***Service Learning:***

***A Strategy for Linking***

***The Classroom, Community,***

***And Civic Engagement***

A Handbook

****For Faculty

****

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**Many thanks to ....**

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**Special Thanks to….**

**Texas Campus Compact**

Twenty-two presidents and chancellors of higher education institutions from across Texas convened in Austin on October 4, 2000, to pledge their support for a statewide Campus Compact. In joining forces they began the challenge of addressing higher education’s ideals of empowering students by helping them to develop special talents that will enable them to become “effective change agents” of tomorrow.

The Campus Compact movement, new to Texas, has been active on a national level since its inception in 1985. Campus Compact is a coalition of college and university presidents committed to helping students develop the values and skills of citizenship through participation in public and community service. It is the only national higher education organization whose primary purpose is to support campus-based public and community service. The Texas Commission on Volunteerism and Community Service (TxCVCS) spearheaded the development of the Texas Campus Compact.

The twenty-two Texas presidents and chancellors believed that colleges and universities could best prepare their students to be active, committed and informed citizens ad leaders of their communities by creating a supportive campus environment for engagement in community service. Statewide member campuses will continue to develop an infrastructure to bond together as a coalition to actively engage presidents, faculty, staff and students to promote a renewed vision for higher education. This vision supports not only the civic development of students, but also the institution as an active and engaged member of its community.

Forming partnerships within business, community, and government leaders, is another invaluable opportunity. The assembly and interaction with these partners creates opportunities for renewed civic and community life, improved educational and economic growth, expanded democratic participation by citizens and the application of higher education’s intellectual and material resources to help address the challenges confronting local communities.

For information on the Texas Campus Compact, contact: Jill Binder, Executive Director, Texas Campus Compact, Texas Tech University

**American Association of Community Colleges**

LSCS applied for and was awarded an AACC Service Learning mini-grant. The System sponsored with AACC, Texas Campus Compact, and the Gulf Coast Consortia a Gulf Coast Service Learning Conference. Over 100 participants from across the state (25 colleges) attended and actively participated in the March, 2002, conference. Gail Robinson, Coordinator of Service Learning, AACC, worked with LSCS representatives to ensure that the conference had adequate resources, information, presenters. There were several presenters and breakout sessions, but Regina Hughes, Collin County Community College, Carol Lester, Richland College, and Jill Binder, Executive Director, Texas Campus Compact, prepared invaluable resources and served as leaders and mentors to the conference.

Many of the resources and much of the information that was presented to the participants at the spring, 2002, conference has also been added to this handbook.

**American Association of Higher Education**

The website information and many handbooks and reports have been utilized from the AAHE. Their information has proven to be very valuable in collecting resources for this handbook.

**National Campus Compact**

In addition to the Texas Campus Compact website and access to their resources, the National Campus Compact has also been a very valuable resource for the compilers of this handbook.

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**What is Service Learning? Introduction**

**What is Service Learning?**

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* **Definition**
* **Characteristics of Service-Learning**
* **Key Definitions used in Service-Learning**
* **Benefits of Service-Learning**
* **How it works**

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**Definition**

“Service Learning is a teaching method which combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. Service Learning programs involve students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility, and commitment to the community.”

# Campus Compact National Center for Community Colleges

Campus Compact’s definition is one that has all of the elements in it that necessary to understand how great Service-learning is and why it is such a growing phenomenon. It is experiential learning at its best because it adds components to the mix that traditional learning or even traditional experiential learning leave out: Civic engagement. It is a way of experiential teaching and learning that incorporates the learning outcomes of a subject and ties it directly to community involvement. This then has the potential to make the connection of the theoretical to the practical for the students. Service-Learning can then allow the instructor to bring concepts of theory, real life application of the theory, social development, values clarification, critical thinking, civic issues and help the students to see the connections missed in a traditional classroom. Students are allowed to be learners in a different light because they are now learning by doing which is very challenging. Students therefore become more responsible for their own learning. John Dewey may have started the trend but the boom, especially for community colleges, is now since it is our charge to improve the communities in which we are apart and what better way than better equipping our students.

**What is Service Learning? Defining Characteristics**

## Defining Characteristics of Service Learning

1. The Combination of focusing on meeting community needs, identifying learning objectives, and intentionally reflecting on what is being learned makes service learning unique and fundamentally different from community service, volunteerism, and experiential education.

* Community service helps meet community needs through volunteer efforts. Service learning also meets those needs, but students use the service experience as a foundation to examine themselves, their society, and their future.
* The goal of service learning is to empower those being served and those who serve. This is not necessarily the goal of volunteerism, community service, or experiential education.

2. Service learning uses community service as the vehicle for students to reach their academic goals and objectives by integrating teaching objectives with community needs.

3. Service learning is based on a reciprocal relationship in which the service reinforces and strengthens the learning, and the learning reinforces and strengthens the service.

4. Service learning is integrated into the academic curriculum and provides structured opportunities for students to reflect critically on their experience through a mix of writing, reading, speaking, listening, and group discussions.

5. Service learning identifies and tracks specific learning objectives and goals.

6. Service learning provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities.

7. Service learning fosters a sense of caring for others and a commitment to civic responsibility.

8. Service learning gives academic credit for demonstrating learning achieved through the service, not just for putting in hours.

**What is Service learning? Key Definitions**

## KEY DEFINITIONS:

**COMMONLY USED TERMS IN THE SERVICE FIELD**

***VOLUNTEERISM*** – Most people are familiar with the term volunteerism. We typically use it to refer to people who of their own free will and without pay, perform some service or good work (such as with charitable institutions or community agencies). Many of you may have volunteered up through Scouting, 4H, church youth groups, or other organizations.

***COMMUNITY SERVICE*** – Strictly defined, community service simply means volunteering done in the community. If students are said to be doing community service, this connotes that they are volunteering somewhere outside of the regular school campus. In reality, many community service projects occur within the school/college itself (peer tutoring, assisting immigrant students, or working with students who are physically challenged).

***COMMUNITY-BASED LEARNING*** – Community-based learning is a term for any learning experience that occurs in the community (it does not necessarily involve service). Common forms of community-based learning are internships and apprenticeships, which, although they have no formal service purpose, offer important experiences for students to master skills within a real life setting or after they have completed requisite courses.

***STUDY SERVICE*** – Some people who do service-learning programs think that the term does not sound academic enough, so they use the term study service (which is popular in England).

***YOUTH SERVICE*** – Youth service is the umbrella or general title for all of the above programs. It can include community service, peer helping, service learning, etc. When people talk about the “youth service movement,” they are referring to all approaches that utilize youth as resources.

***SERVICE LEARNING*** – Service Learning is initially a difficult concept for people to understand. That is because people have many personal experiences with and prior knowledge about community service, and volunteerism, which stress service. They immediately think of service learning as volunteerism (and get excited about the developmental benefits of such a program – empathy, an ethic of service, moral development, etc.) There is indeed a distinction between community service and service learning.

Service Learning is the blending of both service and learning goals in such a way that both occur and are enriched by each other. Service Learning projects emphasize both sets of outcomes – the service and the learning – and design the projects accordingly. Most prominently, programs that emphasize learning always include a strong reflective component where students utilize higher order thinking skills to make sense of and extend the formal learning from the service experience.

Adapted from James and Pamela Toole

National Youth Leadership Council, 1992

**What is Service learning? Benefits**

# **Benefits of Using Service-Learning**

Adapted from the S-L Toolkit produced by the National Communication Association

**1. *Service-learning connects theory and practice***. Through their experiences, students are able to see theory through reality and to test firsthand what they have read in their textbooks and have heard in lectures.

 Eyler, J. & Giles, D. E., Jr. (1999). Where’s the Learning in Service-Learning? San Francisco, CA: Jossey-Bass; Markus, G. B., et al. (1993). Integrating Community Service and Classroom Instruction Enhances Learning: Results from an Experiment. Educational Evaluation and Policy Analysis, 15, 410-419.

**2. *Service-learning helps students gain a sense of community and responsibility for others***. Through service-learning experiences, students begin to prepare for their role as responsible citizens empowered to bring about positive changes in society. Getting students out of the classroom and into the lives of others beyond the institution helps sensitize them to the interconnectedness of their lives.

 Driscoll, A., et al. (1996). An Assessment Model for Service-Learning: Comprehensive case studies of Impact on Faculty, Students, Community, and Institutions. Michigan Journal of Community Service-learning, 3, 66-71; Barber, B. R., et al. (1997). Democratic Theory and Civic Measurement: A Report on the Measuring Citizenship Project. Paper presented at the Campus Contact, Denver.

**3. *Service-learning promotes active learning***. By its very nature, service-learning promotes engagement with the community, class colleagues, and the instructor as well as the course content. As Krupar (1994) has indicated, service-learning “requires that students become profoundly and actively involved in their own learning, that they discover for themselves rather than accept verbal and written pronouncements or directions, that they learn to map uncharted territories and that they find themselves through the processes of trial and error” (p. 105).

 Krupar, K. (1994). Service Learning in Speech Communication. In R. J. Kraft & M. Swadener (Eds.), Building Community: Service Learning in the Academic Disciplines (pp. 105-115). Denver: Colorado Campus Compact; Sledge, A. C., et al. (1993). Affective Domain Objectives in Volunteer Courses for Postsecondary Teachers. Paper presented at the Annual Meeting of the Mid-South Educational Research Association, New Orleans.

4. ***Service-learning teaches problem-solving and critical thinking***. Service-learning places “curricular concepts in the context of real-life situations” and “empowers students to analyze, evaluate, and synthesize these concepts through practical problem-solving” (Alliance, 1993, p. 71) Students inevitably encounter issues that must be addressed or obstacles that must be surmounted in order to complete their projects.

 Alliance for Service-Learning in Education Reform (1993). Standards of quality for school-based service-learning. Equity & Excellence in Education. 26(2), 71-73; Batchelder, T. H. & Root, S. (1994). Effects of an Undergraduate Program to Integrate Academic Learning and Service: Cognitive, Prosocial, Cognitive, and Identity Outcomes. Journal of Adolescence, 17, 341-355.

**What is Service learning? Benefits**

5**. *Service-learning promotes collaborative learning***. Collaboration is often multi-tiered and enhances learning. It may be among students, between the students and the community partner, between faculty and students, or between faculty and the community partner.

 Rhoads, R. A. (1997). Explorations of the Caring Self: Rethinking Student Development and Liberal Learning. Paper presented at the American Education Research Association, Chicago; Astin, A. W. & Sax, L. J. (1998). How Undergraduates are Affected by Service Participation. Journal of College Student Development, 39, 251-263.

6*.* ***Service-learning reduces stereotyping and facilitates intercultural understanding***. Engagement with members of the community requires one-on-one interaction, and such contact often enables students to begin to question the assumptions that are part and parcel of group generalizations.

 Greene, D. & Diehm, G. (1995). Educational And Service Outcomes of a Service Integration Effort. Michigan Journal of Community Service-Learning, 2, 54-62; Ostrow, J. M. (1995). Self-Consciousness and Social Position: On College Students’ Changing Their Minds about the Homeless. Qualitative Sociology, 18, 357-375.

***7. Service-learning helps colleges and universities be true to their missions***. The mission statements of most higher education institutions include academic and service goals. However, typical student service activities may not be connected with classroom learning. Likewise, student internships, while clearly related to the curriculum, may not contribute to meeting community needs. Service-learning brings together academic and community service goals and enables colleges and universities to move to a new and more powerful level of commitment to their institutional missions.

8. ***Service-learning contributes to resume and career development***. Service-learning experiences in college allow the opportunity to build a portfolio of skills and experience unattainable in any other context. They may have organized a fund-raising event, created a website, conducted a needs assessment survey, taught peer mediation skills to middle-schoolers or designed a workshop on interview skills—all tangible projects that are immediately portable into the world of work upon graduation.

9. ***Service-learning improves student satisfaction with college and builds stronger relationships with faculty members***. Service-learning requires control of the class be shared between students and instructor. Most students want classes that are engaging, that address their concerns AND that give them a chance to voice their questions and insights in an open and accepting environment. Engagement is the opposite of boring, and engagement is the sine qua non of service-learning.

 Berson, J. L. & Younkin, W. F. (1998). Doing Well By Doing Good: A Study of the Effects of a Service-Learning Experience on Student Success. Paper presented at the American Society of Higher Education, Miami, FL; Eyler, J. & Giles, D. E., Jr. (1999). Where’s the Learning in Service-Learning? San Francisco, CA: Jossey-Bass.

**What is Service learning? Benefits**

**BENEFITS OF SERVICE LEARNING**

**FOR STUDENTS:**

* Enriched learning
* Documented experience
* Skill development
* Social awareness
* Improved self-esteem
* Critical thinking skills
* Job contacts
* Making a difference
* Broader horizons
* Application of classroom knowledge
* Career exploration
* Occupational skills
* Assume responsibility
* Citizenship skills
* Increases self-awareness
* Resume' enhancement
* Increases learning motivation
* Improve communication
* Giving back to the community
* Ethical and moral development
* Enjoyment

**FOR FACULTY:**

* Enhance teaching
* Improve evaluations
* Limitless research/publication possibilities
* Make connections with the community
* Recognition -- campus, community, state, regional, and national
* Grants available

**What is Service learning? Benefits**

**FOR COLLEGE:**

* Improved public service delivery
* Broadened conception of educational role
* Increased learning opportunities
* Check relevance of learning
* Improved linkages to community
* Reoriented educative process to meet human needs
* Improved student satisfaction and retention
* Improved student preparation for work and transfer to senior institutions
* Improve college/community relation
* Enrich curriculum
* Meet community needs
* Generate community support
* Use as a link for future students

**FOR COMMUNITY:**

* Augmented service delivery
* Increased human resources for problem solving
* Better career selection choices for students
* Increased ability to hire good students
* Increased future citizen support/commitment
* Expanded roles for student supervisors

**What is Service learning? How It Works**

## How It Works

Typically, faculty members incorporate a service-learning component within their class curriculum, either as an option or as a requirement. Service learning offers a continuum of possibilities ranging from a one-time service experience (e.g. half day lakeshore clean-up), to working with the same agency for 2-3 hours over the course of the semester (e.g., tutoring at-risk youth one afternoon a week for 12-13 weeks). The range of appropriate placements is circumscribed by the specific content of the particular course.

The faculty member works with the Service-Learning program coordinator to carefully choose a limited number of agencies whose needs are related to his or her teaching objectives. The faculty member also sets the minimum number of hours to be completed (approx. 15 hours) and develops a reflective component that may include assignments such as journals, readings, class discussions, writing assignments, and class presentations about the service experience.

At the beginning of each semester, the faculty member introduces the service-learning component to this or her class. Students fill out an application and are given information about placement options by the Service-Learning program coordinator. Students choose one of these “approved” placements based on their interests, schedule, and location. The student then calls the agency contact to set up an interview.

### ADJUSTING TO THE ACADEMIC CALENDAR

Because the service is integrated into the class structure, students must be able to complete their placement within the semester time frame (12-14 weeks, maximum). Although the Fall and Spring semesters are 16 weeks long, it takes a couple of weeks to get students assigned, oriented, and started. In addition, the last week is devoted to exams. Agencies are asked to adjust by scheduling orientations and trainings at the beginning of each semester and by developing placements that can be completed in one semester. Below is an overview of the LSCS academic calendar indicating when classes begin and end (Remember: Student placements generally begin during the second and third weeks of the semester, and end one week prior to the completion of the semester).

**FALL Semester**: 4th week of August – Mid-December

**SPRING Semester:** Mid-January – 1st Week in May

**SUMMER Semester:** 1st Week in May – 1st Week in August

**What is Service learning? How It Works**

###### Steps for Service Learning at LSCS

1. Consider your course......

2. Contact Campus Coordinator for Service-Learning

3. Find/plan activity/assignment to meet course-learning outcomes

 .....Consider your students in this step

4. Find a site or provider (or contact your Office of Volunteer Services to help you find a provider) to work with in your community.

5. Meet with the site provider to discuss an orientation and how your evaluation process would work.

6. Write your syllabus -- include all aspects of the Service Learning project

7. Inform students you are doing Service Learning on the first day of class

8. Have students attend an orientation for the Service Learning project

9. Reflect on the orientation

10. Check periodically on how the project is going. Faculty need to be visible or involved in some way with evaluating and monitoring the project.

11. Conduct, review, and evaluate semester reflections.

**Getting Started Consider your Course**

Getting Started

* **Consider Your Course**
* **What Type of Project Counts as a S-L Course**
* **Plan A Project**
* **What is a Reflection**
* **Reflection Ideas**
* **Orientations**
* **Syllabus Options**
* **Frequently Asked Questions**

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**Consider Your Course**

What are the learning outcomes?

How can community service be connected to one or more of the outcomes?

How much of the course grade will be devoted to Service Learning?

What type of reflection are your students going to do to show that they have mastered the course outcomes?

What time of day is your course? Are you teaching a night course with primarily students who work full-time? Are they day students without transportation?

How many classes do you want to be doing Service-Learning?

Are you going to have multiple classes doing the same project? At the same location?

Remember the idea of **RECIPROCITY.** The service and learning must be worthwhile and valuable for both the student and the community. There must be reciprocity between the server and those served.

Remember when you are considering the service that it must be **MEANINGFUL SERVICE.** Service tasks need to be worthwhile and challenging in order to strengthen students’ critical thinking.

And do not forget to consider **DIVERSITY.** A priority is placed on involving a broad cross-section of students working in diverse settings and with a diverse population within the community.

**Getting Started What Type of Project Counts**

**What Type of Projects count as Service-Learning?**

**CRITERIA**

* Involves service to the immediate community surrounding the college
* Involves service which is not for pay or profit of the individual students
* Involves significant time in service to others (Projects may vary. We recommend 15-20 hours per student per semester) to allow for appropriate academic learning.

From Civic Engagement Across the Curriculum

by R. Battistoni

Campus Compact 2002

**Getting Started Plan A Project**

**Plan A Project**

1. Look at your learning outcomes that you want to tie into a project and see what type of project you can match up with those outcomes.
2. Look at resources available and at other projects to see what has been done so you can see if one of those projects fit your needs of your class. The LSCS Service Learning website has a link to Projects and Syllabi to view. Plus each campus is gathering syllabi of teachers who are using S-L in their courses. Visit with your campus Coordinator to see those syllabi.
3. Look in the next chapter under finding a Service Provider. There are some good tips here about finding a provider that may spark an idea about a project.
4. Visit websites for Service Learning. Our Website has links to pages with project ideas, plus there are many other schools on the Web who do Service Learning with resources that are available. Plus just doing a search will bring up a tremendous amount of information.
5. Think about where you already volunteer and how some service you already do may be incorporated into a project for your class, i.e. do you donate toys for needy families at Christmas? Well if you are a class in Management Theory then have the students organize small companies to get donations, toys, etc to donate. Have them write up how they formed the company, what did they learn, what managerial styles where employed. How did they motivate employees? What concepts where they suppose to learn from the class that they could employ in this project.
6. How many hours do you want them to spend on the project? This is an important consideration when thinking about the project. Is this to be a one time volunteer effort like when the students donate toys or will they be going to the service site every week for a set number of hours. Are they doing reading for an Elementary school so they students have to show up consistently every week for a set number of weeks? This needs to be part of your considerations when picking your project.

**Getting Started What is a Reflection**

**What is a Reflection?**

**Definition**

Reflection describes the process of deriving meaning and knowledge from carefully considering experiences. All learning comes from being able to engage in some level of reflection. Effective reflection engages students in a way that consciously connects the course outcomes to the service learning experience.

**Tips**

Intentional, systematic reflection of the experience must take place in order to accomplish rational harmony in community service experiences.

Reflection within the context of the volunteer experience encourages introspective examination of other aspects of the student’s life.

Eyler, Giles and Schmiede (1996) found that reflections are best when the four C’s were considered: Continuous, Connected, Challenging and Contextualized. So, make sure to have the reflections throughout the course. Make sure to let the students see that the reflections/project is directly related to the learning objectives. Next, set high levels of rigor and expectations like any class assignment and last make sure that the project/reflections are appropriate to the course and the materials being covered within that course.

**Who Conducts the Reflection?**

* Teacher- This is the most important to ensure that there is the linkage between curriculum and community service.
* Campus wide reflections scheduled throughout the semester for the students to attend
* Collaboration
* Trained people at the service site can also do some…

**Getting Started What is a Reflection**

###### Types of Reflections

**Linguistic**

***Readings*** Stories Myths Plays

***Creative writing*** Puns/jokes Limericks Poetry

 Letters Stories Crossword Puzzles Word Jumbles

***Expository writing*** Logs Journals Papers Diaries

 Commentary Email/Chat groups Brochures

 Newsletters

***Oral communication*** Speeches Debate Discussion

 Impromptu speaking Storytelling



**Logical / Mathematical**

**Analogies**  Compare and Contrast Time sequence/

Calendars Classification charts Outlines Encode/

Decode Rank order Cause and effect relationships

Problem solving Venn diagrams Interpreting data

Calculation Pattern games Graphs

**Musical**

***Creating music***  Song lyrics Rap presentation with

Appropriate accompaniment Short musical Musical

Game Drum circle Set journal readings to music

***Collecting music*** Songs about… Music of the people

Encountered Music collage to depict emotions Record

The sounds of different places

**Bodily - Kinesthetic**

***Performance***  Role Play Perform dramas/pantomimes

 Choreograph a dance to express an idea

***Other*** Create a playground game

Learn body language of people Build model

 Devise a scavenger hunt Design and build a product

**Getting Started What is a Reflection**

**Spatial**

***Working with Images*** Guided visualization Imagine life

In different places Imagine life in the past or the future

Study the visual art of a people or a community Study art

related to issues being encountered

***Creating*** Painting/Drawing/Sculpting/ Fabric Slide

Show/video/photo album/ Scrapbook of images Costumes

 Community murals Posters/Bulletin boards

Collages Quilt

***Mapping*** Concept mapping Map different places

 Map relationships Power mapping Flowcharts

**Interpersonal**

***Practices*** Mindfulness Centering Unstructured quiet time

***Reflective Questions*** to Pose Describe qualities you possess

 Create personal analogy for… Describe how you feel about… Explain the purpose in learning about… Explain intuitive hunches about… Self-assess work in… Mistakes to avoid next time How would life be different if…

***Writing*** Journaling A biography of someone at service

Site Develop a homepage

**Interpersonal**

Role-plays Fishbowl game Discussions Teaching

Something you have learned Joint writing Group

Projects Brainstorms Write from other people's

perspectives



**Getting Started What is a Reflection**

###### GENERAL REFLECTION QUESTIONS

**(use in classroom discussions or for journal writing)**

1. What did you find interesting about your service site on the first day you were there? What surprised you most?
2. What is the one thing you have learned during your service experience?
3. What is your role at the service site?
4. What do you think is (will be) the most valuable service you can offer at your site?
5. How do others view you at your service site? Has this perception changed over time?
6. Has there been anything disappointing about your service experience?
7. What is the most difficult aspect of your service experience?
8. If you were the supervisor of your service site, what would you identify and how would you attempt to solve it?
9. What has been particularly rewarding about your service?
10. How could you improve your individual service contribution?
11. Have you taken any risks at your service site? If so, what did you do? What were the results?
12. Have you changed any of your attitudes or opinions about the people with whom you have worked?
13. What would you change about your service assignment that would make it more meaningful for you or other service-learning students?
14. What have you learned about yourself?
15. Has your service experience influenced your career choice in any way?
16. How effective did you judge your service to be?

**Getting Started Orientations**

###### Orientations

Orientations are necessary for all students to attend so that they understand the nature of their assignment for the semester. These orientations may occur in several different ways, but at least one is mandatory.

 **Conducting Orientations**

* On- site orientations

You and your class go to the service site for one class period for an orientation of their facilities, program, and rules. The Agency Site coordinator conducts it and you the teacher assist in making sure the students understand their role in the assignment and the community service. This just gets the students familiar with their role at the agency.

* In class orientations
1. You the teacher take the responsibility for conducting the orientation to the program, rules, assignment, etc during one or more classes.
2. The Agency Site Coordinator comes to your class to provide the orientation to their program. You the teacher are there to help make sure the assignment is clear and to help explain the program. Again this just helps the students to understand their role at the place where they will volunteer.
3. The Campus Coordinator comes to your class to conduct the orientation for the program. This is to give information and fill out paperwork for the LSCS part of the program. To help the classroom teacher to explain the purpose of Service learning and to orient the students as to why this methodology is employed.

* Campus wide orientations

These will be conducted the first two weeks of every 16-week semester. The Campus Coordinator for Service-Learning will conduct these. This type of orientation is to explain what service learning is, fill out necessary paperwork for the program and to help students get ready for their placements.

**One strategy that has worked well by faculty thus far is one that employs all of the above; talk about the assignments in class, send the students on their own time to a campus orientation and schedule 1 class period for an on-site orientation.**

**Getting Started Syllabus Options**

**Syllabus Options**

**Course Description –** According to the LSCS Curriculum Review Process Manual

**Learning Outcomes –** (According to the LSCS Curriculum Review Process Manual) Identify target competencies and link projects to those outcomes.

**Sequence of Topics to be Studied-** This might include a course calendar, topic list, and remember this is a good place to think about how does your Project tie into your learning outcomes for the course. Will it be evident to the student by the topics of discussion and reflection?

**Assignments –** Is service learning an option (extra credit) or a requirement (part of a grade)? Will there be just one project (final paper, speech, mural) or several as you go (weekly reflections, journal assignments).

** Journals**

 **Critiques**

 **Short essays**

 **Research papers**

**Class Projects Laboratory Work**

**Class Presentations Service Activity**

 **Reflection/Celebration Discussions**

**Grading Policy–** What will be assessed?What method ofreflection will be utilized? How many hours of service will be required? Are the expectations of service learning realistic?

### List of Texts and Other Required Resources- The textbook you plan to use in class and any materials you expect the students to have on a regular basis (journals, computer discs, etc.)

**Getting Started Syllabus Options**

**EN1301 8026 11:15-12:10 MWF S107**

**Instructor: Mary Elizabeth Robbins**

**Fall 1999**

**TEXTS: Stanford, Judith A. CONNECTIONS: A MULTICULTURAL READERS FOR WRITERS, 2nd edn. Mayfield: Mountain View, CA , 1997.**

 **Campbell, Jennifer and Michael Keene. MAYFIELD’S QUICK VIEW GUIDE TO THE INTERNET FOR STUDENTS OF ENGLISH. Mayfield: Mountain View, CA, 1998 (Shrink-wrapped with CONNECTIONS)**

 **Raimes, Ann. KEYS FOR WRITERS. Houghton. (New Edition)**

 **RICHLAND COLLEGE LIBRARY HANDBOOK, 6th edn. (sold in S199)**

**SUPPLIES:** One folder with brads, notebook paper.

**COURSE DESCRIPTION:** Prerequisite: An appropriate assessment test score (ACT, DCCCD test, or SAT). This course focuses on student writing. It emphasizes reading and analytical thinking and introduces research skills. Students practice writing for a variety of audiences and purposes. This class may also include a service-learning component.

**COURSE OBJECTIVES:**

1. To help you to identify the qualities of good writing and the processes that lead to those qualities.
2. To enable you to practice those processes in specific assignments.
3. To improve revision strategies through frequent sharing of drafts with other writers.
4. To encourage the use of library resources and an understanding of library research.
5. To offer participation in local community projects so that you may become more aware of challenges at local, national, and international levels.
6. To enable you to write honestly about where and how active participation is needed to meet these challenges.

TO REACH ME use the Evening Division telephone number 238-6140. This office number will enable you to leave important messages. To discuss your work with me, please make arrangements before class.

**GRADING SYSTEM:** (dependent on class progression through the syllabus)

Your journal will receive an essay grade based on the number of full pages written. This writing should be honest and imaginative; I want you to share your thoughts about the problems and insights you find without worrying about penalties.

 You will write four graded essays, which may be related to your service-learning project.

 You may complete fifteen hours of volunteer work for your service-learning project.

 Your final examination will be worth one essay grade.

 Approximately six essay grades will be averaged to produce your final semester grade. Submit your assignments on time. For each class day your writing is late, your essay or journal grade will be lowered one letter. No work, other than the final examination, will be accepted after December 10.

**ASSIGNMENTS AND ATTENDANCE:** Service Learning enables you to learn about the needs of others in your community, mot just to administer charity, but to understand why these needs exist and to develop ways to improve systems. You will have the satisfaction of making a difference in others lives; you will find more patience, empathy, and creativity in yourselves than you knew you had, but more importantly, you will see how much others have to teach you about their lives. Finally, you will learn useful skills that may lead you to a life of service.

You will complete fifteen hours of service at ONE of the following agencies to learn about one area of need, and you will write journal entries and paper assignments tracing this learning process (see the attached syllabus). I hope you will share this journey not only with our class, but also with your friends and families. As you choose your project consider:

1. concerns you already have
2. hours you have available for volunteer work
3. the location of the work site
4. the special requirements of the project

Time table – Spring 1999

Jan. 19 – Feb. 5...... ...... ...... ...... ...... ...... ...... ...... Enrollment period

Feb. 5 ...... ...... ...... ...... ...... ...... ...... ...... ...... ...... Enrollment closes

Feb. 8-19...... ...... ...... ...... ...... ...... ...... ...... ...... Group orientation /training begins at all sites

Mar. 8-12...... ...... ...... ...... ...... ...... ...... ...... ......Spring break

Apr. 25...... ...... ...... ...... ...... ...... ...... ...... ...... ......Volunteer service period ends

Apr. 27...... ...... ...... ...... ...... ...... ...... ...... ...... ......Deadline for students to turn in timesheets

**Getting Started Frequently Asked Questions**

# **Frequently Asked Questions (FAQs)**

1. **How will I cover the material?**

Faculty maintain the same course objectives when using service-learning, but achieve them differently. That is, the material may be "covered" over the duration of several discussions of your students' experiences at the service site and how those experiences confirm or contradict or otherwise connect with course concepts (reflection sessions). Your agenda during reflection sessions (or in assigning reflection papers) is to make sure the "material" is "covered," but in the context of real-world questions gleaned by students from real-world situations.

1. **How do I grade community service?**

 The community service is not what is graded. As always, grading involves

assessing the learning of your students. What is graded is your students' mastery of course content as it has been put to the test "in the field," at the service site and of course in the graded reflections. The community service is the experience that draws out of the student’s dialogue of narrative in which they demonstrate their learning.

1. **Does service-learning HAVE to be performed in a non-profit agency?**

 The service-learning community affirms two cardinal values: personal

responsibility for civic participation and institutional responsibility to

 share its knowledge, skills and energy for the improvement of society. These

 should be tests of any service site. If a for-profit entity is a channel for

institutional resources that will serve the under-served or include the

 disenfranchised or otherwise build up the community, then the answer is NO.

 Service-learning does not HAVE to be performed in a non-profit. However, in

 most cases non-profit agencies (including government entities such as schools

 or social service organizations) are the sites where this kind of activity is

primary.

 For example, what if a for-profit hospital sponsors a Walk For Life

 fundraiser and remembrance event for Leukemia sufferers and your students

 participate (thus meeting a community need) as part of a course in, say,

 persuasion. This experience then becomes an excellent setting in which to

 observe donors' charitable behavior and perhaps even talk to some of them.

 Working with hospital staff before and after the event on planning persuasive

 strategies and assessing their success would enrich the experience as would a

 series of visits to the hospital to assist staff that are attending leukemia patients

 (thus meeting a community need).

**4. What are appropriate service sites?**

 Consider these criteria: **(a)** the activity should be needed. For example, the

Boys and Girls Club needs additional workers to help them clear a lot to

 Getting Started Frequently Asked Questions

construct a baseball field for recreation in an under-served part of your

 city. Contrast that with helping the City Recreation Department groom the

 baseball fields in an area of town that already has two recreation complexes;

 the former would be appropriate based on need; **(b)** any risks known to be

associated with the site should be made known to the students. Informed

consent is the rule of thumb to follow; **(c)** the experience should be a positive

one for your students. This is more likely if the community partner managing

the site is willing to orient your students to their responsibilities and give them

authentic contact with community members who are clients of the agency. The

students need to see that their presence is needed at the site; they need to feel useful;

**(d**) the site needs to be "in the neighborhood." Appropriate sites do not involve long

 commutes or lengthy rides on public transit. Riding an hour, working an hour

 and returning an hour is not an efficient use of your students' time. Another

 reason to locate community service sites that are relatively near the campus

 is that your students are more likely to learn about the agency from

 incidental contact with others who know it directly or from local news

 outlets.

1. **How do I locate service sites for my students?**

Contact your campus coordinator first and see what sites have agreements with the System. Next, if none of these will work for your project then discuss this with the coordinator and be willing to help locate a site in your community. You may start with local schools (who often run tutoring programs during school hours or after school

 programs focusing on homework and recreation). Hospitals often have

 Volunteer Services units that channel people who want to do community service

into various kind of work, e. g., assisting families in intensive care

 waiting areas, entertaining children in Pediatrics to give parents a break,

 or assisting the staff in Social Services. Many cities and towns have United

 Way chapters: there is a ready-made list of social service agencies, many of

 Who welcome people interested in community service. Finally, you may be

 reduced to flipping through the Yellow Pages in search of public agencies,

 private social service agencies, charitable organizations, or churches,

 synagogues or mosques that may be engaged in community service.

**6. What about liability?**

Well of course common sense should prevail in all situations, but you also need to have two sets of forms filled out. A) Service-Learning Assignment Form, which is a student release and must be notarized by the students. B) Service-Learning Agreement if not already signed for your service site, then this must be signed by the site where you will do your service. . Finally most Service sites will have liability insurance plans that will cover volunteers in the event that they are injured while performing their duty. Again. common sense must prevail and we cannot allow service to occur in unsafe locations, so be sure to monitor the projects carefully

**Getting Started Frequently Asked Questions**

1. **Will costs be incurred in a service-learning course?**

 There could be some costs associated with service-learning projects. For example,

some agencies require persons contributing their time to carry liability insurance, and background checks may also be required. This raises the question of who pays. In addition, it is often a good idea to bring together your students along with community partners and some of their clients and others involved for a recognition and celebration

at the end of the term. This too would cost money. Sometimes there is a cost

associated with materials for a service-learning project. For example, what if a public

relations class is doing a weekly, one-page newspaper for an ongoing project at a

middle school, e. g., building a gazebo to be used as an outdoor classroom by the

whole school and as a performance venue for drama and music groups. So there might be unusual costs for printing and photo reproduction and distribution. Thus costs will vary and depend on the kind of course and the nature of the community service. Institutions or the agencies themselves may fund worthy service-learning projects.

1. **Why should I change the way I teach?**

 Service-learning is not a veneer that can be applied to an existing course. It's

 hard to masquerade as a service-learning course, because service-learning is a

unique pedagogy that affects all aspects of a course. For example, you wouldn't send your students out into the field doing community service, then merely lecture to them when they return. If you're uncomfortable sharing some control of the class, you will want to proceed with caution. However, if you would like to learn what your students are experiencing in the field and hear them articulate the ways they have applied the

course material or have seen it in action, then you might want to consider changing

some of your teaching strategies to incorporate these opportunities for students to reflect on there service experiences.

 Reflection is the key. Whether written or oral, highly structured or free

 flowing, reflection is your students' chance to put into words how they see

 their experience at the service site making contact with the course material.

 Some may see no connections to make, but when they hear their peers in the

 class sharing authentic insights, you can be sure they will begin to look

 more closely, or go back and read that chapter again. Some will have insights

 that amount to rather simple identifications: I saw prejudice today, in the

 flesh; I experienced a third grader who could not read today; I helped

 someone who had never used a shovel, to dig a hole today. And it really gets

interesting when one of your students returns from the field and challenges

 something in the textbook or in your lecture last week: I saw no difference

 in eye contact used by the African-American and Caucasian students whom I

 tutored today; I observed a very effective problem-solving group at the

 agency today, and they seemed to follow no particular agenda. So the upshot

is that, if you are not ready for a change in your teaching, if you do not

 want to rethink your approach to instruction, then service-learning may not be for you..

**Getting Started Frequently Asked Questions**

1. **Will service-learning take more time?**

 Yes, if what you are doing now is pretty conventional: lecture, lecture-discussion, or lecture-cum-structured experiences or cases, all in a classroom. The extra time for service-learning is largely in planning, which includes lining up appropriate service

sites or finding out how to help your students to do that. Even if your campus has a

volunteer clearinghouse, you might want to visit several sites and speak with the

people there to establish a cooperative working relationship with them.

 In addition, multiple choice exams normally won't work. Rather,

 reflection papers spread throughout the term allow students to demonstrate

their ability to integrate the course content with their service experience.

 Evaluating those narratives will probably also take more time than marking

 the usual short answer exam.

Many instructors also find it useful to meet with most of the students

 out of class several times to go over their papers. For many students

 Reflection Papers represent a new genre: part documentary, setting the

scene of their service site, building a narrative that draws the reader into

the human experience; part analysis, parsing experience at the site, making

sense of the people and activities; and part interpretation, using course concepts to understand events and personas as they play themselves out in the real-world of the service site.

***10. How do students respond to service-learning?***

*Service-learning may be new to your students or your institution. Having little or no frame of reference, some will be curious, some will balk, some will be attracted by the novelty, and some will be excited by the challenge. In addition, as we all know, how you frame service-learning for them will influence their responses. It is best that students register for the course knowing it is a service-learning course. When this is not possible, present the course as an opportunity: to test their ability to apply what they are learning; to enhance the quality of life in their community; to become acquainted with a segment of society with whom they may be unfamiliar; and to challenge their stereotypes and normal routines.*

*Initial impressions aside, one reason many continue to employ service-learning methods is the high level of engagement with the course material they evoke from students. Students are faced, many of them for the first time, with real problems to solve, so there is another level of engagement (e. g., conducting a communication audit for a nonprofit or tutoring a second grader in an after school program) that characterizes student responses and accounts for the common response of digging deeper into the course material. For many students, it is a new experience to share those problems around a learning circle in class and use the language of the course to talk about ways to deal with them (e. g., uncertainty reduction; trust, control, and intimacy as relational dimensions; nonverbal and verbal immediacy).*

**Getting Started Frequently Asked Questions**

*Finally, be prepared to meet individually with students who experience a high level of uncertainty. Some may need to be reassured and to know that other students in the past have experienced similar initial concerns and have dealt with them successfully.*

***11. What do other faculty members say about service-learning?***

*Some faculty members may view service-learning as giving academic credit for community service. The truth is, the credit is given for the learning, not for the service. Many faculty members do not at first grasp this distinction.*

*For other faculty members, service-learning is not yet on the radar screen. These need to hear about this new methodology from a trusted faculty friend. Once you locate a small group of practitioners on campus, encourage them to talk with their colleagues about their service-learning courses.*

*Those faculty members who equate lecturing with teaching will be suspicious, and many think that service-learning is merely a way to get out of lecturing or a way to slack off on the rigor of the course. These faculty members will probably never be interested in using a teaching method that demands they share control of the class with their students.*

*Many faculty members are concerned with their students’ learning as much as they are focused on the scholarship in their field. Locate them! They will welcome service-learning as another tool in the craft of teaching and another window onto scholarship. They are on the look out for ways to bring together their students and the central ideas of their discipline. Service-learning offers the kind of engagement they are looking for.*

*Finally, some senior faculty members who have been in the profession 20, 25, 30 years, need to be reinvigorated, refreshed and re-energized with regard to their teaching. It may have become all too routine. Locate them. They are ripe to learn of service-learning: it will have them interacting with students, solving problems together as co-learners; it will meet their own need to give back to the community out of their rich experience—both new experiences for many. In short, for many senior faculty, service-learning is a new start, a rediscovery of the joy of teaching and learning and the satisfaction of knowing that their students’ learning is also building up the* *community*.

***12. How do I prepare my students for service-learning?***

*Service-learning sites may be in locations unfamiliar to many of your students, e.g., a public housing complex, an inner city community center or a rural school building. Often*

**Getting Started Frequently Asked Questions**

*the sites will put your students in contact with ethnic, racial, and class groups that are not routine for them. Treat the service-learning experience as a case of cross-cultural contact and intercultural communication. In these cases, orientation sessions are useful, especially when they are conducted by agency representatives. Students need to be given clear information about the agency and the individuals with whom they will be working. We would further suggest that orientation sessions be held at or near the service site, so students can, from the start, sense the ambience of the location. Such sessions should also give students a chance to ask questions about the site and satisfy any concerns they may have.*

If the site is in a high crime area, or one reputed to be high in crime, be prudent and point out to your student’s sensible guidelines such as going during daylight hours and traveling with a partner. Get crime statistics from the local Police Department to help inform students of the risks (see section on Managing Risk, below).

*Regardless of safety, dress is an issue. Students should dress appropriately and consistent with the activities in which they will be engaged. Demeanor is as important as dress. Students should adopt a confident manner and carry themselves as if they knew exactly where they were going.*

1. ***Do I have to have a project that is part of the credit option for my course?***  *No!*

*You may explore a couple of options; a) extra credit- an assignment that you want to try out and so you offer it as extra credit for students who want to participate. b). Pick a project where you give them two or more options for an assignment and one of the options would be service-learning. For example the could choose from writing a ten page research paper, 15 hours of service-learning or a group project. c). Of course their ids the option of the class assignment that is the service-learning project and it is part of the students semester grade.*

1. ***Do I have to require 15 hours of service?*** *Not if you are just doing the assignment*

*without expecting it to be transcripted. The students may still count the project as community service and put it on their resume as experience, but to be transcripted it must meet the minimum 15 hour requirement.*

**Faculty Resources Finding a Service Provider**

###### Faculty Resources

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* **Finding a Service Provider**
* **Contacting Provider**
* **Faculty Contacts/Coordinators**
* **Conduct Reflections**
* **Setting Orientations**

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**Finding a Service Provider**

**1. Consider your community**

What potential service-opportunity providers can you identify?

* Schools
* Nursing Homes
* Habitat for Humanity
* Scouting Groups
* Religious by affiliated assistance groups (NAM)
* Meal on Wheels
* Animal Rescue Shelters
* The Red Cross
* Day Cares
* The Harris/Montgomery County Parks Department
* Consult Websites, i.e. *www.volunteerhouston.org*

**2. What are the needs of the community?**

* Consult newspapers
* Community leaders
* Principals
1. **What other priorities can be considered?**
* Disaster preparedness
* Child abuse/safety
* Cultural awareness/tolerance
* Energy/water conservation

**4. Most of all, consider your students:**

* What demographic groups are in your classes?
* What are your student's expectations, abilities, etc.
* What kind of Service Learning options is appropriate for them?

*Remember: Students rise to meet our expectations and they will learn things in places we did not expect them to learn.*

**Contacting Service Provider**

 Once you have decided on a project and you know where you would like to go for your project it is time to contact that Agency.

* 1. Please call the Agency where you would like to have the volunteers go and talk to them first.
		+ Discuss what kind of project your class is doing.
		+ When you envision your students being able to come as volunteers and what your requirements will be for the class.
		+ Please also find out what requirements they have as an Agency for your students to fulfill. Do you students need to attend a safety seminar or a lecture on health issues?
	2. Next, set up a time for you to meet with the Agency coordinator. Go by and tour the facilities.
* Talk in person about the requirements and give them a copy of the assignment.
* Discuss sign in or hour requirements and how that will be handled.
	1. Now plan how you will conduct your orientation. Will you have one on-site? If so, discuss this with the Agency Coordinator.
	2. Please check in with the Agency Coordinator through out the semester to make sure your students are doing what you expect them to.
	3. At the end of the Semester please have the Agency Coordinator fill out the Evaluation form and submit it to the System for tracking purposes.

**Faculty Resources Faculty Contacts/Coordinators**

**Faculty Coordinators/Contacts**

Role of the FacultyCoordinator/ Contact:

* Recruit faculty to implement Service-Learning in their courses and to provide one-to-one assistance for them.
* Sponsor student orientation sessions at the beginning of each Fall/Spring semester.
* Resource person for faculty, students, and providers (disseminate forms,

Handbooks, pamphlets, technical assistance for classroom)

* Service Learning leader for the campus
* Provide Information sessions on campus about Service-Learning for

 faculty and students.

* Record keeper for college

**Coordinators for Spring 2004:**

**North Harris College-** Diana Cooley x 7814

**Kingwood College-** Brian Smaefsky x1609

**Tomball College-** Clark Friesen x1807

**Montgomery College-** Karyn Friesen x7483

**Cy Fair College-**  Idolina Hernadez

**Setting Orientations**

Orientations may occur on the Campuses at the beginning of each Fall and Spring Semester starting in the Fall of 2003. These will be Campus wide orientations for the Students to orient them to “What is Service Learning” and to get them ready for the Service Learning experience in their courses. Teachers are encouraged to still have an on-site orientation at the Agency and to orient the Students in class to their particular project. The Campus Coordinator may be of assistance with this.

**Appendix**

 Appendices Reflections

**WAYS TO DO A REFLECTION**

## How Reflection Takes Place

## The reflective activities described in this guide take place individually: writing in a journal, systematically observing something, filling out an evaluation sheet, or working on an assignment. This may take place with another person: in a conference with the program leader, talking with a site supervisor, or discussing the week’s high (or low) points with a friend. Or they may be in a group: giving encouragement to others, listening, planning something, brainstorming on how to solve a problem a group member is facing, role-playing, studying related subject matter, or preparing or giving a formal presentation.

## When to do Reflection

## In some cases, the real question is not how reflection takes place, but when to do it. Program leaders have found a variety of ways to fit opportunities for reflection into sometimes inhospitable program structures. Three of the most popular are listed below.

## Individual Conferences: Some programs provide the opportunity for individual discussions between each participant and his/her teacher or adult supervisor. For example, in one school where all eighth graders go to their community service sites once a week for the entire morning, they ‘check in’ with the program coordinator on arrival. Although the exchange is limited, there is an opportunity to spot new problems, to celebrate a success with a word of congratulations, and to plan for further discussion if needed. The skilled program leader learns to recognize the “early warnings” that indicate that a one-to-one conference is in order.

## Informal Group Exchange: In some programs, students must meet together briefly either before or after going to their community placements to get equipment, arrange transportation, file reports, etc. These gatherings provide opportunities for exchanging ideas for reporting on successes or difficulties, for group problem solving and so on. Schedules should be flexible, so that these sessions can be extended to allow more in-depth discussions.

## Weekly Group Meetings: Ideally, a group session lasting at least an hour once or twice a week is built into the program’s structure from the beginning. For example, in one school-based learning program, students spend one class period a week at a local day-care center. A second period during the week is devoted to reflection.

These are the most common means by which program leaders provide occasions for formal reflection on experience. Of course, merely setting time to think, talk, and write about experience does not guarantee that productive reflection will occur, a matter touched on in the following section.

**Appendices Reflections**

**Reflection Suggestions**

Energizer with a Ball Toss: Toss a Koosh ball or Nerf ball at participants in random ways. Toss the ball with a question and they have to toss it back with a response.

Round the Room: Ask a question and go around the room with an answer.

Metaphor Making: Ask them to create a metaphor for their experience.

Problem Solving: In a small group, form a circle. Ask one member of the group to identify a problem in the community/world that she/he feels needs action and resolution. The next member in the group is then to pose a solution through action. Each subsequent member then is asked to build on this solution until the group feels it has reached consensus on how the problem can be solved. This can be altered in a number of ways using the same process of group reflection and sharing. Consensus may or may not be a part of the process.

Role Playing: In a group, ask the participants to assume the role of those in the community with whom they worked. In this role, ask students to think about and respond to the following questions:

1. How did it feel to work with this volunteer?
2. How successful do you feel the experience was?
3. What did you gain with the volunteer?
4. What did you share with the volunteer
5. Hoe do you feel the volunteer may have changed as a result of this experience?

Music: Choose music that is meaningful and has lyrics that relate to the experience of the group. Have participants listen to either part or all of the song. Lead a group discussion on the meaning of the lyrics and how they relate to the experience of each person.

Sentence Stems: Provide each person with a handout that has sentence stems. Give each person time to fill in the sentence stems with either words or drawings. Have them share their responses with the group or in pairs. Sample sentence stems include: I learned…, I was surprised to see or feel…, I want to learn more about…

Compiled from Chesbrough, R. & Hill.; Mansueto, L. (1998)

**Appendices Reflections**

###### STAND AND DECLARE

**GOALS:** To engage in a discussion that incorporates different beliefs, values and actions.

To connect statements with service experience(s).

**GROUP SIZE:** Approximately 10-30

**TIME REQUIRED:** 30 minutes (depends on the number of statements included)

**MATERIALS:** Prepared statements

**PHYSICAL SETTING:** Room large enough for participants to easily move between four separate parts of the room. The room should be set up in a way that allows participants who are physically disabled to also move about the room and participate in the activity.

**PROCESS:**

1. First, Divide the room into four sections and tell the group where each section is located.
2. Read aloud the following instructions for the activity: “I am going to read a series of statements one at a time. Once I finish reading the statement, assess how you feel about the statement and then move to the appropriate section of the room. If you **strongly agree** with the statement, please move to the first section of the room. If you **agree** with the statement, please move to the second section of the room. If you **disagree** with the statement, please move to the third section of the room. Finally, if you **strongly disagree**, please move to the last section of the room. Note that there is no in between or middle ground. You must decide.”
3. Read each statement two times, allowing participants a moment to think about it.
4. Once everyone has moved to their respective section of the room, facilitate a conversation that incorporates each of the different positions that participants hold. After basic reasons are offered, let participants know that they are free to switch categories if they were persuaded by someone else’s argument.

What differentiates agree from strongly disagree? What are the underlying values that are involved? What inspired some folks to move from one category to another? A fun twist is to have one side try to offer reasons as to why those who are positioned in an opposite category from them are there. Then have the people in that opposite category state whether the group accurately portrayed their interests and reasons for responding the way they did to the statement.

1. After reading all of the statements, have participants return to their seats and discuss the activity. What surprised them? How did they feel about being forced to choose a response, etc.?

**Appendices Reflections**

###### STAND AND DECLARE STATEMENTS

* 1. You would take different job that you know you would not like, but would make $10,000 more.
	2. Same scenario, now $50,000. *(Did people change categories with the increase in money? What were their reasons for switching? How do they feel about switching?)*
	3. Giving $25 to the United Way is service. (Charity vs. Social Justice)
	4. Community service should be a high school graduation requirement.
	5. Colleges should collaborate with religious institutions to provide needed service to the community.
	6. People who are HIV positive should be allowed to work with children.
	7. Biking to work rather than driving is a form of service.
	8. Seventy-five percent of senior citizens cannot take care of themselves.
	9. Those who are only doing service to put it on their resume should not be doing it.
	10. If the root problem is not being addressed in a service project, then the project should not be done.
	11. We need to focus on serving the needs within the United States before we serve those outside our borders.
	12. Service-Learning should be required for all students.
	13. Service is not really service if the providers get paid.
	14. Public education does a good job of preparing young people for the future.

**Appendices Reflections**

###### FORCE FIELD ANALYSIS

**GOALS:** To identify and prioritizedriving and resisting forces for change

To provide a context that allows participants to brainstorm solutions that augment driving forces and/or minimize restraining forces

**INTRODUCTION:** “You must be the change you wish to see in the world.” Gandhi

Providing service is an active way to alter the current realities of a situation or an environment. According to Kurt Lewin, situations result from the combination of driving forces and restraining forces. Driving forces are those factors that are pushing for something to occur. This can include things like motivation, additional staff members, or legislation. Restraining forces, on the other hand, are factors that impede change, which could consist of time constraints or lack of funding. If driving forces have more emphasis or weight on a situation, then change occurs. However, if resisting forces outweigh driving forces, then change does not occur. Thus, in order to change a situation, one must examine both the driving forces and the restrainingforces in order to strategize ways to either strengthen the driving forces or weaken the resisting forces or find a combination of the two.

(Additional information can be found at the following web site:

[www.naspa.org/netresults/article.cfm?ID=151&catefory=Feature](http://www.naspa.org/netresults/article.cfm?ID=151&catefory=Feature)

**GROUP SIZE:** Varies. The activity is very effective with smaller groups of 4-6 people, but can also work with large groups. Consider breaking large groups into smaller units.

**TIME REQUIRED:** Approximately 30-45 minutes, depending on the issue’s complexity.

**MATERIALS:** Either 1. Large chalkboard, chalk and eraser

1. Large dry erase board, dry erase markers and eraser.
2. Flip chart and markers

 OR

* 1. Large post it note pads or paper/poster board, markers and tape to post on wall if there is no adhesive on the paper.

There should be enough of these items (either 1,2,3 or 4) or areas for each small group **and** for one large group diagram.

**PHYSICAL SETTING:** Room with chalk board, dry erase board, or wall space large enough to put up poster board or large post-it note paper for small groups to gather together, brainstorm and record their collective thoughts in the form of a diagram on the board or paper.

**Appendices Reflections**

**PROCESS:**

1. Identify the issue or problem that is to be analyzed by the participants.
2. Have each small group write a description of the ideal situation that they would like to achieve.
3. Draw a large “T” on the board/flip chart/paper.
4. At the top left of the “T”, write “driving forces” or put a “+” to represent these factors. Then, on the top right side of the “T”, write “restraining forces” or put

a “-“.

1. Brainstorm a list of the forces that are pushing towards the ideal situation. These could be internal or external forces. Record the responses on the left side of the line below the “driving forces” category.
2. Brainstorm a list of the restraining forces that are slowing or preventing movement towards the ideal situation. Record the responses on the right side of the paper below the “Resisting forces.”

**If you have divided a large group into small groups, now is an opportunity to invite each group to share their list of driving and resisting factors on the identified issue. Compile responses into one large chart for the entire group to use. This can also be done after step VII.**

1. Prioritize each of the factors in each column. This can be done be providing magnitude to each of the forces. Which factors carry more importance and weight? Are there more factors on one side than the other? Do a few factors on one side weigh more than factors on the other side? Why might this be so?
2. Facilitate a dialogue about ways that the resistors could be decreased, as well as ways that driving forces could be strengthened. Are there factors that are both barriers and driving forces? How can this type of discrepancy be explained? What system level are the students operating from (personal, classroom, campus, community, national, or world level)?
3. Ask participants to silently reflect in which ways they are currently driving or resisting the change of the identified problem. Have them share with a partner o with the entire group. Then, discuss what role they, as a group, play in making the ideal situation become a reality. What should be done next?

**Note:** This is an excellent reflection activity that can be used throughout a service-learning project, as the magnitude of forces is not static. Incorporate course theory into the discussion to help students make the connection between how theory informs and is shaped by practice. If one factor has changed in magnitude, how has the equilibrium changed? How would a particular theorist explain that change? Should energies be focused on the same area in the same way? If things do not change, what will happen? Also, compare diagrams from the beginning of the semester or project to those at the end. How have things changed? How did the participants personally change? If things did not change, why might that be? What barriers still exist?

**Appendices Reflections**

**Example:** Sociology

Force field issue: Children living in poverty in our community

Ideal State: No children living in poverty in our community

|  |  |  |
| --- | --- | --- |
| **Driving Forces or Pros** |  | **Restraining Forces** |
| **Social workers→** |  | **←Lack of education** |
| **Loving parents→** |  | **←Inadequate health care** |
| **School nutrition programs→** |  | **←Poor nutrition** |
| **After school programs→** |  | **←Violence in the home** |
|  |  |  |

**Example:** Allied health

Force field issue: Increase in AIDS incidences among African American in city

Ideal State: No AIDS, period

|  |  |  |
| --- | --- | --- |
| **Driving Forces or +** |  | **Restraining Forces or -** |
| **Involvement of faith communities→** |  | **←Inadequate public health funding** |
| **Greater access to AIDS information→** |  | **←Lack of education/awareness** |
| **Local political leaders bring clout to the issue→** |  | **←Lack of personal responsibility****←High I/V drug use** |
| **Grant funding→****Charismatic campus leaders→** |  | **←Racism** |

**Appendices Reflections**

###### COMMUNITY MURAL

**GOALS:** To artistically express feelings and learning’s from a service experience.

 To create a collective statement about aspects of an issue facing a community

**GROUP SIZE:** Can vary

**TIME REQUIRED:** Approximately 50 minutes total.

 10 minutes of introduction, gathering supplies and closure

 15 minutes of individual time

 25 minutes of group time

**MATERIALS:** A long sheet of butcher paper (or several sheets of poster board) and tape, as well as whatever type of media the facilitator chooses to use for the activity. Possible sources of media include but are not limited to the following:

* Paper and chalk, crayons, markers, charcoal, finger paints or pencils
* Magazines (words and images can be torn out), glue and paper
* Construction paper in various shades (can be torn, folded, et.), blue and paper

**PHYSICAL SETTING:** Room large enough for each participant to spread out and either sits on the floor, at tables or at desks to create a picture, drawing, collage or image.

**PROCESS:**

1. Begin by asking participants to close their eyes so you can guide them through a silent reflection about their personal experiences with the service project. What was the service project? How did they feel before beginning the service? During the experience? What did they see? What did they hear? What surprised them or frustrated them about the experience? How do they feel now? What image captures or expresses their feelings and learning from this experience?
2. Participants should open their eyes and then quietly select a few supplies to create the image they imagined. *\*\*The focus of this activity is on the expression of individuality and creativity, NOT on artistic ability. \*\**
3. Allow participants time to create their individual images.
4. When participants are finished, ask them to take turns sharing their image and its meaning with the group.
5. After everyone has shared their creation, participants should combine their images into a collective mural by attaching (by glue or tape) their image to the larger poster board or butcher paper.
6. Facilitate a discussion about the similarities and differences between individual experiences. What themes emerged? Did gender, race, ability, or socio-economic status affect experiences? What connections exist between the mural and course theories? How do various theories inform the realities that participants encountered? What is theory failing to address?

**Appendices Reflections**

###### SIGNIFICANT LEARNINGS\*

Draw a picture or design a graphic or symbol to identify one or more of the items listed below.

* The personal accomplishment that makes you most proud in your service experience
* Your greatest failure at your service site
* Your happiest, saddest, angriest or most disappointing moment in your service experience
* An important opportunity offered to you by your service assignment
* An important opportunity you have offered to others by performing service

\*Adapted from Synergist, Winter, 1977; reprint 90

**Appendices Reflections**

JOURNALS

**WHAT IS A JOURNAL?**

A journal is a record of meaningful events, thoughts, feelings, interpretations and ideas. In this class, your journal is to be focused on service experiences and the learning experience you gain.

**WHY MUST YOU KEEP A SERVICE-LEARNING JOURNAL?**

1. To practice the writing process
2. To analyze service situations
3. To articulate your own reactions to your service experience
4. To record the learning you gain and document progress toward learning objective.
5. To develop recommendations for action or change

**HOW SHOULD YOU APPROACH THE SERVICE-LEARNING JOURNAL?**

Think of your journal as a daily record of a journey, an exploration, and a passage from one point of knowledge and understanding to another point further along. In nautical terms, a log is a daily register of the ship's progress and incidents of the voyage.

You need to be a good observer. First, you must observe and record factual events and details, but you must record more than what you did. Next, you must reflect on what you observed and record what you understand, feel question and have ideas about. What is your interpretation of your experiences? Think of journal writing as putting into words what you now know, think, feel, or question after your day's "journey".

**Appendices Reflections**

***Quotations for Journal Entries***

After reading the following quotations, please reflect in your journal the times or places you have experienced or observed these principles to be true.

1. "I am only one, but I am one. I cannot do everything, but I can do something. And I will not let what I cannot do interfere with what I can do." - Edward Everett Hale
2. "Tell me and I forget

Show me and I remember

But let me, and I understand." - Author unknown

3. "Everybody can be great because everyone can serve." - Martin Luther King, Jr.

4. "The ability think straight,

 some knowledge of the past,

 some vision of the future,

 some skill to do useful service,

 some urge to fill that service into the well being of the community -

 these are the most vital things education must try to produce." -

Virginia Gildersleeve in Many a Good Crusade

5. "Experience is not what happens to a man; it is what a man does with what happens to him." - Aldous Huxley

**Appendices Reflections**

###### CRITICAL INCIDENTS\*

Describe an incident, problem or crises that you didn't know how to handle. Why was the situation particularly difficult?

What was your first reaction? What was your initial response? What did you actually do?

List three other ways you might have responded.

What of the above actions seems most appropriate now?

**Draw your perception of your "community"**

"Many students are fooled into believing that all of the experiences providing personal growth during their college years can be founding the sage and tidy arrangement of buildings…called the college campus. Many opportunities for personal growth, though can only be found by looking beyond these…walls into the larger community, city-wide, nationwide, and worldwide, of which

they are also members." - Leslie Ocker

**Appendices Resources**

**Community Service Learning**

**Essential Reading Bibliography**

*AAHE's Series on Service-Learning in the Disciplines* monograph series.

Washington, DC: AAHE Publications, 1999.

Bringle, Robert G., Games, Richard, and Malloy, Edward A. (eds) *Colleges and Universities as Citizens*, Needham, MA: Allyn & Bacon, 1999.

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Delve, Cecilia I., Mintz, Suzanne D., Stewart, Greig M. (eds.) *Community Service as Values Education*, New Directions for Teaching and Learning, No. 50, San Francisco, CA: Jossey-Bass, 1990.

Eyler, Janet and Giles, Dwight E. Jr., *Where's the Learning in Service-Learning*? San Francisco, CA: Jossey-Bass, 1999.

Eyler, Janet, Giles, Dwight E. Jr., Schmiede, Angela. *A Practitioner's Guide to Reflection in Service-learning: Student Voices and Reflections.* Nashville, TN: Vanderbuilt University, 1996.

Howard, Jeffery (ed.) *Praxis I:A Faculty Casebook on Community Service, and Praxis II: Service Learning Resources for University Students, Staff and Faculty.* Ann Arbor, MI: Office of Community Service Learning, 1993.

Jacoby, Barbara, and Associates. *Service-Learning in Higher Education: Concepts and Practices.* San Francisco, CA: Jossey-Bass, 1996.

Kendall, Jane, et al. *Combining Service and Learning: A Resource Book for Community and Public Service.* Vols. I and II. Raleigh, NC: National Society for Internships and Experiential Education, 1990.

*Michigan Journal of Community Service Learning*. (3), Fall 1996. Ann Arbor: OCSL Press, The University of Michigan. Available through the Michigan Journal of Community Service Learning website at http://www.umich.edu/-ocsl/MJCSL/.

Rhoads, Robert A. and Jeffrey P.F. Howard (eds.) *Academic Service Learning: A Pedagogy of Action and Reflection.* New Directions for Teaching and Learning, San Francisco: Jossey-Bass (73), Spring 1998.

Stanton, T., Giles, D., Jr., Cruz, N. Service-Learning: *A Movement's Pioneers Reflect on Its Origins, Practice and Future.* San Francisco, CA: Jossey-Bass, 1999.

Zlotkowski, Edward (ed.) *Successful Service-Learning Programs: New Models of Excellence in Higher Education.* Boston, MA: Anker Publishing Company, 1998.

**Forms**

LSCS Faculty Checklist

###### for Service Learning

 Contact your Campus Coordinator for Service-Learning

 Find/plan activity/assignment to meet course-learning outcomes

Contact your Campus Coordinator for Service-Learning to make sure the site provider has an agreement with the System, if not then work with the Coordinator to arrange this.

Contact a site or provider to work with in your community.

Meet with the site provider. Discuss your proposed project, how to implement it at their site, discuss the orientation and how your evaluation process would work.

 Write your syllabus -- include all aspects of the Service Learning project.

Contact your Campus Coordinator for Service-Learning. Discuss your project, orientations schedule, reflections and get the forms necessary for your students to participate in the project.

 Inform students you are doing Service Learning on the first day of class

 Have your students fill out the releases and get them notarized.

 Have the releases retuned to your Campus coordinator before your project begins.

 Have students attend an orientation for the Service Learning project

 Reflect on the orientation (see Handbook page )

 Check periodically on how the project is going. Faculty need to be visible or involved in some way with evaluating and monitoring the project.

Have the site provider fill out an end of the semester evaluation.(see forms 1.2 and 1.5 in appendix)

 **Form1.1**

**Service-Learning Community Partner Evaluation Form**

Lone Star CollegeSystem Service-Learning Program

* 250 N. Sam Houston Parkway East, Houston, TX 77060
* Phone: 281-260-3115; Fax: 281-260-3154
* Questions? Contact Bonnie Longnion, Coordinator of Service-Learning

INSTRUCTIONS FOR COMMUNITY PARTNERS

Please complete this evaluation and return it to Bonnie Longnion, Coordinator of Service-Learning by the end of the semester in which the students served at your agency. Your feedback is essential to the success of the Service-Learning Program. Thank you for your willingness to include students at your agency!

Agency/Organization Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Person Completing This Evaluation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mailing Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Course Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Course# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Section \_\_\_\_\_\_\_\_\_\_\_

Instruction Name(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Students participated in a service-learning project: ٱ Individually ٱ In Small Groups ٱ One Time Event

How many students participated in this service-learning project? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The service-learning project was: ٱ On-Going (All Semester) ٱ Short Term (Partial Semester) ٱ One Time Event

On average, how many service-learning hours did each student participate in? Per Week \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Total Hours \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How did the service-learning project(s) fit into the goals of your agency/organization? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What contribution did the students make to your agency/organization? How did your agency and/or your clients’ benefit from their work? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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After working with service-learners this semester, do you feel that your agency/organization was able to provide students with an experience that enhances their coursework? Why or why not? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Please Be Sure To Complete the Back of this Form** Form 1.2

Did you encounter problems with any of the service-learning placements/projects? If so, please describe in detail. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How could the LSCS Service-Learning program and/or LSCS faculty member(s) have further assisted you? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Please comment on the students’ participation, overall performance with assigned responsibilities, and willingness to learn new ideas and skills. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Is your agency/organization interested in hosting another group of service-learners in the future? YES/NO

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do you have any questions about the LSCS Service-Learning Program? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Additional comments and/or suggestions? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Optional: In order to continue publicizing the impact of service learning, we may want to quote your comments in publications and presentations. Please indicate your permission for us to do so. Thank you!

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 SERVICE-LEARNING ASSIGNMENT FORM

(If getting credit in more than one course, please include information for both courses)

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course(s) / Section # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Student Information

(Please print)

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SSN\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mailing Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Street) (City) (Zip Code)

Phone # (\_\_\_\_\_\_\_)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Work (\_\_\_\_\_\_\_)\_\_\_\_\_\_\_\_\_\_\_\_\_\_e-mail\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Assignment Information

LSCS Professor(s) Name(1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Please Print Name)

Community Site\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Name of Agency/Organization)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Address) (Phone #)

Community Agency/Organization Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Name) (Phone #)

## STUDENT RELEASE STATEMENT

The undersigned, being over the age of 18 years, hereby acknowledges that there are risks of physical harm and injury inherent in service activities including, but not limited to, working with people, participating in sports and recreation activities, cleaning and maintenance projects, preparing and serving food, other service activities, and in transportation to and from service work sites. In consideration of Lone Star CollegeSystem (LSCS) allowing me to participate in the service-learning program, I hereby assume all risks associated with the service program and/or activity and with the travel related thereto. I assume full and complete responsibility for any injury or accident that may occur to me or the vehicle in which I am driving or riding in connection with the service program and/or activity. I knowingly and intentionally hereby release and waive any and all claims, of whatsoever kind or nature, that I may have against LSCS, its board of trustees, employees, agents and representatives, resulting, in whole or in part, from participation in the service program and/or activity. This release and waiver shall be binding on my heirs, administrators, and assigns.

I specifically acknowledge that in performing these activities, I am doing so in the status of a service/volunteer for the community agency, and not a service/volunteer, employee or agent of LSCS. I acknowledge that workers compensation benefits are not extended to me in my capacity as a service/volunteer and hold LSCS harmless from any of my negligent acts. I further state that I am not in any way an employee of LSCS or the organization in which my service learning experiences are provided.

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Student

 Dated: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

STATE OF TEXAS \*

HARRIS COUNTY \*

 BEFORE ME, the undersigned authority, on this day personally appeared \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Known to me to be the person whose name is subscribed to the foregoing instrument; and he/she executed said instrument for the purposes and consideration therein expressed.

 GIVEN UNDER MY HAND AND SEAL OF OFFICE this \_\_\_\_\_\_\_\_ day of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Notary Public in and for the

 State of Texas

 My Commission Expires: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Form 1.3

## SERVICE-LEARNING AGREEMENT

In recognition of the fact that service without learning is not service-learning, this document the academic intent of the service-learner and informs the site supervisor of the academic goals of the service placement. Each service-learner will develop a learning plan composed of at least three measurable learning objectives. Your professor and site supervisor will acknowledge your objectives by signing this document. Some examples of objectives are provided to assist you in developing your own.

### Learning Objective #1

(Example for homeless shelter assignment might be: to identify some causes of homelessness)

### Learning Objective #2

(Example for tutoring assignment might be: to identify problems common to the mastery of algebra)

#### Learning Objective #3

(Example for child development assignment might be: to observe and record gender distinctions in child behavior)

##### SERVICE LEARNING TIME LOG

|  |  |  |
| --- | --- | --- |
| Date | Activities | Time Spent |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency/Organization Name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency/Organization Supervisor Signature Date

Distribution: White – Faculty, Canary – Agency/Organization, Pink - Student

 Form 1.4

LONE STAR COLLEGESYSTEM

**SERVICE-LEARNING PROGRAM**

**STUDENT COMMUNITY SERVICE-LEARNING**

**FINAL EVALUATION**

STUDENT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_AGENCY/ORGANIZATION: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

INSTRUCTOR: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_SUPERVISOR’S NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (PRINTED)

COURSE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_SUPERVISOR’S SIGNATURE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 SUPERVISOR’S PHONE NUMBER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TIME FRAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_TOTAL HOURS VOLUNTEERED: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | EXCELLENT | VERYGOOD | AVERAGE | BELOWAVERAGE | POOR | CANNOTRATE |
| ATTENDANCE |  |  |  |  |  |  |
| COOPERATION |  |  |  |  |  |  |
| ACCEPTANCE OF RESPONSIBILITY |  |  |  |  |  |  |
| CONCERN FOR NEEDS OF COMMUNITY AND CLIENTS |  |  |  |  |  |  |
| COMPLETION OF ASSIGNMENTS |  |  |  |  |  |  |
| DEPENDABILITY |  |  |  |  |  |  |
| RESOURCEFULNESS, CREATIVITY |  |  |  |  |  |  |
| COMMUNICATION SKILLS; LISTENING, SPEAKING, WRITING |  |  |  |  |  |  |
| TIME UTILIZATION |  |  |  |  |  |  |
| EAGERNESS TO LEARN |  |  |  |  |  |  |
| ABILITY TO SET AND MEET OBJECTIVES |  |  |  |  |  |  |
| ADAPTABILITY |  |  |  |  |  |  |
| OVERALL EVALUATION OF PERFORMANCE |  |  |  |  |  |  |

OTHER COMMENTS: (USE BACK OF PAPER IF NEEDED.)

Thank you very much for your efforts. The student will go over the evaluation with the instructor. We appreciate your involvement in the learning process.

Distribution: White – Faculty, Canary – Service-Learning Office, Pink – Student

 Form 1.5

***LONE STAR COLLEGESYSTEM***

**SERVICE-LEARNING PROGRAM**

**STUDENT COMMUNITY SERVICE-LEARNING**

**MID-SEMESTER PROGRESS REPORT**

STUDENT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_VOLUNTEER AGENCY/ORGANIZATION: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TODAY’S DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_AGENCY/ORGANIZATION TELEPHONE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SUPERVISOR’S NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_SUPERVISOR’S SIGNATURE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SERVICE HOURS TO DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_EVALUATION PERIOD (DATES). \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **OVERALL PERFORMANCE** | **NEEDS****HELP** | **AVERAGE** | **GOOD** | **EXCELLENT** | **CANNOT****RATE** | **COMMENTS** |
| PUNCTUAL: gets to work on timeTimes Absent:Times Tardy: |  |  |  |  |  |  |
| DEPENDABILITY:Prompt, trustworthy, follows directions, meets obligations |  |  |  |  |  |  |
| ADAPTABILITY:Catches on fast, follows detailed instructions, can switch jobs |  |  |  |  |  |  |
| ABILITY TO GET ALONG:Cooperative, well mannered, social and emotional stability |  |  |  |  |  |  |
| ATTITUDE:Enthusiastic, a good team worker, willing to cooperate, desires to improve |  |  |  |  |  |  |
| INITIATIVE:Ability to work without supervision, self-motivating |  |  |  |  |  |  |
| ACCEPTS SUGGESTIONS:Eager to improve, seeks assistance, follow through |  |  |  |  |  |  |

Do you think this individual is performing well at this stage of the program?

YES \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ NO \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please explain: (USE THE BACK OF PAPER IF NEEDED)

If there have been any problems, describe the circumstances and the outcome:

THANK YOU FOR YOUR HELP!

Dstribution: White – Faculty, Canary – Service-Learning Office, Pink – Student Form 1.6