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Simple Steps to Teaching a Service Learning Class

Service-learning is a teaching and learning strategy that integrates meaningful community service with course content and reflection to enrich the learning experience, teach social and civic responsibility, and strengthen communities.

You will need to:

- Attend the PDW training
- Complete the Service Learning Application: The application will ask you to write up a brief outline of your planned project. You will need to explain how the project reinforces the objectives of your course.

For the course:

- Use the pre-assessment and post assessments
- Include a reflection assignment [https://www.ppcc.edu/service-learning.curriculum/classroom](https://www.ppcc.edu/service-learning.curriculum/classroom)
- Provide service options for your students (various off campus locations/days/times, different projects, research, etc.)
- Add service learning syllabus statement: (This section of [COM 123] is a PPCC endorsed service-learning class. Students will spend a part of the course semester on a service-learning activity. This activity will address a need in our community, support our course objectives, involve a connection between the campus and the world around it, challenge students to be civically engaged, and involve structured student reflection.)
- Assign a significant service learning project

We will provide:

- Pedagogical support materials
- Forms (liability, partner, etc.)
- Assessments of the service learning experience
- Marketing for your course
- A note in Banner defining your class as a service-learning course
- Opportunities for your students to share their learning experiences (Reporting on Parley, Facebook, Twitter, “Talk Service” (on ppcc.edu/service), and Celebrate Service event in April)
- Training at PDW
FAQ:

- **Do I have to rewrite my entire syllabus?** No, in fact this should be just an enhancement to your current syllabus. Your objectives remain the same; you are just shifting the way you achieve the goals.

- **Does the project have to be for the whole semester?** No. You might just choose to have one project. You are in control of the duration of your project.

- **Do I have to assign all my students the same serving learning project?** No. It is well documented that students thrive when they care about what they are learning. We suggest that you provide as many options as possible to allow students to follow their passion.

LINKS TO HELP YOU DEVELOP YOUR IDEAS:

- [http://www.gcsu.edu/engagement/docs/101_BRIGHT_IDEAS_FOR_SERVICE_LEARNING.pdf](http://www.gcsu.edu/engagement/docs/101_BRIGHT_IDEAS_FOR_SERVICE_LEARNING.pdf) (projects by discipline)
- [http://www.ppcc.edu/service](http://www.ppcc.edu/service) (many resources)
GREETINGS, SERVICE-LEARNING FACULTY!

You are about to embark on an exciting journey that promises to enrich your teaching experience at Pikes Peak Community College while also providing concrete and measurable benefits to our students and community. We are excited that you are including service-learning as a project in your course.

Service-learning is one of the most powerful programs for change in the world. It is a proven effective teaching strategy endorsed by The American Association of University Professors, the American Association of Community Colleges, the American Association of Higher Education, Campus Compact, and many others. At PPCC, we are excited to offer service-learning as another strategy that will expand and complement the excellent educational experience we already provide.

CCCS faculty who have incorporated service-learning in their classes have made these comments about their experiences:

"Service-Learning is a crucial part of the college experience; it's important knowledge that can't be learned from inside the classroom." --Integrated Technology Faculty

"The most rewarding part of Service-learning for me is watching as students not only start to understand the coursework behind the service project, but also how they embrace what a difference they are making in the lives of others – there is truly nothing like it for everyone involved!" --Accounting Faculty

"Service-learning provides students an opportunity to become change agents. Education doesn't stop with students coming to an understanding about the problems that exist in the world; they get out into the world and make it better a better place." --Women's Studies Faculty

As you can see, service-learning can be a very rewarding experience. This handbook is designed to provide you with basic information to help guide your implementation of service-learning in your class. It is a work in progress, and your suggestions for additions and improvements are welcomed.

Let us know how to support you on your journey!
MISSION STATEMENT

To facilitate student learning, cultivate an engaged and socially responsible citizenry, and empower students and faculty to affect positive change in their communities through the use of meaningful service experiences.

STUDENT SUCCESS GOALS

ACADEMIC DEVELOPMENT

- To enhance students’ learning by enabling them to practice skills and integrate classroom knowledge with related service experiences
- To improve problem-solving and critical thinking skills
- To empower students with a greater responsibility for their learning

CAREER DEVELOPMENT

- To foster a reaffirmation of students’ career choices
- To provide networking opportunities
- To gain valuable occupational experience

PERSONAL DEVELOPMENT

- To provide a sense of empowerment, pride, and self-confidence
- To develop leadership and communication skills
- To increase social responsibility by allowing students to explore issues in the community that intrigue and/or concern them

DIVERSITY GOALS

- To expose participants to cross-cultural experiences, societal inadequacies and injustices
- To challenge participants’ perceptions of certain issues, communities, or populations
- To foster mutual respect among all service-learning participants

A university should be a place of light, of liberty, and of learning.
~Benjamin Disraeli
PARTNERSHIP GOALS

- To provide opportunities for students, faculty, and staff to create a stronger bond with community organizations
- To accomplish local community goals by utilizing the skills, expertise, and enthusiasm of college faculty, staff, and students
- To act as co-educators with community agencies

COLLABORATION AND INNOVATION GOALS

- To develop an environment of collegial participation among students, faculty, and the community
- To ensure quality implementation of service-learning projects in the classroom
- To disseminate models of service-learning excellence to stakeholders within and beyond our institution
- To provide ongoing training and development opportunities for an integrated service-learning program on campus

Teach this simple truth to all: A generous heart, kind speech, and a life of service and compassion are the things which renew humanity.

~Buddha
CHAPTER 1: INTRODUCTION TO SERVICE-LEARNING

WHAT IS SERVICE-LEARNING?

Service-learning is a teaching and learning strategy that integrates meaningful community service with course content and reflection to enrich the learning experience, teach social and civic responsibility, and strengthen communities.

IS SERVICE-LEARNING A LEGITIMATE PEDAGOGY?¹

Service-learning’s foundation is in the ideas set forth by philosopher John Dewey over a half century ago. Dewey first proposed the ideas that were developed into an experiential education framework by David Kolb. Dewey’s six-step process of inquiry was re-conceptualized by Kolb as a recursive learning cycle involving 1) concrete experiences; 2) reflective observation; 3) abstract conceptualization; and 4) active experimentation. Community and work settings formed the basis for reflection. Because the model was student-centered, Kolb believed it allowed a variety of student learning styles to develop.

The model helps students enter into a cyclical process of learning and supports all student learning styles. Further, the model becomes a pedagogical framework within which instructors can develop specific service-learning class projects and assignments. Instructors may find that stages do not necessarily happen in sequence or in clearly defined segments for students. It’s possible that several or all stages could be happening at once.

**How is Service-Learning Different from Other Types of Service?**

Service-learning is fully integrated into your formal academic studies. Service-learning projects are directly related to, and equally balanced with, the learning objectives of your course. This distinguishes service-learning from other types of community partnering activities and projects as shown in the following chart.

<table>
<thead>
<tr>
<th>Recipient</th>
<th>BENEFICIARY</th>
<th>Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service</td>
<td>FOCUS</td>
<td>Learning</td>
</tr>
</tbody>
</table>

**Service-Learning**

<table>
<thead>
<tr>
<th>Community Service</th>
<th>Field Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community service is the engagement of students in activities that primarily focus on the service that is being provided as well as the benefits the service activities have on the recipients (e.g. providing food to the homeless during the holidays). The students receive some benefits by learning more about how their service makes a difference in the lives of the service recipients.</td>
<td>Field education programs provide students with co-curricular service opportunities that are related, but not fully integrated, with their academic studies. Students perform the service as part of a program that is designed primarily to enhance students' understanding of a field study, while also providing substantial emphasis on the service being provided.</td>
</tr>
</tbody>
</table>

**Volunteerism**

Volunteerism is the engagement of students in activities where the primary emphasis is on the service being provided and the primary intended beneficiary is clearly the recipient.

**Internship**

Internship programs engage students in service activities primarily for the purpose of providing students with hands-on experiences that enhance their learning or understanding of issues relevant to a particular area of study.
What are Some Examples of Service-Learning Projects?

- Research and write articles
- Produce a newsletter
- Organize a speakers’ forum
- Design a web page
- Create a library of agency materials
- Organize a health fair
- Tutor or train tutors
- Research and write grant proposals
- Provide graphic design work
- Develop marketing campaigns
- Conduct business research
- Shoot public service announcements
- Lead a reading/math enrichment program for children
- Conduct statistical analysis
- Create a Healthy Eating Presentation
- Analyze air, water, or habitat quality
- Initiate a recycling program
- Create a pamphlet of advocacy
- Assist with an anti-violence campaign
- Present conflict resolution strategies to local groups
- Teach computer skills to the elderly
- Participate in a “language/service” exchange
- Develop a youth recreation program
- Write and perform a children’s theater production
- Monitor a habitat
- Document oral histories
- Organize cultural events
- Teach financial literacy

For examples of more discipline specific service-learning projects, refer to Chapter 5.

What are the Benefits of Service-Learning?

Benefits to Faculty and College

- Brings the classroom and course content to life for students.
- Engages students in meaningful, hands-on learning opportunities, leading to greater student engagement and course retention.
- Increased opportunities to engage all learning styles of students.
- Renewal and of teaching, research, and faculty service activities.

From what we get, we can make a living; what we give, however, makes a life.

~Arthur Ashe
Benefits to Students

- Increases retention of academic content because of real-life application and consequences.
- Increases students’ passion for and engagement in the course material.
- Teaches students how to become more involved in their communities and better understand their role as a community member.
- Helps students think critically and logically about real-life situations.
- Increases students’ ability to work well in groups.
- Exposes students to a wider variety of job possibilities and job contacts than they would simply sitting in a classroom.
- Improves interpersonal and human relations skills, which are increasingly viewed as the most important skills for achieving success in professional and personal life.

Benefits to Community

- Establishes and builds meaningful and generative relationships between the college and community partner.
- Provides a way to meet pressing community needs.
- Creates ways to expand current services.
- Increases human resources for problem solving.
- Provides opportunities to participate in the educational process of our world’s future employees and community leaders.

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

~Ralph Waldo Emerson
Chapter 2: Before Beginning Service-Learning Projects

Planning and Preparation

There are a number of options for incorporating service-learning into your coursework. For example, you may choose to have a one-time service-learning activity or have students involved in a weekly service-learning activity throughout the semester. Service-learning may be a required or optional course component for your students.

Service-learning activities should directly relate to course objectives and learning goals should be clearly developed before the activity is initiated.

This will increase the likelihood that students will benefit intellectually from the service. As you plan your service-learning project, consider the following:

- How students will be grouped. Will this be an individual activity? Pairs? Groups?
- Will the service-learning project be stipulated?
- How much time will be required?
- Which course objectives will be met with the service-learning activity?
- How student learning will be assessed? Most instructors include reflective writing assignments. (Guidelines are below.)

Be the change you wish to see in the world.  

~Ghandi
Choosing a Project Model

There are multiple models available to help you define your project. These include, but are not limited to:

- **Placement Model**
  - Choose from several placement sites
  - Continuous service during the semester

- **Presentation Model**
  - Material learned in class is developed into a presentation for the community partner

- **Presentation-Plus Model**
  - Presentations are made in the context of a mini-fair, mini-conference, or workshop

- **Product Model**
  - Students produce a concrete deliverable for a community partner

- **Other Models**
  - Direct Service – personal contact
  - Indirect Experience – behind the scenes; no direct contact
  - Advocacy – use voices and talents to eliminate a problem or raise awareness
  - Community-Based Research (CBR) – collaborative research to solve a problem or effect social change
  - Group vs. individual projects
**Selecting a Community Partner**

If the student **has a choice** of where, when, and how to serve, there are no liability waivers necessary from PPCC. Accordingly, when a faculty member assigns community service as part of the required course curriculum, students should be offered more than one option for completing the out of class component.

For example, I assign an argument essay called “How Do I Serve?” In this case, the student might draw on previous experience or a current interest. Students also might choose to serve in something new and write about it. Another example is an anthropology course where students are required to attend a group that they have little experience with or knowledge of. **A generic example is an assignment that requires five hours of service in the community and a follow up essay reflecting on the learning experience.** (Extra credit follows the same guidelines: e.g. attend a community service event and answer the following analytic questions.)

The key here is that the instructor isn’t deciding where, when, with whom the student will work outside of class.

For a **stipulated outside of class service project**, a partner agreement and a liability waiver are necessary. This is for service that students participate in as a class requirement where the instructor chooses a particular site/organization. However, we recommend that the instructor offer an alternate site or organization for completion of the required project.

There is an inherent risk in any out-of-classroom activity. All students should be made fully aware of and consent to any risk associated with their placement. The community partner will be expected to hold liability insurance for volunteers and will thus be responsible for any on-site incidents. Faculty should use their wisdom and discernment in deciding whether the site is an appropriate placement for individual students.
Field trips require a form and request, located on the portal. The easiest way to handle transportation would be to have everyone meet at the site. However, there are school vehicles available through Student Life.

College service projects require a waiver, but the instructor does not have to oversee this process. PPCC faculty, staff, and students will have opportunities to participate in college sponsored service projects. The sponsoring group (like The Office of Sustainability for Creek Week) is responsible to collect waivers from all participants on site or beforehand. Much like a field trip, the easiest way to handle transportation would be to have everyone meet at the site.

Choice is Key

The more decisions a student makes the more our liability is decreased. Choosing to take a service-learning course is one decision. Accepting the syllabus policy statement is another decision. A choice on the project constitutes another decision.

Accommodating Students with Disabilities

Students who require an accommodation for a disability will need to inform you of this, just as they would in any class. Feel free to consult with an OASIS representative to develop ways of ensuring students with disabilities are able to complete project requirements.
Creating a Service-learning Syllabus

Service-learning projects should be directly related to course objectives and learning outcomes.

The main components of a service-learning syllabus include:

- Description of the service-learning experience
- Learning goals and objectives of the service-learning and anticipated outcomes of the experience for the students and community partners
- Opportunities for structured and guided reflection on the connections of the service-learning and academic content
- Integration of service-learning and academic content both in teaching and assessment

Examples of Service-learning Syllabi

Syllabus Statement:

This section of [COM 123] is a PPCC endorsed service-learning class. Students will spend a part of the course semester on a service-learning activity. This activity will address a need in our community, support our course objectives, involve a connection between the campus and the world around it, challenge students to be civically engaged, and involve structured student reflection.

Examples of service-learning syllabi can be found at the following websites:

- National Center for Community Colleges: [http://www.mesacc.edu/other/engagement/Syllabi.shtml](http://www.mesacc.edu/other/engagement/Syllabi.shtml)

We have it in our power to begin the world again.

~Thomas Paine
Preparing Students for Service

Along with the usual orientation to your course, you will need to spend some time talking with students about the unique pedagogy introduced through service-learning. This orientation will help set the stage for a positive student and community partner experiences and should include:

- The definition and purpose of service-learning
- The purpose of their specific service-learning assignment in relation to the course objectives in your class
- The criteria upon which they will be graded
- Expected behavior while working with community partners
- The significance of the project to the community partner
- Required paperwork, including deadlines for submitting forms (see Forms Appendix)
- Other project logistics (the number of required service hours, names of community partners, etc.)

The orientation may include a community partner representative and/or a representative from the Service-Learning Collaborative.

I am only one, but still I am one. I cannot do everything, but still I can do something; and because I cannot do everything, I will not refuse to do the something that I can do.

~Edward Everett Hale
CHAPTER 3: DURING SERVICE-LEARNING PROJECTS

COMMUNICATION

Open and on-going communication with all involved in the service-learning project is critical for success. Be specific about how communication will be maintained during the project. You may choose to have meetings with the student and community partner prior to, once or twice during, and at the end of the project to discuss progress. Community partners and students should be able to contact you via email or telephone during the project.

USING REFLECTION AND JOURNALING

Reflection is the key ingredient for transforming service experiences into learning. It helps students connect class content, readings, and service experiences to create deeper understanding of course material. Mark Cooper\(^2\) has proposed three levels of reflection that will facilitate transformative learning:

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

**THE MICROSCOPE** (makes the small experience large)
- What happened? Describe your experience.

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\(^2\)Cooper, Mark, “Reflection: Getting Learning Out of Serving, The Big Dummy’s guide to Service-Learning”
What would you change about this situation if you were in charge?
What have you learned about this agency, these people, or the community?
Was there a moment of failure, success, indecision, doubt, humor, frustration, happiness, and sadness? Describe it.
Do you feel your actions had any impact? What more needs to be done?
Does this experience compliment or contrast with what you are learning in class? How?
Has learning through experience taught you more, less, or the same as learning in the classroom? In what ways?

The binoculars (makes the distant experience close up)

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

A list of Reflection Ideas

The following is a list of reflection activities you may choose to use or adapt for your course.

Journals

Students can write freely in journals that can be submitted periodically to their instructor for feedback. Journal entries can be incorporated into final essays reflecting their experience during the project. The ORID Model (shown below) is helpful when choosing a journaling assignment. The ORID model provides a progression of questions types intended to move students from reflecting on the concrete experience to analytical and subjective reasoning, which mirrors the Kolb learning cycle (above). The progression may be completed within one assignment and/or over the course of the semester.

Objective – questions about concrete experiences
  o What did students do, observe, etc.? What happened?

The mind, once expanded to the dimensions of bigger ideas, never returns to its original size.

~Oliver Wendell Holmes

The mind, once expanded to the dimensions of bigger ideas, never returns to its original size.

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Reflective – questions about the affective experience
- How did the experience feel? What did the experience remind them of? How did their feelings change?

Interpretive – questions that explore cognitive experience
- How did their thinking change? What did they learn?

Decisional – questions that lead to a shift in knowledge, awareness, and understanding
- What will they do differently next time? How will this experience affect them in the future?

Free Association Brainstorming

This activity is best completed during the first part of the course and can be used in conjunction with an introduction to the service-learning requirement for their course. Pass out a packet of sticky notes to each student. Have them write out all the associations they have about service-learning on the sticky notes. Ask them to write one thought per note. Tape three sheets of newsprint to the classroom walls and draw a smiley face on one, a frown on another, and a bewildered face on the last. Have students post their notes on the newsprint according to the feeling association they have for each thought (smile, frown, bewildered). Give them a chance to talk about their ideas about service-learning. Follow with an introduction to the service-learning assignment for your course and use this time to dispel any myths they may have.

Quotes by inspirational writers or heard during service

Using quotes can be an excellent way to initiate reflection as they are often succinct and thought-provoking. There is an ample supply available on-line and interspersed in this handbook and the student handbook. Students might use the quote to start a reflective paper and then share their thoughts and feelings about the service-learning in class. Ask students to find lyrics of a song that reflect their feelings about the service-learning experiences. They can bring the song in and share it during a classroom reflection period. This activity can help with classroom bonding and with vicarious learning across experiences.

In the end we will conserve only what we love. We will love only what we understand. We will understand only what we are taught.

~Baba Dioum
Reflective Essays

Students may be asked to write two or three more formal reflective essays throughout the project. These may focus on personal development, academic connection to course content, or ideas and recommendation for future action.

Directed Writings

Directed writings ask students to consider the service experience within the framework of the course content. The instructor identifies a section from the textbook or other course readings and structures a question for students to answer. Directed writings provide opportunity for application and critical analysis of course content.

Experiential Research Paper

This paper is a way for students to take a particular experience at the learning site and write a critical reflection of the experience in a formal writing assignment. Students are asked to identify the underlying social issue being exposed in the experience. They are then asked to research the issue and then make recommendations for future action. Class presentations of the research paper can be a culminating project.

Directed Readings

Directed readings are a way to prompt students to consider their service experience within a broader context of social responsibility and civic literacy. The readings should challenge students to apply discipline knowledge to current social needs. Reflective writing can follow directed readings.

Ethical Case Studies

Ethical case studies provide the opportunity for students to practice ethical decision making and appropriate courses of action. This can foster the clarification of personal beliefs and values. Students can write a case study of an ethical dilemma they faced at a service site, including a description of the context, the individuals involved, and the controversy or event that created the ethical dilemma. Case studies can be read in class and the class can discuss how they would respond to the situation. This encourages collaborative learning.

Structured Class Discussions

It is helpful for students to share site stories with classmates. Facilitation of class discussions provide a way for students to collaborate and offer solutions to puzzling situations encountered.
at the service site. For every puzzle described, classmates are encouraged to provide at least three possible solutions.

**Student Portfolios**

Student portfolios chronicle the service-learning experience in a way that can be presented to others, including instructors and prospective employers. Portfolios may include pictures of the site, paperwork, reflective writing, and concrete examples of providing solutions to a social problem encountered during the project. Portfolios may be submitted to the instructor as a means for course assessment.

**Class Presentations**

A way for students to share their experience with classmates is via a classroom presentation. This might include a video, PowerPoint, bulletin board, panel discussion or persuasive speech. This is a way for students to display their work in a public format. Students can also present to their community partner as a way to conclude service.

**Creating a Webpage or Facebook Page**

Students may use on-line social media to disseminate lessons learned throughout or at the end of their projects. This can serve as a form of summative assessment for the project.

**Poster Sessions**

Similar to presenting at an academic conference, students might prepare a poster summarizing background, key learning, and outcomes from their projects. These can be presented either in the class or made accessible to the college as a whole.

**Open Forum with Community Partner**

Community partners may be invited to the class to participate in a reflective dialogue with project participants, the course instructor and students who may not have been involved in the project. This can be an opportunity to highlight key learning moments during the project, to thank community partners, and to strengthen relationships.

The only thing that can save the world is the reclaiming of the awareness of the world.

~Allen Ginsberg
How do I help my students remain safe at a stipulated service site?

To ensure student safety and help them negotiate difficult situations, provide the following guidance:

- Prevention is the best medicine. Be sure to complete an orientation with your community partner before starting your service-learning project.
- Know where you are going. Make sure you have the correct address and a verbal description if possible. Get the telephone number so you can call for instructions if you get lost. Have a map. Check the route before you go.
- Before you go to the site, make an appointment so that people are expecting you.
- Do not go where you are not expected. Always let someone know where you are going and when to expect you back.
- Avoid being a target for trouble by:
  - Being aware of your environment at all times
  - Not bringing large amounts of cash or valuable items
  - Not leaving the same articles visible in your car, whether locked or unlocked
- Always lock your car. When returning to a parked car, have the key in your hand as you approach. Before opening the car, visually check around, under and inside.
- Take action if necessary. It is very unusual to be harassed or threatened while volunteering in the community or traveling to a site. If you should be harassed or threatened, try to leave the area and avoid the situation. Then, notify appropriate authority (i.e. supervisor or agency contact, police, etc).
- Immediately report any incident or accident to your service-learning instructor.
- Sign a Liability Waiver (See Forms Appendix) prior to starting your service-learning project.
- If an incident occurs with your student at the service-learning site, report it to appropriate authorities (community partner, PPCC public safety, etc.)

The noblest question in the world is what good may I do in it?

~Benjamin Franklin
Chapter 4: Concluding Service-Learning

Celebrating Students' Accomplishments

It is important to spend time celebrating successes of the student service-learning experience. This may be accomplished in a number of affordable and time-sensitive ways, including:

- Providing a Certificate of Accomplishment during a final class
- Group photo
- Exhibits
- Journal sharing of most meaningful passages
- Food
- Celebration with your community partner

Saying “Thank You”

Students and/or faculty are strongly encouraged to send “thank you” letters to the community partner. The “thank you” may include lessons learned throughout the semester. This is simply another way to build relationships with community partners.

Evaluation and Assessment

Evaluation and assessment occurs at all levels of service-learning: instructors assess students on learning outcomes; students and faculty are asked to evaluate community partners; community partners are asked to evaluate their experiences; and the success of the service-learning program itself is also evaluated.

Students are primarily assessed on integration of knowledge throughout service-learning. As with any course, you will be developing assessment tools that provide students a chance to demonstrate their learning. You will also want to evaluate the success of your service-learning course/project to refine and redesign based on what works and what needs improvement. You will receive some guidance on how to do this assessment during your training. In general, it will include feedback from students and community partners as well as your own assessment of the experience.

We have included in this handbook two assessment tools (see Forms Appendix) which may be helpful to you during your service-learning experience.
Chapter 5: Resources for Faculty

For assistance in developing and integrating your service-learning project, please refer to the following resources.

Common Faculty Questions

1. Will service-learning water-down the academic rigor of my class?
   If done well, service-learning is actually one of the most effective pedagogies available to ensure student learning. Students' experience working with a community partner coupled with guided reflection by you provides the means for a comprehensive integration of course objectives. Service-learning does not change what we teach, but how we teach.

2. How will I know I am applying the service-learning pedagogy effectively?
   You will not be flying solo as you begin to incorporate service-learning into your courses. There are a number of supports in place to help you along the way including this handbook, specific training provided through Pikes Peak Community College, and access to members of our Service-Learning Committee who will provide information and support and answer questions at any time.

3. How will I know if my students are prepared to help others in a meaningful way?
   Community partners will likely provide some sort of orientation to volunteers. Although not all difficulties can be anticipated, students generally rise to the occasion when presented with the task of helping and being accountable to others. They see that their service is tied to creating meaningful relationships and a better world.

4. How can we expect students to fit service-learning into their already busy schedules?
   If well-planned, service-learning will not take more time than any other coursework. The most important thing to keep in mind is that service-learning is not an "add-on" to your course, but a different method of teaching the same content you are already covering.

5. I am concerned about liability issues. What if something happens to my students while they are doing their service?
   There is an inherent risk in any out-of-classroom activity. The community partner will be expected to hold liability insurance for volunteers and will thus be responsible for any on-
site incidents. Faculty should use their wisdom and discernment in deciding assignment options.

6. Can students do just a single day of service? Yes. Students may be involved in a single event, such as helping with a Martin Luther King Day walk or sponsoring an activity on campus. What is key is that course objectives are being met and reflection of the activity is involved.

Examples of Discipline Specific Service-Learning Projects

While the list below does not encompass every course or discipline on campus, we hope it will help stimulate your thinking on service-learning projects that are appropriate for your discipline or course.

<table>
<thead>
<tr>
<th>Accounting</th>
<th>Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students develop and lead workshops for residents of low-income areas on household finances, budgeting, etc.</td>
<td>• Students make or paint bowls and then sell them full of soup at a hunger awareness event</td>
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<tr>
<td>• Students work with the Volunteer Tax Income Assistance program</td>
<td>• Students paint a mural for a school or non-profit agency</td>
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<td></td>
<td>• Students used recycled art as a medium (could be combined with an environmental studies class)</td>
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<thead>
<tr>
<th>Biochemistry</th>
<th>Biology</th>
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<tbody>
<tr>
<td>• Students conduct seminars for teens on the effects of substance abuse on the body.</td>
<td>• Students identify and remove invasive non-native species</td>
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<table>
<thead>
<tr>
<th>Business Administration</th>
<th>Chemistry</th>
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</thead>
<tbody>
<tr>
<td>• Students volunteer with Junior Achievement</td>
<td>• Students distribute brochures about the dangers of lead-based paint in older homes, take paint samples from older homes, analyze the samples in a laboratory, and distribute results to</td>
</tr>
<tr>
<td>• Students prepare business plans for non-profit agencies</td>
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</tbody>
</table>

Intelligent people can always come up with intelligent reasons to do nothing.

~Scott Simon
<table>
<thead>
<tr>
<th>Service Learning Faculty Handbook</th>
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<tbody>
<tr>
<td><strong>Students write up business plans to help high school students sell arts and crafts to build a scholarship fund</strong></td>
</tr>
<tr>
<td><strong>homeowners and government officials</strong></td>
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<tr>
<th>Children's Lit</th>
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<tbody>
<tr>
<td><strong>Students participate in an organized storytelling or reading group in a local school</strong></td>
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<thead>
<tr>
<th>Communications</th>
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<tbody>
<tr>
<td><strong>Students assess the needs of an agency and then develop a training session for agency staff to help them communicate more effectively with clients</strong></td>
</tr>
<tr>
<td><strong>Students conduct workshops on interpersonal communication and conflict resolution for elementary school children</strong></td>
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</table>

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<thead>
<tr>
<th>Computer Science</th>
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<tbody>
<tr>
<td><strong>Students develop databases or websites for non-profit agencies</strong></td>
</tr>
<tr>
<td><strong>Students assist service-learning program coordinator with developing and maintaining a service-learning resource website</strong></td>
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<thead>
<tr>
<th>Economics</th>
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<tbody>
<tr>
<td><strong>Students analyze statistics gathered by a non-profit organization</strong></td>
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<thead>
<tr>
<th>Education</th>
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</thead>
<tbody>
<tr>
<td><strong>Students tutor low-income children</strong></td>
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<tr>
<td><strong>Students develop a strategy to teach adult literacy</strong></td>
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<table>
<thead>
<tr>
<th>English/Composition</th>
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<tbody>
<tr>
<td><strong>Students tutor in a local GED prep class</strong></td>
</tr>
<tr>
<td><strong>Students participate in a pen-pal program with elementary school children</strong></td>
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<tr>
<td><strong>Students write letters to lobby support for a particular issue within the community</strong></td>
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<thead>
<tr>
<th>Environmental Science</th>
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<tbody>
<tr>
<td><strong>Students conduct an energy survey and make recommendations for energy savings in businesses, homes, the university, and schools</strong></td>
</tr>
<tr>
<td><strong>Students teach elementary school children strategies to protect the environment</strong></td>
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<thead>
<tr>
<th>Foreign Languages</th>
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<tr>
<td><strong>Students tutor in a local elementary school</strong></td>
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<tr>
<td><strong>Students translate documents</strong></td>
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<tr>
<td><strong>Students present on a specific aspect of language or culture at a nursing home or school</strong></td>
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<tr>
<td>Field</td>
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<tr>
<td>Geography</td>
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<tr>
<td>Geology</td>
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<tr>
<td>Graphic Design</td>
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<tr>
<td>History</td>
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<tr>
<td>Horticulture</td>
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<tr>
<td>Marketing</td>
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<tr>
<td>Math</td>
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<tr>
<td>Music</td>
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<tr>
<td>Philosophy</td>
</tr>
<tr>
<td>Photography</td>
</tr>
<tr>
<td>Diversity, social reform, and community esteem</td>
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<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td><strong>Physics</strong></td>
</tr>
<tr>
<td>- Students conduct activities and demonstrations on physics basics to elementary school children</td>
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<tr>
<td><strong>Political Science</strong></td>
</tr>
<tr>
<td>- Students work with grass roots senior citizen’s groups to lobby for legislation that better meets older people’s needs</td>
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<tr>
<td>- Students develop workshops for local elementary schools focusing on the importance of civic engagement</td>
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<tr>
<td>- Students conduct a voter registration drive on campus</td>
</tr>
<tr>
<td>- Students assist high school students in the voter registration process</td>
</tr>
<tr>
<td><strong>Psychology</strong></td>
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<tr>
<td>- Students volunteer at a hospital for the mentally ill</td>
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<tr>
<td>- Students work to apply psychological principles to promote positive behavioral changes</td>
</tr>
<tr>
<td>- Students volunteer at an agency that provides therapy to children with autism or other developmental disabilities</td>
</tr>
<tr>
<td><strong>Sociology</strong></td>
</tr>
<tr>
<td>- Students volunteer at a non-profit agency that emphasizes human services</td>
</tr>
<tr>
<td><strong>Technical Writing</strong></td>
</tr>
<tr>
<td>- Students work for a non-profit organization developing technical writing projects such as: public service announcements, grant proposals, brochures, posters, newsletters, and web sites</td>
</tr>
<tr>
<td><strong>Women’s Studies</strong></td>
</tr>
<tr>
<td>- Students assist in leading a Girl Scout Troop</td>
</tr>
<tr>
<td>- Students volunteer with an organization that provides support and teaches positive developmental skills to adolescent girls</td>
</tr>
<tr>
<td>- Students develop a curriculum to teach middle school and high school students about breaking down gender stereotypes</td>
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</tbody>
</table>
Service-Learning Contacts

Robin Schofield  
Service-Learning Director  
719 502-3478  
robin.schofield@ppcc.edu

Jo Ellen Becco  
Service-Learning Director  
719 502-3110  
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Bruce McCluggage  
Service-Learning Assessment  
719 502-3493  
bruce.mccluggage@ppcc.edu
COMMUNITY PARTNERS

We are currently compiling a database of potential community partners who are willing to accept service-learning students. Please review our website to access information about those community partners. When developing new partnerships with agencies not currently in our database, please ask the community partner to fill out a Community Partner Information Form (see Forms Appendix) and return the forms to Robin Schofield or Jo Ellen Becco or ServiceLearning@ppcc.edu

ON-LINE RESOURCES

The following websites are good sources of general information about service-learning:

- Campus Compact [http://www.compact.org/]
- National Center for Community Colleges [http://www.mesacc.edu/other/engagement/]
- National Service-Learning Clearinghouse [http://www.servicelearning.org/]

PPCC ON-LINE RESOURCES  [HTTP://WWW.PPCC.EDU/SERVICE]

Email  ServiceLearning@ppcc.edu

There is no greater calling than to serve your fellow men. There is no greater contribution than to help the weak. There is no greater satisfaction than to have done it well.

~Walter Reuther

GOOD LUCK WITH YOUR SERVICE-LEARNING PROJECT!
APPENDIX

STIPULATED SERVICE FORMS

- Student Liability Waiver (Below)
- Partner Agreement (Available as Memorandum of Understanding on Portal)

OTHER FORMS

- Media Release Form (Below)
- Field Trip Form (Available on Portal)

ASSESSMENTS

- Student Pre-Survey
- Community Partner Survey
- Student Post-Survey
- Faculty Survey

All assessment surveys will be hyperlinked on the website https://www.ppcc.edu/service-learning/curriculum/assessment
Student Liability Waiver
Service-Learning Program

I __________________________have agreed to VOLUNTEER as a

_________________________________________________________ (job description) at _________________________ (organization) from

________________________ (begin date) to approximately ______(end date).

I understand that I will not be paid for my services and I am not covered under PPCC’s liability insurance. I understand that I will need to complete all registration materials the organization requires.

_________________________________________ (Signature) _______________(Date)
Student Media Release Form

Service-Learning Program

I give permission to the Pikes Peak Community College to edit, reformat, and publish my image, words, and work to promote and assess service learning at PPCC. I understand that my name and work will be published and distributed.

Acknowledgement and Electronic Signature

I acknowledge that my name below is serving the same function as an electronic signature and is hereby granting PPCC the permissions stipulated in this document.

Print or sign full name here: