolves around faculty setting course goals, students setting personal goals and all parties working together to design activities, projects, and reflection assignments to meet the specified goals. Completing a CE project or SL placement teaches students the value of persistence in achieving goals.

Initiative and resourcefulness is shown by students as they secure a SL placement. During this process students need to research different sites, initiate necessary phone
calls, arrange a schedule, and do a CORI check. These are similar skills used to secure post-college employment. Students demonstrate professionalism in the community settings by being punctual, dressing appropriately, and responding sensitively and responsibly to the needs at the community sites.

The following questions can be used as a guide to help faculty use service-learning to meet the MCC ISLO’s:

1. What institutional student learning outcome do you want to address?
2. How can you revise one of your course objectives and/or service objectives to align with this ISLO?
3. How will students meet this course/service objective through their participation in service-learning? (The rubric indicators are helpful in this area)
4. How will the reflection assignment connect the community placement to the revised objective that is aligned to meet the ISLO?
5. How will you assess that the course/service objective and the ISLO have been achieved?
IX. Service-Learning Course Examples

As you design your own service-learning course, you might want to review syllabi from existing service-learning courses to see how other faculty relate service activities to course objectives, assignments, and readings. Listed below are several national organizations that post service-learning syllabi on the World Wide Web. Visit the following addresses to find service-learning syllabi in your discipline.

- [http://www.tufts.edu/as/macc/](http://www.tufts.edu/as/macc/)  Click on “articles and syllabi

- [http://www.compact.org](http://www.compact.org)  Click on “resources.”
  Click on “syllabi by discipline”


Adapted from University of Maryland, 1999

The following section provides examples of service-learning courses currently offered at Middlesex Community College in psychology, sociology and xxxxxx.

**Introduction to Psychology PSY 101**

Below are excerpts from the syllabi of Professor Julie Mirras as taught during the spring 2008 semester.

**COURSE DESCRIPTION**

An introduction to understanding how people behave, think, feel and function. Topics include physiology of the brain, memory, learning, language, perception, life span changes, normality and abnormality, social interactions, group influence on individuals, and basic research methods in psychology.
SERVICE LEARNING

Students are strongly encouraged to participate in a service learning experience as part of this course. Service Learning offers students the opportunity to volunteer 22 hours during the semester to a local agency that provides services to the community. **Some majors require service learning in order to graduate.** See the course catalogue or your advisor to determine the number of hours required.

Students who complete all their service learning hours for this course with a satisfactory or higher evaluation from their placement site supervisors and who complete the two reflection paper requirements will earn up to an additional 10 points added to their final grade.

Students who complete all their service learning hours for this course with a satisfactory or higher evaluation from their placement site supervisors and who complete the two reflection paper requirements will earn up to an additional 10 points added to their final grade.

- 1st reflection paper due -3-10-08
- 2nd reflection paper due – 5-2-08

TEACHING STYLE

The class will be a combination of discussion groups, lectures, and exercises. There will be homework assignments and students must be prepared to discuss the reading assignments at each class meeting.

INSTRUCTIONAL OBJECTIVES

- Students will describe the purpose and scope of the discipline of psychology and how it may apply to the common good;
- Students will define basic research methods used in psychology;
- Students will define basic brain function and the biological impact the brain has on thought, memory, emotion and social functioning;
- Students will demonstrate a basic knowledge of the history, terminology and important figures in the field of psychology;
- Students will demonstrate an understanding of the basic psychological and physical aspects of sleep;
- Students will demonstrate an understanding of basic behavioral learning principles including conditioning;
- Students will demonstrate a basic understanding of human development including normal developmental stages and tasks;
- Students will demonstrate a basic understanding of positive parenting and resilience in explaining human development;
- Students will demonstrate an understanding of the various factors that play a role in stress, its impact on functioning, and prevention techniques;
Students will demonstrate a basic understanding of the role of social influences on individual development, self-image and behavior including conformity, identity, obedience and attraction;

Students will demonstrate a basic understanding of the role of culture in identity and social interactions.

Introduction to Psychology
Professor Julie Mirras
Service Learning Reflection Assignment I
2-3 pages
Answer each of the questions below. Please type your responses, 12-point font, double spaced.

1. Describe the agency you are working with. Include the following:
   a. The name of the agency and address of the agency
   b. The agency’s stated purpose
   c. What type of service the agency provides.
   d. What did you know about the program before you began your Service Learning placement?
   e. What have you learned about the agency and its mission?
   f. Who does the agency serve?

   Be detailed and make sure you understand the agency’s mission.

2. Describe any cultural bias you think the population you serve may face in the community.
   a. How do you feel about the population you are serving? Did you have any preconceptions about them? What were your preconceptions and have they changed?

   Dig deep. I am looking to see what your beliefs and attitudes are and how they may change through this experience.

3. What psychological theories do you think are applied in this program? Is it humanist, psychoanalytical, behavioral? Do you think the program uses positive psychology? Explain.

4. What work are you doing in the program?
   a. What did you expect of the Service Learning experience?
   b. Is the experience what you expected or is it different? If so, how is it different?
   c. What do you think is the single most important thing you have learned from your Service Learning experience thus far?

   Again, dig deep. I am looking to see what your beliefs and attitudes are and how they may change through this experience.
Service Learning Reflection Assignment II
2-3 typed pages

Answer each of the questions below. Please type your responses, 12-point font, double spaced.

1. What types of behaviors is the program you are working with trying to change in the people you are serving?
   a. How do you think people learned this behavior? Observation, conditioning or a combination? Explain.

2. Do you think that the people you are working with suffer from excessive stress? Explain.

3. How do you feel you are contributing to the community through your service learning experience?

4. How would the people at your Service Learning site describe you? What would they say about you and your work?
   a. What was their first impression of you?
   b. What was your first impression of them?

5. What are some of the cultural stereotypes that you think the clients in your program have to overcome? Have your own ideas about this population changed? What happened to change them?

6. Sum up your experience in Service Learning. Would you recommend this to other students? Why?

Service Learning Reflection Assignment III

Write a letter to your congressman, senator or newspaper about the agency you have worked with over the semester. This is an actual letter which will be sent. Type it and include a stamped, addressed envelope when you submit it. I will mail it after I have read it.

Some ideas that you may want to include are:

Why you think this program is valuable.

Why you think this program should receive public support.

What you think this program provides to the community.
What you have learned about this program or population while completing your Service Learning hours.

What you think about students participating in Service Learning as part of their education.

How this experience has benefited you.
**Introduction to Sociology Soc 101**

Below is an excerpt from the syllabi of Professor Lucy Ogburn detailing the service-learning option as taught during the spring 2007 semester.

**The Service Learning Option**  
Introduction to Sociology Spring 2007  
Professor Lucy Ogburn

During the semester, we will be studying various social issues and problems that often result in unequal opportunities and access for some groups. We will also study some of the characteristics of groups, and the process of socialization. Service learning offers you an opportunity to learn more about some of these issues in the community, while at the same time addressing real community needs.

Cynthia Lynch is the Service Learning placement coordinator (Extension 3556 or 781-280-3556). She is located on the first floor of the Bedford campus Enrollment Center at the far end of the floor. She will conduct a classroom visit and explain more about how to get started. You will receive a list of approved sites from which to choose where you want to do your service. You are expected to do two hours a week for eleven weeks.

Some examples of service activities done by students in past semesters are: playing with and planning projects for children at a homeless shelter; helping to find housing for the homeless; becoming a friend and helper to an elderly person at the V.A. Hospital or local council on aging; befriending and mentoring kids at an after school program; helping immigrants study for the U.S. citizenship exam.

Most previous participants in service learning have said that it is an extremely valuable experience, and some report that it helped them clarify their career goals. Service learning gives you the chance to apply your knowledge to real life problems, contribute to society, learn first hand about the needs of people whose experiences may differ substantially from your own, meet a variety of people, and develop your interpersonal skills. It enables you to become an active participant in the community, working to address social needs and improve peoples’ lives.

You will hand in three journals based on your service learning experiences. Each journal should be a **typed using size 12 font, double spaced with 1" margins** with pages **STAPLED** together. Please do NOT hand in unstapled journals (2 points will be deducted). Also, no covers or folders please. Your journals **must be proof read** for grammar, spelling and punctuation. You will lose points for errors. **Always** make a copy of your journal for yourself as well, just in case!  

**LATE JOURNALS**: One point will be deducted for each day of the week that the journal is late. A journal will NOT be accepted after one week from the due date.

Below are descriptions of each journal assignment.
Journal #1 - Due March 8 (minimum length no less than 500 words--worth 20 points)
Name and describe your placement site. Describe the place and the people there (staff and clients). What does the agency do to help people? What community needs does your site try to meet? How do they do their work? Describe your feelings about your visits there so far, and about the site. What will you be doing for the agency? What do you think your challenges will be? What do you hope to give and to gain?

Journal #2 - Due April 17 (minimum length no less than 500 words--worth 20 points)
Name your placement site. Describe at least four connections you can make between your service experience and material covered and discussed in the textbook, readings and class. Refer to as many chapters and readings as you can to make these connections. What theories or concepts in the course help you explain and understand specific situations you have seen or experienced at your site? (Examples: subcultures you work with, theories of socialization you see “in action”, theories and types of deviance, evidence of social class, racial, ethnic and gender differences and inequalities and their causes and consequences. Be sure to define and explain the concepts. Include at least four concepts, underline each concept discussed, and explain through very specific examples and situations from your service experience how the concept is related to the service experience. You will be exercising your sociological imagination and connecting people’s personal experiences with larger social forces!

Journal #3 - Due May 10 (minimum length no less than 500 words--worth 20 points)
Name your placement site. Next, answer the following questions in paragraph form:
1. What have you learned about yourself from your service learning experience?
2. What was the worst or most difficult thing that happened to you? Tell what you learned from the experience.
3. What was the best thing that happened? Tell what you learned from the experience.
4. Describe what you think your main contribution
   a. to the site has been. Describe what benefits you received from doing service learning.
5. What community needs does your site address, and what are the reasons why the needs exist? What policy changes should be made (at the local community level and/or the state or national level) to help address these needs? You may want to interview the director or another knowledgeable person at your site for this question.
6. How has your service learning experience changed your ideas about how you can affect the lives of others? How has it changed your ideas about how you can contribute to a community?

Your service learning grade will be based on:

1) Your journals: are they complete, long enough and detailed enough, do they answer the assigned questions and are they well thought-out? Are they carefully proof read for grammar, spelling and punctuation?
2) Evaluation by your community agency/site supervisor

Journal entries = 20 points each X 3 = 60 points
Evaluation by your supervisor = 30 points
Connecting Community Activities to College Courses

Even with a detailed plan, specific service and course objectives, and well prepared students, the question still arises as to what sorts of activities students should do at their community sites that are meaningful and will connect to specific courses. Below is a list of general college courses with service ideas that should meet both the learning objectives of the course and the needs often present at the community sites.

**Humanities:**

- **Art:** Design brochures for local non profit agencies, teach classes at local YMCA’s, boys and girls’ clubs and council on aging programs, volunteer to give tours and work at museums, assist with mounting artwork for local exhibits, assist in classrooms, help stretch canvas at children’s rehabilitation center.

- **Music and Dance:** Prepare current and historical performances for local shelters, senior centers, nursing homes, etc., assist with music classes at local boys and girls’ clubs and in the schools, assist with music and dance therapy programs.

- **Theatre:** Put on plays at local shelters, nursing homes, and schools, teach acting at local boys and girls’ clubs, assist other college classes by role playing situations taught in specific courses, perform historical re-enactments for the local national parks, prepare and film public service announcements for local agencies.

- **Philosophy and Ethics:** Lead discussions in classes, homeless shelters, nursing homes, and elementary and secondary schools on ethics, volunteer with organizations that provide conflict resolution and mediation services.

- **Communications:** Present workshops in shelters and schools about public speaking and assertiveness training, help international students who are taking speech courses prepare and practice, teach children how to communicate across cultures, organize or assist with campus dialogues, prepare and film public service announcements for local agencies.

- **World Languages:** Offer to assist English Language Learners, offer a foreign language class at a local YMCA or boys and girls’ club, present programs on the importance of being multilingual.

- **English and English Language Learners:** Tutor elementary and secondary school students, work in preschools and daycare centers reading to children, help international students learn English, volunteer to read to visually impaired people, assist local non profits with writing and editing brochures, organize book readings in senior centers, hospitals, shelters, and nursing homes.
Social and Behavioral Sciences

- **Anthropology:** Present programs on different cultures, assist in culturally diverse centers, nursing homes, and the veterans hospital, work at the Lowell National Historical Park and the Minuteman National Historic park, assist with ethnographic surveys and oral history projects occurring in the community, assist with MASSPIRG initiatives.

- **History and Government:** Plan programs for and assist at the Local National Historical Parks, transcribe historical documents and oral histories, work on relevant projects for local historical museums, organize campus debates and dialogues, assist with MASSPIRG voter registration initiatives, plan programs for local schools and afterschool programs.

- **World Geography:** Conduct surveys and interviews to identify the ethnographic makeup of different local regions, assist with programs that support immigrants, work on relevant projects at the Lowell National Historical Park, assist in local classrooms and teach geography mini-lessons.

- **Economics:** Assist non profit agencies with financial planning and budgeting workshops, present workshops in boys and girls’ clubs and YMCA’s regarding money matters, perform research for local agencies regarding economic issues.

- **Psychology:** Volunteer at local organizations that serve at-risk children, assist in organizations that work with adults and children with developmental disabilities, perform research for local organizations to determine if they are in compliance with local standards required by the Americans with Disabilities Act.

- **Sociology:** Work on programs that assist residents from different cultures, serve in inner city schools and after school programs, develop public service announcements to aid newcomers to a community, plan programs for local veteran’s hospital, council on aging, and nursing homes.

Business, Math, and Computer Sciences

- **Accounting:** Donate accounting skills to a non-profit agency, assist members in homeless shelters, nursing homes, and council on aging sites with tax return preparation, and install accounting and other software into computers at non profit agencies.

- **Marketing:** Prepare promotional pieces for local agencies, assist with organizational brochures and informational pieces, perform necessary market research, develop programs for local boys and girls’ clubs, YMCA’s, and elderly facilities to help children and elderly citizens be aware of marketing scams.
• **General Business:** Offer computer and business assistance to local non-profit agencies, work with community groups that are making business plans, assist in organizations that support immigrant business opportunities.

• **Math and Statistics:** Tutor children in local schools and afterschool programs, develop programs for children that promote careers in mathematics, perform statistical data research on local community issues for different agencies and the national parks.

• **Computer Science:** Volunteer to repair broken computers, assist children in computer classes at local afterschool programs, design computer classes for council on aging sites.

**Education and Human Services**

• **Education:** Assist children in local schools, preschools, and daycare centers, develop after school mini-courses for local programs, perform educational research, and tutor children in preparation for MCAS exams.

• **Human Services:** Work in local shelters and community agencies, assist homeless citizens with learning how to receive services, organize food, book and other drives to aid local causes, tutor English Language Learners, volunteer at the local park service, work on MASSPIRG and Habitat for Humanity initiatives.

**Criminal Justice, Legal, and Paralegal Studies**

• Assist in local police stations, courthouses, and sheriff’s offices, participate in the Citizen’s Police Academy, develop programs on safety and other legal issues for afterschool programs and senior centers, assist homeless shelter residents in filling out housing forms, participate in MASSPIRG sponsored housing and homeless initiatives, volunteer to assist with Habitat for Humanity housing programs, aid in legal departments of local community agencies.

**Science**

• Assist in canal clean-ups, perform local water testing, design science programs for children in afterschool programs that generate scientific thinking and promote careers in science, work with local agencies to develop garden plots in neighborhoods, assist with gardening activities at nursing homes, the veteran’s hospital, senior centers, and boys and girls’ clubs, assist with school science fairs, volunteer at local national parks as a naturalist or a park ranger, participate in MASSPIRG initiatives to preserve the environment, organize campus dialogues to bring awareness to environmental issues, assist with campus and community recycling programs.
Nursing, Dentistry, and Medical Assisting

- Volunteer at local free clinics, assist at hospitals, dental offices, nursing homes, and hospice centers, be a friendly companion to a local senior, develop health awareness programs for school children, seniors, and homeless citizens, work on health brochures for community health agencies.

Adapted from University of Maryland, 1999 and Lowell Civic Collaborative Guidebook, 2006
X. Appendices

A. Frequently Asked Questions
B. Service-Learning Pro (SLPRO)
C. Community Engagement Forms
D. Bibliography
E. Web Resources
F. References
A. Frequently Asked Questions

How do Service-Learning and Community Engagement differ from internships?

Internships provide students with experiences to develop professional skills. Like internships, service-learning integrates theory and practice, but service-learning also emphasizes civic responsibility and community awareness. Service-Learning experiences can often lead to internships. Service-learning provides students with shorter-term community experiences which can help them refine or redirect their goals for longer internships. Service-Learning and Community Engagement link service to course learning objectives, while fostering citizenship skill.

Distinctions among Service Programs

Recipient → Beneficiary → Provider

Service → Focus → Learning

Service-Learning

Community Service

Field Education

Volunteerism

Internship

(Furco, 1996)

Will integrating Service-Learning and Community Engagement into my course take a lot of time?

It does take time to set up the logistics of a service based class, to respond to individual students. But there are ways to minimize the impact by garnering assistance from the Center for Community Engagement staff. It does get easier each time you teach the Service Learning course. Many faculty have benefited by limiting the number of students and agencies the first time around.
Does this take too much class time?

You are still in charge of how class time is used. Students can reflect on the experience outside of class through journals, on Blackboard, in chat rooms, or in more formal papers. Research, however, indicates that devoting time in class to discussing experiences that emerge from the service will increase student learning and satisfaction with the course. If students' experiences become a text for the class, participants will integrate what they are learning, make connections to course material, and listen to the experiences of others.

How do I evaluate student’s performance and learning?

Instructors frequently use traditional evaluation techniques: papers that are graded on how well students relate their service to specific course concepts, theories, and objectives; oral presentations that show critical thinking; exam questions that ask students to describe a community application of a particular theory; or final products developed during the service experience that illustrate skill proficiency.

Do service-learning activities detract from the real rigors of classroom/ laboratory learning?

Service-learning requires faculty to somewhat relinquish the notion that the only worthwhile academic pursuit happens in the classroom. It frequently requires more time and energy than literary research. For example, time spent volunteering, journaling and reflecting can be perceived as quite rigorous by the student, especially since the experience can be as emotionally draining even as it is rewarding. The fact that the student may find this process more enjoyable than literary research alone does not take away from its academic value. Indeed, the service experience should be combined with reading in the subject area. Service-learning can promote connections between students’ learning and the applications of that learning in the real world, with all its moral and ecological implications.

Why is it important that service-learning be incorporated in the traditional curriculum?

As the level of interest and sense of urgency in community and public service grows greater every day; educators are grappling with what they often perceive as student apathy and mediocre academic performance. If properly implemented, service-learning can provide an effective response to these concerns. By placing our students in circumstances where they are motivated to ask the question “why?” we are building a student body that may find more meaning and pride in their course work.
How can I incorporate service-learning into an already crowded syllabus?

Service-learning is not a competitor for valued instructional time, it is meant as a tool to enhance learning. It does require the proverbial “paradigm shift”. When we focus on student learning rather than on our teaching, a balance is achieved. It may require faculty relinquish some control.

How can I help students understand why SL is important?

“It is important to stress that service learning allows students to connect course content with real world experience. I emphasize that this may be the most valuable experience of a student's time at MCC, and that students who have done service learning have often said this. I also emphasize that doing SL is a leap of faith and that students usually don’t really begin to appreciate its value until they are well into the semester. I tell them that the rewards are doubled because they are contributing to the community and also learning about their own effectiveness in the community. It's a self-esteem builder. I stress that addressing others' needs is one of life's most important missions. Prof. Lucy Ogburn

Helping students understand the importance of a service learning experience is critical to its success both for the class and for individual students. It is important for students see the meaning behind their service. It is always highly valuable for students who have previously completed a service experience to share their thoughts on their work. This type of peer support also serves as a recruitment tool. Prof. Donna Gray

I honestly think the best way to do this is to make them aware that the faculty are involved in community service in their own lives. When we were first telling them about Habitat for Humanity, I told them about the experience my own daughter had doing it in Indiana. When I am teaching them about corporations, I talk about the various boards of directors I serve on pro bono. I can't expect them to think it is important if I don't act like it is important to me. (And it is important to me!) Prof. Deb Walsh

How can I help students connect their service to course theory?

I require a journal entry that asks students to specifically connect aspects of their service learning experience to specific course concepts. They must choose at least four course concepts and use examples from their service to explain the concepts and the connections. Prof. Lucy Ogburn

“I recommend that faculty members provide students with a list of course-related questions to address in student journals during the SL placement. This allows students to still generate expressive writing (which is the easiest type of writing for most students) as well as apply the course material to the SL experience. Prof. Peyton Paxson

When I have students in class who are doing SL, I will very often ask them to briefly share their experience with the class as we go through the semester. Two of my most
successful placements were at the Registry of Deeds...in Real Estate Law I would ask the student (who was not one of the more popular students) to talk about what she was doing at the Registry whenever we talked about how documents were recorded or looked up there. And when the class had to go to the Registry for an assignment I had them go on the day that she worked there. She became an "expert" and the class started to relate to her better socially as well. The other wonderful placement was a very popular student at the Immigration program. She would often volunteer to tell us about what she was doing and how it tied in to new immigrants needing help with housing, etc. Everyone liked her a lot, so the class was very open to hearing about what she was doing. Prof. Deb Walsh

What if students can’t fit service into their schedules?

Fitting service learning into already busy, complex lives of our student body can and does pose unavoidable circumstances. In a class requiring service learning, such as Developmental Disabilities, this information is printed within the course descriptions of the catalog and schedules so fewer issues are encountered. A small number of students have had to withdraw from the course when personal issues interfered with their ability to complete the course requirements. Prof. Donna Gray

Our students have busy lives and not all can or wish to choose the service learning option. The faculty and CCE staff strongly encourage students to consider whether they have the time to incorporate additional hours into their schedule. We promote service as a way to benefit the student and the community and strive to develop service placements that will meet the schedules of our students. Students who do not complete the required 22 hours will not get the Values, Social Policy and Ethics Core Intensive. Center Coordinator Sheri Denk

What if students encounter challenges at the agency?

This is something that we as faculty should embrace. Directed questions for student journals should anticipate some of these challenges and ask students to reflect on them in their journals. I also believe that SL helps students confirm that they are interested in the right field, and also helps others realize that they are pursuing the wrong field. Prof. Peyton Paxson

And of course they will! Everything is a learning experience, and if we talk about it in terms of professionalism and appropriate responses, it can be a good thing! There are always challenges...better to face them while you are in college and have a support system than to face them for the first time on your own. Prof. Deb Walsh

The CCE staff work hard to ensure a smooth experience whenever possible. The longevity and reputation of the program has had a positive impact on the communication between community partners and MCC. I regularly ask students for feedback in class and will quickly pass along any potential concerns to CCE staff. Prof. Donna Gray
If students encounter challenges at their service-learning site, they typically first mention it to their faculty. Most times it is an easily solvable problem. In the instances that additional intervention or problem solving is needed, students are instructed to contact the Service Learning Coordinator. The coordinator will contact the site, discuss the problem, brainstorm solutions and if necessary, make adjustments. *Service Learning Coordinator Cynthia Lynch*

**What if students do not complete their hours?**

Although our students are "only" volunteers, the agencies in which they are placed come to rely on them, whether it is the people who run the agency or their clients. The grade for SL should be broken down into parts (say, two journal submissions over the course of the semester or some other grading criteria). Thus, students can get partial course credit for work done, while still bearing the consequences of not completing their responsibilities. *Prof. Peyton Paxson*

I've never had that happen... *Prof. Deb Walsh*

If a student fails to complete the service experience, most will agree to an ‘Incomplete’ grade, allowing additional time to complete the required hours and related assignments. *Prof. Donna Gray*

The questions and answers are adapted from Indiana Campus Compact, Center for Community Engagement staff and Middlesex Community College Service-Learning faculty.
B. Service-Learning Pro (SLPRO)

Service-Learning Pro (SLPRO) is the on-line database that is being used by the Center for Community Engagement for the service-learning program. SLPRO is comprised of several modules all containing features designed to meet the needs of the service-learning community.

**Faculty Module:** Service-learning faculty members are added to SLPRO by the service-learning coordinator. Faculty can access SLPRO by going to [www.middlesex.mass.edu/servicelearning](http://www.middlesex.mass.edu/servicelearning) and then clicking on SL faculty login. A detailed instruction sheet is available in the forms section on page???. Once logged in, faculty can view and manage their profile and their classes. They can also view lists of students participating in service-learning, can alter the lists of community sites their students can register for and can communicate with their service-learning students throughout the semester.

**Student Module:** Students who wish to participate in the service-learning program are responsible for registering themselves with SLPRO. Detailed instructions on how to register for SLPRO and for a service-learning placement are available in the forms section on page?? or by going to [www.middlesex.mass.edu/servicelearning](http://www.middlesex.mass.edu/servicelearning) and then clicking on SL student login. During service-learning class visits, the service-learning coordinator will discuss the registration process and is always available for assistance throughout the semester. Once logged in, students can learn about the different service-learning sites available to them and can get all the information necessary to successfully register for service-learning.

**Administrative Module:** Service-learning administrators have full control of all modules. The service-learning coordinator will update community sites, course match community sites to the service-learning classes, and prepare the system each new semester. The administrative module also has the capacity to print time reports, class lists, and communicate with faculty and students.

Adapted from Horizon Internet Solutions, LLC, Boise, Idaho, 2008
C. Service-Learning Forms

The next several pages contain a listing of all the required forms and informational pieces necessary to participate in the service-learning program. All forms, except the final evaluation can be downloaded by going to www.middlesex.mass.edu/servicelearning. It is very helpful to include both the service-learning calendar and web-based registration instruction sheet in your syllabus. The service-learning contract and timesheet are printed by the students after they register on-line and the service-learning final evaluation is mailed to community supervisors by the service-learning coordinator near the end of the semester. The SL Pro faculty handout is all the login information and instructions necessary to access the service-learning database and all the information regarding the students in your class who are participating in service-learning. The service-learning planning worksheet is designed to assist faculty as they begin the process of integrating a service-learning/community engagement project component into their course.

1. Service-Learning Calendar
2. Service-Learning Web-Based Registration Instruction Sheet
3. Service-Learning Timesheet
4. Service-Learning Final Evaluation
5. SL Pro Faculty Handout
6. Service-Learning/Civic Engagement Project Planning Worksheet
7. Reflection Handouts
FALL 2008 SERVICE-LEARNING CALENDAR

September 3: Classes Begin
September 3 – September 19: Classroom presentations on Service-Learning
September 22 – September 26: Students finalize Service-Learning Placements
September 29 – October 3: Students begin Service-Learning
October 13: Columbus Day – No day classes at MCC
October 17: Student/Agency agency must be returned to the Service-Learning Office.
November 11: Veterans Day – No day classes at MCC
November 27 – November 28: Thanksgiving Break
December 12: Students complete Service-Learning and return time reports to Service-Learning Office.
December 12: Final student evaluation completed and returned by supervisors to Service-Learning Office.
December 12: Classes End

For More Information Please Contact:
Cynthia Lynch
Coordinator of Service-Learning
(781)-280-3556
E-mail: Lynchc@middlesex.mass.edu
Service-Learning Web-Based Registration

All students participating in service-learning should use the web-based registration system. After learning about service-learning in your course, follow the instructions below to register. If you have any problems or questions contact the Center for Community Engagement (see below).

1. Go to http://www.middlesex.mass.edu/servicelearning/
2. Go to SL Student Login.
3. If you are registering for the first time click and fill out the Student Registration Information form. If you have already registered enter your Username and Password.
4. Complete the on-line Pre-Service Questionnaire.
5. Go to My Courses and select the department of the course you are enrolled in and then select the course that you are enrolled in.
6. Click on the “add to my courses” button on the upper right hand side.
7. Click on Placement Title to learn about the agency.
8. Call the Site Supervisor listed to set up placement and arrange your start date.
9. After you have confirmed your placement with the site supervisor click on “Register Now” button at the bottom of the page to register for this placement.
10. **Print the Student and Agency Agreement Form.** Take it to the agency where you are doing your service-learning and fill it out with your supervisor. Submit the signed Student and Agency agreement to the Center of Community Engagement (Lowell –5th floor, Office #21, Bedford– Building 9, Room 108). **Deadline** for returning agreement forms – October 17, 2008.
11. **Print the Service-Learning Time Report.** On this form keep track of your weekly hours. Submit the completed and signed form to the Center for Community Engagement by December 12, 2008.
12. Print Calendar.
13. If you are registering for service-learning in more than one course **repeat** steps 5, 6, 7, and 9 for the second course.
14. By the end of the semester go to http://www.middlesex.mass.edu/servicelearning/ and complete the Student Satisfaction Survey.

For questions or more information please contact:
Cynthia Lynch, Coordinator of Service-Learning
781-280-3556
lynche@Middlesex.mass.edu
Service-Learning Contract

Date Due to Service-Learning Coordinator: __________________

Student Name: ____________________________________________________________________________
Local Address: _____________________________________________________________________________
Home Phone/Cell Phone: _____________________________________________________________________
Student E-mail: ____________________________________________________________________________
Course (name, number, and section number): ________________________________________________
Course Instructor: _________________________________________________________________________

Service-Learning Site: _____________________________________________________________________
Supervisor: ______________________________________________________________________________
Address: _________________________________________________________________________________
Phone: _________________________________E-Mail: __________________________________________

Days and times student will be at the site: _____________________________________________________
Start Date: ___________   End Date: ___________

**Purposes of the Service-Learning Contract:**
- To assist the student and agency in understanding the learning and objectives for the course.
- To clarify the activities in which the student will be involved in at the site in relation to the learning objectives.
- To facilitate communication between the student and course instructor regarding connecting service to course content through reflection.

**Course Learning Objectives**
(These are determined by the instructor and the student should copy them from their course syllabus.)

**Student’s Personal Learning Objectives**
(These are determined by the student and should focus on their personal and academic growth.)
Service-Learning Site Activities
(Site supervisor and student should discuss what activities could occur to meet course learning objectives.)

Integration Plan
(To be completed by course instructor: How will the student use the reflection assignments to connect their site activities to the course content in order to meet the course learning objectives?)

AGREEMENT
As a student in the MCC Service Learning Program I agree to complete my service-learning commitment to the best of my ability, work in collaboration with the agency supervisor, report any problems I encounter and complete all course requirements.

Student Signature: _________________________________ Date: ______________________

As the Agency Supervisor for this service-learning placement I agree to provide adequate training and supervision for the service-learning student, to plan activities for the student which meets the stated learning objectives for the student’s course, and to complete the learning contract and final evaluation forms by the due dates. I also agree to contact the service-learning coordinator if I have any problems or concerns.

Agency Signature: _________________________________ Date: ______________________

I have reviewed this contract and found the course objectives and service activities to be appropriately matched. I have outlined for the student how to use the reflection assignments to demonstrate evidence of their learning based on the service experience.

Faculty Signature: _________________________________ Date: ______________________

For questions or more information please contact:
Cynthia Lynch, Coordinator of Service-Learning
591 Springs Road, Bedford, MA 01730
Phone: 781-280-3556, Fax: 781-275-7126, E-mail: lynchc@middlesex.mass.edu

Adapted from University of Maryland, 1999.
Timesheet
Final evaluation
Accessing SL PRO for your Service-Learning Courses

1. Go to [http://www.middlesex.mass.edu/servicelearning/](http://www.middlesex.mass.edu/servicelearning/)

2. Go to SL Pro faculty login.

3. Sign on- Username—same as MCC username; Password – last name with a sl at the end of it (lynchsl) or last name, first initial (lynchc). Once logged in there is a feature to change your password.

Features of SL PRO:

1. Main Page- Has 3 main functions: Current Course Listing- which is where your course is listed. You can edit it to show the service learning mission of your course. Student Roster- Shows which students in your course are participating in SL. You can also sort by student placements in your course. Matches- Shows the approved community partners for your course.

2. Update Profile- All the information on you! This is where you can change your password.

3. Manage Courses- Similar to main page.

4. Communication Manager- Allows you to send e-mails to the students in your course who are participating in service-learning.

5. Project Search- Contains information regarding other community partners.

6. SL Pro News- Allows Sheri and Cynthia to communicate with you!!
Service-Learning/Community Engagement Project Faculty Planning Worksheet

1. Will I offer a service-learning option or civic engagement project?
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

2. What are some of the reasons for wanting to incorporate service-learning or a civic engagement project into your teaching? Which of the reasons are most important to you? Which are least important?
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

3. What changes would you like to see occur in your students by incorporating service-learning or a civic engagement project into their academic learning?
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

4. What specific learning outcomes do you want service-learning or the civic engagement project to fulfill?
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

5. Will you be creating specific service objectives in addition to your course learning objectives?
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
6. Which MCC ISLO’s will be addressed through service-learning or the civic engagement project? (See page xxx on how to connect service-learning to the MCC ISLO’s.)

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

7. Is service central to or on the periphery of the course? To what extent will the success of the course depend upon positive service experiences?

__________________________________________________________________
__________________________________________________________________

8. How will students be grouped in your civic engagement project plan (individually, small group projects, all class project)?

__________________________________________________________________
__________________________________________________________________

9. What knowledge, skills and interests should students possess to be able to benefit from service-learning or a civic engagement project? Are there types of students for whom you would not recommend participation?

__________________________________________________________________
__________________________________________________________________

10. Will service-learning be optional or required in your course?

__________________________________________________________________
__________________________________________________________________

11. If optional, which project or assignment(s) will it be replacing or will it be used as extra credit?

__________________________________________________________________
__________________________________________________________________

Adapted from University of Maryland, 1999
Making Journal Entries---- Make daily entries in your journal, if possible.

1. **First, write an objective account of the daily events that occur.** Try to remember everything that happens. Don't make any inferences, just write the facts.

2. **Next describe your feelings and perceptions about what happened during the day** - about your behavior and the behavior of others. This is your subjective account of the day.

3. Look back at your service-learning agreement and **reflect on how the day's events relate to your service and learning objectives.** Are stated objectives still appropriate? Do you see the need for changes? Maybe a concept in a class came alive for you out in the field, or maybe you'd like to test a theory the next time you go to your service-learning site. These are generalizations you can draw from the experience. If you do begin to alter your objectives, be sure to inform your supervisor and professor of the revisions. Your objectives can change as your perception of the situation changes, but it is essential that you make note of what is changing so that it can be taken into account when you review the entire experience.

4. Finally, while you have the day's events fresh in your mind, **outline actions for your next contact** based on what you feel you learned during the day or any problems or needs that have surfaced. Use your log as an "agenda-setting" tool.

You might format these four kinds of information as follows:

<table>
<thead>
<tr>
<th>Daily Entries</th>
<th>Perceptions</th>
<th>Generalizations</th>
<th>Action</th>
</tr>
</thead>
</table>

By using columns, you can add to the journal in the appropriate place as more information and experience come into play. For example, in the "Daily Events" column you may note some interesting perceptual behavior by a small child. Two weeks later in a Child Growth and Development class you may be introduced to some developmental theories that explain the child's behavior. Then you can easily go back to your journal to note the linkage between the "Daily Events" observation and "Generalizations" that can be made. Generalizations might also be initiated by a lecture, something you've read, a television program, conversation over a meal or lying awake in bed staring at the ceiling.
Some Answers to the Nagging Question: "What Should I Write in My Journal?"

You say you don't know what to write for your daily journal entry? Journal writing can be easy and fun once you get the hang of it. Here are a few questions that might help get you started.

• What was the best thing that happened today at your site? How did it make you feel?
• What thing(s) did you like the least about today at your site?
• What compliments did you receive today, and how did they make you feel?
• What criticisms, if any, have you received? How did you react to them?
• How have you changed or grown since you began work at this site?
• What have you learned about yourself and the people that you work with?
• How does volunteering make you feel? Happy? Proud? Bored? Why do you feel this way?
• Has this experience made you think about possible careers in this field? What jobs might relate to this experience?
• What kind of new skills have you learned since beginning to work at this site? How might they help you in future job searches?
• What do people do who work at this occupation? Describe a typical day at your site.
• What are some of the advantages and disadvantages of working at this occupation?
• If you were in charge, what changes would you make? How would you improve it?
• How has your work changed since you first started? Have you been given more responsibility?
• Has your daily routine changed at all?
• What do you feel is your main contribution to your service site?
• How do the people you work with treat you? How does it make you feel?
• What have you done this week that makes you proud? Why?
• Has your experience been a rewarding one for you? Why or why not?

D. Select Bibliography of Printed Service Learning Resources

The following provides an excellent starting place for those wishing to know more about various aspects of public engagement including service learning. Topics include sample syllabi and course construction materials, reflection theory and practice, and theoretical perspectives. Some are available through the Center for Community Engagement library.


A set of eighteen monographs, each focusing on why and how service-learning can be implemented within a particular discipline. The discussions presented in the series are written by scholars in the discipline and are supported by research, course models, annotated bibliographies and program descriptions. Each volume includes both theoretical and pedagogical essays and covers a wide range of interests and approaches.


This study explores the comparative effects of service learning and community service on the cognitive and affective development of college undergraduates, and enhances our understanding of how learning is enhanced by service. The report includes results of a longitudinal study of a national sample of students at diverse colleges and universities, and a qualitative study of students and faculty who participated in service learning at the subset of these institutions.


This report presents the perspectives of three educators from historically black colleges and universities on the advancement of community service and service-learning in higher education. Each of the essays is introduced by a leader in the service-learning community. The common theme throughout is that service-learning requires significant transformations of traditional structures, learning processes, people, and relationships.
Baratian, M Duffy, D. Franco R, Hendicks, A, Renner T, **Service-Learning Course Design for Community Colleges**

This volume offers hands-on guidance for creating effective service-learning courses in the community college setting. Themes addressed include syllabus design, course models, learning outcomes assessment, and documenting innovative teaching for faculty advancement.


An anthology designed for education based service. As a source book for students and teachers, this work raises issues of pedagogy, citizenship and civic democracy. Comprised of fiction, nonfiction, poetry and literature from humanities and social sciences, the anthology incorporates conservative and progressive perspectives.

Battistoni, Gelmon, Saltmarch, Wergin, Zlotkowski; **The Engaged Department Toolkit, 2003.**

This handbook is designed to help departments develop strategies for including community-based work in their teaching and scholarship, making community-based experiences a standard expectation for majors, and encouraging civic engagement and progressive change at the departmental level. It acts as both a resource and a curriculum, assisting others in replicating the Engaged Department Institutes offered nationwide by Campus Compact. The toolkit comes with a CD-ROM with key information from the text as well as PowerPoint slides and sample documents that can be adapted to meet the needs of individual departments.


This volume links theory to practice by featuring tested techniques in teaching democracy by being democratic in the classroom. The book is divided into three parts and six chapters with an introduction presenting a theoretical and analytical framework of democracy and democratic pedagogy.

As a cultural analysis of American society, Habits pays close attention to the way people talk. While the authors recognize that there are serious structural problems—economic, social, political, and institutional—in American society, they argue that there is also a problem of language. First published in 1985, Habits of the Heart continues to be one of the most discussed interpretations of modern American society, a quest for a democratic community that draws on our diverse civic and religious traditions.


A treasury of activities, ideas, and resources, this eloquent, exhilarating guide can help teachers and youth workers engage young hearts and minds in reaching out and giving back. Chapters cover a variety of common service-learning themes including animals, the environment, hunger and homelessness, community safety, literacy, and social justice. Each includes inspiring quotations, background information and resources, preparation activities, real-life examples, and ideas that have worked for other teachers. Bookshelf sections describe nearly 300 books that offer teachable moments about service learning, responsibility, caring, and helping.


Readers are presented with a vision for higher education in the 21st century through the concept of colleges and universities as citizens. The authors continue the discussion of Ernest Boyer's vision of the "engaged campus," illustrating the rewards and risks and providing a critical examination of the implications of engagement on the various institutions of higher education. Each chapter discusses the status of higher education, the factors that have shaped its current status, and the steps that could be taken to produce change. The authors provide informative historical analyses, case studies, and conceptual frameworks through which planning and work can be construed and evaluated.


Combining the most current theory and practice in the field of service-learning with many examples from actual campuses, this comprehensive guide to developing high-quality service-learning experiences focuses both on the curriculum and student affairs programs.

Educating Citizens reports on how some American colleges and universities are preparing thoughtful, committed, and socially responsible graduates. Many institutions assert these ambitions, but too few act on them. The authors demonstrate the fundamental importance of moral and civic education, describe how the historical and contemporary landscapes of higher education have shaped it, and explain the educational and developmental goals and processes involved in educating citizens. They examine the challenges colleges and universities face when they dedicate themselves to this vital task and present concrete ways to overcome those challenges.


Robert Coles of Harvard University examined the nature of altruism in young people. Coles sought to understand the moral, psychological, and spiritual sources and consequences of voluntarism among young people. Coles conducted in-depth interviews with young volunteers involved in a wide range of programs in order to learn why young people volunteer and how such experiences shape their lives.


Outlines practical uses of service learning in various disciplines and cross-disciplinary programs in community colleges; includes course syllabi, print and organizational resources.


More than a century ago, John Dewey challenged the education community to look to civic involvement for the betterment of both community and campus. Today, the challenge remains. In his landmark book, editor Thomas Ehrlich has collected essays from national leaders who have focused on civic responsibility and higher education. Imparting both philosophy and working example, Ehrlich provides the inspiration for innovative new programs in this essential area of learning.

Most history books paint our past with portraits of presidents, generals, and captains of industry. By the People introduces the multitude of citizens who stood on the front lines when history was being made—the volunteers and associates that shaped us as a people, from the Social Compact of 1620 to the Underground Railroad before the Civil War and the women's suffrage movement.


Offers guidelines for identifying course competencies, student learning expectations and reflective teaching strategies.


This volume was the first to explore service-learning as a valid learning activity. The authors present extensive data from two groundbreaking national research projects. Their studies include a large national survey focused on attitudes and perceptions of learning, intensive student interviews before and after the service semester, and additional comprehensive interviews to explore student views of the service-learning process.


This guide is a resource for anyone seeking to use critical reflection in service-learning. Drawing upon student testimony of successful reflection, it assists in developing reflection activities for service-learning courses or programs. The guide is practical and interactive by design and should foster active engagement on the part of the reader, through both the nature of its content and its accessibility. The authors discuss different ways to reflect and learn suited to different learning styles such as the activist, reflector, theorist, pragmatist learning styles. Various reflection activities are covered including reading, writing, doing, and telling. The book includes a reflection bibliography, reflection guides and handbooks, and an interview guide.
Based on the work of eleven Middlesex Community College faculty, this resource guide features faculty stories, syllabi, student and community responses and materials to implement service learning into a variety of courses.

Written by University of Michigan faculty members, these three volume casebook feature chapters that describe a course, discuss relevant pedagogical issues, evaluate the course and assess students learning.

The service learning journal is a set of informal sequenced writing assignments about course work and civic responsibility.

This guidebook explores the role of journal writing in community-service leadership and learning. The introduction provides an overview of the history of journal-keeping. Journal writing helps participants heighten observational skills, process information, explore feelings, assess progress, evaluate, improve communication, enhance writing skills and fluency, and build citizenship. Journal formats and approaches are described. The fifth chapter suggests appropriate topics for reflective writing. Appendices summarize activities of an American Alliance for Rights and Responsibilities introductory workshop for reflective-journal writing.

The discussion of civic responsibility at all educational levels is widespread today as a result of the civic engagement movement of the last decade. Community colleges, four-year institutions, and high schools are all actively employing new programs to engage their students in the public life of their communities. This guide provides practical and accessible applications for the widest range of community college faculty who aim to develop citizenship skills in their students by integrating civic responsibility, in concept and action, into their courses.


The first two sections of this workbook clarify the conceptualization of academic service-learning and offer a set of foundational resources that prepare the reader for the subsequent design sections. Sections three through five review the three necessary conditions for academic service-learning and take the reader through the course planning process. The necessary criteria are relevant and meaningful service with the community, enhanced academic learning, and purposeful civic learning. Administrative issues related to service-learning are not covered in this workbook, nor are sample syllabi provided. The workbook assumes reader familiarity with general course design and development issues. Resources identified in the final section of the workbook provide information on these issues. (Contains 14 references) (SLD) Companion volume to the "Michigan Journal of Community Service Learning," Summer, 2001, ISSN-1076-0180. Supported by Campus Compact.


Combining the most current theory and practice in the field of service-learning with many examples from actual campuses, Service-Learning in Higher Education is a comprehensive guide to developing high-quality service-learning experiences both in the curriculum and through student affairs programs. The fourteen essays in this book focus on service-learning in higher education, its theoretical framework, the advantages of various techniques, and practical means for implementation. Service-learning is seen to offer students the chance to combine academic knowledge and skills with community experience. Individual chapters contain references.

This book provides a broad perspective and solid foundation for service-learning and is invaluable for anyone wanting to more clearly understand the principles and implications of service-learning. Jacoby states that the main purpose of the book is to explain why service learning is important and how it can be integrated into the curriculum and the college experience.

**Journal of Community Service-Learning**

The MJCSL is a peer-reviewed academic journal containing papers written by faculty and Service-Learning educators on research, theory, pedagogy, and issues pertinent to the Service-Learning community. Their web site contains abstracts of MJCSL articles and information on subscribing and submitting manuscripts. [www.umich.edu/~wats/](http://www.umich.edu/~wats/)


This is a guide about rebuilding troubled communities. It is meant to be simple, basic and usable. Whatever wisdom it contains flows directly out of the experience of courageous and creative neighborhood leaders from across the country. Most of this guide is devoted to spreading community-building success stories. These stories are organized into a step-by-step introduction to a coherent strategy that we have learned about from neighborhood leaders. We call this strategy "asset-based community development."


Exploding the popular myths about public life, power, and self-interest that stop individuals from discovering the rewards of public involvement, this thoughtful resource offers practical advice from ordinary Americans on how to get more involved. Details guidelines anyone can use to master the skills required to be effective in public life.

This collection of papers includes lessons learned from a 3-year collaboration among faculty who had pursued a scholarly inquiry of service-learning, integrated service-learning into their curricula, altered their teaching, forged partnerships with community based organizations, and developed measures and methodologies for assessing results. The project was designed to introduce faculty to service-learning pedagogy and help them implement service-learning instruction and integrate service learning into curricula.


Addressing the need for marshalling the resources of education to help promote a more civil society, this book argues that education has a critical role to play.


This text discusses how service learning experiences can be structured in a way that achieves civic literacy. Some suggestions are to: (1) clarify the concept of civic responsibility; (2) discuss ethics in the classroom; and (3) engage students in community service activities. Three ethics case studies are presented.


This work is a resource for program evaluators and researchers who want to inform the practice of service learning. It advocates the use of multiple-item scales, presents the rationale for their use, and explains how readers can evaluate them for reliability and validity.

After presenting a comprehensive definition of service learning in postsecondary education, the author reviews the literature on service learning at community colleges. In addition to discussing national initiatives to promote service learning experiences for students, this review provides examples of service learning programs and summarizes best practices for starting and managing such programs based on case studies in the literature. The results of recent program evaluation efforts are discussed, and the author defines current research needs to determine how service learning affects students.


Reflection is a vital component of service- learning. This manual is designed for educators who have an interest and a commitment to providing reflection components for students and community partners.


This volume presents an academic conception of service-learning, described as "a pedagogical model that intentionally integrates academic learning and relevant community service." Contributors provide a conceptual structure for academic service-learning, describe successful programs, and discuss issues that faculty and administrators must consider as they incorporate service into courses and curricula.


The goals of Community Colleges Broadening Horizons through Service Learning, supported by the Corporation for National Service and administered by the American Association of Community Colleges, are to build on established foundations to integrate service learning into the institutional climate of community colleges, and to increase the number, quality, and sustainability of service learning programs in colleges nationwide. The Horizons project features model programs, national data collection and dissemination, and an information clearinghouse. In addition, Horizons provides professional development opportunities and technical assistance through regional workshops, chief academic officer summits, mentoring, presentations, publications, a Web site, and a consultant referral service.
The Community's College: Indicators of Engagement at Two-Year Institutions

Based on the findings of a multi-year research project, this volume profiles successful community engagement practices and programs at community colleges across the country. Designed to provide both two- and four-year institutions with specific guidance on creating an engaged campus, it explores institutional culture, organizational structures, enabling mechanisms, curricular issues, and partnering strategies as avenues to community and civic engagement. Also included is a comprehensive self-assessment tool to help campuses evaluate and deepen their own engagement practices.

Edited and adapted from a more comprehensive bibliography by the American Association of Community College’s Service Learning Clearinghouse
E. Web Resources

National Service-Learning Clearinghouse
www.servicelearning.org
Learn and Serve America's National Service-Learning Clearinghouse (NSLC) supports the service-learning community in higher education, kindergarten through grade twelve, community-based initiatives and tribal programs, as well as all others interested in strengthening schools and communities using service-learning techniques and methodologies. The Clearinghouse maintains a website with timely information and relevant resources to support service-learning programs, practitioners, and researchers. The Clearinghouse operates national email discussion lists for K-12, community based organizations, tribes and territories, and higher education service-learning to encourage discussion and exchange of ideas. This site contains a searchable database of K-12 and higher education Service-Learning literature, information about events, list-serves, and Learn & Serve America efforts and links to a variety of Service-Learning information resources.

Campus Compact
http://www.compact.org
A comprehensive site that includes resources for Service-Learning practitioners, including faculty, presidents, and administrators. Includes a calendar of events, extensive links to web resources, job listings, news, model programs and sample syllabi, a section dedicated to “Building the Service-Learning Pyramid,” and much more.

American Association of Colleges and Universities
www.aacu.edu.org
AACU’s site provides detailed descriptions of its projects, including the Diversity Initiative, in which Service-Learning and campus-community partnerships play an important role. This site also includes general information about membership, meetings, and publications.

Campus Compact National Center for Community Colleges
www.mc.maricopa.edu/organizations/community/compact
Includes listings of events, awards, and publications (with an on-line order form and a number of on-line versions). Also includes detailed descriptions of CCNCCC’s mission and major projects.

www.colorado.edu/servicelearning/
A comprehensive site with definitions of Service-Learning; a thorough listing of undergraduate Service-Learning programs with on-line course lists and syllabi; links to colleges and university homepages; and a list of links to Service-Learning organizations, networks, and resources. This site also houses a searchable archive of the Colorado Service-Learning listserv.

Learn, Serve & Surf
www.edb.utexas.edu/servicelearning/index.html
An “internet resource kit” for Service-Learning practitioners. Lists model programs and practices, list-serves, discussion sites, links, etc.
www.umich.edu/~wats/
The MJCSL is a peer-reviewed academic journal containing papers written by faculty and Service-Learning educators on research, theory, pedagogy, and issues pertinent to the Service-Learning community. The site contains abstracts of MJCSL articles and information on subscribing and submitting manuscripts.

National Society for Experimental Education
www.nsee.org
Includes information about various experimental education methods, including Service-Learning. Also includes membership and conference information, lists of publications and resources, and a description of NSEE’s mission and history.

New England Resource Center for Higher Education
www.nerche.org
This site includes descriptions of NERCHE’s funded projects, including Faculty Professional Service. Also included are news updates, descriptions of think tanks, and contact information.

NCTE’s Service-Learning in Composition Website
www.ncte.org/
This site is a resource for teachers, researchers, and community partners interested in connecting writing instruction to community action.

American Educational Research Association -the Association for the Study of Higher Education (ASHE)
http://www.gseis.ucla.edu/syllabi/
The purpose of the website is to collect syllabi in the field of higher education, which cover a broad range of topics and provide professors and students the opportunity to learn more about the variety of higher education courses being offered across the country.

On Line Courses


Boise State University Online Service-Learning: Planning and Ideas
http://servicelearning.boisestate.edu/index.cfm?fuseaction=content.view&section=11&page=121
Provides examples of service-learning projects that can be done for an online class, as well as guidelines and concerns, and tips on planning.
F. References
