Service Learning
Connecting college and community

Faculty Manual
Service-Learning Preface

This handbook has been created for San Diego City College faculty who are interested in incorporating Service Learning into a course. It includes general guidelines, expectations and forms associated with the service, and is intended to assist you in providing a meaningful experience for yourself, your students and the community.

As stated in the mission statement of San Diego City College, the college is committed to: “the development of informed, active citizens who will be engaged in the global community, lifelong learners, and literate in information technology; institutional community involvement, community development and community service.” Service learning is constitutes one of the major strategies for meeting theses mission goals.

The Service Learning Coordinator will provide as much support as possible to faculty, students and community partners. The Coordinator is available to make a presentation to your class and to answer questions about service learning.

If you have any questions about Service Learning, please contact the Coordinator at 619 388-3763, or the San Diego City College Career-Transfer Center at 619 388-3722.

Coordinator: Cassie Morton 619 388-3763
email: cmorton@sdccd.edu
What is Service Learning?

Service Learning is the process of integrating volunteer community service with active guided reflection, and merging it into an academic curriculum. It is designed to enhance and enrich student learning of the course material.

The academic parent of Service Learning is called experiential learning. As in all types of experiential learning, such as cooperative education, internships, and field placements, service learning directly engages the learning in the phenomena being studied with the hope that richer learning will occur.

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

Despite the fact that research has shown that we remember only 10% if what we hear, 15% of what we see, and a mere 20% of what we see and hear, these remain the basic sense modalities stimulated in most educational experiences. Service Learning strategies recognize that we retain 60% of what we do, 80% of what we do with active reflection, and 90% of what we teach others. It offers an excellent opportunity to break away from the traditional lecture drive.
# Table of Contents

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>10 Pedagogical Principals of Service-Learning</td>
</tr>
<tr>
<td>6</td>
<td>What Type of Service-Learning Works for YOU?</td>
</tr>
<tr>
<td>7</td>
<td>Some Ways to Incorporate Service Learning</td>
</tr>
<tr>
<td>8</td>
<td>How To - 10 STEPS to develop &amp; execute a Service-Learning Strategy</td>
</tr>
<tr>
<td>10</td>
<td>Syllabi</td>
</tr>
<tr>
<td>12</td>
<td>Reflection</td>
</tr>
<tr>
<td>14</td>
<td>Faculty Documents</td>
</tr>
</tbody>
</table>
10 Pedagogical Principals for Service-Learning

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

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

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

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

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

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

Principle 7:
**Minimize the Distinction Between the Student’s Community Learning Rose & the Classroom Learning Role**

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

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

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

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

*From Almonte Paul, Dorell, Haffalin et.al. “Service Learning at Salt Lake Community College, A Faculty Handbook”*
What Type of Service Learning Works for YOU?

Whether creating a new course or reconstructing an existing course using service learning, faculty should explore the appropriate model of service learning. While one could argue that there are many types of service learning, we will describe five categories typically found at a community college:

1. **Discipline Based Service Learning**
   In this model, students are expected to have a presence in the community throughout the semester and reflect on their experiences on a regular basis throughout the semester using course content and learning objectives as a basis for their analysis and understanding.

2. **“Pure” Service Learning**
   These are courses that send students out into the community to serve. The courses have as their intellectual core the idea of service to communities by students, volunteers, or engaged citizens. They are not typically lodged in any one discipline. Examples could be the stand alone Service Learning 277 A,B,C,D classes.

3. **Problem Based Service Learning**
   Students or teams of students relate to the community much as consultants working for a client. Students work with community members to understand a particular community problem or need. This model presumes that the student will have some knowledge they can draw upon to make recommendations to the community or develop a solution to the problem: SIFE (Students in Free Enterprise) students might develop a business plan for a non-profit; Computer Technology Students might design a website for a non-profit; Botany students might identify non-native plants and suggest eradication methods.

4. **Capstone Courses**
   These courses are generally designed for majors and minors in a given discipline and are typically offered to students in their final year. Capstone courses ask students to draw upon the knowledge they have obtained throughout their coursework and combine it with relevant service work in the community. The goal of capstone courses is usually either to explore a new topic or to synthesize students’ understanding of their discipline. These courses offer an excellent way to help students make the transition from the world of theory to the world of practice by helping them establish professional contacts and gather personal experience.
   An example is Human Services 277, Business 277.
What Type of Service Learning Works for YOU? (continued)

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

**Some Ways to Incorporate Service Learning**

1. Incorporated into a course, either required or optional. If optional, it can be used in lieu of an assignment such as a term paper, or an examination.

2. Create an Honors option of a course by wrapping additional study and reflection around a significant community service experience.

3. A single day of service - The Associated Student Government and other student clubs participate in community improvement projects.

4. Stand alone courses such as SERV 277A,B,C,D, BUSE 277 A,B,C,D, HUMS 277 C. The Business and Behavioral Science Departments have several of these. Accounting students work with the Internal Revenue Service’s VITA (Volunteers in Tax Assistance) program to assist low income people file for Earned Income Tax Credit. Students in Free Enterprise (SIFE) perform many community service projects such as creating business plans for non-profits and teaching financial literacy to children and adults as the core of their program. Human Services programs of Community Health Worker, Youth Development, Peace Studies, and Community Mental Health Worker, and AODS all take a capstone community service course.
HOW TO DO IT
10 STEPS to develop & execute a Service-Learning Strategy

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

1. **Consider the courses you teach and determine how a service project might be helpful in enriching learning in that discipline.** Service-Learning can be effectively used in every academic discipline. Think about how your course content connects with the community, and what kinds of service opportunities might be available at that linkage point.

2. **Contact the Service-Learning Coordinator to discuss and identify community placements that offer experiences that are relevant to your course.** cmorton@sdccd.edu

3. **With service sites or activities in mind, consider your goals and motives in using the application.** Review your course objectives to determine those that can be linked to service. Before going further, list two or three specific and measurable service and learning goals and objectives for your initiative.

4. **Based upon your motives, goals, and objectives choose a course service option.** Decide how you will incorporate service into your course. Course service options can range in hours depending on course and community needs. You can offer the option as extra-credit, an alternative to a research paper or another required project or a requirement for course completion.

5. **Once you have chosen how service will be incorporated, review and alter your course description and syllabus to reflect the change.** To be successfully integrated, the service experience must be more than just an add-on to an already full syllabus. Identify some readings that might tie the service to specific objectives. Allocate some class time for discussion of the experience even if all students do not participate.
HOW TO DO IT (continued)

10 STEPS to develop & execute a Service-Learning Strategy

6. **On the first day of class, explain and promote the ideas behind including Service-Learning in your class.** Explain the twofold benefits to the student and the community. Make your commitment very clear and encourage them to take advantage of the opportunity for both the personal and academic growth that service affords. Make the decision to service easy and provide specifics on the locations, hours, and length of commitment of each service option.

7. **Work closely with students to develop specific service and learning objectives for their service experience.** Students must be guided in their development of these objectives so that they are clearly linked with the academic objectives of your course.

8. **Teach students how to harvest the service experience for knowledge.** With their learning objectives in mind, students must be taught to focus on these objectives and related questions as they participate in the service setting (participant observation). While the math student is working on a Habitat for Humanity project, she thinks about the algebra or geometry used in developing the architectural plans. While we do want our students prepared and oriented to service, we must be careful not to over prepare them for their service experience. We all enjoy the adventure of discovery, and we can destroy that for our students by telling them exactly what to expect.

9. **Link the service experience to your academic course through deliberate and guided reflection.** The practice of reflection is what combines the learning to the service. We cannot assume that learning will automatically result from experience. Like us, our students may not learn from their experience. They may even learn the wrong thing or reinforce existing prejudices. Reflection helps prevent this from occurring. Reflection can be in the form of journals, essays, class presentations, analytic papers, art work, drama, dialogue, or any other expressive act. The key to effectiveness is structure and direction.

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

Syllabus Guidelines

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

Exemplary Service-Learning Syllabi

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

Syllabi (continued)

Syllabi Links (examples)

- **101 Ideas for Combining Service & Learning**
  http://www.fiu.edu/~time4chg/Library/ideas.html

- **American Educational Research Association - Division J (AERA-J) and the Association for the Study of Higher Education (ASHE) Syllabi website project**
  www.higher-ed.org/syllabi

- **American Association of Community Colleges (AACC) Service Learning Clearinghouse**
  www.aacc.nche.edu/servicelearning

- **Campus Compact**
  http://www.compact.org/syllabi/syllabi-index.php

- **National Service-Learning Clearinghouse**

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

- **Service-Learning Syllabi by Discipline**
  www.colorado.edu/servicelearning/faculty.html

- **University of Washington Service Learning Syllabi and Course Descriptions**
  www.washington.edu/oue/faculty/servlearn.html
Reflection

All students who are performing service are required to participate in some form of reflection activity. The options for your class should be described in the class syllabus. Structured reflection connects and reinforces in-class work, textbook readings, and civic engagement experiences. It provides an opportunity to think critically about civic experiences, examine and challenge personal values, beliefs, and opinions. It provides a platform for students to ask questions, share ideas and experiences, challenge current solutions to community issues and develop plans to address community needs.

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

Five Types of Reflections

1. Group Discussions
2. Journaling
3. Papers
4. Portfolios
5. Presentations

Reflections Book

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

A Reflections book will be printed each year including students work.

Sample Questions for Reflections

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

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

More sample Questions for Reflections

• How does your service-learning experience relate to the learning objectives of the course?
• What did you do at their site since the last reflection discussion?
• What did you observe?
• What did you learn?
• How has the experience affected you (how did you feel)?
• What has worked?
• What hasn’t worked?
• What do you think is (will be) the most valuable service you can offer at your site?
• What has been particularly rewarding about your service?
• How could you improve your individual service contribution?
• Have you taken any risks at your service site? If so, what did you do? What were the results?
• What would you change about your service assignment that would make it more meaningful for you or other service-learning students?
• What have you learned about yourself?
• Has your service experience influenced your career choice in anyway?
• Describe your service-learning project. Include a description of the agency or organization you will be working for (i.e. what is their purpose? How big are they? What is their history? What is their mission? What are their goals?).
• How is your service-learning experience related to the readings, discussions & lectures in class?
• How does the service-learning experience connect to your long-term goals?
• What new skills have you learned since beginning your service?
Service-learning hours must be documented and signed off on either by the community partner supervisor or the faculty member. The *Student-Learning timesheet (see example) is a tool for faculty to verify that the student has completed the required hours for the course.

Each student will receive this timesheet at the beginning of the semester. Whenever the student is at the community site, the site supervisor is to initial the student’s time log. Whenever the student is working on their project on their own, they must use the honor system and document the time without an initial. At the end of the semester, the student and the site supervisor are to sign the bottom of the time log and turn it into the faculty member.