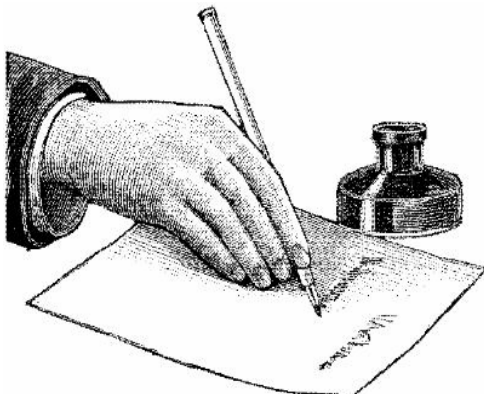




Campus Compact

# Service Learning

A Leeward Community College  
Faculty Handbook



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Leeward Community College is committed to strengthening our community and our student body through Service-Learning opportunities. Service-Learning is about partnerships and about bringing campus life and practice into the communities surrounding it. It is also about providing students with a different type of knowledge – civic knowledge that teaches social responsibility.

As we strive to be a dynamic, academic, and community-centered college, shall we [faculty] look at how Service-Learning opportunities can help the college and our students reach this goal. The benefits are:

- Students have a chance to experience learning in an innovative way outside the classroom.
- Students are able to see connections between their individual actions and the larger community as a whole.
- The college has the opportunity to develop valuable partnerships and take on the leadership role in the community.

Students and the community appreciate the efforts of faculty who are currently providing community-based learning opportunities. I encourage those who have not yet explored this avenue to add a Service-Learning component to a class. The following handbook can be a useful guide as you contemplate the many ways your courses could be enriched by Service-Learning.

Mimi Nakano  
Service-Learning Coordinator

Adapted from: Almonte Paul, Dorell, Hafflin et.al., Service Learning at Salt Lake Community College, A Faculty Handbook



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- The many organizations and faculty members that participate in Service-Learning courses.
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# INTRODUCTION

## TRANSFORMING THE CLASSROOM...

An Interview with Service Learning Faculty

Academically based service learning is widely used as new teaching tool institutions of higher education. Approximately 33 UNCF colleges/universities (e.g., Spelman, Morehouse, Xavier) along with many other institutions of higher learning, nationwide (e.g., Calvin College, University of South Florida, Indiana University Purdue University-Indianapolis, University of Rhode Island) also support the service learning initiative to broaden the students' view of their chosen discipline as well as of the world around them.

*Excerpted from The Service Learning Network, Wilberforce University, Fall 2001*

During the past two years, University of Hawaii - Leeward Community College has experienced enormous changes: the leadership of a new president; the dramatic organizational restructuring of all of the campuses within the University of Hawaii system; and increased student enrollment at our campus.

Though a handful of Service-Learning opportunities have existed at LCC for several years, the college is now at a state where we hope to move beyond an introductory level of Service-Learning. To do this, we need faculty members who see the benefits to both students and the community through this type of educational approach. This handbook is designed to help faculty understand what Service-Learning is and how to develop a curriculum that incorporates it into their courses.

Not only does Service-Learning enhance students' educational experience, but it also ties in well with three of our college's long-range strategic goals:

**Goal A:** Provide opportunities for the pursuit of knowledge, personal enrichment, and creativity.

Objective 2: Develop effective teaching methodologies and delivery modes.

**Goal B:** Stimulate the cultural and intellectual life of the community by providing artistic, professional, and enrichment opportunities.

Objective 1: Provide facilities, services, and activities to communities.

**Goal D:** Build Partnerships

Objective 3: Develop and strengthen local and global connections.

Service-Learning can provide a diverse and innovative learning experience that extends from the classroom to the community. With the aid of this handbook and the resources from the LCC Service-Learning Program, interested faculty can add Service-Learning to their teaching.

*Adapted from: Almonte Paul, Dorell, Hafflin et.al. Service Learning at Salt Lake Community College, A Faculty Handbook*

# What is Service-Learning?

*“Service-Learning ... integrates community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility.”*

*The Alamo Community College Faculty Handbook*

*“The goal of Service-Learning is to empower students and those being served.”*

*Mark Cooper, Coordinator, The Volunteer Action Center, Florida International University*

Service-Learning is, essentially, a form of experiential learning where students integrate community service with the structured learning taking place in the classroom to enrich their learning of the course material. In addition, Service-Learning helps students develop critical reflection, deepens their understanding of the complex causes of social problems, and enhances their skills in working collaboratively.

Service-Learning is more than just merely volunteering; it provides a level of critical thinking not obtained through regular volunteerism. Since the service is academically anchored, it enhances what students are learning in a class and gives them an opportunity to actively reflect on what they are learning because of the experience.

In 1997, LCC’s Service-Learning Collegium adopted the following definition of Service-Learning at the college:

- Service-Learning engages students in guided community service, application of skills and knowledge, and reflection appropriate to the course or program.
- Service-Learning can enrich students’ education, increase their civic awareness, and enhance the quality of life of the entire community.

**Service-Learning**  
*fosters the development of  
those “intangibles”:*

- *empathy*
- *personal values*
- *beliefs,*
- *awareness,*
- *self-esteem,*
- *self-confidence,*
- *social-  
responsibility,*
- *and sense of caring  
for others.”*

National Service-Learning  
Exchange

*“...We must begin making  
more room at the table of  
higher education-not simply  
for a wider variety of  
Academics, for adjunct as  
well as full-time faculty, for  
community college and  
tribal college teachers as  
well as university  
researchers, but also for  
the outside  
Community itself.”*

Excerpt from a talk given by  
Edward Zlotkowski, Campus  
Compact Senior Faculty  
Fellow

The following elements are found in Service-Learning Courses:

**Service** that complements the course or program content and learning goals, meets a community need, has adequate instructor supervision, and is appropriate to the context of students’ lives.

**Planning and Preparation**, when possible, should/can involve students in identifying the service, creating a time line, training, and orientation.

**Reflection** that challenges students to think about and beyond their assumptions. Such reflection is facilitated by the instructor and can occur through discussion, reading, writing, and/or projects.

**Recognition**, formal and informal, as part of the course or program design, that acknowledges the value of student service.

The following examples speak to the kinds of integration and collaboration we regard as essential to Service-Learning education:

- ESL students give lectures about their culture to local elementary schools.
- Accounting students help community members fill out their tax forms.
- Computer science students develop databases for non-profit agencies.
- Biochemistry students conduct seminars for teens on the effects of substance abuse on the body.



# BENEFITS OF SERVICE-LEARNING

*"...it's a great learning experience and helped me decide that I really want to go into teaching as a career."*

LCC student in Service-Learning  
Spanish class

*"Over the years, we have become known not only as a student service program, but also as a community development program, because the projects we work on are seen by the communities as being essential to their survival and well-being," says Carol Peak, Kansas State University Community Service Program Director.*

From the *Rural Clearinghouse Digest on Service Learning*  
July 1995 Vol. 2, No. 2

## For Students:

- Enriches student learning of course material and "brings books to life and life to books."
- Engages students in active learning that demonstrates the relevance and importance of academic work for their life experience and career choices.
- Increases awareness of current societal issues as they relate to academic areas of interest.
- Broadens perspectives of diversity issues and enhances critical thinking skills.
- Improves interpersonal skills that are increasingly viewed as important skills in achieving success in professional and personal spheres.
- Develops civic responsibility through active community involvement.

## For the Community

- Provides substantial human resources to meet educational, human, safety, and environmental needs of local communities.
- Allows the energy and enthusiasm of college students to contribute to meeting needs.
- Fosters an ethic of service and civic participation in students who will be tomorrow's volunteers and civic leaders.
- Creates potential for additional partnerships and collaboration with the campus.

## For the Faculty Members and Institution

- Enriches and enlivens teaching and learning.
- Builds reciprocal partnerships with the local community.
- Creates new areas for research and scholarships, and increases opportunities for professional recognition and reward.
- Extends campus resources into the community and reinforces the value of the scholarship of engagement.
- Supports University of Hawai'i–Leeward Community College's mission to provide open door access to high quality education in an environment that is responsive to community needs and encourages all students to achieve their educational goals. The College actively promotes the intellectual, cultural, and economic vitality of our communities by through lifelong learning and a commitment to student success. – *LCC Mission Statement Draft, August 2002*

*"We are in the midst of a curriculum review," says Ron Krabill, Service Learning Coordinator, Willamette University. "It looks like within the next year or two the review will be completed and service learning will have a fairly significant role in the curriculum."*

from the *Rural Clearinghouse Digest on Service Learning*  
July 1995 Vol. 2, No. 2

## What Service-Learning is Not

There are many types of community involvement. However, it is important to note some vital distinctions between Service-Learning and these other forms of participation:

**Volunteerism**, where the primary emphasis is on the service being provided and the primary intended beneficiary is clearly the service recipient.

**Community Service**, where the primary focus is on the service being provided, as well as the benefits the service activities have on the recipients.

**Internships** that engage students in service activities primarily for the purpose of providing students with hands-on experiences that enhance their learning or understanding of issues relevant to a particular area of study.

**Field Education** that provides students with co-curricular service opportunities that are related, but not fully integrated, with their formal academic studies.

From Andrew Furco, "Service Learning: A Balanced Approach to Experiential Education." *Expanding Boundaries: Service and Learn*. Corporation for National Service, 1996.



# Principles of Service-Learning

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

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

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

Academic standards in a course are based on the challenge that readings, presentations, and assignments present to students. These standards ought to be sustained when adding a community service component. Though experience-based learning is frequently perceived to be less rigorous than academic learning, especially in scholarly circles, we advise against compromising the level of instructor expectation for student learning. The additional workload imposed by a community service assignment may be compensated by additional credit, but not by lowering academic learning expectations. Adding a service component, in fact, may enhance the rigor of a course because in addition to having to master the academic material, students must also learn how to learn from community experience and merge that learning with academic learning, and these are challenging intellectual activities that are commensurate with rigorous academic standards.

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

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

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

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

We offer three criteria as essential in all community Service-Learning courses:

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

We also offer three guidelines regarding the setting of placement criteria:

1. Responsibility for insuring that placement criteria are established that will enable the best student learning rests with the faculty.
2. The learning goals established for the course will be helpful in informing the placement criteria.
3. Faculty who utilize the Service-Learning office on campus or a volunteer service office in the community to assist with identifying criteria-satisfying community agencies will reduce their start-up labor costs.

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

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

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

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

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

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

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

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

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

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

Regardless of whether they assume learning-leader or learning-follower roles in the community, community Service-Learning students are acquiring course-relevant information and knowledge from their service experiences. At the same time, as we previously acknowledged, students also are being challenged by the many new and

unfamiliar ways of learning inherent in community Service-Learning. Because students carry this new information and these learning challenges back to the classroom, it behooves Service-Learning faculty to reconsider their interpretation of the classroom instructional role. A shift in instructor role that would be most compatible with these new learning phenomena would move away from information dissemination and move toward learning facilitation and guidance. Exclusive or even primary use of the traditional instructional model interferes with the promise of learning fulfillment available in a community Service-Learning course.

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

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

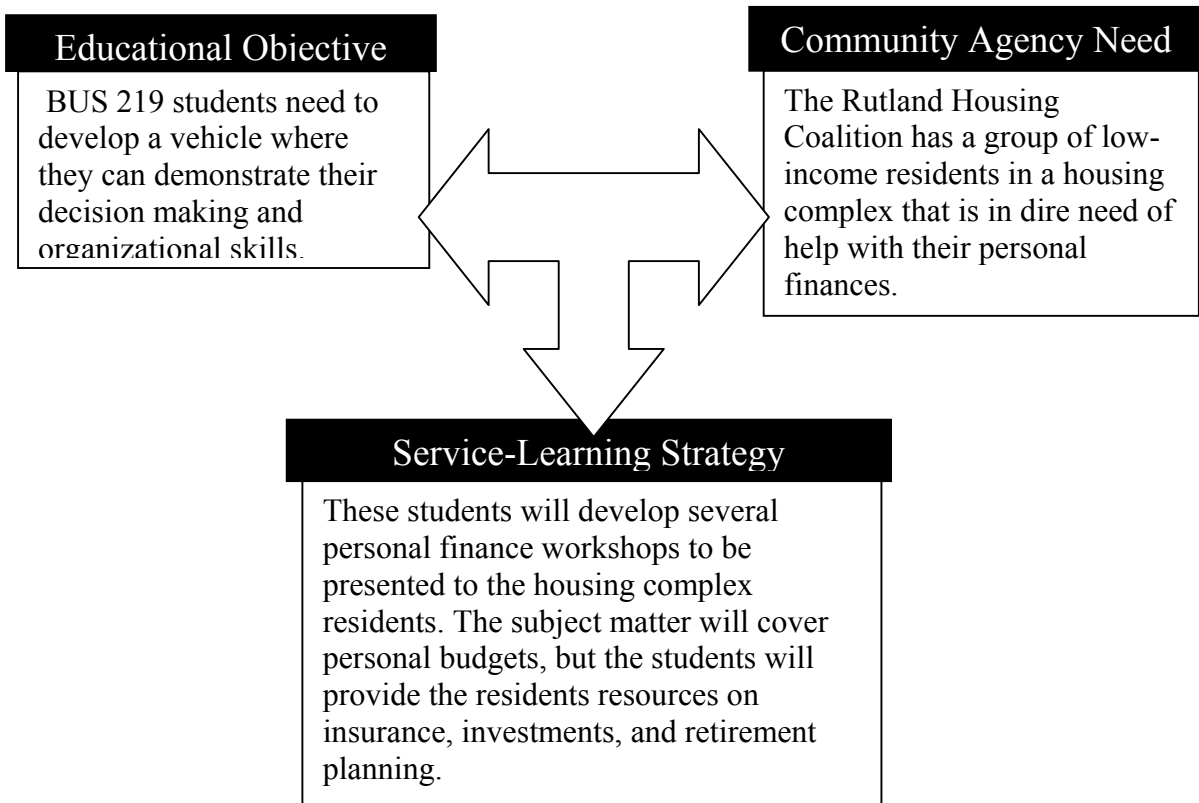
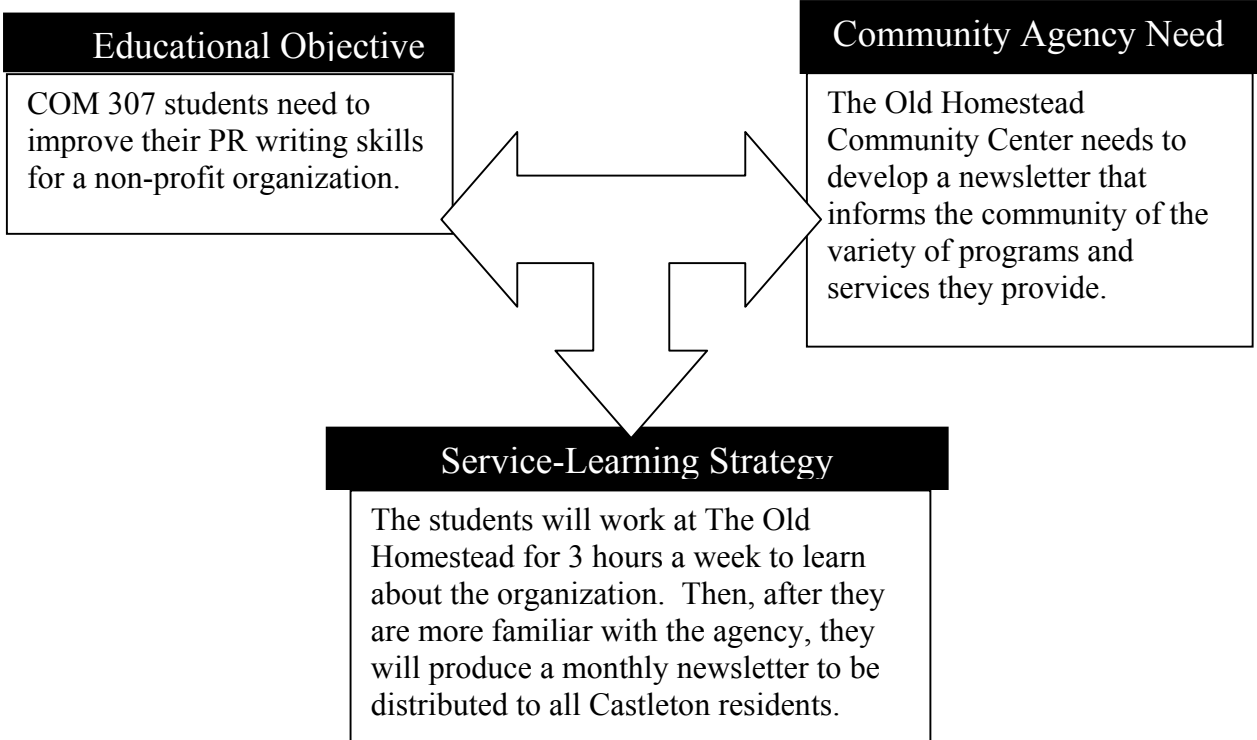
### **Principle 10: Maximize the Community Responsibility Orientation of the Course**

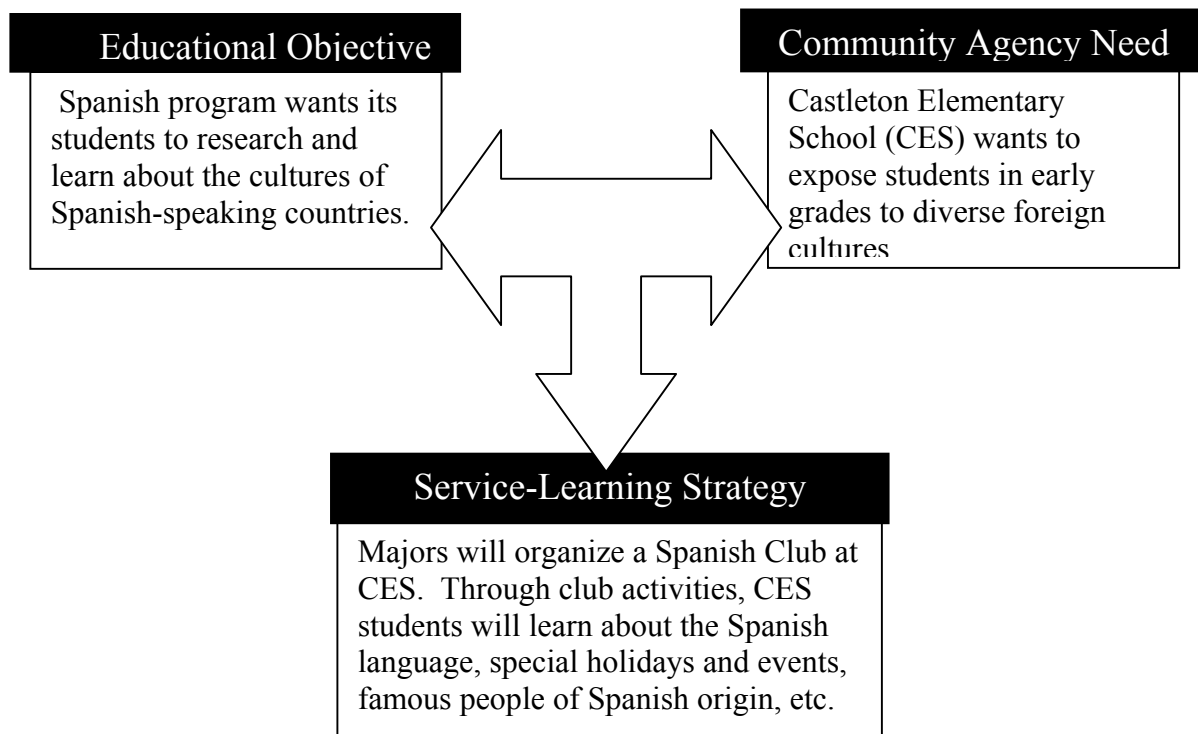
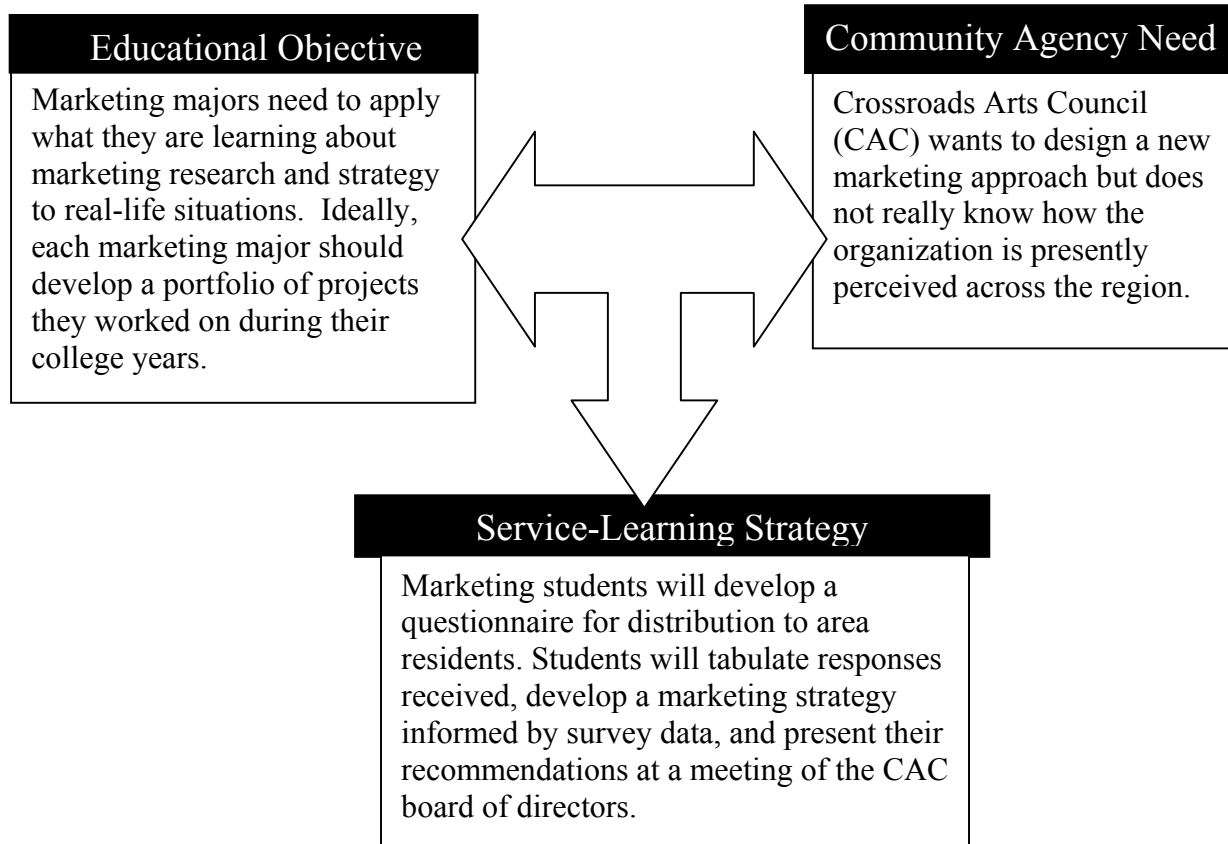
If one of the objectives of a community Service-Learning course is to cultivate students' sense of community and social responsibility, then designing course learning formats and assignments that encourage a communal rather than an individual learning orientation will contribute to this objective. If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

By subscribing to the set of 10 pedagogical principles, faculty will find that students' learning from their service will be optimally utilized on behalf of academic learning, corporate learning, developing a commitment to civic responsibility, and providing learning-informed service in the community.

*From Almonte Paul, Dorell, Haffalin et.al. "Service Learning at Salt Lake Community College, A Faculty Handbook"*

# BRINGING SERVICE AND LEARNING TOGETHER





Adapted from source: <http://www.csc.vsc.edu/communityservice/SLCommunityAgencyNeed.html>

## **Courses with a Service-Learning Component at Chandler-Gilbert Community College**

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This list of courses may change periodically as class offerings and instructors change.  
Courses which have Included a Service -Learning component include:

BIO 100 Biology Concepts  
BIO 181 General Biology for Majors  
CFS 176 Child Development  
COM 225 Public Speaking  
COM 263 Intercultural Communication  
CRE 101 Critical and Evaluative Reading  
DAN 267 Dance for Children  
EDU 205 Self Assessment for Teaching  
EDU 221 Introduction to Education  
EDU 291 Children's Literature (Education)  
ENH 291 Children's Literature (Humanities)  
EDU 230 Cultural Diversity in Education  
ENG 071 Fundamentals of Writing  
ENG 101 First-Year Composition  
Learning Community:

- ENG 101 First-Year Composition,
- ENH 254 Film and Literature, and
- CIS 133 Internet

ENG 102 First-Year Composition  
ENG 210 Creative Writing  
ENG 217 Personal and Exploratory Writing  
ENH 259 American Indian Culture  
HUM 190 Honors Forum  
MAT 121 Intermediate Algebra, Standard  
MAT 150 College Algebra Concepts  
MAT 156 Theory of Elementary Mathematics  
MGT 279 Management and Leadership Trends  
MUP 150 Community Chorus  
MUP 163 Vocal Jazz Ensemble  
MUP 182 Chamber Singers  
PSY 101 Introduction to Psychology  
PSY 240 Developmental Psychology  
RDG 081 Learning Community: Integrated  
ENG 061 Developmental Reading and Writing  
REC 120 Leisure and the Quality of Life  
SOC 101 Introduction to Sociology  
SPA 101 Elementary Spanish  
SWU 271 Introduction to Social Work  
SWU 291 Community Resources

Source: [http://www.cg.maricopa.edu/pecos/community/service\\_learning/courses/](http://www.cg.maricopa.edu/pecos/community/service_learning/courses/)

## Examples of Service-Learning Classes at Salt Lake Community College

### **ART 2410 Computer Art & Design**

Instructor: Sheila Chambers

Description: Students provide graphic design service to non-profit and college entities who need logos, posters, brochures, illustration, direct mail, and Website graphics.

### **BUS 2010 Business Communication**

Instructors: Melodee Lambert; Linda Cunningham; Karen Macfarlane

Description: Students develop business communication knowledge and skills by combining theory and practice in several ways, the most significant of which requires them, in groups, to conduct business research which has an actual rather than hypothetical application, or to engage in civil education through Service-Learning

### **ENGL 2100 Technical Writing**

Instructor: Elisa Stone

Description: Students work for a non-profit organization developing technical writing projects such as: public service announcements, grant proposals, brochures, posters, newsletters, and web sites.

### **MATH 970 Elementary Algebra**

Instructor: Diane Edwards

Students will be given the opportunity to choose to tutor students in their math classes in elementary or junior high school.

### **PHIL 1110 Personal Ethics**

Instructor: Melodee Lambert

Description: One option of final project is to identify a community need and then give a minimum of 16 hours of service during the semester.

### **PSY 1010 General Psychology**

Instructor: Dee Glascoe

Students have the option of doing Service-Learning or submitting written assignments. Those who choose Service-Learning will write a ten-page paper integrating their experiences in an overview of how they relate to the readings/lectures.

Source: *Almonte Paul, Dorell, Haffalin et.al., Service Learning at Salt Lake Community College, A Faculty Handbook*

### **Virginia Tech, Physics Department**

The Outreach program of the Physics Department helps fulfill the mission of the university's extension service. Graduate or undergraduate students who have an enthusiasm for helping students learn about the fundamental aspects of physics go out to surrounding elementary, middle and high schools to conduct activities and demonstrations, or host students in Robeson Hall.

Source: <http://outreach.phys.vt.edu/>

More ideas? Visit <http://www.fiu.edu/%7Etime4chg/Library/ideas.html>



# GETTING STARTED

## Designing the Curriculum

*“I have encountered both ends of the spectrum—a wonderfully orchestrated course integrating the service learning element and its antithesis. I can’t stress enough the importance of the instructor’s vision, understanding, and enthusiasm for the program. The instructor is a key figure in transferring that understanding and enthusiasm to the students”*

*Celeste Neilson, Salt Lake Community College student*

Many faculty see the value in developing a Service-Learning course but are not sure how to get started. Faced with curricular revision issues and the daunting task of making community contacts, many people shy away. There are several resources available, however, to make this process easier. Talk to Mimi Nakano (455-0341) to get more information on Service-Learning, as well as suitable community agencies to collaborate with. You might also want to speak with instructors who currently teach Service-Learning classes and find out what has worked for them.

Here are some questions to consider as you revise a syllabus or create a new Service-Learning course:

- **How many hours of service should be required? How much is “enough”?**  
There is no official college policy on this, but to adequately involve a service learning aspect in the classroom, it is recommended that the students perform twenty hours of service at a minimum.
- **Should the service be optional or mandatory?**  
If the experience is a necessary part of learning the course objectives, then make it mandatory. If it is a method that offers incentive for understanding the course content, but you believe that students should have choice about community service, then you could make it optional.
- **How are students compensated?**  
Whether service is a requirement or an option in your class, students must clearly understand how they are compensated for this additional work. For example, some instructors reduce the number of exams or traditional papers and replace them with service-related reflective and evaluative learning activities. In any case, a key component to insuring the success of Service-Learning is to explain how the hours spent in service learning and related activities are interrelated with course objectives.

Adapted from From: Almonte Paul, Dorell, Haffalin et.al. Service Learning at Salt Lake Community College, A Faculty Handbook



# Service-Learning Development Worksheet

**What are some of your reasons for wanting to incorporate Service-Learning into your teaching? Determine which of your reasons are most and least important to you.**

**What will your students know?**

Skills Objectives: What will your students be able to do?

Attitudes and Values:

**What changes would you like to see occur in your students by incorporating Service-Learning instructional activities?**

**What specific learning outcome(s) do you want Service-Learning to fulfill?**

**To what extent are the objectives of Service-Learning compatible with the needs and values of students in your course? How are they incompatible?**

**How will students be grouped in your Service-Learning plan (e.g., individually, pairs, small groups, a combination)?**

**What knowledge, skills, and interests should students possess to be able to benefit from Service-Learning? Are there types of students for whom you would not recommend participation in Service-Learning?**

**What will be considered “service” in the context of this course?**

- Direct: Providing service directly to individuals at the agency site or in the community. Examples include tutoring children, holding a party for residents of a nursing home, conducting health screenings in a homeless shelter, and serving meals in a soup kitchen.
- Non-direct: Serving at an agency doing behind-the-scenes assistance, not directly with individuals the agency serves. Examples include making gifts on-site for patients at Children’s Hospital, sorting food at a food distribution center, painting the exterior of a homeless shelter, and helping with a major mailing at a non-profit organization.
- Indirect: Serving on a behalf of an issue, population, or community of concern, but removed from the actual site. Examples include fundraising and researching or writing position papers for an advocacy organization.

**What assignments will be required before credit can be awarded? What types of reflection will you use?** (*Journal, research paper, oral presentation, essays, etc.*)  
See “Using Reflection” on page 23 for more information.

**How will the Service-Learning component of your course be evaluated? What criteria will be used for awarding credit?**

- |   |   |
|---|---|
| <input type="checkbox"/> Demonstration of skill               | <input type="checkbox"/> Assessment of product(s)       |
| <input type="checkbox"/> Assessment of written work           | <input type="checkbox"/> Personal Interview             |
| <input type="checkbox"/> Normal course assessment             | <input type="checkbox"/> Oral Presentation              |
| <input type="checkbox"/> Agency supervisor evaluation         | <input type="checkbox"/> Service-Learning Plan/Contract |
| <input type="checkbox"/> Observation of student in simulation | <input type="checkbox"/> Other - _____                  |
-

## Other details...

Will service be mandatory?

How many hours of service will be required?

Will students be restricted to specific non-profit agencies or fields of interests? If so, specify.

How will you address/access/incorporate Service-Learning experiences students have to benefit those who are not participating in Service-Learning activities?

How will you assist students to make the connections between their service experiences and the course contents?

*Adapted from the Faculty Handbook for Service Learning, University of Maryland, 1999 and the Service Learning Development Form, Florida International University, The Volunteer Action Center.*



# Course Development Timeline

Assuming that you will plan a Service-Learning course before it is offered, the following timeline can help you take steps prior to the start of the semester to ensure that the Service-Learning component of the course runs smoothly.

**Week 1:**

Define learning objectives for the course.

**Week 2:**

Notify Mimi Nakano (455-0341 or e-mail [mnakano@hawaii.edu](mailto:mnakano@hawaii.edu)) that you will be teaching a Service-Learning course.

**Week 3:**

Meet with Mimi Nakano or experienced Service-Learning faculty to explore how course objectives can be met through service.

**Week 4:**

Meet with Mimi Nakano to discuss criteria for sites and to get help in identifying sites. Decide whether you will select the sites or let the students choose themselves. (See *Service-Learning Development Worksheet*)

**Week 5:**

Decide if the Service-Learning component will be required or optional. (See *Service-Learning Development Worksheet*)

**Weeks 6-7:**

Contact volunteer coordinators of site. Invite them to campus or visit them individually on-site. Share a draft of your syllabus with them. Learn about the activities students might engage in at their sites and share with them your course objectives.

**Weeks 8-9:**

Consider what types of reflection you might use. Decide if you want to use journal writing, other written reflection formats, in-class discussions, or other approaches. Write guidelines explaining to students how to engage in these reflection activities. (See *Service-Learning Development Worksheet*)

**Weeks 10-11:**

Select final sites or decide on criteria for student site selection.

**Weeks 12-13:**

Write an explanation of the Service-Learning component for the syllabus. Explain the goals and expectations, how Service-Learning will affect how students are graded, and how Service-Learning enhances the learning of course content. (See *Service-Learning Development Worksheet*)

*Adapted from From: Almonte Paul, Dorell, Haffalin et.al. Service Learning at Salt Lake Community College, A Faculty Handbook*



# Course Implementation Timeline

## Week 1:

- Introduce syllabus, explain course objectives, explain what Service-Learning is and how it enhances the course, set service learning expectations, and talk about possible agency partners and projects.
- Announce due dates for journals, in-class reflection activities, papers, presentations, and evaluations.
- Faculty gives Student Service-Learning Handbook (forms included) to students.

## Week 2:

Students select service sites and turns in forms to faculty member.

Forms include:

1. Service-Learning Student Application
2. Service-Learning Agreement
3. Risk, Release, and Waiver Form

## Week 3:

Students begin service activities. Remind students should complete the Activity and Time Log in order to track the activities and the number of hours served at their placement sites. Let students know if you require students to turn in their time logs.

## Weeks 4-9:

Collect journals, time logs (if applicable), and/or other class assignments.

Monitor students' service experiences.

Guide students in reflection.

## Weeks 5-10:

Return journals or other assignments to students with feedback.

## Week 13:

Instruct students regarding how to wrap up their service projects. This includes helping students to reach closure with agency staff and clients. Collect Students' Evaluations of their Service-Learning Process.

## Weeks 15 and beyond:

- Redesign service component with student and community input.
- Solicit student feedback on the community agencies where they served and the kinds of activities in which they engaged.
- Examine student course evaluations to determine the success of the service experience and how it impacted student learning.
- As needed, make changes for subsequent semesters.

*Adapted from: Almonte Paul, Dorell, Haffalin et.al. Service Learning at Salt Lake Community College, A Faculty Handbook*



# USING REFLECTION

## How important is reflection?

*“Experience is not what happens to a man; it is what a man does with what happened to him.”*

*Aldous Huxley*

Reflection is a critical component of Service-Learning. It is, in fact, what turns volunteer work into a learning opportunity. If the students aren't provided with opportunities to reflect on their experience, they are not making the connection between their work in the classroom and that in the community.

The following list of frequently asked questions about reflection, compiled by National Campus Compact, can help guide you as you incorporate reflection into your Service-Learning course.

- **What is structured reflection?**

Effective Service-Learning programs provide opportunities for people to reflect critically on their service experience. Service-Learning projects can be used to reinforce course content and to develop a variety of competencies including critical thinking, communication skills, leadership, a sense of civic responsibility and multicultural understanding. Structured reflection can help students make meaningful connections between their service experience and course content, and in the process develop various skills.

The term *structured* reflection is used to refer to a thoughtfully constructed process that challenges and guides students in (1) examining critical issues related to their Service-Learning project, (2) connecting the service experience to coursework, (3) enhancing the development of civic skills and values, and (4) assisting students in finding personal relevance in the work.

- **Why is structured reflection critical to effective Service-Learning?**

Reflection is a critical component of all experience-based pedagogies. However, a well-designed reflection process is particularly important in Service-Learning for the following reasons:

1. Textbooks and lectures use techniques such as highlighting key points, examples, clarifying common misconceptions, and summaries to facilitate student learning. In contrast, experience provides few explicit guides to learning. Students need to be challenged, encouraged, and supported in reflecting on service projects and in connecting these experiences to coursework.
2. Experience is unstructured and messy. Real-world projects are not simple applications of concepts and rules learned in the classroom. The tasks of collecting information, framing the problems, identifying alternatives and recommending and justifying solutions appropriate to specific contexts are challenging tasks. Reflection activities such as project logs and journals provide opportunities for students to share project progress and concerns on an ongoing basis. Project effectiveness and

student learning can both be enhanced by reviewing student reflection and providing guidance.

3. The importance of structured reflection is underscored by the realization that a significant portion of the learning experience cannot be observed or controlled by the instructor. Faculty may not be privileged to the complexity of detail in a service project, yet faculty are expected to provide guidance to students in addressing problems. Further, different students/teams can be involved in different project. Thus unlike textbook problems/cases, it may be difficult to integrate discussion of project details in classroom discussion. A carefully structured reflection process can facilitate the exchange of relevant information between students, faculty, and the community in a timely manner.
4. Reflection is also important because students need a safe space for grappling with the range of emotions that arise from a service experience.

- **When should reflection occur?**

Effective service learning requires more than a report or presentation at the end of the semester. Faculty must provide numerous opportunities for reflection before, during, and after the experience. An ongoing process of reflection enhances student faculty communication and provides faculty with a better understanding of student projects, problem-solving efforts, and progress. Such communication can help in improving project effectiveness as well as student learning.

The role of reflection varies according to the stage of the project. Reflection before the project can be used to prepare students for the Service-Learning experience. Reflective preparation is key to the effectiveness of Service-Learning. At this stage, reflection can be used to teach students concepts/theories required for the project, orient them towards the community organization its needs, and offer them problem-solving skills to address the challenges that will arise in the community setting.

During the project faculty can use reflection to encourage students to learn independently while providing feedback and support as needed to enhance student learning. Reflection not only offers faculty an opportunity to reinforce the connection of course content with the service experience but also allows faculty an opportunity to seize the teachable moments that arise in Service-Learning.

Reflection after the service experience has ended can help student evaluate the meaning of the experience, grasp their emotional responses to the experience, think about the integration of knowledge and new information, and begin to explore further applications/extensions.

- **What are the different types of reflective activities that can be used in Service-Learning projects?**

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

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

Some examples of reflective activities follow:



**Speaking**

- Class/group discussions
- Oral reports to class
- Discussions with community members or experts on the issue
- Public speaking on the project
- Teaching material to younger students
- Testimony before policymaking bodies, such as school boards.



**Writing**

- Essay, research paper, or final paper
- Personal narratives
- Journal or log (*see next page for more information*)
- Case study or history
- Narrative for a video, film, or slide show
- Newspaper, magazine, and other published articles



**Multimedia**



- Photo, slide, or video essay
- Paintings, drawings, or collages
- Dance, music, or theater presentations

*Adapted from: Almonte Paul, Dorell, Haffalin et.al. Service Learning at Salt Lake Community College, A Faculty Handbook*



# The Three Levels of Reflection

## **The Mirror** (a clear reflection of the self)

- Who am I?
- What are my values?
- What have I learned about myself through this experience?
- Do I have more/less understanding or empathy than I did before volunteering?
- In what ways, if any, has your sense of self, your values, your sense of “community,” your willingness to serve others, and your self-confidence/self esteem been impacted or altered through this experience?
- Have your motivations for volunteering changed? In what ways?
- How has this experience challenged stereotypes or prejudices you have/had?
- Any realizations, insights, or especially strong lessons learned or half-glimpsed?
- Will these experiences change the way you act or think in the future?
- Have you given enough, opened up enough, cared enough?
- How have you challenged yourself, your ideals, your philosophies, your concept of life or the way you live?

## **The Microscope** (makes the small experience large)

- What happened? Describe your experience.
- What would you change about this situation if you were in charge?
- What have you learned about this agency, these people, or the community?
- Was there a moment of failure, success, indecision, doubt, humor, frustration, happiness, and sadness? Describe it.
- Do you feel your actions had any impact? What more needs to be done?
- Does this experience compliment or contrast with what you are learning in class? How?
- Has learning through experience taught you more, less, or the same as learning in the classroom? In what ways?

## **The Binoculars** (makes what appears distant, appear closer)

- From your service experience, are you able to identify any underlying or overarching issues, which influence the problem?
- What could be done to change the situation?
- How will this alter your future behaviors, attitudes, and career?
- How is the issue or agency you are serving impacted by what is going on in the larger political/social sphere?
- What does the future hold? What can be done?

*From Cooper Mark, “Reflection: Getting Learning Out of Serving, The Big Dummy’s Guide to Service-Learning*



# Types of Journals

## **Journals**

Ask students to record thoughts, observations, feelings, activities, and questions in a journal throughout the project. The most common form of journals is free form journals. The journal should be started early in the project and students should make frequent entries. Explain benefits of journals to students such as enhancing observational skills, exploring feelings, assessing progress, and enhancing communication skills. Faculty should provide feedback by responding to journals, class discussions of issue/questions raised in journals or further assignments based on journal entries.

## **Structured Journals**

Use structured journals to direct student attention to important issues/questions and to connect the service experience to class work. A structured journal provides prompts to guide the reflective process. Some parts of the journal may focus on affective dimensions while others relate to problem-solving activities.

## **Team Journals**

Use a team journal to promote interaction between team members on project related issues and to introduce students to different perspectives on the project. Students can take turns recording shared and individual experiences, reactions and observations, and responses to each other's entries.

## **Critical incidents journal**

Ask students to record a critical incident for each week of the service project. The critical incident refers to events in which a decision was made, a conflict occurred, a problem resolved. The critical incident journal provides a systematic way for students to communicate problems and challenges involved in working with the community and with their teams and can thus help in dealing with the affective dimensions of the service experience.

## **Case studies**

Assign case studies to help students think about what to expect from the service project and to plan for the service activity. Use published case studies or instructor-developed case studies based on past Service-Learning projects.

## **Portfolios**

Ask students to select and organize evidence related to accomplishments and specific learning outcomes in a portfolio. Portfolios can include drafts of documents, analysis of problems/issues, project activities/plans, annotated bibliography. Ask students to organize evidence by learning objectives. The portfolio could also contain a weekly log, selected journal entries, a photo essay, or any other products completed during the service experience.

## **Papers**

Ask students to write an integrative paper on the service project. Journals and other products can serve as the building blocks for developing the final paper.

## **Discussions**

Encourage formal/informal discussions with teammates, other volunteers, and staff to introduce students to different perspectives and to challenge students to think critically about the project.

## **Presentations**

Ask student(s) to present their service experiences and the learning that occurred in these experiences.

## **E-mail discussions**

Students write weekly summaries and identify critical incidents that occurred at the service site. Instructors can post questions for consideration and topics for writing.

## **Liability Issues**

When planning a Service-Learning course, faculty members should consider liability, insurance, and risk management issues. Here are a few things to keep in mind:

### **Safe Environment**

You should be sensitive to the rights of students and assist them in finding a place to volunteer where they feel safe and comfortable. For example, at one college a young female student was volunteering as part of a Service-Learning course in a neighborhood with poor lighting and questionable surroundings. She was assaulted and sued her college. She won because she was not advised of those safety hazards.

### **Riding in Personal Vehicles**

If students meet off-site for a service project, using their own vehicles, they are not required to sign travel waivers. If students carpool or a faculty member drives, travel liability forms should be filled out according to LCC policy.

### **Students and Minors**

It is recommended that if LCC students work with children, they do it under the supervision of a teacher or agency employee. Some agencies may require background checks as well.

For more detailed information on liability issues and Service-Learning, contact Mimi Nakano 455-0341

*From Almonte Paul, Dorell, Haffalin et.al. "Service Learning at Salt Lake Community College, A Faculty Handbook"*



# Expectations and Responsibilities in Service-Learning

## **The service site expects students...**

- To fulfill their hours and complete projects.
  - To complete a Service-Learning agreement that indicates goals and schedule of hours, with reasonable assurance that this agreement will be honored.
  - To respect the policies and expectations of the site, especially in regards to confidentiality and participation in required training sessions.
  - To behave professionally while carrying out assigned tasks, including observance of their established dress code.
  - To serve in a manner which preserves the reputation and integrity of Leeward Community College.
  - To provide a minimum 24 hours advance notice of absence.
  - To provide a minimum 48 hours advance notice if service must be ended.
  - To notify the instructor and the LCC Service Learning Program office, if the student or site supervisor terminates the volunteer position.
- 
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## **You can expect the site supervisor...**

- To provide a meaningful and satisfactory work related to skills, interests, and available time.
- To provide an orientation to the site and training for the position.
- To share as much information as possible about agency organization, policy, clients served, programs, and activities.
- To afford sound guidance, direction, and input.
- To encourage respect from fellow workers toward the student as a non-paid staff member.

- To provide an opportunity for the student to make suggestions, receive feedback, and develop a sense of being an integral part of the program.
  - To complete an evaluation of your students' efforts at the end of the term.
  - To recognize your students' efforts as a volunteer.
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### **You can expect the Service-Learning Program office...**

- To facilitate a basic orientation to the Service-Learning concept and requirements.
- To provide information on Service-Learning, expectations and responsibilities, and support in locating a Service-Learning site.
- To assist in developing Service-Learning objectives and agreement.
- To provide support through challenges or difficulties encountered at service sites.
- To hold reflection sessions and Service-Learning Development workshops to facilitate the integration of service experience with learning objectives.
- To furnish opportunities to receive feedback and evaluate your experience at the end of the semester.
- To offer information about the national community service network, including websites, listserves, and student conferences.

*Adapted from: George Mason University Student Service-Learning Handbook*



# Common Faculty Questions

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

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

If applied properly, this pedagogy is actually more rigorous than the traditional teaching strategies. Students are not only required to master the standard text and lecture material, but they must also integrate their service experience into that context. This is a high level skill requiring effective reflection techniques designed to accomplish academic as well as effective outcomes. It is important to emphasize that incorporating Service-Learning does not change what we teach, but how we teach it. With these changes comes a new set of challenges for both the student and the teacher.

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

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

Reading materials in this handbook, attending a few workshops and seminars, conversing with other Service-Learning faculty, and consulting with the Service-Learning Coordinator, will help you become more comfortable with using Service-Learning as an integral part of your course.

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

Some faculty may be concerned that their students lack adequate preparation or skills to help others in a meaningful way. Obviously, faculty and staff must use judgment in choosing appropriate placement and identifying levels of responsibility. The agencies must also orientate and train our students to perform specific service. When it comes to meeting the unexpected challenges that we worry about, we find students will generally rise to the occasion. Whether teaching a younger student to read or reading

to the blind, students will exert extra effort to be able to succeed at the task because it means something to them and those in need of their help. This is the beauty of Service-Learning – it motivates students to learn and gain higher levels of competence. They see that more knowledge is tied to higher effectiveness in the real world.

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

Service-Learning is not an add-on to your current course requirements. It does not change or add to what we teach; it only changes how we teach it. A part of the traditional classroom content activity is replaced with action and meaningful involvement of students in experiential learning.

#### **5. Most of our students are working in addition to their school attendance. How can we expect them to fit Service-Learning into their already busy schedule?**

Surprisingly, many students are willing and able to do Service-Learning. Because of the variety and volume of our placement sites, there are opportunities and needs for students 24 hours a day, seven days a week. As faculty and staff, we must remain flexible in our hour requirements, recognizing the demands placed on our students.

#### **6. What if something happens to my students or their actions result in damages to someone else?**

There is an inherent risk in any out-of-classroom activity. All Service-Learning students should be fully informed about their placement and knowingly consent to undertaking any risk associated with that placement. So please do recommend those community agencies that are listed in the community agency brochure to your students.

In most cases, the agency or site that provides the Service-Learning experience will be responsible for the acts of students assigned to it and assumes responsibility for the student. However, due care and judgment must always be exercised to assure that we do not place students in situations fraught with danger or unreasonable risk. We must also use any information or knowledge we as faculty have which might disqualify a student from engaging in certain activities to protect either the student or the public.

#### **7. Can I do just a day of service?**

Yes. Some one-day activities include celebrating Martin Luther King or sponsoring an activity on campus. Again, activities can vary depending on the course objectives. However, while these activities are for one day, reflection must occur. This can be achieved during the student's lunch hour or break or the day after the activity. Meet with Mimi Nakano, to discuss some one-day service options.

## Top Ten Ways to Do More Service-Learning With Less Work

### **The Semester Before – Try It. You’ll Like It and Your Students Will Too.**

1. Insert an experimental, optional Service-Learning component into an existing class as a substitute for one assignment. For example, replace a paper based on theoretics with a research paper based on a Service-Learning experience.
2. Have your students do a one-time presentation or project with a K-12 class on their favorite topic from the course.

### **So You Decide to Take the Plunge. What Now?**

3. Don’t reinvent the wheel. Go online and search for syllabi and related teaching aids for similar courses in your discipline.
4. Work with the Service-Learning office (Mimi Nakano, Room LA-221, 455-0341) to locate sites, and screen and train community partners.
5. Place students at limited sites rather than giving them the opportunity or obligation to find their own placements.
6. Integrate Service-Learning into your class in phases. Start by offering optional Service-Learning assignments and reflective exercises to replace regular assignments, and then move on to replacing exams with journals and final reports. Let the Service-Learning component grow as you and your students get more comfortable with it.
7. Follow the Course Implementation Timeline on page 23.
  - 3 weeks orientation and introduction, including an introduction to service
  - 9 weeks in the field with e-mail or in-person reports
  - 2 weeks summary reflection and debriefing
8. Do not be afraid to call for help. Seek help from more experienced faculty on your campus, in your system or on the list-serve. Everyone needs a support group.

### **Let the Students Get Used to the Water, Too.**

9. Ease the students into the experience with a visit to your class by participating community partners. Follow that with an observation, followed by an opportunity for students to tell you their impressions. Some additional training might be needed to

ease fears and give insights into the special population group they will work with. Have the first on-site experience be an ice-breaker, rather than a work session, if necessary.

10. Use chatrooms for reflective activities at the actual class meeting time and allow e-mail at all other times. Require check-in once every two weeks unless there's been an e-mail about progress/problems.

**Make It Easy on Yourself – A BONUS TIP**

11. Standardize as much as possible. Evaluation forms from students and community partners can be created with space for additional comments. This will help you spot areas for improvement next semester.



# Resources

## Resources on Campus

Mimi Nakano would love to help you plan and organize a Service-Learning class. Please give us a call at 455-0341, e-mail [lccslp@hawaii.edu](mailto:lccslp@hawaii.edu) or visit the Service-Learning Program office in LA-221.

## LCC Courses with Optional Service-Learning Components

Section	Course	Course Name	Cr	Instructor	Office	Extension
3207	ENG 100	EXPOSITORY WRITING	3	D. BIRD	LA-223	342
3209	ENG 100	EXPOSITORY WRITING	3	J. PORTER	LA-202	432
1226	ENG 205W	WI/MAG EDIT/PRODUCTION	3	J. PORTER		
1234	IS 250H	WI/LEADERSHIP DEVELOP	3	L. MUNRO	LA-213	337
4268	IS 250H	WI/LEADERSHIP DEVELOP	3	L. MUNRO		
3020	REL 150	INTRO WORLD RELIGIONS	3	J. CHERNISKY	FA-121	625
3021	REL 150	INTRO WORLD RELIGIONS	3	J. CHERNISKY		
3022	REL 150	INTRO WORLD RELIGIONS	3	J. CHERNISKY		
3023	REL 150	INTRO WORLD RELIGIONS	3	J. CHERNISKY		
3024	REL 150	INTRO WORLD RELIGIONS	3	J. CHERNISKY		
4050	REL 151	MEANING OF EXISTENCE	3	J. CHERNISKY		
1247	SP 200	SPKG SKILLS-TEACHERS	3	C. YOKOTAKE	LA-215	338
3223	SP 200	SPKG SKILLS-TEACHERS	3	C. YOKOTAKE		
1259	SPAN 201	INTERM SPANISH #1	3	M. DABROWSKI	LA-212	425
1261	SPAN 202	INTERM SPANISH #2	3	M. DABROWSKI		

## Community Agencies

There are over a hundred of agencies in the Leeward area and other parts of the island that you could collaborate with for a Service-Learning class. Check with Mimi Nakano for recommendations.

### Here are some of the volunteer opportunities available to students:

Alcohol and Drug Program (UH Manoa) .....	<a href="http://www.hawaii.edu/shs">www.hawaii.edu/shs</a>
American Diabetes Association .....	<a href="http://www.diabetes.org">www.diabetes.org</a>
American Lung Association of Hawaii.....	<a href="http://www.ala-hawaii.org">www.ala-hawaii.org</a>
Big Brothers/Big Sisters of Honolulu.....	<a href="http://www.bigshonolulu.org">www.bigshonolulu.org</a>
Blood Bank of Hawaii.....	<a href="http://www.bbh.org">www.bbh.org</a>
Boys & Girls Club of Hawaii.....	<a href="http://www.bgch.com">www.bgch.com</a>
Child & Family Services.....	<a href="http://www.cfs-hawaii.org">www.cfs-hawaii.org</a>
Consuelo Foundation.....	<a href="http://www.consuelo.org">www.consuelo.org</a>
Contemporary Museum .....	<a href="http://www.temhi.org">www.temhi.org</a>
Friends of Honolulu Hale Volunteer Program.....	<a href="http://www.co.honolulu.hi.us/dcs/projects">www.co.honolulu.hi.us/dcs/projects</a>
Friends of the Library of Hawaii .....	<a href="http://www.FLHawaii.org">www.FLHawaii.org</a>
Gay and Lesbian Community Center.....	<a href="http://www.glcc-hawaii.org">www.glcc-hawaii.org</a>
Harold L. Lyon Arboretum.....	<a href="http://www.hawaii.edu/lyonarboretum">www.hawaii.edu/lyonarboretum</a>
Hawaii Academy of Science Education Programs .....	<a href="http://www.hawaii.edu/acadsci">www.hawaii.edu/acadsci</a>
Hawaii Foodbank.....	<a href="http://www.hawaiiifoodbank.org">www.hawaiiifoodbank.org</a>
Hawaii Literacy, Inc .....	<a href="http://www.literacynet.org/hilit">www.literacynet.org/hilit</a>
Hawaii National Guard Youth Challenge Academy.....	<a href="http://www.dod.state.hi.us/hingyca">www.dod.state.hi.us/hingyca</a>
Hawaii Nature Center .....	<a href="http://www.hawaiinaturecenter.org">www.hawaiinaturecenter.org</a>
Hawaii Public Television .....	<a href="http://www.khet.org">www.khet.org</a>
Hawaiian Humane Society.....	<a href="http://www.hawaiianhumanesociety.com">www.hawaiianhumanesociety.com</a>
Hawaiian Humpback Whale Sanctuary.....	<a href="http://www.hihwnms.nos.noaa.gov">www.hihwnms.nos.noaa.gov</a>
Helping Hands Hawaii's/VAC.....	<a href="http://www.helpinghandshawaii.org">www.helpinghandshawaii.org</a>
Iolani Palace .....	<a href="http://www.iolanipalace.org">www.iolanipalace.org</a>
Japanese Cultural Center of Hawaii .....	<a href="http://www.jcch.org">www.jcch.org</a>
King Kamehameha V Judiciary History.....	<a href="http://www.jhchawaii.org">www.jhchawaii.org</a>
Kokua Kailihi Valley Comprehensive Services .....	<a href="http://www.kkv.net">www.kkv.net</a>
Life Foundation.....	<a href="http://www.lifefoundation.org">www.lifefoundation.org</a>
Lokahi Program (University of Hawaii at Manoa).....	<a href="http://www.hawaii.edu/shs">www.hawaii.edu/shs</a>
March of Dimes. ....	<a href="http://www.marchofdimeshawaii.com">www.marchofdimeshawaii.com</a>
Na Pua No'eau.....	<a href="http://www2.hawaii.edu/~nnp/nnp/home.htm">www2.hawaii.edu/~nnp/nnp/home.htm</a>
Office of Consumer Protection.....	<a href="http://www.state.hi.us/dcca/ocp">www.state.hi.us/dcca/ocp</a>
Outdoor Circle .....	<a href="http://www.outdoorcircle.org">www.outdoorcircle.org</a>

Parents and Children Together/KPT Family Center .....	<a href="http://www.pacthawaii.org">www.pacthawaii.org</a>
Queen's Medical Center.....	<a href="http://www.queens.org/beavolunteer.html">www.queens.org/beavolunteer.html</a>
River of Life Mission .....	<a href="http://www.riveroflife.org">www.riveroflife.org</a>
Shriners Hospital for Children.....	<a href="http://www.shrinershq.org/shc/honolulu/index.html">www.shrinershq.org/shc/honolulu/index.html</a>
Sierra Club, Hawaii Chapter .....	<a href="http://www.hi.sierraclub.org">www.hi.sierraclub.org</a>
Special Education Center of Hawaii.....	<a href="http://www.secoh.org">www.secoh.org</a>
Special Olympics Hawaii/SO Get Into It!.....	<a href="http://www.specialolympicshawaii.org">www.specialolympicshawaii.org</a>
St. Francis Medical Center .....	<a href="http://www.stfrancishawaii.org">www.stfrancishawaii.org</a>
Waikiki Aquarium.....	<a href="http://www.waquarium.org">www.waquarium.org</a>
Washington Middle School .....	<a href="http://www.k12.hi.us/~washinga">www.k12.hi.us/~washinga</a>

For a Complete listing of agencies we work with and descriptions of their service opportunities please visit our office the Service-Learning Program office in Room LA-221.

For more information, please call Mimi Nakano, LCC Service-Learning Coordinator.

Source: <http://www.hawaii.edu/osa/ServiceLearn/organizations.html>

## General Online Resources for Service Learning

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

### Campus Compact

<http://www.compact.org>

The national organization/clearinghouse for the support of Service-Learning is Campus Compact. Each institution that joins Campus Compact becomes a member through the office of the president for that institution. Leeward Community College has been a member of Campus Compact for a number of years.

*“Campus Compact is a national coalition of more than 750 college and university presidents committed to the civic purposes of higher education. To support this mission, Campus Compact promotes community service that develops students’ citizenship skills and values, encourages partnerships between campuses and communities, and assists faculty who seek to integrate public and community engagement into their teaching and research.”*

*Campus Compact  
Mission*

Campus Compact came into existence in 1985 when the presidents of Brown, Georgetown and Stanford universities, along with the president of the Education Commission of the States, joined together to form Campus Compact, a coalition of college and university presidents whose primary purpose is to help students develop the values and skills of citizenship through participation in public and community service.

The Campus Compact site can lead you to a number of valuable resources including information on Service-Learning and faculty; campus-community partnerships; publications; grants and fellowships; and a number of other web pages to support the development of Service-Learning courses. The following are provided as examples of the type of information that may be obtained from Campus Compact:

- **Building the Service-Learning Pyramid** is available at <http://www.compact.org/faculty/specialreport.html>. The initiative is funded by the Pew Charitable Trusts and provides not only a written examination of the Service-Learning Pyramid but also presents it in a graphic format.
- If you are interested in why the reflection process is a vital element of Service-Learning then go to: <http://www.compact.org/disciplines.reflections/index.html>

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

### Hawaii Campus Compact

<http://www.hawaii.edu/osa/ServiceLearn/CampusCompact/>

### Service-Learning Program at University of Manoa

<http://www.hawaii.edu/osa/ServiceLearn/index.html>

### Service-Learning Program at Leeward Community College

<http://emedia.leeward.hawaii.edu/servlearn/>

### National Center for Community Colleges

<http://www.mc.maricopa.edu/organizations/community/compact/>

Campus Compact sponsors the National Center for Community Colleges (CCNCCC) with assistance from the Maricopa County Community College District of Phoenix, Arizona. Campus Compact awarded the Maricopa

County Community College District a sub-grant from ACTION, the federal volunteer agency, to establish a national technical assistance center. This site provides a number of interesting and vital links. A list of resources and syllabi are provided. Information is available about upcoming Service-Learning conferences and model Service-Learning projects.

In addition, the CCNCCC site provides a valuable link to Service-Learning at the following URL:

<http://www.mc.maricopa.edu/organizations/community/compact/links2.html>

This web page provides hot links to organizational web sites such as Higher Education Service-Learning and American Association of Community Colleges Service-Learning. The site also contains hot links to the current Campus Compact State Network. Here you can hot link to the Utah Campus Compact along with twenty-two other state offices.

### **Corporation for National and Community Service**

<http://www.cns.gov>

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

### **Learn & Serve**

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

Attached to the Learn and Serve site are two hot links which should be of interest to higher education:

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

National Service-Learning Exchange: <http://www.nslexchange.org/>

### **The Big Dummy's Guide to Service-Learning**

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

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

### **Center for Community Service-Learning**

<http://www.csun.edu/~ocls99/>

This is the official site for the Center for Community Service-Learning at California State University, Northridge. It is a good example of what is being done by higher education institutions to provide both faculty and students with information about Service-Learning courses and efforts on a college campus. The web site provides a number of examples of the type of courses and activities that are part of the Community Service-Learning efforts at California State University.

### **Service-Learning Online Resources**

<http://www.serviceleader.org/manage/service.html>

This site provides a number of hot links to online resources dealing with Service-Learning in higher education. Here you will find hot links to sites that provide valuable information about how Service-Learning courses and activities are being incorporated into the curriculum. These include state support like the Texas Service-Learning

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Initiatives and Resources; the efforts of college like the University of Colorado at Boulder; national Service-Learning support centers like Learn & Serve America; and foundation efforts like The Close Up Foundation's Service-Learning Programs.

### **ERIC Document on Service-Learning**

<http://www.gseis.ucla.edu/ERIC/digests/dig0010.html>

Service-Learning Programs on Community College Campuses by Mary Prentice, ERIC Document Number EDO-JC-00-10 October 2000. This site provides an article that presents a definition of Service-Learning and some best practices within Service-Learning on community college campuses. Also included are some examples of Service-Learning programs at community colleges.

## **College Web Pages Related to Service-Learning**

### **Miami-Dade Community College**

This Website <http://www.mdcc.edu/servicelearning/rational.html> address why a community college should provide Service-Learning opportunities to students. This website <http://www.mdcc.edu/servicelearning> takes you to the Miami-Dade Center for Community Involvement and Civil Literacy site and provides links at the bottom of the page.

### **Maricopa Community Colleges (Arizona)**

<http://www.mcli.dist.maricopa.edu/sl/index.html>

The hot link to Information Resources provides information about and additional links to nineteen sites with a large amount of information about Service-Learning including examples of courses and syllabi.

### **Brevard Community College (Florida)**

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

This site contains various elements of Service-Learning at the Brevard Community College. Those that might be of particular interest to faculty beginning a Service-Learning course includes: Mission and Purpose, Introduction, Benefits, Syllabi, and How To Do It.

### **Chandler-Gilbert Community College (Arizona)**

<http://www.cgc.maricopa.edu/pecos/community/service/Service-Learning>

This site contains information about the college's Service-Learning program including a list of all the courses currently using Service-Learning components.

### **Glendale Community College (Arizona)**

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

This site contains a number of good links. Links to various types of forms to be completed by students and agencies may be most valuable.

### **Middlesex Community College (Massachusetts)**

<http://www.middlesex.cc.ma.us/Service-Learning/ServiceLearning.htm>

This provides a number of links that contain information about the program. Two of those links provide good information for someone beginning Service-Learning: What is the purpose of Student Journals? What courses at Middlesex offer Service-Learning?

### **Kirtland Community College (Michigan)**

<http://www.kirtland.cc.mi.us/servicelearning>

This site provides information about the program and includes a number of Service-Learning links. Among those are: Make a Difference Day; National Service-Learning Exchange; National Service-Learning Clearinghouse; and the Points of Light Foundation.

### **Mountain Empire Community College (Virginia)**

<http://www.me.cc.va.us/servicelearning/slhome.htm>

This site provides information on components of their program. Two links appear to be most helpful: Reflection in Service-Learning courses and another with links to site about Service-Learning.

### **Fergus Falls Community College (Minnesota)**

<http://www.ff.cc.mn.us/campserv/ccc>

This site provides links to information that may be of interest; **Request for Proposal** and **Service-Learning Mini-Grants** present guidelines for mini-grants awarded by the college. **America Reads** provides information about the federal program to engage college students in efforts to assist children in their reading skills. **Service-Learning Opportunities** provides a list of opportunities along with information about what is expected and contacts.

### **Mt. Hood Community College (Oregon)**

<http://www.mhcc.cc.or.us/ss/Service-Learning/main.htm>

This site provides links to items like: What is Service-Learning and What Does Service-Learning Do?

### **Goucher College (Maryland)**

<http://www.goucher.edu/communityservice/>

This site provides links to components of the program including a list of courses currently using Service-Learning components.

### **Augsburg College (Minnesota)**

<http://www.augsburg.edu/cswl/srvlrn.html>

This site provides general information about the program. The links about **Developing a Course with a Community Service-Learning Component** provide good information for faculty. Two links are especially valuable for faculty new to Service-Learning: **Role of Faculty** and **Examples of Service Components in Courses**. Also provided are examples of Service-Learning by discipline.

**Community College of Denver (Colorado)**

[http://ccd.rightchoice.org/serv\\_lrn/Default.htm](http://ccd.rightchoice.org/serv_lrn/Default.htm)

This site contains a link to their Service-Learning Handbook and online forms. The site also has a link to "thesnooz," their Service-Learning newspaper.

**Thomas Nelson Community College (Virginia)**

<http://www.tncc.cc.va.us/slice/slhomepg.htm>

This site provides a list of Service-Learning courses.

**Albuquerque TVI Community College (New Mexico)**

<http://www.planet.tvi.cc.nm.us/servicelearning>

This site provides information helpful to faculty new to Service-Learning including links to a number of national organizations that support Service-Learning.

**Cuyamaca College (California)**

<http://www.cuyamaca.net/csl/>

This site provides information about the concept of Service-Learning and suggestions to assist faculty become involved in Service-Learning including links to **101 way for Combining Service and Learning** and **Service-Learning Internet Community**.

**Santa Fe Community College (New Mexico)**

<http://www.santa-fe.cc.nm.us/slearn/index.html>

This site provides two items that should be helpful to faculty: **The Faculty Resource Guide**, a PDF file of twenty-one pages that provides information about teaching Service-Learning courses and a link to **Learn and Serve America: Higher Education** that provides information about Service-Learning in higher education