

CASL MISSION AND GOALS

“The most important thing an institution does is not to prepare a student for a career but for life as a citizen.”

--Frank Newmann, Former President of the Education Commission of the States;
Co-founder of Campus Compact (1985)

CASL Mission Statement

The Citizenship and Service-Learning Program is committed to promoting service-learning as an effective pedagogical method that helps develop educated students through participation in activities and organizations that benefits the community served by Southwest Missouri State University.

CASL Goals

Working in collaboration with the faculty and students of Southwest Missouri State University, community-based organizations, and appropriate governmental organizations, the CASL staff will:

- Advocate service-learning as a pedagogical strategy.
- Research, develop, and disseminate best practices for service-learning.
- Recommend and guide university policy on service-learning.
- Disseminate service-learning information, training, and resources.
- Support and strengthen the development of new or existing service-learning initiatives.
- Encourage student and faculty initiative and leadership through the vehicle of service-learning.

Public Affairs Enhancement Opportunities

The CASL program contributes to the development of educated persons by enhancing student learning in a variety of ways. Specifically, the program promotes:

- Deeper understanding of and ownership of disciplinary knowledge.
- Critical thinking and problem solving through the application of disciplinary knowledge when addressing societal issues.
- Increased understanding of community needs.
- Understanding of the meaning and responsibilities of citizenship.
- The development of self-understanding and independence by providing various experiential opportunities for students.
- Enhanced understanding and closer relationships between the University and the community.

I. The Citizenship and Service-Learning Program

“Working together, we can reach across the racial, cultural, social and economic gaps that divide us. We can recover our sense of community – our pride in being a nation of neighbors who care. We can revitalize the tradition of service to others that has been so much a part of our history and national character...”

General Colin Powell, U.S. Secretary of State

What is Service-Learning?

Service-Learning is an interdisciplinary instructional strategy that facilitates the development of knowledge and skills while helping students understand and accept civic and social responsibility.

Service-Learning is a structured learning process defined by the National and Community Service Act of 1990. It is a method:

- In which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs;
- That is integrated into students’ academic curriculum or provides structured time for a student to think, talk, or write about what the student did and saw during the service activity;
- That provides students chances to use newly acquired skills and knowledge in real-life situations in their own communities;
- That enhances teaching in school by extending student learning into the community and helps foster a sense of caring for others.

What is CASL?

The Citizenship and Service-Learning (CASL) Program is a vehicle through which Southwest Missouri State University enacts its statewide public affairs mission. Created in 1996 by Senate Action 10-95/96, it is a program “intended to strengthen the university’s bonds with the community and to provide students with opportunities to practice citizenship. It also is intended to advance teaching pedagogy and improve student learning in all participating disciplines.”

CASL Staff

The CASL staff works with three groups: *faculty*, to help them identify courses suitable for service-learning and appropriate placement experiences that allow course goals to be met; *students*, to help them prepare for their service work and to maximize their learning through service; and *Community Partners*, to identify appropriate learning experiences for students and to communicate those opportunities to faculty and students. The CASL office is staffed by two full-time individuals, an administrative secretary, and graduate students:

- The **Director**, who is a tenured member of the faculty, works primarily with faculty and the internal curricular process. All aspects of CASL Coordination are under the Director’s supervision.

- The **Associate Director**, who is a professional staff member, works primarily with the community partners and activities external to the university. The Associate Director coordinates student placement.
- The **Program Coordinator** is responsible for assisting in the development and management of service learning, community service, and civic engagement training programs.
- The **Administrative Secretary** also serves as receptionist and “Command Central” for the CASL office. She performs a variety of duties for the office to include data management, filing and budgetary issues.
- The **Graduate Students** work half time and provide support primarily by placing students, monitoring them on site with their community partners, web page management, helping with special programs, and program marketing.

The focus of the program is the student, therefore all CASL staff work with students in different capacities.

History of the CASL Program

The Missouri Legislature and the Governor approved the Public Affairs mission for SMSU in 1995. As a result of this action, Service-Learning was chosen as one of the instructional strategies to institutionalize civic engagement.

Modeling after the Rutgers University Service-Learning program, the CASL program was created during FY96, by the SMSU Faculty Senate. During the 1996-97 academic year (FY97), the Director, Dr. Gloria Galanes, and Associate Director, Barb Helvey, developed the implementation plan. Most of that year was spent helping departments create the one-hour service-learning curricular component courses and initiating the curricular process to officially establish courses. Experimental service-learning courses, without course credit attachment, were pilot-tested during the spring of 1997. The first year of full program operation was the 1997-98 academic year (FY98) when the first undergraduate service-learning 1-hour component courses were co-requisitely offered along side regular 3-hour courses during the fall.

As of November 2001, a revision to the original Senate Action by the Faculty Senate was adopted and signed into operation by Dr. John H. Keiser, SMSU President. Senate Action #5-01/02 enhanced the scope of service-learning to include Integrated Service-Learning (ISL) courses. Operational definitions for the two options whereby students may obtain meaningful and productive community service are as follows:

Undergraduate and Graduate Component Courses

For courses designated as “service-learning” courses (SL), students perform at least 40 hours of service related to the course content that benefits external government or social service organizations. Students receive an additional one credit hour for the learning they are able to demonstrate as a result of the service experience. The faculty design assignments that facilitate the integration of the classroom and experiential work. It is those assignments that are used as the basis for the student’s grade.

The CASL program does not give credit for volunteer work. The credit is given for the learning students demonstrate. In other institutions, “service-learning” goes by such names as “community-based learning” and “academic Service-Learning.” These names attempt to differentiate “service-learning” from volunteer work and community service. Although students are providing service to the local agencies, they should be encouraged to think of the experience as a type of laboratory conducted within the larger community, rather

than pure “volunteer work” for the community partner. This helps establish the fact that the grades received by the students will be based not on their service, but on the learning they are able to demonstrate.

Undergraduate Component Course Requirements

The following conditions are intrinsic to the undergraduate CASL program as described in the Faculty Senate Action that created the program in 1996. These limitations may be changed only by action of the Faculty Senate.

- The Service-Learning component course must be numbered at the 300 level.
- The discipline-based course to which the component course is attached must be an undergraduate course numbered 200 or higher.
- Students must complete 40 hours of service; completion of fewer than 40 hours constitutes automatic failure for the component course.
- Students may not be paid for their service work.
- The service work must benefit an external organization or social provider.
- Only two hours of service-learning credit (i.e., two one-hour component courses) may be counted toward graduation.
- The Service-Learning option is not available to benefit on-campus personnel (for example, by tutoring in the Writing Center).

Graduate Component Course Requirements

The CASL Graduate Program proposal was considered by the Faculty Senate in September 1998 to allow departments to offer the Service-Learning option at the graduate level. Passed in January 1999, the first graduate program was offered Fall 2000. Requirements of the Graduate Service-Learning Program include:

- The Service-Learning component course must be numbered at the 500 level.
- The discipline-based course to which the component course is attached must be a graduate course numbered 500 or higher.
- Students must complete 40 hours of service; completion of fewer than 40 hours constitutes automatic failure for the component course.
- Students may not be paid for their service work.
- The service work must benefit an external organization or social provider.
- Only two hours of service-learning credit (i.e., two one-hour component courses) may be counted toward graduation.
- The Service-Learning Option is not available to benefit on-campus personnel.

Frequently asked questions about the CASL 1-Hour Component Course Program

How are the duties of the CASL program distributed? Who is responsible for what?

The faculty is responsible for determining service-learning goals for a particular course, the types of service opportunities that support those goals, and how the students will be graded. The faculty design all assignments by which the students will be graded.

In general, the CASL Office is responsible for recruiting community partners for a course after consulting with the faculty member. CASL personnel help students find an appropriate community partner, monitor

the student's work, trouble-shoot, and give faculty a listing at the end of the semester showing how many hours each student has completed.

Students are responsible for completing the required number of hours (40) and turning in signed time sheets throughout the semester to the CASL office.

Is service-learning credit for volunteer work?

No. Service-Learning provides one hour of credit for the learning the student demonstrates by integrating the classroom theory with the service component. The student's grade, based on the student's learning, is assessed through assignments designed and evaluated by the faculty.

How will the academic integrity of the program be maintained?

The CASL program offers no courses of its own. All Service-Learning component courses will be approved through the regular curricular process, starting with the departments. Thus, the faculty and departments "own" the program and determine to what extent Service-Learning fits with the goals of a particular department.

Once a course component has been approved via the regular curricular process, the CASL Oversight Committee, a standing committee of the Faculty Senate, is charged with oversight of the CASL program. Whenever a department wants to offer a Service-Learning course for the first time, the CASL Oversight Committee must approve the course syllabus and ensure compliance with the CASL principles.

In addition, before a course can be offered for the fourth time (or during the third year, in the case of courses offered only once a year), the CASL Committee requires the faculty member to assess the course formally and to show how adjustments have been made to improve the Service-Learning experience.

Who "counts" the credit hours for service-learning courses?

Departments count the credit for Service-Learning courses.

Must everyone in a Service-Learning course be simultaneously enrolled in the Service-Learning component option?

The faculty member, with appropriate departmental consultation, will decide whether everyone in a given course (or section of a multi-section course) must be simultaneously enrolled in the Service-Learning component or not. When the Service-Learning component is required, the SL component is a co-requisite; when the Service-Learning component is optional, the SL component is elective.

Are there restrictions governing when faculty can designate the SL component as co-requisite or elective?

Yes. Student choice must be preserved. Co-requisite (required) Service-Learning 1-hour components are appropriate for multi-section courses or courses offered frequently so students could easily choose to participate in Service-Learning or not. If the instructor wants to require the Service-Learning component, s/he may do so as long as the course is an elective or fulfills a requirement that can also be fulfilled by other, non-Service-Learning courses. The ultimate goal is to protect student choice.

Can a student drop the Service-Learning component and keep the discipline-based course, and vice versa?

It is not possible to keep the Service-Learning component without the discipline-based course. The Service-Learning component course cannot stand alone. (If a student wants to volunteer time to an organization, that student will be encouraged to do so; however, s/he will not receive Service-Learning credit.)

If the Service-Learning component is co-requisite (required), then the student may not drop the service component without simultaneously dropping the regular class; both courses must go together. If the Service-Learning course is elective, then the student may drop the Service-Learning component course and keep the regular

Integrated Service-Learning Courses

A stand-alone Integrated Service-Learning (ISL) course has all of the aspects of experiential education, reflection, and assessment integrated into the substance of the course. The community service experiences of the students are not just a sidebar, but are an integral part of the course. **ISL** is conceptualized as a pedagogical model that connects meaningful community service experiences with academic course learning. When service-learning is integrated into an academic course, the course credit is assigned for both the customary academic learning as well as for a minimum of 15 hours of work with a governmental or not-for-profit organization. The student's grade is for the *quality of learning* as identified through reflection mechanisms determined by the course instructor.

See Appendix A for forms and curricular process.

THE CURRICULAR PROCESS

Be the change you wish to create.
--Mahtama Gandhi

Service-Learning Component Course Curriculum

There are two steps that must be taken when a department decides to offer a Service-Learning course. First, the one-credit curricular component course must be created via the normal curricular process. Once that is done, the second step is for the CASL Oversight Committee to approve attaching the component to one or more of the department's regular course offerings. Each of these processes is described as follows in more detail.

How to Create the One-Hour Undergraduate Component Course

The university's normal procedure for creating a new undergraduate course is followed by CASL. A "New Course Form" which contains the course's catalog description is prepared on yellow paper. This form must be signed by the Department Head, following whatever internal approval procedure a department normally uses. After departmental approval, the forms go to the College Council, then to the Committee on General Education and Interdisciplinary Programs (CGEIP), and finally to Faculty Senate. The Senate does not vote or otherwise act on the course proposal. The Faculty Senate Chairman monitors the proposal during the 20-day challenge period, and then forwards the proposal on to the VPAA and President for signatures. The course may then be listed in the Undergraduate Catalog and printed in the Schedule.

Note:

All of the necessary forms are available on the CASL web site (<http://www.smsu.edu/casl/>). Faculty may download and edit the forms to meet the needs of the individual departments. The forms are also found in Appendices B and C.

How to Create the One-Hour Graduate Component Course

The university's normal procedure for creating a new graduate course is followed by CASL. A "New Course Form" which contains the course catalog description is prepared on yellow paper. This form must be signed by the Department Head following the normal approval procedures of the department. A white "Proposal for New Graduate Course" and "Resources" form must be attached to the New Course Form then forwarded on to the Graduate Council. From this point of approval, the curricular process requires the graduate component move on to the Faculty Senate Office.

The Faculty Senate Chairman sends the course proposal to deans and department heads for a 10-day challenge period and a 10-day appeal period. With no challenge or appeal, the course is considered passed. The Senate Chairman then forwards the packet on to the VPAA and President for signatures.

The course may then be listed in the Graduate Catalog and the printed Schedule. Each semester the course is listed on the CASL web site (<http://www.smsu.edu/casl/>) and SMSU Registration web sites.

How to Attach the Undergraduate and/or Graduate Component Course to a Regular Academic Course

After a department has created the one-hour credit course as a Service-Learning curricular component course, that one-hour course may be attached to any eligible department course as a Service-Learning option. Course approval is ultimately granted by the CASL Oversight Committee, which is charged with oversight of the CASL Program.

The academic course syllabus is attached to a pink routing sheet. The following signatures are required before a course may be offered: the signature of the CASL Director (to verify that the CASL Office is aware of the plans to offer the course as a Service-Learning course), the Department Head (following whatever internal approval procedure a department has established), the College Dean and the Chair of the CASL Oversight Committee (after majority approval of the committee has been granted). The CASL Director will again be charged with a final sign-off. (See Appendix B for approval procedures and forms for undergraduate courses and Appendix C for graduate course forms).

The signatures of the Department Head and College Dean are for information purposes. The CASL Committee Chair's signature is the one required for approval. The Oversight Committee members look, in particular, for clarity and completeness when reviewing the course syllabus.

Integrated Service-Learning Curriculum Process

Faculty who wish to add a service-learning perspective to an already existing course must first meet with the CASL Director. Following the "Curricular Revision Exercise" steps will help Faculty formulate a civic dimension to the course.

CURRICULAR REVISION EXERCISE

Begin thinking about moving the department toward "civic engagement."

1. List courses in the department (along with the faculty who teach them) that you think would be critical building blocks for civic engagement.
2. Now, choose one of these listed courses (preferably one you teach or have taught in the past), and modify it to include a civic engagement dimension.
3. Overall goals for the course:
4. What you would like a civic engagement component to contribute to achieving those goals (i.e., concepts, skills, etc.):
5. Ways of looking at civic engagement that tie in with the course content (e.g., connections to disciplinary perspectives, public problems, professional ethics):
6. Kinds of community projects, placements, or research that would be appropriate to achieving the civic outcomes for the course:
7. Adjustments you might want/need to make to course requirements (readings, writing assignments, etc.) to accommodate and integrate the civic engagement component of the course:
8. Your primary strategy is to help students reflect on the civic dimensions of the course, including the community-based component:

*Adapted from Edward Zlotkowski, "Course Revision Exercise," 1998.

To be designated as an Integrated Service-Learning (ISL) course in the catalog and for all administrative purposes, the following criteria listed below must be met. Component proposals should follow the guidelines provided and the format illustrated in Appendix C.

- (1) The course is academically rigorous, as determined by Department and College curriculum committees, and appropriate for the students' academic preparation and course content.
- (2) Students are evaluated according to their effectiveness in integrating course material and the community service experience, not just for completing the required service.
- (3) The course is arranged in partnership with an approved community partner.
- (4) The experience provides the community partner(s) with useful service (i.e., tutoring, enrichment lessons, health education, research, report writing) as distinct from mere observation.
- (5) The service-learning project/activity must require at least 15 hours of contact with the Community Partner and must constitute a minimum of 15% of the student's grade.
- (6) A reflective exercise that requires students to analyze the service-learning experiences and synthesize them with their academic studies.
- (7) A course assessment instrument will be administered per offering.
- (8) The partnership does not represent a conflict of interest to the faculty or students participating in the service experience.

PREPARING A SERVICE-LEARNING COURSE

“We need to make volunteering and community service central to the idea of being an educated citizen.”

--Richard Freeland, President Northeastern University

The following checklist is a summary of the steps a faculty member takes to prepare a Service-Learning course. These steps are described in detail below:

- Determine how Service-Learning can enhance your course goals (i.e., what do you want your students to learn from the Service-Learning experience?)
- Consult with CASL Staff for ideas about appropriate placements for students.
- Construct your course syllabus, which includes the “Service-Learning statement,” and submit it with requisite signatures to the CASL Director for eventual approval by the CASL Oversight Committee.
- Give final approval to the list of community partners for your course prior to distribution to students.

Thinking Through Course Goals

Course Goals

The faculty member must first determine how Service-Learning can enhance the goals of the course. The connection between the Service-Learning experience may be direct (for example, a student teaches someone to read while simultaneously enrolled in a reading course) or indirect (for example, a student is encouraged to understand the effects of slavery and marginalization by volunteering in a homeless shelter). You may want students simply to apply classroom knowledge or you may want to evoke an emotional connection to the material. All of these are legitimate goals, but not all of them will apply. Thus, the most important step in this process is you. What do you want your students to get from the Service-Learning experience?

Syllabus

Experts in Service-Learning suggest that you make your goals explicit to students in your syllabus. The more information you can give students about why you are incorporating Service-Learning the better. It is also a good idea to be as complete and concise as possible in explaining to students what you want them to learn from the experience.

With the help of the CASL Director, determine which Service-Learning experiences would be most appropriate for the students. Construct the course syllabus and describe the Service-Learning experience that is desired for students in your class.

Selecting Potential Community Partners

The faculty member and the CASL Associate Director together brainstorm possibilities for community partners. (See Appendix A for a current listing of Community Partners and Appendix E for examples of student projects.) The faculty member usually has ideas about the kinds of placement sites that would be

suitable, and the CASL Associate Director also knows what type of help is needed by various agencies. A list of appropriate placement sites, approved by the faculty member, is generated prior to the beginning of the semester and is distributed to students during the first week of class or during the CASL student orientation program. (Some students may want to secure their placements during the semester break. Students are free to peruse the CASL Community Partner database prior to the semester with a Graduate Assistant (GA) in the CASL office and make arrangements before the beginning of the semester.) The course list includes the name of the agency, the name of a contact person, and brief information about the type of work needed by the agency. The list is brief, but it is cross-listed to a more extensive database in the CASL Office.

Although the faculty member and the CASL Associate Director are responsible for choosing appropriate placement sites, sometimes students suggest their own sites. For example, one student from Gainesville wanted to perform her tutoring of reading in her home community; this was approved by the faculty member and arranged by the CASL office. Another student, who had been diagnosed with Multiple Sclerosis, preferred to work with other MS individuals by conducting a writing workshop associated with her fiction writing class. This, too, was approved by the faculty member and arranged by CASL. We support those kinds of individual requests because we know that students will gain much more from the experience if they are permitted to serve in a way that is meaningful to them.

The Syllabus Statement for Component Courses

Before a course can be offered, the course syllabus must be approved by the CASL Oversight Committee. The course syllabus must contain a “Service-Learning Statement” explaining the goals of the Service-Learning component, how the Service-Learning component will be differentiated from the discipline-based course, and how the component will be graded.

When the CASL Oversight Committee reviews your syllabus, it wants to ensure that students will know why Service-Learning is an option (or requirement) for your course, what they will be doing, what the difference is between the regular course and the service course, and so forth. Clear communication with the students and ensuring academic rigor have been the two main criteria the committee has used. The information below should help you construct a clear Service-Learning statement.

Information that must be included in the syllabus statement

The CASL Oversight Committee, which reviews all syllabi before courses can be offered as Service-Learning courses, has determined that the clearest and best service-learning statements contain the following information. You don’t need to use the same wording, but the following information should be contained somewhere in your syllabus:

- Service-Learning students will receive separate grades for the regular class and for the one-credit-hour Service-Learning class.
- Each Service-Learning student must complete 40 hours of service by the end of the semester (about 3 to 4 hours per week for 10 to 14 weeks). Failure to complete the 40 hours will result in an automatic failure for the one-credit Service-Learning class.
- Service-Learning students are required to attend a two-hour orientation and training program prior to the beginning of their service. The two hours count as part of the required 40 hours.

In addition to the above information, the Service-Learning statement should also contain:

- Information about the purpose of the Service-Learning experience for the particular course.
- Information about how the Service-Learning component will be graded.

Sample Service-Learning Statements

SOC 420: Social Inequality

The Service-Learning component in SOC 420 is designed to give students the opportunity to observe the causes and consequences of social inequality. A number of agencies and organizations have been approved for this purpose.

- a. By the beginning of the second week of class, students must select an organization to serve from a list provided by the instructor. These agencies deal with issues related to people affected by economic, ethnic, and gender inequality.
- b. Students must complete two hours of orientation and training before placement. This training is provided by the University's CASL office and counts toward the 40 required hours.
- c. Students are required to complete a minimum of 40 hours on-task with the community agency within a ten-week period, from the 5th through the 14th week of class. Students must put in some hours each week, and 4 hours per week is recommended. Failure to complete the 40 hours will result in failure for the one-hour Service-Learning component. Separate grades are given for SOC 420 and SOC 300, the Service-Learning component.
- d. Students will be required to meet briefly out of class with the instructor at least once during the 10 weeks of service activity. Students are encouraged to discuss any problems encountered at the agency with the instructor soon after they arise.
- e. Several class periods will be set aside for students to discuss their Service-Learning experiences. Typically, students will be asked to describe their specific on-site activities, share the pleasures and problems that they have encountered, raise constructive questions and critical issues about the Service-Learning requirement, and relate their experiences to the information learned in class. Students are expected to participate in all discussions.

JRN 476: Journalistic Editing

Purpose of the Service-Learning Activity

The purpose of the Service-Learning component is for students to provide writing and editing for service organizations or governmental agencies for such things as press releases, newsletters, and brochures.

Possible Service-Learning Placement Sites

City of Springfield, Greene County Chamber of Commerce, Cox or St. John's Hospitals, The Kitchen, or any number of non-profit service organizations.

Number of Required Service Hours

Students must complete two hours of training and orientation before placement. Including the training, they must provide 40 hours of service with the organization, approximately 4 hours per week for 10 weeks. The two hours of training count toward the required 40 hours.

Specific Service-Learning Activity to be Carried Out

Students will sign a contract with the service agency specifying activities to be required. Activities may include gathering information, writing, editing, headline writing, and/or layout.

Method of Evaluation

You will receive separate grades for JRN 476 and JRN 305 (the Service-Learning component). The grade for the Service-Learning component (JRN 305) will be based upon:

1. Weekly logs of activities and their usefulness.
2. A final report of 2 to 4 typed pages discussing the Service-Learning experience in relationship to the contents of the course and your expectations for the experience. The report is due the Friday before the last regular week of the semester.
3. A final conference during the last regular week of the semester is required.

Attendance Policy

Any student not completing the 40 hours of required service will receive a failing grade for the Service-Learning component.

Evaluation of Student Performance

The grade for the Service-Learning component will be separate from the grade for the regular class (JRN 476). It will be based upon:

1. Completion of the 40 hours of service.
2. Completion of the weekly log.
3. Submission of the final report and attendance at the final conference.
4. The evaluation that your site supervisor gives your effort in regard to completion of the assigned tasks.

Sample Syllabi

Faculty may obtain sample syllabi using professional service-learning web site resources. Two exceptional sources include:

- <http://www.compact.org>
Use the “resources” link from the National Campus Compact homepage to review sample Service-Learning syllabi by discipline.
- <http://csf.colorado.edu/sl/>
The Colorado Service-Learning home page lists courses and syllabi by discipline.

Other course syllabi ideas are in the CASL office for Faculty use. A sample of some of the more outstanding curricular programs across the country is included as a catalyst for creative endeavors. 101 Ideas for Combining Service and Learning is a starting point for faculty to get acquainted with possible ways to incorporate Service-Learning into the curriculum.

REGISTERING STUDENTS FOR SERVICE-LEARNING COURSES

Any definition of a successful life must include service to others.

George Bush
President of the United States

Students enroll for Service-Learning courses at the same time as they register for other courses. A student registers for both the regular academic course and the one-hour curricular component course. The registration process is easy; what is most difficult is informing students about the program and its possibilities. This process of information and awareness has several dimensions and will involve the CASL staff, the faculty, and other Service-Learning students.

Adding a Service-Learning Component Course to the Schedule

When a Service-Learning component is added to a course, it may be *noted* in the *comment section* of the course in the **SMSU Course Management System**. By going online and accessing the **CISS System** using the appropriate password, the departmental secretary may update the Department's course offerings.

When access to the system has been achieved, enter **CRSE**.

When specific information is requested, enter the required information (department, course number, section number, etc.).

When the Course Management System Menu is displayed, enter **74** (Change Comment).

When the *Section Comment* is displayed, *the department secretary may enter comments* concerning the availability of the Service-Learning component with that particular course.

The Registration Process

Students are first alerted to Service-Learning possibilities in the SMSU semester Course Schedule, which is available just prior to registration. There is a section in the Schedule describing the CASL Program. In addition, in the alphabetical listing of departmental courses, each academic course with a service-learning component contains a comment explaining that the course contains a Service-Learning option and instructs the student how to register for that service-learning option. Similarly, each Service-Learning component course contains a comment indicating to which academic course that the Service-Learning component should be attached.

The most current listing of curricular offerings and their service-learning course components is found on the CASL web page: <http://www.smsu.edu/casl/>

Promoting CASL Courses

Promotional activities conducted by the CASL office throughout the year are listed on the CASL Web site. Promoting Service-Learning courses is a joint job for the faculty, students, and the CASL office. There is also a bold “SL” next to the course number in the class schedule.

- Service-Learning posters and flyers with all Service-Learning courses for the upcoming semester are distributed to all advisement offices and the registration office in Carrington Hall.
- A supply of Service-Learning flyers is given to all faculty who will be teaching service-learning courses during the upcoming semester.
- Service-Learning flyers are distributed at Transfer Student SOAR, Parents’ Weekend, and Showcase Weekend.
- CASL materials are distributed in IDS 110 classes at the beginning of each semester and CASL personnel visit IDS 110 classes during the semester to explain the program.
- CASL personnel and potential community partners visit service-learning classes during the first two weeks of school to describe the program and recruit students.

The most effective methods of informing students have been the contacts by faculty and visits of community partners in classes during the first two weeks of each semester.

CASL Staff Communication With Students

There are several times before and during the semester when the CASL staff routinely corresponds with students. It is helpful for faculty to know about these opportunities:

- A packet of information concerning student orientation times, dates and places will be e-mailed to each Service-Learning faculty member at the beginning of each semester. Faculty should announce these dates to their class(es). Print out three copies and post information on office doors, in the classroom and in the departmental office for further referral by students.
- During the semester, students receive reminder e-mails from the CASL staff to turn in materials we need to keep on file. Paperwork includes Community Partner contracts, signed liability forms, and time sheets.
- At the end of the semester, students who have completed the 40 hours of service receive a certificate of achievement from CASL at an Awards Ceremony.
- All CASL students are encouraged to attend the CASL Celebration at the end of each semester. Dates and times are posted on the CASL calendar located on the CASL web page.

CASL ORIENTATION PROGRAM FOR STUDENTS

“It is one of the most beautiful compensations of this life that no one can sincerely try to help another without helping oneself.

-- Ralph Waldo Emerson

CASL Orientation for Students

A CASL Orientation Program for service-learning students is held the second week of each semester. Information about the orientation program is provided on the CASL Web site and via a student memo handed out the first week of classes during the CASL Staff visit to classes.

The orientation program lasts approximately two hours (from 3:00 until 5:00 PM) every day during the third week of classes. Orientation is required of all students planning to participate in the Service-Learning credit program. The two hours count toward the 40 hours of service required of each Service-Learning student.

If for some reason a student is legitimately unable to attend the orientation program, the student must schedule an individual appointment with the CASL Associate Director as a make-up session no later than the third week of the semester. However, this is discouraged as most of the problems that have occurred in the past have been with students who did not attend the scheduled orientation program.

Student Issues

There are a variety of topics covered during the orientation program. Some of the topics may vary from semester to semester, but two topics that are always covered are liability issues and how students can select an appropriate community partner.

Liability

There are serious liability issues that confront students whenever they work for external agencies. Students who work with school children in the public schools or in youth development programs are especially vulnerable. These liability issues include items such as confidentiality (i.e., not revealing confidential or potentially identifying information about clients outside the agency) and what constitutes inappropriate behavior (e.g., transporting children in personal automobiles or taking them off the premises of a school or agency).

Essential issues to be covered have been approved by the university’s legal counsel. During the orientation program, these issues are explained and students sign a liability form that indicates they have been made aware of these issues. This is a legal requirement for participating in the CASL program and students must sign the forms if they are to participate in the program (See Appendix D).

Selecting a Community Partner for the Semester

Another important topic covered during the orientation program is how students can select an appropriate community partner for the semester. Prior to the orientation program, students receive a list of approved community partners for the service-learning courses in which they are enrolled. Students are asked to think

about the types of experiences they would like to have that support their course and personal goals. For example, some students would like to experience work that is different from their previous experiences while others would like to work for specific agencies. They are asked to generate a list of questions to ask the Community Partner and a schedule of hours they would be available. Students are then encouraged to select two potential community partners and interview each to determine who would best meet their goals and their schedules. At the CASL orientation students learn how to interview and decide on a community partner for the semester. Students are also encouraged to review the list of potential community partners for their course using the CASL Community Partner Database.

Faculty are welcome and encouraged to attend the Student Orientation.

Specialized, Course-Oriented Orientation Following the CASL Orientation

The CASL Orientation Program lasts two hours. Following the orientation, faculty may want to have a meeting with their students for a brief course-oriented program. In the past, faculty have used this as a chance to get acquainted with their service-learners.

Faculty who meet with their students after the regular program usually stay another 30 to 45 minutes to take care of “housekeeping” matters, talk about course goals, and/or give the students information about their graded service-learning assignments.

CASL Orientation Program for Faculty and Community Partners

A Community Partner/Faculty Breakfast is scheduled during the week prior to the beginning of each semester of classes. This gives the community partners and the faculty an opportunity to meet each other and share each other’s goals for the semester.

The CASL staff believes that it is important for faculty and community partners to get to know each other and to understand each other’s goals. The community partners, for the most part, have taken their roles as partners in education seriously and are very interested in supporting faculty goals and helping educate students. Do not miss these opportunities to meet and communicate specific needs.

COURSE MANAGEMENT

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

--Anne Frank

Managing the Service-Learning Course During the Semester

This information is intended to clarify roles and to provide suggestions for making a good experience for all concerned. It is the desire of the CASL staff to continually facilitate a quality program that promotes citizenship and encourages outreach into the larger community.

What to Expect From the CASL Staff

The CASL staff manages the administrative details that most faculty do not want to handle. The faculty are allowed to concentrate on their teaching pedagogy. The CASL staff are commissioned to:

- Recruit community partners.
- Plan and conduct the Student Orientation Program.
- Help students get placed appropriately at Community Partner sites.
- Handle all written contracts and details of the Community Partner and student collaboration.
- Serve as liaison between the Community Partners and the faculty.
- Trouble-shoot problems (for instance, if a student is assigned inappropriate service work or if a student consistently fails to show up at the community partner site).
- Monitor student hours and report to the faculty at least twice during the semester (mid-semester and end-of-semester) on the number of hours each student has completed.
- Conduct an on-site evaluation of each student, prepare a brief written assessment and send a copy to the faculty member. If problems are identified, the faculty member is contacted immediately (An example of this form is included in Appendix D).
- Send a brief evaluation form for each student to each site supervisor and give the faculty member copies of the site supervisors' evaluations. (An example of this form is included in Appendix D).

Assigning Appropriate Activities to be Graded

Faculty need to give careful thought in determining reflection activities and projects that will determine student grades. Design the written or oral assignments to help the students integrate what they learn in the regular academic course with what they learn from the Service-Learning placement. *It should be made clear to students that their grades are not being given for their service work, but for the graded assignments given by the faculty.*

However you decide to assess the student's learning, make sure the students know and understand the basis of their Service-Learning grade. Give some thought also as to the types of documentation and "evidence" that will help you assign that grade. Grade assessment may be based on one or more of the following "assignments":

- A copy of any work the student produced for the Community Partner (i.e., flyers, brochures, a grant application, a program write-up, or photographs.)
- The site supervisor's assessment and evaluation of the student (See Appendix D for the CASL evaluation tool).
- Written assignments the students complete for your class, including short papers, reflection exercises, case studies, and journals.
- Synthesis paper.

Course Syllabus Update

A current copy of the course syllabus and service-learning statement must be kept on file in the CASL office. To aid faculty in updating syllabi and adding other creative and innovative ideas to their curricula, the CASL Director will either campus mail or e-mail information. A curriculum file for all disciplines is also available for faculty use in the CASL office.

CASL CELEBRATION

Our good works are like stones cast into the pool of time;
though the stones themselves may disappear,
their ripples extend to eternity.

--Anonymous

Over a period of one year, there are many exciting experiences that are happening at the individual community partner sites. The CASL staff sees the wonderful transformations in students each day of the week. Now it is time for the larger community to know how the students, faculty, and community partners are making a difference in the lives of people!

In the spirit of cooperation and collegial leadership, a CASL Celebration will be held each semester on the campus of Southwest Missouri State University to acknowledge the accomplishments of students, faculty, and community partners. It is at this time that all community partners are recognized for their leadership in guiding students to become more value-based and motivated in reaching out to others in need.

Celebrations encourage partners and students to show their accomplishments to the larger community by displaying portfolios, pictures, table presentations, and project demonstrations showcasing what has been accomplished during a semester/year of working together.

Service-Learning as a Key to Tenure and Promotion

The CASL program has been designed to support curricular change that extends campus-wide and into the community. Its structure involves an integration of three areas of support: (1) teaching and learning excellence, (2) community-university partnerships, and (3) assessment. The CASL office represents a permanent institutional commitment to faculty development by drawing all factions together, striving to improve student learning outcomes, supporting faculty scholarship, and contributing to the greater Springfield community.

Improved Teaching Techniques

Many of the faculty involved in community-based teaching have begun to see their teaching from a different perspective because they now involve the community as co-teacher. Their students bring new questions and complex understandings from their off-campus experiences into the classroom. They connect readings with their own personal observations. Research indicates that faculty who use reflection to sustain and develop connections between academic content and community experience obtain student reflections that are a rich source of data about both teaching and learning (Williams & Driscoll, 1996; Arante & Driscoll, 1996).

Increased Scholarly Activity on a State and National Basis

As faculty examine their own teaching and experiment with alternative forms of assessment, their work has gradually assumed the character of research projects. CASL supports research and is seeking more ways to nurture faculty scholarship via speaking engagements at professional meetings and through written articles for juried publications.

Recognition of Faculty Initiatives Through Campus Compact

A strong advocate of faculty initiative, the CASL Director seeks to recognize outstanding work performed by Service-Learning instructors. Faculty are encouraged to post their syllabi on both the Missouri Campus Compact website at <http://www.missouricompact.smsu.edu/> and the National Campus Compact website at <http://www.compact.org>.

Thomas Ehrlich Award (national award)

Each year one or more outstanding faculty members are nominated for the Campus Compact **Thomas Ehrlich Award**. This national award is presented to faculty who are outstanding leaders promoting the concept of service- learning.

General Guidelines:

- (1) Documentation of impacting one's discipline or field of study through the vehicle of service-learning.
- (2) Demonstration of leadership on their campus and/or a national level.
- (3) Reflection /analysis of the impact that service-learning had on students and community partners.

Ernest A. Lynton Award for Faculty Professional Service and Academic Outreach (national award)

The Lynton award recognizes faculty who connect his or her expertise and scholarship to community outreach. The recipient of the award will be selected according to the following criteria:

- (1) Demonstrates sustained effort in outreach and professional service.
- (2) Utilizes innovative and imaginative approaches.
- (3) Has an institutional impact (through teaching, program development, faculty and student participation).
- (4) Can show evidence of external success through scholarly output, community impact, and/or student learning.

The award is presented at the annual American Association for Higher Education's (AAHE) conference. The award winner will be included in the conference program. Travel and other conference related expenses are provided for the faculty honoree.

Submission Guidelines:

- (1) A single letter of nomination that thoroughly addresses the four criteria.
- (2) The nominee's vitae.
- (3) All nominations must be received by October 15 each year.
- (4) Do not fax nominations.

Mail or e-mail nominations to:

New England Resource Center for Higher Education
 Graduate College of Education
 University of Massachusetts – Boston
 100 Morrissey Blvd.
 Boston, MA 02125-3393

Phone: (617) 287-7740
 E-mail: nerche@umb.edu

Books that focus on documenting faculty activity in the community that also serves as resources for the Tenure and Promotion process include:

Driscoll, A. & Lynton, E. (1999). Making Outreach Visible: A Guide to Documenting Professional Service and Outreach. American Association for Higher Education.

Zlotkowski, E. (1998). Successful Service-Learning Programs: New Models of Excellence in Higher Education. Bolton, MA: Ankers Publishing Company, Inc.

(The appendix of this volume contains the Tenure and Promotion Guidelines for Portland State University).

Web sites that can be checked for more information on community service activities that can be used for Tenure and Promotion include:

- A. Portland State University—Promotion and Tenure Guidelines
<http://www.oaa.pdx.edu/OAADOC/PTGUIDE/default.htm>
- B. Minnesota Campus Compact Office
http://www.stthomas.edu/www/MNCC_http/mncc.htm
- C. Campus Compact
<http://www.compact.org>
- D. “Disciplinary Pathways to Service-Learning”
<http://www.mc.maricopa.edu/academic/compact>
 Note: click on “Publications”
- E. American Association of Higher Education (AAHE)
<http://www.aahe.org>

Other aids for faculty presentations and student awards which enhance faculty vitae are included as follows:

Research Conferences

- National Society for Experiential Education (NSEE) <http://www.nsee.org>
- International Service-Learning Research Conferences
<http://www.peabody.vanderbilt.edu/slresearchconf>

President's Student Service Challenge

- Students who are engaged in 100+ hours over the course of one year receive a certificate and pin from the President of the United States.

II. REFLECTION: THE KEY TO INTEGRATING EXPERIENTIAL AND CLASSROOM LEARNING

“To accomplish great things, we not only act,
but also dream, not only plan, but also believe.
--Anatole France

All the service-learning literature notes that reflection about the experience is the key that most influences student learning. Reflection is considered the essential element that distinguishes service-learning from community service and pure volunteer work. In addition, a common mistake for service-learning faculty to make is not to set aside enough time for reflection and for processing the service-learning experience.

By definition, reflection is the intentional consideration of an experience in light of particular learning objectives (Hatcher & Bringle, 1997). The process of meaningful reflection takes time. Regular, varied, analytical activities can lead a student through different stages of reflection, enriching the learning from the service experience.

Several tips for designing reflection exercises and activities that help students make the most of the service-learning experience have been included for faculty assistance.

- Reflection activities are used to heighten the student’s observational skills, processing of information, exploration of feelings, progress, program evaluation, expansion of writing skills and development of communication skills with you and their peers and an opportunity to build citizenship. Think first about what you want the reflection activity to accomplish.
- Consider using both structured reflection and open-ended reflection. Each type has value.
- Save time for **in-class reflection**. This works even if you have both service learners and non-service learners in your class by making the service-learning experience “community property” for the whole class. Asking the service learners to share their experiences and to share specific examples from their service-learning work to illustrate concepts and theories enhances the classroom for everyone.
 1. Ask the students to use weekly readings as the basis for their reflection activity or journal entries.
 2. Use a paragraph, definition, or concept from a class reading and ask to what extent that have seen the concept in operation (or not), or to what extent they agree (or not), based on their service experience(s).
 3. Ask students: “How does this service experience impact you?” This allows them to explore more personalized learning.
 4. Ask students to consider what action(s) they might take: “Is there something we (or you, or our city, or our state government, etc.) should be doing to address this problem? If so, what and why?”
 5. Ask students to think in terms of alternatives: “What would be another way that this group could address this problem?”
- Establish benchmarks through reflection. Ask students, before they have visited their placement site, “What do you expect the clients will be like,” and so forth. At the end of the semester, you can then ask them what the actual experience was like and why they believe a gap existed (or not).
- Ask students to digest all of their reflections at the end of the semester and look for patterns. For instance, “I noticed that before I went out to the site I always worried that....” This process can produce important insights and self-learning.
- Several examples of reflection tips and ideas have been included in this chapter of the *CASL Faculty Handbook* to start you thinking about creative and relevant projects. More sources are listed in Appendix F.

Journals

Journals are a common way by which faculty assess student learning in service-learning courses. Journals should be kept on a regular basis. Descriptions of the student's service activities, as well as written thoughtful reflections about those activities should be included. One of the most successful formats for directed journals is the three-level journal. Ideas for using journals in your service-learning class include:

- There are a number of journal formats that include personal journals, dialogue journals (the service learner and another person conduct a written dialogue), and team journals. Each one has different goals. Think through what you want the journal to do before you select the specific journal format for your students.
- Consider using "directed journals," which really push students to understand the difference between describing, reacting, and analyzing. Using either a different color of ink or a different computer font, students are asked to describe what they did at the service site after each session, to provide their reactions and feelings about what happened, and to analyze what happened on the basis of theoretical material from the course.
- Provide examples of journals from previous classes to demonstrate the journaling process.
- Serve as a model yourself by keeping your own journal and showing students that you are willing to do what you ask them to do.

See journal samples at the end of this chapter.

Papers and Case Studies

There are many different kinds of papers that students can be assigned to help them integrate the service and academic learning. A few are listed to trigger your thinking.

Position papers can be used to encourage discussion and debate, to help students consider alternatives to assess the extent to which students understand ideas and concepts, and to encourage students to think about their responsibilities as citizens. Students may be asked to read one or more content-specific articles, to take positions with respect to the arguments presented, and to support their positions with evidence, including personal examples arising from their service activities.

Critical incident analyses have self-understanding and integration as their main goals. Students are asked to provide a description of a critical incident (something that occurred during the student's activities that was in some way important or significant), explain why it was important, analyze the incident, provide alternative ways for handling the incident, and explain what the student would do in the future and why.

Case studies help students sort out what information is and is not relevant and show how disciplinary information can be applied. Case studies may be given to students, but it is also useful to ask students to create their own case studies from what they have observed at their placement sites. Asking to "problematize" situations to help others learn from the incidents can be a valuable way of assessing their grasp of course information.

Research papers or application papers ask students to review literature pertaining to a particular line of research relevant to the course content. To synthesize the research, and then critique it or show how it might be applied in ways suggested by students' service activities adds depth to their experiences.

Action plans enhance the student's understanding of how disciplinary knowledge can be applied to solve problems. Students can be asked to develop a program or action plan designed to address specific issues or problems they have observed through their service. In turn, they are to also base the plan on appropriate practice for their particular discipline.

Evaluations from the Community Partners

About one month prior to the end of each semester, the CASL Office mails an evaluation form to the student's site supervisor. Usually, supervisors return these forms in ample time for them to be duplicated and distributed to the faculty before final grades are due. Some faculty use these evaluations to help determine the student's final grades. Others may use the evaluations for their own information. If you plan to use the evaluation in computing the student's grades, you must let the student know that the site supervisor's evaluation will be part of the final grade.

Grading the Service-Learning Component

In the CASL program, students are not being given credit for their service work or graded for their service work (although as explained above, the site supervisor's evaluation may be factored into the student's grade). The students are graded on the basis of the written and oral assignments they complete for the service-learning course option. How the students are to be graded should be explained in the course syllabus. Students will assume that the quality of their work will constitute their grade along with their written work. Therefore, mention your grading procedures periodically throughout the semester. If you choose to use the site supervisor's evaluation in computing the grade, be sure to let the student(s) know what proportion of the grade will be determined by that external evaluation.

Tips for a Successful Experience

Make sure the students know on what basis they will be graded for their service-learning component.

It is very easy for students to assume that their additional one hour of credit is being given for the service work they perform. You will probably need to reinforce several times during the semester that it is the quality of the written and oral work that determines their grade.

Students should have their placements selected no later than the third week of the semester and should begin their service work no later than the fourth week of the semester.

Problems are encountered when students either can not make up their minds or wait too long to obtain a commitment from a particular community partner. Students who wait longer than the first month of school to choose a community partner will find it hard to complete their full 40 hours of required service work. The week following the CASL Student Orientation Program should be the deadline for securing a community partner and setting up a work schedule with that partner. Students should actually begin their service work no later than the fourth week of the semester.

Notify the CASL Office immediately at the first sign of any trouble or potential trouble.

This is the single most important thing you, as a faculty member, can do to help us and your students have a good semester. Students may be unhappy with their placement site and believe that they are being asked to perform tasks they were not prepared to do. Let us know about all problems by mid-semester so we can do something to help. There is little we can do if we do not know of a problem until the end of the semester.

Please respond to CASL staff memos.

In some instances, the service-learning faculty did not respond to calls, memos, or e-mails from our office. We try not to "bug" you unnecessarily, but sometimes we need to reach you because we have a question or request, or we need your help with reaching a student. Please respond to our calls so we do not annoy you with repeated requests!

Come to the CASL Office and browse through the reflection materials.

There is a wealth of information, ranging from the highly theoretical to the “down-and-dirty” practical, that will help you create an effective service-learning experience for your students. Come in to the CASL office any time and look through our holdings. In addition, take a look at the Internet resources listed in the Bibliography and on the CASL web site (<http://www.smsu.edu/casl/>).

Service-Learning holdings in the Meyer Library.

The accessibility of service-learning books, journals, and periodicals to faculty has been expanded. Check the library Web site to determine what aids can be checked out.

III. EVALUATION

What we call the beginning is often the end
and to make an end is to make a beginning.
The end is where we start from.
--T.S. Eliot, Four Quartets

As with all programs at the University, the CASL Program has an assessment plan. Both course and program assessment will be conducted at periodic intervals. In all cases, we try to use existing information that either is already being gathered for other purposes or will be easily obtained with very little effort on the part of the faculty.

Routine End-of-Semester Assessment

At the end of each semester, two assessment activities will occur. The first is an informal wrap-up meeting with all faculty who taught service-learning sections during the semester and the second is a more formal course evaluation by the faculty member. (See Faculty Assessment Form in Appendix E.)

End-of-Semester Wrap-up Discussion

This informal gathering at the end of each semester is a type of assessment “focus group” where faculty can freely share what went right, what went wrong, and what could be improved for the future. The CASL personnel will summarize the discussion and a copy is kept in the assessment file.

Routine Course Assessment

The second assessment activity involves an assessment of each course taught by the faculty member who taught the course. Each faculty member will be asked to select representative student work from the semester to illustrate the Service-Learning experience. Typically, faculty will supply examples of the assignments on which the Service-Learning grade was based (for example, student reflection papers or examples of student journals). The faculty member should also provide a paragraph of narrative assessment concerning the service-learning experience, focusing on how well the experience met course goals as stated in the syllabus. (See Course Assessment Procedures and Forms in Appendix E.)

Periodic Assessment of Service-Learning Courses for Continuation

The CASL Oversight Committee is charged with overseeing the CASL program, including periodic program and course assessment. The Committee has determined that once a course syllabus has been approved for offering as a service-learning course, that course may be offered three times (or for two years if the course is offered only once a year) without additional approval. However, before a course can be offered for the fourth time (or during the third year in case of a once-a-year course) a formal course assessment must be undertaken and submitted to the CASL Oversight Committee.

This formal course assessment by the faculty member should evaluate the service-learning experience in light of the course goals. It does not need to be a lengthy assessment, but it should answer the following questions:

- Has the service-learning experience been a worthwhile one?
- What adjustments have been made in the service-learning experience to improve that experience?

- What additional adjustments should be made to maximize the experience?

Examples of student work (i.e., graded assignments) should be included as a documentary support. This is not intended to create a lot of extra work for faculty. Instead, we want the faculty to utilize work that has already been gathered in developing their summary assessment.

An assessment evaluation form has been created for ease in analysis. Forms have been included in Appendix E for your convenience. Additional forms may be obtained from the CASL Web site at <http://www.smsu.edu/casl/>.

Student Assessment of the CASL Program

Each CASL student is required to evaluate the CASL staff, faculty, and community partner during the last week of the semester on-line using Inquisit.. This information will be tabulated and a report sent to each Faculty member concerned to highlight successes of the program as well as determine areas of improvement. It is the policy of the CASL staff that all communication channels be open so that dialogue may help to continually improve the program and help it to serve the student better. (See CASL Student Forms in Appendix D.)

IV. BIBLIOGRAPHY AND RESOURCES

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Manuals/Source Books

Service Learning in the Disciplines

American Association of Higher Education monograph series

Michigan Praxis Series (3 volumes)

Jeffrey Howard, ed.

Ann Arbor, Michigan: OCSL Press

Service-Learning in the curriculum: A Faculty Guide to Course Development

Utah Campus Compact

Service Learning at Marquette: Faculty Handbook

Bobbi Timberlake (1998)

Service Matters 1999: The Engaged Campus

Campus Compact

Service Matters 1998: Engaging Higher Education in the Renewal of America's Communities and American Democracy

Campus Compact

Combining Service and Learning: NSEE Resource Books (3 volumes)

Jane Kendall and Associates

National Society for Experiential Education

Connecting Service Learning with Public Policy and Political Participation

Campus Compact

Assessing Service-Learning and Civic Engagement: Principles and Techniques: A toolkit to assist in the assessment of service-learning and civic engagement programs

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Amy Driscoll, Sherril Gelmon, Barbara Holland, Amy Spring, K. Grosvold, & M.J. Longley. Portland, OR: Portland State University, Center for Academic Excellence, 1998

Introduction to Service-Learning Toolkit: Readings and Resources for Faculty

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Campus Compact, 2000, 200 pgs. Nonmembers \$42.00, members \$35.00

Service-Learning Related Web Sites

www.volunteermatch.org

Volunteer Match

www.ipsl.org

International Partnership for Service

www.compact.org

Campus Compact

www.nslexchange.org

National Peer-based Service Learning Assistance (Southwest Region)

<http://umn.edu/~serve>

National Service Learning Clearinghouse

www.ecs.org

Education Commission of the States

www.sru.edu/depts/artsci/gov/scli/service.htm

Community Service Learning Institute

<http://www.aahe.org/service/srv-lrn.htm>

American Association for Higher Education

www.aacu-edu.org

American Association of Colleges And Universities

www.aacc.nche.edu/initiatives/service/service.htm

American Association of Community Colleges Service-Learning Page

www.aahe.org/service/srv-lrn.htm

American Association of Higher Education Service-Learning Project

www.fiu.edu/~time4chg/Library/bigdummy.html

The Big Dummy's Guide to Service-Learning

www.mc.maricopa.edu/academic/compact

Campus Compact National Center For Community Colleges

<http://Csf.colorado.edu/sl/>

The Colorado Service-Learning Home Page

www.uga.edu/~ipso/

The Journal of Public Service & Outreach

www.lsaexchange.org

Learn and Serve America Training and Technical Assistance Exchange

www.edb.utexas.edu/servicelearning/index.html

Learn, Serve, & Surf

www.umich.edu/~ocsl/MJCSL/

Michigan Journal of Community Service Learning

www.nicsl.coled.umn.edu

The National Service Learning Clearinghouse

www.nsee.org

National Society for Experiential
Education

www.nerche.org

New England Resource Center for
Higher Education

V. APPENDICES

Appendix A
Approval Procedures and Forms for Undergraduate Courses

- **Component Courses**
- **Integrated Service-Learning Courses**

Appendix B
Approval Procedures and Forms for Graduate Courses

- **Component Courses**
- **Integrated Service-Learning Courses**

Appendix C
CASL Student Forms

Appendix D
Assessment Procedures and Forms

Appendix E
Award Forms

Appendix F
Curriculum Aids