

UNIVERSITY OF
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FACULTY
HANDBOOK
FOR
SERVICE -
LEARNING

Computer Affairs and Community Service



UNIVERSITY OF MARYLAND

OFFICE OF THE SENIOR VICE PRESIDENT
FOR ACADEMIC AFFAIRS AND PROVOST

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February 1, 1999

Dear Colleagues:

Service-learning is a significant pedagogy that can help us fulfill our missions of teaching, research, and service. Service-learning, combining community service and academic learning, is much more than students charitably offering their time to the disadvantaged. Rather than simply "doing good," high quality service-learning actually amounts to "doing scholarship." Service-learning connects academic and community expertise to deepen student learning, to develop long-term solutions to real-world problems, and to create new knowledge.

The University of Maryland includes service-learning in its strategic plan as a means of enhancing undergraduate education while providing critical service to the state. I am proud of the University of Maryland faculty who use service-learning innovatively in their classrooms, laboratories, and beyond the campus. I encourage you to use this handbook as a stimulus for renewing your teaching, advancing your research, and becoming more engaged in local communities. Use it as a basis for thought-provoking discussions with colleagues and as a guide for curriculum planning.

This handbook is one of the many resources available to faculty who are interested in service-learning. Marie Troppe, Coordinator of Service-Learning, and the staff of Community Service Programs are available to provide referrals to community service sites, technical assistance, sample course syllabi, connections to faculty in your discipline who practice service-learning, mini-grants for course design, access to national and local faculty development opportunities, and a wealth of print and Internet resources.

I look forward to seeing the dynamic service-learning projects that you create.

Sincerely,

A handwritten signature in black ink, appearing to read "Gregory L. Geoffroy".

Gregory L. Geoffroy
Senior Vice President for Academic Affairs and Provost

GLG:mdg

F A C U L T Y
H A N D B O O K
F O R
S E R V I C E -
L E A R N I N G

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Copies of this handbook are available from Commuter
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Preface

Since 1993, several research studies have suggested that service-learning enhances the academic learning of college students. At the University of Maryland, faculty in various disciplines—including botany, psychology, engineering, education, Spanish, English, health education, and family studies—already integrate service-learning into their courses. Through appropriately selected placements and ongoing reflection activities, these faculty have found that service-learning helps them achieve their course objectives.

The purpose of this handbook is to provide information and tools to help faculty incorporate service-learning within existing courses or create new service-learning courses. It also provides academic advisors, department chairs and others in the academic community with an introduction to service-learning so that they can support faculty efforts. This handbook explores conceptual questions about service-learning and offers practical suggestions for implementation. Community Service Programs staff (located in Commuter Affairs and Community Service, 1195 Stamp Student Union, 301-314-CARE) can help you identify community contacts and additional resources such as the *Michigan Journal of Community Service Learning* (the leading peer-reviewed service-learning journal), reflection guides, bibliographies, electronic listservs and discipline-specific monographs on service-learning.

The following advisory group met throughout the summer of 1998 to develop this handbook. They deserve many thanks for their time, creativity, and commitment to academic rigor.

KerryAnn O'Meara, College Park Scholars
Jerry Greenberg, Health Education
Otto Wilson, Engineering
Megan Cooperman, Community Service Programs

I look forward to exploring with you the many possibilities that service-learning can offer our students, the University, and the surrounding community.

Editor
Marie Troppe
Coordinator of Service-Learning
Commuter Affairs and Community Service

Table of Contents

Part One: What Service-Learning Is and Why We Do It

I. What is Service-Learning?	7
II. The Benefits of Service-Learning	9
III. Curricular Options	11
IV. Connecting Service-Learning to Scholarship	16

Part Two: Now That You've Decided to Do Service-Learning

V. Quality Issues in Service-Learning	23
VI. Service-Learning Course Examples	37
VII. Reflection	41
VIII. Evaluation	44
IX. Frequently Asked Questions	51
References	55
Suggestions for Further Reading	57
Appendices	59
I. Liability Issues	61
II. Sampling of Community Service Programs Handouts	63
III. List of all Community Service Programs Handouts	79

Part One:
What Service-Learning Is
and Why We Do It

I. What is Service-Learning?

Service-learning combines community service with structured opportunities for learning. This handbook specifically addresses service-learning in the curriculum, the combination of community service with academic coursework. When designed and implemented thoughtfully, service-learning:

- enables students to achieve learning goals
- engages students in active learning
- integrates disciplinary theory and knowledge with practice
- deepens understanding of the complex causes of social problems
- creates new knowledge.

Examples of Service-Learning

While service-learning will not be suitable for every course, it can be used in most disciplines, as evidenced by the examples below.

- In an **engineering design** course, students design and build mechanical devices to assist people with physical, developmental or learning disabilities. Some students create bathroom scales to be used by people who are visually impaired. Other students develop a specially-designed stuffed animal to demonstrate cause and effect relationships to children. (Children can push various control panel buttons on the teddy bear’s belly to evoke different responses from the bear, thus helping the children to relate structure to function, differentiate among the various buttons’ functions and practice their motor skills.)
- **Landscape architecture** students design and plant a community garden at a women’s shelter. Residents gain an enhanced living environment while students learn principles and methods of site analysis. Students also apply landscape construction principles to grading, drainage, and pedestrian circulation issues.
- **Computer science** students projects develop databases for non-profit agencies. Students learn about storage strategies, query facilities and integrity constraints while increasing the efficiency of donor tracking systems for agencies that depend on individuals’ voluntary contributions.
- Students tutor children and adults in English for a **linguistics** course on second-language learning. Students observe first-hand how language learners master verb conjugations and adapt to varying grammatical structures. At the same time, those they tutor learn pronunciation and syntax from native speakers.
- In a **biochemistry** course, students conduct seminars for teens on the effects of substance abuse on the body. By teaching others, students learn better about the molecular structures of organic compounds.

See Section VI on p. 37 for more examples of service-learning.

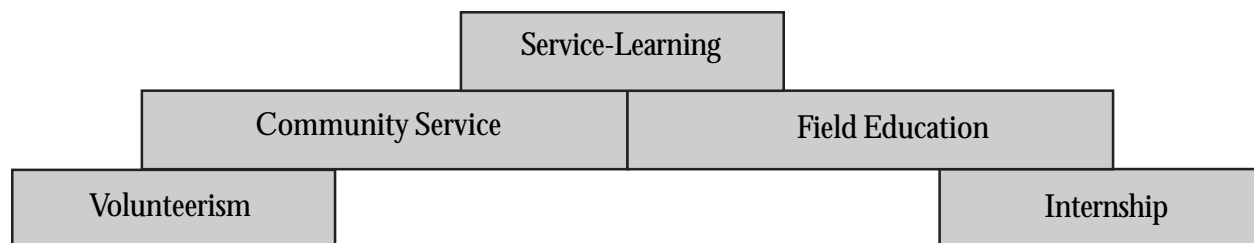
“Service-learning programs are distinguished by their intention to equally benefit the provider and the recipient... ensuring equal focus on the service and the learning ”

How is Service-Learning Different from Other Forms of Experiential Education?

In disciplines that have traditionally made use of practicum courses, clinical courses, ethnography (a way to study another culture or subculture through participant observation that examines the values, beliefs, and meanings of others), internships, fieldwork, participatory observation, and outreach, faculty might be familiar with some aspects of experiential learning. So what is it that makes service-learning distinctive? “Service-learning programs are distinguished from other approaches to experiential education by their intention to equally benefit the provider and the recipient of the service as well as to ensure equal focus on both the service being provided and the learning that is occurring” (Furco, 1996). On the following continuum, each program type (volunteerism, community service, service-learning, field education, and internship) is determined by the intended beneficiary of the service activity and its degree of emphasis on service and/or learning.

Distinctions Among Service Programs

Recipient <----- BENEFCIARY -----> Provider
 Service <----- FOCUS -----> Learning



(Furco 1996)

II. The Benefits of Service-Learning

As a pedagogy and a partnership-building tool, service-learning offers many benefits for students, the university, and surrounding communities.

Benefits for Students

Service-learning can help students develop the habit of critical reflection, deepen their understanding of course content, enable them to integrate theory with practice, sharpen their abilities to solve problems creatively, enhance their skills in working collaboratively and learn about human difference and commonality.

A 1996 national study by The Rand Corporation and the Higher Education Research Institute at UCLA assessed the effects of service-learning on students. Their investigation involved a longitudinal comparison of 2,309 service participants and 1,141 non-participants attending 42 U.S. colleges and universities that had received Learn and Serve: Higher Education grants from the Corporation for National Service. The study reported that the Learn and Serve grant funded programs had a positive impact on students. Compared to non-participants, students who participated in service exhibited higher levels of academic achievement, including the following:

- grades
- degree aspirations
- retention
- contact with faculty
- time devoted to academic endeavors
- academic self-confidence
- students' self-assessments of knowledge gained (Astin 1996).

Several studies indicate service-learning enhances discipline-specific academic learning. In particular, comparative course section studies in philosophy, communications, political science, and psychology have borne this out. (Boss 1994; Cohen and Kinsey, 1994; Markus, Howard and King, 1993; Miller, 1994)

Benefits for Communities

Service-learning frequently builds lasting ties between universities and the communities in which they are located. Community agencies highly value the expertise of college students not only for their enthusiasm but because they are eager to explore the intersection of theory and practice, can be cultivated as potentially lifelong volunteers, and are likely to apply their professional skills to a service commitment.

Community benefits include:

- increased efficiency, quality of services or extent of services offered by university-assisted agencies
- increased access to university resources (e.g., facilities, expertise, programs)
- improved relationships with the university.

Benefits for the University

Service-learning can help universities increase their responsiveness to society's needs. Often, this enhances the public image of universities and can positively impact the curriculum, student recruitment, alumni relations, the sense of community on campus, and the success of fund-raising efforts.

Service-learning can strengthen an educational institution by helping to fulfill its mission in several ways:

- rich opportunities for renewing teaching, research, and service activities
- increased opportunities to engage students of all learning styles
- additional experiential learning settings
- increased access to community partners as co-teachers
- improved town-gown relationships
- retention of multi-ethnic students.

III. Curricular Options

Faculty can integrate service-learning into a course in many ways, some extensive and others not. Possibilities range from basing a written assignment on a one-time service activity to involving students in weekly community service throughout the semester. The curricular options for service-learning described here are not exhaustive. Rather, they are representative of the types of service-learning courses most frequently taught in U.S. universities today.

Service as a Required Course Component

A course requires students to engage in some form of community service (one-time or ongoing, individually or with a group) and complete one or more reflective essays or other activities related to the service experience.

Advantage: Since all students in the course participate in the service and subsequent reflection, they establish a common ground for class discussions and for the synthesis of lectures, readings and observations at the service site.

Disadvantage: Some students might have legitimate reasons for not being able to participate in the service (e.g., child care or transportation issues).

Tips: Consider whether or not you will allow a substitution for the service component. Clarify the requirement in the course schedule, syllabus, and on the first day of class. Clearly explain the rationale for requiring service.

Example: A course on group communication sends students to different agencies to do various tasks with groups of clients. The faculty member asks students to present their findings to the class and to write a paper comparing several of the various settings studied.

Service as an Optional Course Component

Service and accompanying reflection are offered as an alternative to a quiz, particular readings, other experiential learning activity, or a research assignment.

Advantage: Students can choose service-learning or the more “typical” assignment based on their preferred learning styles.

Disadvantages: This creates differences in students’ experiences and thus can make class discussions more difficult. If the faculty member invites the service-learning students to share their community experiences, the non-service-learners might not understand or identify with what the service-learners are saying. Yet if the faculty member does not invite the service-learners to discuss their community experiences, they will fail to reap the benefits of structured reflection. Another disadvantage of this option is that some students might perceive service-based learning as less demanding, seeing it as the “easy way out.”

Tip: Faculty should ensure that whenever a service-based assignment replaces other work, it requires equal levels of academic rigor.

Example: In a psychology course on aging, students can opt to provide recreational activities for nursing home residents in place of reading three articles on aging and the psychological impact of mobility impairment. During a subsequent class discussion, students who chose the readings can compare their reactions with those of their peers whose experience might challenge or reinforce what the readings presented.

Fourth Credit Option

Students enrolled in a three-credit course have the option to earn a fourth credit by performing community service in an area related to the course and by demonstrating learning based on the service experience. A learning contract agreed upon in advance between the faculty member and the student specifies the number of service hours required and the reflection activities (e.g., journal, project, paper) that link the service experience with the course content. This is not currently a university-wide option at UM, but some departments and programs offer such arrangements in particular courses.

Advantages: This option can be student-initiated, if the student takes the responsibility to approach the faculty member and identify the service site. Potentially, a student could link service to any course. This option often serves to introduce faculty members to service-learning.

Disadvantages: By integrating the service-learning component in this manner, you run the risk of not truly integrating service into the course. Unless carefully designed, the service will seem like an add-on to the course. Also, much like supervising a field experience, this option requires extra work from faculty members.

Tips: Be sure to require a student learning contract and review it periodically with the student. Help the student design reflection activities to achieve desired learning outcomes. Contact the service site to discuss the student's progress several times during the semester.

Example: A student in an introductory marketing course develops, administers, and analyzes a survey of client satisfaction for a local meals-on-wheels program. The survey serves as a basis for making recommendations for improved services.

Course Clusters Involving Service-Learning

Two or three courses in different disciplines cluster around a common question or theme and a service experience. Students enroll in all courses in the cluster and do community service at one site or at multiple sites that offer related experiences.

Advantage: Students can critically examine the service experience from the perspective of several different disciplines simultaneously. They can also understand how different disciplinary frameworks inform the discussion of one particular question or theme. Also, faculty have the opportunity to work with each other faculty across disciplines.

Disadvantages: If the faculty member prefers to work with only one community site, he/she will need to select one that can handle a large number of volunteers and will not be confused by the students' various disciplinary approaches. The collaboration involved in team-teaching requires additional faculty time.

Tip: Faculty should work together in advance to set learning goals and explain them clearly to both students and sites.

Example: Faculty devise a course cluster which consists of a nutrition course, a human development course, and a literature course. Students serve at a pregnancy center teaching women how to practice good nutrition, studying the impact of nutrition on short- and long-term outcomes like birth weight and school readiness, and using stories of women in transition to help pregnant women discuss their concerns.

Disciplinary Capstone Courses/Projects

In the form of a capstone seminar, a senior paper or another culminating course, students design and carry out community service projects that demonstrate their fluency in the knowledge base of their disciplines, test their capacity for scholarship in their chosen fields, and enable them to integrate theory and practice.

Advantage: This option provides an opportunity for students to integrate service-learning into their major fields at a higher level. They can integrate knowledge from various courses and prepare themselves to transfer knowledge to the world of work.

Disadvantage: Students' ability to integrate service-learning into their disciplines at this level probably depends on prior and progressively intensive experience with service-learning.

Tip: Capitalize on the expertise of community members who are willing to guide students into increasingly higher levels of critical thinking and analysis. Since they work alongside the students at the site, they are able to extend the influence of the faculty member in shaping and interpreting the experiences of the students.

Example: Elementary education students who have previously worked in homeless shelters produce a children's book about homeless children in order to counter stereotypes about people who are homeless.

Community-Based Action Research

A content-based course or a course in research methods centers around research performed by the students in conjunction with the faculty member and community members. Community members and students contribute equally to setting the research agenda and determining how the results will be used.

Advantage: By using this option, students can produce research that will actually be used because community members have tested and reshaped it throughout the process.

Disadvantage: Without advance relationship-building, inviting community members to help students set the research agenda might be too time-consuming for the confines of a semester course.

Tip: Once a faculty member establishes a relationship with a community group, action research conducted in one semester can lay a foundation for the research to be conducted in a subsequent semester. The first semester in which action research is included in a course is often the most difficult and time-consuming. After that initial period, such projects usually become easier for the faculty member to set up and maintain.

Example: Students of American history after 1865 collect and record oral histories from elderly members of the community about life in the Jim Crow era. Together the students and community members establish an exhibit on the topic for children at a local museum.

Service-Learning Internships/Independent Studies

Students serve intensively—about 10-15 hours per week or 150 hours per semester—in a community site approved by the faculty member. Either individually or in a seminar format, students meet regularly with the professor and relate the service experience to selected readings. Each final paper or project advances both the work of the organization where the student served and the students' knowledge of the academic discipline.

Advantage: Students can engage in service intensively with the guidance of faculty. Students can choose their own topics of study and tailor the community placements to their specific interests.

Disadvantages: The success of such an option depends upon the participation of students with sufficient motivation, maturity, and academic background to work relatively independently. Also, this option is time-intensive for the faculty member.

Tip: Directing students with prior service-learning experience into this option is one effective way of screening students based on their readiness for this option.

Example: For internship credit in international relations, a student serves in an international children's advocacy organization and writes a series of articles comparing child labor laws in various nations for its monthly magazine.

Curricular options are adapted from Enos/Troppe 1996.

NEXT STEPS for determining what curricular option to use in your service-learning course

Consider the course objectives and how community service experience might help your students meet them.

Contact Marie Troppe, Coordinator of Service-Learning, at 301-314-5387 or mtroppe@acmail.umd.edu for sample syllabi and contacts with other faculty doing service-learning in your discipline.

Explore with your colleagues and/or department chair what options or their variations best fit with the curriculum in your department.

Consult with Community Service Programs to help identify appropriate agencies for student placements.

IV. Connecting Service-Learning to Scholarship

Service-Learning as a Tool to Enhance Tenure and Promotion Portfolios

Service-learning can help us fulfill our missions of research, teaching, and service. As such, it is appropriate to include service-learning in tenure and promotion portfolios. If not well documented, however, service-learning might appear to be simply a matter of “doing good” and will not be recognized as teaching, research, or professional service in promotion and tenure decisions. In many cases, the same standards of quality used to measure effective teaching, research, and professional service can be adapted for use in evaluating service-learning. For example, whether related to more traditional faculty activities or to service-learning, the following questions would be equally appropriate: Does the teaching material challenge students to learn competing theories and apply them in appropriate situations? Does the research project include adequate experimental controls? Does the professional service rendered add breadth and depth to the issues being addressed?

Although the University of Maryland does not currently have a statement on service-learning and the tenure process, other universities throughout the U.S. are recognizing the importance of service-learning in the promotion and tenure process by suggesting ways to include service-learning in the faculty dossier. For example, the University of Utah suggests criteria for review committees to consider when evaluating a faculty member’s service-learning teaching experience in its guide called “Evaluating Service-Learning as a Component of Teaching in the Tenure Process.” It recommends that service-learning contributions must relate to the faculty member’s area of scholarship and the service-learning methodology used provides a way for students to synthesize the impact of service-learning experiences on their understanding of the course’s subject matter.

The University of Maryland *Policy on Appointment, Promotion, and Tenure of Faculty* states: “The factors to be considered in appointments and promotions fall into three general categories: (1) teaching and advisement; (2) research, scholarship, and creative activity; (3) professional service. The relative importance of these criteria may vary among different academic units, but each of the criteria shall be considered in every decision.”

Below, the UM policy for each criterion is cited together with tips for presenting service-learning activities in compiling a personal statement.

Teaching

UM Policy: “Every effort shall be made to recognize and emphasize excellence in teaching and advisement.”

In order to recognize service-learning as enhancing teaching, faculty review committees need to see evidence of its impact on student learning and course development.

Tips: Highlight the effects of service-learning on student outcomes.

Demonstrate how service-learning helps achieve course objectives.

Describe a new or revised service-learning class as a teaching innovation.

Include data and excerpts from student reflection journals (with student permission) that detail what students have learned.

Describe presentations on service-learning given at national disciplinary conferences.

Research

UM Policy: “Research, scholarship and artistic creativity are among the primary functions of the university. A faculty member’s contributions will vary from one academic or professional field to another, but the general test to be applied is that the faculty member be engaged continually and effectively in creative activities of distinction.”

For service-learning to be viewed as scholarship, it needs to be grounded in theory and tested by practice, while maintaining the highest standards of academic rigor.

Tips: Note published research articles arising from service-learning course(s).

Describe research activities that involve undergraduate as well as graduate students.

Describe and provide evidence of research efforts’ benefits to the community.

Contact colleagues in your discipline at other universities about collaborating on service-learning research projects.

Professional Service

UM Policy: “. . . a candidate for promotion should have established a commitment to the University and the profession through participation in service activities. Such participation may take several different forms: service to the University; to the profession and higher education; and to the community, school systems, and governmental agencies. . . . Service contributions should be evaluated carefully, particularly in those areas where service is a major component of a faculty member’s activities. The report should do more than list committees or activities; it should, to the extent possible, evaluate the performance of these activities. Evaluation should be sought from supervisors or clients in organizations for which the faculty member has rendered service. Service awards help to document and evaluate service activities.”

For service-learning to be considered as a type of professional service, the faculty member needs to demonstrate how his or her expertise has been used to achieve desired outcomes in the community.

Tips: Note technical assistance provided to the community.

Solicit external letters from community leaders describing how the faculty member’s service-learning work positively impacted the community.

Note: Some of the above tips have been adapted from “Evaluating Service-Learning as a Component of Teaching in the Tenure Process.” (Lowell Bennion Community Service Center 1996).

NEXT STEPS for integrating service-learning with scholarship

Actively seek out ways to relate service-learning to your teaching, research, and professional service. In general, incorporate service-learning into your work in the following ways:

- Study the effects of service-learning on students in courses in your discipline.
- Construct theoretical models that take into account community perspectives not already represented by existing theories.
- Translate common disciplinary frameworks for use in community service settings.

See also:

Connor-Linton, J. "An Indirect Model of Service-Learning: Integrating Research, Teaching, and Community Service." *Michigan Journal of Community Service Learning*, Fall 1995, pp. 105-111.

Journals That Have Published Articles on Service-Learning

The number of academic journals publishing articles on service-learning has increased significantly in the last five years. The following list can help you locate journals in which you can publish articles on service-learning, identify colleagues who share research interests related to service-learning, and learn about service-learning resources used by other faculty in your discipline.

American Educator	Journal of Research and Development in Education
American Journal of Education	Journal of Cooperative Education
American Psychologist	Journal of Career Development
American Behavioral Scientist	Journal of Experiential Education
Business Communication Quarterly	Journal of Higher Education
College Teaching	Journal of Business Education
College English	Journal of Business Ethics
College Composition and Communication	Journal of Service-Learning and Youth Leadership
Community College Journal	Journal of Family and Consumer Sciences
Curriculum Inquiry	Journal of Health Education
Democracy and Education	Journal of Adolescence
Education	Journal of Moral Education
Educational Evaluation and Policy Analysis	Journal of Nursing Education
Educational Leadership	Journalism Educator
Educational Record	Liberal Education
Experiential Education	Michigan Journal of Community Service Learning
Harvard Educational Review	PS: Political Science and Politics
Innovative Higher Education	Teaching Sociology
Journal of Career Planning and Employment	Theory and Research in Social Education
Journal of Adolescent Research	
Journal of Public Service and Outreach	
Journal of College Student Development	(Cleary, undated publication)

Service-Learning Research Agendas

Service-learning provides opportunities for research in a wide variety of disciplines. The two national research agendas described below were developed to increase the amount and sophistication of research about service-learning and its outcomes. The questions and themes outlined in the agendas are provided to stimulate your thinking about possible questions to pursue in your own disciplinary research.

NSIEE Research Agenda: Selected questions from the *Research Agenda for Combining Service and Learning in the 1990's* (Giles, Honnet, and Migliore, 1991) follow. They resulted from a 1991 Wingspread conference sponsored by the then National Society for Internships and Experiential Education (now NSEE, National Society for Experiential Education).

- What is the effect of service-learning on the intellectual development of participants?
- What knowledge do students gain as a result of service-learning?
- What are the outcomes of service-learning which contribute to institutional missions?
- How can service-learning lead to the effective integration of teaching, research and service?
- How can traditional subjects be taught effectively by incorporating a service-learning component?
- How can service-learning research contribute to the development of more comprehensive theories of epistemology and learning?

Campus Compact Research Agenda: Campus Compact is a national coalition of over 620 colleges and universities committed to promoting public service. A March 1998 Campus Compact Special Report outlined priorities and strategic directions for national service learning research based on a two-day meeting hosted by the Education Commission of the States in November 1997. The 26 invited participants, primarily researchers, had called for research addressing the following priorities to advance what is known about service-learning:

- Conduct comparative studies of service-learning and other pedagogies to learn about the unique outcomes of service-learning.
- Conduct in-depth investigations of campuses that have chosen service-learning and civic engagement as a means to reposition themselves.
- Review change theories in organizational and community development as research tools for understanding service-learning and its institutionalization.
- Conduct comprehensive analyses of the faculty role in, and rewards for, service-learning.

Research Questions for the Disciplines

Since scholarly research is usually discipline-specific, the following examples are offered to illustrate how service-learning can provide topics for research in four different disciplines.

American Studies/Women's Studies: How do community service settings serve as cultural landscapes? For example, how does a women's shelter serve as a cultural landscape?

(This question derives from a fall 1997 paper by Kelly Quinn. In it, Quinn explores a District of Columbia women's shelter in terms of Jeremy Korr's tripartite model for cultural landscape study and Joan Forrester Sprague's conceptualization of shelter programs as a series of concentric circles based on their multiple uses.)

Engineering: What can we learn from how the body is constructed to develop improved biomaterials? How do we use our knowledge of bone growth to develop an improved biomaterial that serves as a bone substitute? How do we use our knowledge of brain functioning to improve computers so that, in turn, they can help children with learning disabilities adapt their verbal or mathematical processing skills?

Journalism: If students are assigned to write a story on the same event or issue two different ways (one from a traditional, "objective" viewpoint and one from a viewpoint of "public" journalism), what differences would a textual analysis of the two stories reveal?

(By one definition, "public journalism" describes journalism in which reporters' values shape their writing and they view it as a means of helping to create a healthy public climate.)

Psychology: How does attribution theory explain the dynamics of the relationship between an individual providing service and the individual receiving the service? What attributions does the victim make about the need for help? What attributions does the victim make about the helper? How do the egoism hypothesis and the empathy-altruism hypothesis explain motives for helping others?

(These questions stem from Bringle/Velo, 1998.)

NEXT STEPS for identifying other faculty to be co-researchers of service-learning

The Coordinator of Service-Learning maintains a database of UM faculty interested and engaged in service-learning. You can use this information to find colleagues teaching service-learning courses, seek co-authors for writing service-learning articles, identify community agencies with which other faculty work, or track institutional trends in service-learning. To be included in this database, send basic information about your service-learning course in an e-mail message to Community Service Programs. Contact Marie Troppe, Coordinator of Service-Learning, at mtroppe@accmail.umd.edu or 301-314-5387 for more information.

Part Two:
Now That You've Decided to
Do Service-Learning



V. Quality Issues in Service-Learning

Guiding Principles to Ensure Quality

Service-learning can enhance academic learning and have a significant impact on the community . . . if it is done well. Not only should service-learning courses adhere to the same standards of quality as traditional courses, but faculty need to guide students so that the work they perform in the community is needed, effective *and* increases learning of course content. In *Praxis I: A Faculty Casebook on Community Service Learning*, Jeff Howard outlines 10 principles of good practice in service-learning pedagogy (Howard 1993). Four of them have been selected for discussion here.

- Set learning goals for students.
- Academic credit is for learning, not for service.
- Do not compromise academic rigor.
- Be prepared for uncertainty and variation in student learning outcomes.

Set Learning Goals for Students

Establishing course objectives is important for any course, but especially so for service-learning courses. Setting priorities for learning helps students focus on intended learning objectives and take full advantage of the rich learning opportunities offered by service-learning. For example, in a service-learning history course in which students serve the elderly, clear objectives can help the students understand that the purpose of the service is not simply to hear first-hand accounts of historical events but to gain the ability to relate historical events to current events, as well as to see how an issue changes in different historical contexts. Similarly, if students in a service-learning family studies course were asked to serve the elderly, well-written course objectives would lead them beyond gaining mere exposure to the typical lifestyles of elderly persons or practicing listening and empathy skills. The focus provided by specific course objectives could also help them deepen their learning, for example, to understand individual and societal attitudes toward aging, both in the present and in the past. Thus, establishing and emphasizing course objectives and relating them to the service experience increases the likelihood that students will benefit intellectually from the service.

In the same way that faculty set learning goals for students, faculty and agencies might also help students set service goals for their projects. Students can decide to focus their service goals in several ways:

- work with a particular subgroup of the population served by the agency
- use specific skills such as writing, research, or program planning to further the work of the agency
- meet immediate needs of the client population (if the course calls simply for a familiarity with the population served)
- meet more long-term needs of the client population (if the course calls for a deeper understanding of the complexity of the social, political and historical issues at hand).

Example

Course description: A course cross-listed in Afro-American Studies (AASP 498E: Special Topics in Black Culture: Race, Gender, and Identity) and American Studies (AMST 418E: Cultural Themes in America: Race, Gender, and Identity) focuses on the various ways in which race, gender, and class—along with other aspects of identity—shape the lives and experiences of people living in the U.S.

Course goals: Students examine the complex relationships between the construction of personal identities, the material realities of individuals’ lived experiences, cultural and ideological meaning systems, and social institutions. Students also grapple with the ways in which the material world, the built environment and our urban areas in particular, influences our multiple identities and the ways in which we influence our material world.

Course methods: In addition to journal entries, class presentations, and class participation, this course also requires an integrated original research and service component. Students are required to research and analyze Greenbelt and Langston Terrace, two local planned communities. The former was originally planned for White families while the latter was planned for Black families. Students are expected to produce a paper that analyzes the site and places their findings within the context of the scholarly literature examined in the course. Through service, students work within the communities that they study and interact with community members. This allows students to understand better the relationships between the people and their material environments. Students also can explore the ways in which the changes that they initiate influence the communities.

Service goals: Students are required to apply their knowledge from readings, class discussions, and research to promote change in the communities that they study. For example, students may encourage residents to understand the history of their community.

Other possibilities: Since this is an interdisciplinary course, students could design projects that incorporate a panoply of disciplinary expertise. Architecture students, for example, may choose to document historic structures, while Art History and Historic Preservation majors may select to research, clean, and preserve friezes in the community. Conducting oral interviews about the meanings of space or chronicling the community’s historic development for the public library’s collection could be possible projects for students in Afro-American Studies, American Studies, Anthropology, History or Women’s Studies.

Academic Credit Is for Learning, Not for Service

Universities award academic credit for demonstrated academic learning. By itself, community service does not necessarily achieve academic objectives. Therefore, credit must be awarded for demonstrated learning based on the service, not on the quality or quantity of service itself. As with any other course, faculty teaching service-learning courses should grade students according to the extent and depth of their learning.

Example: Some faculty require service-learning students to keep a journal throughout the semester. If the journal is graded, faculty should analyze the journal writing in terms of its reflection of a student's progress toward understanding the key course concepts rather than their descriptions of the service activities or their feelings about them.

Do Not Compromise Academic Rigor

Among some academicians, experience-based learning is perceived to be less rigorous than traditional academic learning. This need not be the case. The level of faculty expectations for student learning in a service-learning course can and should be equal to the level of faculty expectations in any other course. Faculty usually base a course's academic standards on challenges posed to students by readings, lectures, and assignments. These same academic standards should be maintained in service-learning courses. In fact, service-learning can enhance the academic rigor of a course because, in addition to mastering the typical academic material, students also have to integrate what they learn from the service experience with the course concepts. Such integration can and should be a challenging intellectual activity equivalent to common academic standards of rigor.

Example: Faculty may assign a final research paper that could be either a traditional research paper or a synthesis article specifically addressing the student's service experience. No matter which option a student chooses, the final document should have sufficient theoretical grounding. Students should understand that either option is considered a research paper and that the service experience may be considered as one primary source, but must also be supported with appropriate references to related research. Faculty should articulate to the students that this assignment must integrate course concepts and is not merely a compilation of journal entries.

Be Prepared for Uncertainty and Variation in Student Learning Outcomes

In most service-learning courses, the variability in service experiences leads to less predictability and consistency in student learning outcomes than in traditional courses. In a traditional course, the readings, lectures, and assignments are the primary learning stimuli and are the same for all students in the course. As a result, student outcomes are largely predictable and consistent. In service-learning courses, community service experiences vary from site to site and from student to student. This leads to variability in student outcomes.

Example: Consider a human development class (EDHD230: Human Development and Societal Institutions) in which students cover Erikson's stages. Since the students are learning about each stage (e.g., industry vs. inferiority, generativity vs. stagnation), the students see different stages exemplified at their sites. Someone working with children would see one; someone working with seniors would see another. The manifestations of various stages also differ according to gender and other factors. In terms of learning outcomes, one student might better understand one stage while another might more fully understand another stage because of placement at a different community site.

Service-Learning Course Design Questions

The guiding principles articulated above offer a general perspective on service-learning courses. Each course, however, operates within its own specific context and thus calls for unique approaches in how the service-learning is integrated. When revising an existing course to incorporate service-learning, or creating a new service-learning course, consider the following questions about your motivation and goals, student readiness, and practical concerns:

- What are some of your reasons for wanting to incorporate service-learning into your teaching? Which of your reasons are most important to you? Which are least important?
- What changes would you like to see occur in your students by incorporating service-learning instructional activities?
- What specific learning outcome(s) do you want service-learning to fulfill?
- To what extent are the objectives of service-learning compatible with the needs and values of students in your course? How are they incompatible?
- How will students be grouped in your service-learning plan (e.g., individually, in small groups, pairs, a combination of these)?
- What knowledge, skills and interests should students possess to be able to benefit from service-learning? Are there types of students for whom you would not recommend participation in service-learning?

Adapted from Falbo (undated publication).

- What will be considered “service” in the context of this course? (See p. 34 for types of service.)
- Is service central to or on the periphery of the course? To what extent will the success of the course depend upon positive service experiences?
- Is it optional or required? (See Section III on Curricular Options, starting on p. 11.)
- How much service is enough? What impact will a specified number (e.g., five or ten or more) of hours of service have on students and the community?

Adapted from Morton 1996.

Service-Learning Course Development Timeline

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

Week 1:

Define learning objectives for the course.

Consider preparing and submitting a note explaining that the course contains a service-learning component for the schedule of classes and the course catalog.

Week 2:

Decide if the service-learning component will be required or optional. See Section III on Curricular Options, starting on p. 11.

Week 3:

Meet with staff in Community Service Programs (1195 Stamp Student Union) to explore how course objectives can be met through service. Discuss criteria for sites and get help in identifying sites. Decide whether you will select sites or require students to do so.

Week 5:

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

Week 6:

Consider the reflection methodologies you might use. Decide if you want to use journal writing, other written reflection formats, in-class discussions or a combination of these. (See Section VII, starting on p. 41.) Write guidelines explaining to students how to engage in these reflection activities.

Week 8:

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

If you decide to select the sites, consider sending a letter of intent to agency partners.

Week 10:

Write an explanation of the service-learning component for the syllabus. Explain the service-learning goals and expectations, how service-learning will affect how students are graded, and how service-learning enhances the learning of course content.

Selecting Quality Community Service Sites

Choosing the most suitable agencies for your students’ service placements is a critical step in making your service-learning course a meaningful activity. For example, feeding the homeless at a soup kitchen may be relevant in a service-learning course like sociology or nutrition but might not be appropriate for other disciplines. Similarly, the students in a service-learning feminist literature course might find it more important to identify agencies that work with a target *population* (e.g., exclusively with women and girls) than agencies that engage in a particular *activity*.

You need to decide if you will select the service sites or if you will ask students to do so. If you select the sites, you will need enough of them to accommodate the number and interests of students in your class (or of those that choose the service-learning option). If you allow students to choose sites, give them some criteria for selecting sites that will help them achieve the course learning objectives. For example, is it important for students to serve in a one-on-one setting? Should they identify an organization that provides direct service or one that serves through advocacy? Should they seek an agency that will enable them to practice a specific skill?

If students need assistance in selecting sites, they can visit Community Service Programs (1195 Stamp Union) to talk with staff, obtain handouts listing various opportunities, or search the agency database (also available at <http://www.umd.edu/CSP>). Learning about agencies’ goals, expectations, history, philosophy, staff, and volunteers can help you and your students select ones that best match the course objectives as well as student interests and skills. The questions below will help your students gather information from the volunteer coordinator at each of the agencies in which they are interested.

About the Agency:

- What are the goals of the organization?
- Who does the agency serve?
- Have any University of Maryland students volunteered there before?
- What is the structure of the agency?
- How does the agency interact with the surrounding community?

About Monitoring the Service:

- What expectations does the organization have of its student volunteers?
- What type of service does the agency need (e.g., direct work with clients, behind-the-scenes work)?
- Are there specific skills or qualities the agency is seeking in its volunteers?
- What skills or qualities can students develop as a result of working with the agency?
- What type of orientation and on-going training does the site provide for students?
- Does the site facilitate student reflection in any formal way?
- Who supervises students?
- What kind of feedback or evaluation do students receive?

About Logistics:

- Must volunteers agree to a minimum commitment?
- How many hours per week are needed?
- Are the work times flexible or fixed?
- Can public transportation bring students to the site? Is there parking?
- Is there additional assistance required at certain times of the year?

Sample Letter of Intent to Agency Partners from Faculty

Once you have talked with or met the agency representatives from your chosen sites, you might want to send them a letter like the one below confirming specific arrangements for your students.

Dear _____ (name of agency contact):

Thank you for talking with me about _____ (possible project ideas). I look forward to establishing a partnership in which my students can provide _____ (kind of services) to your clients and enhance their own learning at the same time.

As we agreed on the phone, _____ (number) students in my _____ (fall or spring semester and year) _____ (discipline) class will serve _____ (number) hours per week at _____ (location or name of agency). From mid-September to mid-November, they will design and carry out a project to _____. They will prepare a final report and suggest recommendations to you by December 1st.

I have enclosed a copy of the revised syllabus for the course. Please note especially the five learning objectives listed on page one. If you have any questions about topics covered in the course or how they relate to the service activities, feel free to call me.

On the second day of class I will ask the students to contact you and set up an appointment so that you can interview them and help them fill out their learning contracts. I will give you a call the following week to see how the process went. Thanks again for your willingness to engage our students in service projects relevant to their coursework.

Sincerely,

(Faculty name)

Preparing Students for Service

After the course has been developed and advance planning is complete, the implementation phase raises new issues. Anytime students enter the community in order to serve, it is important to provide adequate preparation. Preparation becomes especially important when sending students to do service within the context of a service-learning course. Setting the context for the service experience by outlining logistical considerations, providing background on the population or issue at hand, and explaining why you are using service-learning as a course method will have a significant impact on the quality of students' learning. Student preparation can begin even before the first day of the course by including service-learning in the course listing in the schedule of classes and in the description that appears in the course catalog. On the first day of class, present the syllabus and explain the service-learning component.

PARE Model

The PARE (Preparation, Action, Reflection and Evaluation) Model is a useful tool for ensuring quality service-learning experiences. It can aid faculty in explaining to students the unique features of service-learning courses and can show how service-learning as a pedagogy differs from other course methods to which students are more accustomed. The PARE Model encompasses the stages described by the Kolb Learning Cycle (1984): concrete experience, reflective observation, abstract conceptualization, and active experimentation.

Preparation

It is crucial to prepare your students for their service experiences to increase the likelihood that there will be positive outcomes both for them and community members. Issues that arise during the preparation can set the tone for a service-learning project and should be connected to issues to be discussed during reflection.

Preparation should include the following elements:

Overview:

- learning objectives for the course
- how much service is expected (defined by number of hours or other criteria)
- what types of service are suitable to the learning objectives of the course
- what documentation, if any, you will require of the student as evidence of service completed
- when journals, if assigned, will be collected and reviewed.

Logistics:

- transportation
- appropriate dress
- risk management (See p. 34 and Appendix I on p. 61.)
- who to contact if there is a problem at their site
- what type of training and supervision to expect from participating agencies

The Concept of Service-Learning:

- what service-learning pedagogy is
- why you have decided to use service-learning in this course
- how the types of service chosen relate to the course
- how reflection will be conducted
- what types of service objectives students might develop with their agencies
- how the learning objectives and service objectives might relate.

Broader Issues Relating to the Project:

- the population(s) with whom students will be working
- issues addressed by the agency or agencies they will be serving
- how economics, public policy, historical contexts, and social issues affect the population with whom your students will be working.

Students' Expectations and Assumptions:

- ask what students hope to gain from the project
- discuss students' stereotypes, impressions, assumptions and concerns about the population with whom they will be working
- ask whether the service-learning experience that in-state students had in Maryland high schools (where there is a graduation requirement of 75 hours of community service) was positive or negative and why
- ask students what prior experience they have working with groups of people from diverse backgrounds.

One excellent way of preparing students for service-learning is to ask them to complete a learning contract like the one on the next two pages. The contract enables students to negotiate their learning and service goals with faculty and the agency representative. It also highlights the “learning” in service-learning.

- *S A M P L E* -

SERVICE-LEARNING CONTRACT

Date due to course instructor: 9/14/98

Student Name: *Erin Jefferson*
Local Address: *8929 Cumberland Hall*
Local Phone: *301-314-3113*
Student E-mail: *ej@wam.umd.edu*
Course: *COMM 418 Communication and Cultural Dissonance*
Faculty Member/Course Instructor: *Dr. Maurice Templeton*

Community Service Site (e.g., agency, school): *Strong Start Day Care Center*
Supervisor: *Carlos Martinez*
Address: *58221 Forest Park Drive, Laurel, MD 20000*
Phone: *301-577-7278*

Days and times student will be in the agency: *Wednesdays 12-3pm, and selected Fridays*
Start Date: *9/16/98* End Date: *11/18/98*

Purposes of the Service-Learning Contract

- *To assist the student and agency in understanding the learning objectives for the course.*
- *To clarify the activities in which the student will be involved in the agency in relation to the learning objectives.*
- *To insure that both the student and the agency are aware of their responsibilities as partners in this service-learning project.*

Course Learning Objectives

(These are determined by the course instructor and differ for each course.)

- *To increase the student's knowledge of how the intercultural communication process works.*
- *To develop a sense of the importance of heightened sensitivity, empathy and motivation to facilitate intercultural effectiveness.*
- *To increase the student's skills in adapting verbal and nonverbal behavior in a way that maximizes interpersonal understanding and effectiveness.*

Student's Personal Learning Objectives (optional)

- *To observe patterns of "code switching" among bilingual staff, parents and children.*
- *To practice storytelling and reading to children in Spanish.*
- *To develop strategies for overcoming linguistic and cultural misunderstanding in a day care setting.*

Agency Activities

(Agency and student should collaborate here to meet the course learning objectives).

- *Interview staff and children about situations of linguistic and cultural misunderstanding.*
- *Supervise children in the classroom, on the playground and during the theatre project.*
- *Observe informal conversations among staff, parents and children.*
- *Coordinate and lead biweekly storytelling and/or reading sessions with children.*

Integration Plan

How will you (the student) connect your activities in the agency to your course content and vice versa?

- *Write first essay on “code switching” observed at site.*
- *Write journal entries applying theories from course readings to situations observed at site.*
- *Present findings from interviews of staff and children to the class.*
- *For small group project, select readings and plan storytelling sessions for children.*

AGREEMENT

I agree to honor the minimum commitment required for the service-learning option in my class, as well as any of the additional training and/or time requirements of my service-learning site as detailed by the course syllabus and the agency/school representative. I also agree to contact the instructor and the site supervisor should I have any concerns about my service-learning project.

Student Signature: _____ Date: _____

I agree to provide adequate training and supervision for the service-learning student, to plan activities for the student which meet the stated learning objectives for the student’s course, and to complete necessary service-learning forms by due dates (learning contract and final evaluation). I also agree to contact the instructor should I have any concerns about the service-learning project or student.

Agency Signature: _____ Date: _____

I have reviewed this contract and found the course objectives and the service activities to be appropriately matched. I have explained to my students and to the agency what I expect from the students as demonstrated evidence of their learning based on the service experience.

Faculty Signature: _____ Date: _____

Adapted from the Gonzaga University Service-Learning Contract

A Note on Risk Management and Liability

Questions often arise about the potential liability, either for a faculty member who organizes a service-learning program or for student volunteers. Liability issues are always very fact-specific and depend on the circumstances surrounding a particular claim. In general, faculty should consider the potential risks of a proposed program. Potential risks (e.g., unusual physical demands or geographic locations characterized by a high level of crime) should be disclosed in program information. If a faculty member has concerns about students' safety in a program, he or she should discuss them with University legal counsel. In some cases of unusual risk, University counsel may determine that students should be asked to sign waiver or release forms. *The Office of Legal Affairs will provide examples of waiver forms to faculty and assist in drafting of waiver forms for specific activities.* See Appendix I on p. 61 for further information on liability issues.

Action

Action refers to the service activity itself. Depending on your learning goals, you might ask students to employ different types of service within your service-learning course. The three major types of service differ in terms of setting, task, and level of contact with clients (Delve, Mintz, Stewart, 1990).

Types of Service

Direct: Providing service directly to individuals at the agency site or in the community. Examples include tutoring children, holding a party for residents of a nursing home, conducting health screenings in a homeless shelter, and serving meals in a soup kitchen.

Non-direct: Serving at an agency doing behind-the-scenes assistance, not directly with individuals the agency serves. Examples include making gifts on-site for patients at Children's Hospital, sorting food in a food distribution center, painting the exterior of a homeless shelter, and helping with a major mailing at a nonprofit organization.

Indirect: Serving on behalf of an issue, population, or community of concern, but removed from the actual site. Examples include fundraising, making care packages for residents of a nursing home, and researching or writing position papers for an advocacy organization.

Reflection

Experience alone does not constitute learning. If not given the opportunity to reflect on experience, students might miss out on significant learning. The systematic examination of an experience, its comparison to other experiences, and the practice of making appropriate generalizations from it constitute productive reflection on that experience. (Recall the stages of reflective observation, abstract conceptualization, and active experimentation in the Kolb Learning Cycle on p. 30.) Reflection is a process that allows students in a service-learning course do the following:

- Think critically about their service experience.
- Understand the complexity of the need for their service experience in a larger context.
- Examine their own attitudes, beliefs, assumptions, and stereotypes.
- Relate their service experience to the course concepts.
- Test theories in practical settings.
- Formulate their own theories based on their service experience.
- Use their classroom knowledge to provide more effective service.

Without structured reflection, students can have many experiences whose learning potential remains untapped. Providing service-learning opportunities for students does *not* ensure that learning occurs.

See Section VII starting on p. 41 for more about reflection.

Evaluation

Evaluation helps determine whether or not the course learning objectives and service goals were met. It enables students to monitor their own learning and improve the effectiveness of their service. As students evaluate their service-learning experience, it allows them to consciously enter the active experimentation stage described in the Kolb Learning Cycle.

Service-learning projects should be evaluated from several perspectives:

- To what extent did the students achieve the learning objectives?
- To what extent were service goals met?
- How successful was the project for each student?
- How successful was the project for your class as a whole?
- How successful was the project for the agency or agencies?
- How successful was the project for the people served by the agency or agencies?

See Section VIII starting on p. 44 for more on evaluation.

Service-learning Course Implementation Timeline

The following timeline can help you remember key steps to assuring quality service-learning as you implement your course in any given semester.

Week 1:

Introduce syllabus, explain course objectives, explain what service-learning is, how it enhances the course, set service-learning expectations, and talk about possible agency partners and projects. Hand out service-learning contract forms, if you have decided to use them.

Week 2:

Students select service sites and notify faculty member by completing service-learning contract forms or writing down agency contact information.

Week 3:

Students begin service activities. Announce due dates for journals, in-class reflection activities, papers, presentations, evaluations.

Weeks 4-9:

Collect journals or other assignments. Monitor students' service experiences. Guide students in reflection.

Weeks 5-10:

Return journals or other assignments to students with feedback.

Week 13:

Instruct students regarding how to wrap up their service projects. This includes helping students to reach closure with agency staff and clients, especially when the clients are children.

Week 14:

Evaluate service component of the course.

Week 15 and beyond:

Redesign service component with student and community input. Solicit student feedback on the community agencies where they served and the kinds of activities in which they engaged. Solicit agency feedback on students' level of preparation and performance. Examine student course evaluations to determine the success of the service experience and how it impacted student learning. Based on this information, evaluate site selection criteria, student preparation, assignments and reflection methods. As needed, make changes for subsequent semesters.

VI. Service-Learning Course Examples

As you design your own service-learning course, you might want to review syllabi from existing service-learning courses to see how other faculty relate service activities to course objectives, assignments and readings. Staff at Community Service Programs collect such syllabi from service-learning courses at University of Maryland and other campuses. Several national organizations also post service-learning syllabi on the World Wide Web. Visit the following addresses to find service-learning syllabi in your discipline:

- <http://www.tufts.edu/as/macc/>
Click on “Articles and syllabi.”
- <http://www.compact.org/>
Click on “Resources.”
Click on “Syllabi by discipline.”
- <http://csf.Colorado.EDU/sl/>
Click on “Service-learning syllabi.”

The following section provides examples of three service-learning courses currently offered at the University of Maryland in engineering, health education, and international studies.

Engineering

In ENES100: Introduction to Design, students learn about teamwork and the product development process while developing an engineering design project. The course culminates with the students building and testing working prototypes based on a set of product specifications. In Dr. Otto Wilson’s section of the course, he asks students to design and build postal scales that can be used as teaching tools with children. By designing the scales with their mechanical parts in view, students can explain to children the principles of mass and weight, how weighing mechanisms (i.e., electronic, pressure, spring) work, and how they are used by the postal system.

In the “Background and Introduction to Course” section of the syllabus, Dr. Wilson sets the context for the design and product development process:

You are about to embark on a very unique learning experience which is guaranteed to thrill, challenge, confuse, exasperate, and encourage you on the path towards becoming professional engineers of the highest caliber and level of achievement. You may be asking yourself, “How is this going to be accomplished?” Good question! We will be exploring this process together in a forum which has come to be known as the ‘ENES 100’ experience. The course has been designed over the past eight years to help in the learning process that will transform you into capable engineering students with the ability to devise innovative solutions for technical and social problems. Through the course, you will develop skills and techniques for effective teamwork, time management, research, and product development which will augment your current abilities and help you on the way towards achieving your educational goals.

Product development teams will be assembled and you will be grouped with approximately five of your fellow classmates. You will work together in designing, constructing, and testing a product according to a set of product specifications. This year's project involves the development of postal weighing devices which can operate in analog and digital modes. Although the end product is important, the main intent of the course is to teach you about the dynamic processes involved in teams, interpersonal interactions, and engineering principles and how these can be effectively utilized to complement and enhance the design and product development process.

Later in the syllabus, he explains the service-learning component:

Service-learning is the intentional integration of service and learning into a course in order to form beneficial relationships among students, the community, and the University. Teams will have the opportunity to utilize their talents and skills to address critical needs in the neighboring community on a voluntary basis. Interested teams can formulate unique ways to incorporate service-learning into this course by designing virtual or actual projects which could address needs in the community. Projects could involve contacting a local high school to arrange to give a presentation of your experiences in ENES100 to interested students. Another possible outreach idea which we will discuss involves donating the finished projects to appropriate K-12 schools to help in science and technology education.

Health Education

In his stress management class (HLTH 285: Controlling Stress and Tension), Dr. Jerry Greenberg requires a minimum of four hours of direct service as the basis for a paper. Students identify people who need stress management services and then provide those services. For example, in the past, some students worked with day care center employees to manage job stress. After providing the service, students write a description of the individual or group, identify its stress management needs, explain what services were provided, and the effect of the service.

Course objectives include citing knowledge, attitudes, and skills that can help manage stress; knowing the leading researchers and the history of the stress field; knowing the diseases and illnesses associated with stress; and recognizing stressors and means of intervention to prevent those stressors from resulting in negative consequences. Service-learning helps his students more effectively meet these objectives. Structured reflection occurs through specially focused discussions in two different class sessions, troubleshooting throughout the semester, and a final paper. The syllabus defines service-learning as “a structured learning experience that combines community service with preparation and reflection. Students learn more by applying their course material to actual community needs; and communities, in turn, profit from student professional contributions.”

The syllabus outlines the Service-Learning Activity Paper in the following way:

Required Assignment II: Service-Learning Activity Paper

Students will form groups of four to do the following:

1. Identify individuals or groups *off-campus* that need stress management services (e.g., public school classes needing stress management education, parents of sick children needing knowledge regarding relaxation techniques, residents of housing projects needing information about social services to make their lives more manageable and less stressful, teenaged pregnant women needing skills to manage the stress associated with their pregnancy and the impending birth, etc.). Service can be conducted in public schools, hospitals, community centers, churches or synagogues, or other sites within the community.
2. Coordinate with the personnel at a site which works with the individuals or population in need of these stress management services. Arrange to provide stress management services to this population.
3. As a group, provide the agreed-upon stress management services. A minimum of *four hours* of direct service (i.e., actual contact with the individual or population) must be provided. *All members of your group must be present during all of the hours of direct service.* Students who do not attend all of the four hours of direct community service activities will not receive full credit for this assignment.
4. Write a group paper of no more than three type-written pages (single or double-spaced) organized into the following *separate paragraphs*:
 - a. Description of the Individual or Group to whom the direct stress management service was provided (e.g., age, gender, ethnicity, socioeconomic status, educational level, etc.) (3 points)
 - b. The Stress Management Needs of this Individual or Group (why they needed the services you provided) (4 points)
 - c. What Your Group Did (what direct stress management services your group provided to the individual or group) (6 points)
 - d. The Effect of the Service Your Group Provided (the benefit to the individual or group, the limitations of what could be done given your expertise in stress management and the degree of the stress needs of the individual or group, etc.) (6 points)
 - e. How Individual Group Members Feel about having provided stress management community services (*separate responses* needed for each group member) (6 points)

International Studies/College Park Scholars

“The Six Faces of Vietnam” is a study abroad and service-learning course designed to immerse the student in the political, cultural, and economic life of contemporary Vietnam and the legacies of the American war in Vietnam. The course focuses on socio-cultural issues such as family relationships, women’s history and ethnic relations in Vietnam’s six interdependent parts: the south, center, north, deltas, villages, and the Overseas Vietnamese. Dr. Lois Vietri brings students to Vietnam during the Winterterm and engages them in a multi-faceted service-learning project set in an ethnic-minority village north of Hanoi. Students are involved in all stages of the project: meeting the “clients,” establishing relationships with them, planning the project logistics with the partnering community officials, implementing the project, evaluating its effectiveness, and planning a follow-up with the clients once the students have returned to College Park. Service-learning helps achieve the following stated course objective: To recognize the unique role played by non-governmental organizations (NGOs) in improving the lives of Vietnamese people through daily meetings with community officials who bring much-needed social services to ethnic minorities in Vietnam.

When the course was first offered in Winterterm 1999, the class worked with the Hanoi division of the international nonprofit foundation, Operation Smile, and the service project was based at the Hanoi Plastic Surgery Center, which provides free corrective surgery to ethnic minority children. The following course website excerpts reveal the impact of service-learning on the students, the preparation involved in this type of service-learning course, and the context of the service site and the people it serves:

“Learning comes in many forms, the most important of which is an exchange that takes place between the students and their teachers. For three days in Hanoi, the teachers were not University of Maryland professors, but young children who struggle with poverty and disease every day.”

“Before we began work, we visited the Plastic Surgery Center and consulted with Dr. Ky, the director of the center, to learn about the center’s needs and how our efforts could best be spent. We also spoke with Dr. Cutler, a retired plastic surgeon from the United States who is spending nine months in Hanoi to help improve Operation Smile’s surgical practices.”

“An elected group of students met with the artist who would be designing the project; the surgery center director, who would approve of the project; Dr. Vietri; and several community advisors. The students proposed modifications in the project, based on the needs of the center and the resources of the artist. They took the new plan back to their classmates and prepared the group for the tight schedule they would have over the next two days. Somewhere in that schedule, the students all found time to shop for toys for the children and a computer for the hospital staff.”

Dr. Vietri explains the way that reflection was incorporated into the course:

Students developed three journal assignments that gave them a context for understanding the culture and its impact on contemporary problems in Vietnam. A two hour tour of the Ethnology Museum in Hanoi provided insights into the ethnic minorities who are served by the Hanoi Plastic Surgery Center. Our reflections tended to be longer-term and of an informal nature. Reflection was integrated into the activities over a period of a week: developing and displaying the murals in the hospital, buying toys, and determining the technology needs of the hospital staff. More formal reflection occurred on the final day at the service learning site during the dedication ceremony at the hospital at which the theme of reconciliation and new partnerships pervaded.

VII. Reflection

Effective Reflection

To enhance student learning, it is critical that faculty devote time and attention to designing reflection activities. Effective reflection activities are linked to particular learning objectives of the class, occur regularly throughout the course, and allow for feedback and assessment. The integration of reflection activities into class discussion and exams increases student satisfaction with the course and optimizes academic gains from the experience. Reflection affords students the opportunity to document the learning that has occurred from the service component and enables the faculty member to evaluate it.

Journals

Journals are commonly assigned in service-learning courses. In order to be most effective, their use needs to be carefully thought out. With sufficient guidance, journals provide a way for students to link learning from the service experience with course content. The following three formats help students produce useful analysis in their journals and will make it easier for faculty to evaluate them:

Three-part journal: Each page of the weekly journal entry is divided into thirds: description, analysis, and application. In the top section, students describe some aspect of the service experience. In the middle section they analyze how course content relates to the service experience. And in the application section students comment on how the experience and course content can be applied in their personal and professional lives.

Key-phrase journal: The instructor provides a list of terms and key phrases from course materials at the beginning of the semester for students to include in journal entries. Evaluation is based on the use and demonstrated understanding of the terms.

Double-entry journal: Students describe their personal thoughts and reactions to the service experience on the left page of the journal, and write about key issues from class discussion or readings on the right page of the journal. Students then draw arrows indicating relationships between their personal experience and course content.

Other Tools for Written Reflection

In addition to journals, the following tools can also promote written forms of reflection:

Directed writings: Ask students to consider their service experience within the framework of course content. The faculty member identifies a section from the text book or class readings (e.g., quotes, statistics, key concepts) and structures a question for students to answer in one or two pages. A list of directed writings can be provided at the beginning of the semester.

E-mail discussion: Set up a listserv so that students can discuss their service experiences via e-mail. Students write weekly summaries and identify critical incidents that occurred at the service site. Faculty can post questions for consideration and topics for directed writings. A log of the e-mail discussions can be printed as data about the learning that occurred from the service experience.

“Since students have many different learning styles, they might respond best to a variety of stimuli designed to encourage reflection.”

Case studies: Give students the opportunity to analyze a situation and gain practice in decision making as they choose a course of action. Students write up a case study of a dilemma they have confronted at the service site, including a description of the context, the individuals involved, and the controversy or event that created the dilemma. Case studies are read in class and students discuss the situation and identify how they would respond.

The section above on journals, directed writings, e-mail discussions and case studies is adapted from Hatcher and Osborne, undated publication.

Sampling of Resources on Reflection

A How to Guide to Reflection

A Practitioner's Guide to Reflection in Service-Learning

Building Citizens: A Critical Reflection and Discussion Guide for Community Service Participants

Service-Learning Reader: Reflections and Perspectives on Service

Come visit our Service-Learning Resource Library in
Community Service Programs in 1195 Stamp Student Union.

42

The next two reflection techniques (Osborne, Weadick, and Penticuff 1998) can be practiced within a traditional lecture period or exam setting, respectively.

Exit cards: Once they have begun their service, students answer the question, “How does information from today’s class period relate to your service project/experience?” on index cards at the end of each class. The faculty member grades each index card, awarding one, two or three points each time and these points add up to be calculated into participation or other aspects of the final grade for the course.

Essay questions on exams: Announce something to the following effect in your syllabus: “At least one essay question will appear on each exam. These questions will ask you to consider a dominant issue from the current section of material and discuss that issue as it relates to the service project you are doing. These will be worth a varying amount of points on each exam but at least 15 out of the 100 points.” Develop your exams accordingly.

Other Reflection Exercises

Since students have many different learning styles, they might respond best to a variety of stimuli designed to encourage reflection. Some of the following exercises make use of visual and verbal forms of reflection as well as written reflection formats.

What, So What, Now What: In class, have students write answers to and discuss these three questions about their most recent service experience: What? So What? and Now What? These can be modified in numerous ways, such as the following:

- What did I do, see, hear?
- So what? What does it mean?
- Now what do I do?
- Now what do I think?

OR

- What did I see that reinforced a key course concept (name one)?
- What did I see that contradicted a key course concept (name one)?
- So what? If my service experience reinforces this course concept, what are the implications? Or, if my service experience contradicts this course concept, how do I reconcile these contradictions?
- What perspective do I now have on the various viewpoints presented through course concepts and my service experience?

Graffiti Boards: Post newsprint around the room as graffiti boards and ask students to go around responding to thoughtful questions, quotes, or statistics that you have placed on each one. Discuss the responses.

Draw a Conclusion: Have students read articles written by three different authors on the same issue. Ask students to select one of the articles (or you can assign one) and write a sentence or two summarizing the author’s viewpoint. Have students then draw a picture that symbolizes that viewpoint. Students can compare their written summaries and pictures with each other. Have students discuss how these various viewpoints account (or fail to account) for what they experience at their service sites.

Diversity and Service-Learning

While diversity issues impact service-learning in terms of preparation, site selection, and other areas, reflection is probably the most likely stage in which issues of diversity will surface. Service-learning experiences often afford students the opportunity to work with people of backgrounds different from their own. Students finding themselves in these new situations bring powerful questions to the classroom. Students might notice that, in some settings, disproportionate numbers of volunteers are White and service recipients are people of color. Students might witness agency staff at a nursing facility treating the elderly in an impatient or gruff manner. These experiences and many others like them will prompt students to think deeply, sometimes drawing plausible conclusions and other times making inappropriate generalizations. Faculty can help students gain rich learning from these situations by handling them with sensitivity and pointing out the complexities involved. The reflection tools outlined in this section should provide ample means of addressing these questions. For additional assistance in addressing diversity issues in reflection, contact Community Service Programs, 301-314-CARE.

VIII. Evaluation

Evaluating Individual Student Performance in Service-Learning Courses

Service-learning offers students a unique opportunity to grasp the complexity of classroom topics and to explore issues imbedded in their natural contexts. Perhaps this is why faculty members who ordinarily feel comfortable evaluating students’ performance in traditional courses sometimes feel hesitant about evaluating students’ performance in service-learning courses. Grading and evaluation, however, do not need to be any more complex in service-learning courses than in any other course.

Traditional evaluation methods tend to measure what traditional courses teach: knowledge gains. In addition to gains in knowledge, service-learning courses offer students an opportunity to integrate experience with knowledge. We can use traditional methods to evaluate students in service-learning courses as long as the methods can stretch to encompass this additional element; our evaluation methods in service-learning courses need to capture students’ gains in the integration of knowledge and experience (Troppe 1995).

Assigning journals and papers that ask students to integrate the course content and their service experience will provide a sound basis for evaluating student performance in service-learning courses. Exam questions that call for this kind of integration also reinforce the idea that *students are evaluated on the basis of their learning, not on the service experience itself*. The service experience facilitates and enhances the learning, but does not serve as a substitute for it.

44

Service as “Text”

One way that we can think of service is to think of it as another kind of “text” to be used in teaching. While traditional texts are written in advance of the course, the service experience is a text that is written concurrently with the course. But traditional texts share some things in common with this text of service. Both textbooks and service experiences require that the faculty member determine their appropriateness for the course, provide structures for students to analyze these texts, and evaluate how well students have learned from these texts. In traditional courses, we do not grade students on how well they read a text but on how they demonstrate their learning from the text, to what extent they can apply ideas from the text to different situations, and their ability to name and critique the viewpoint of the text. The same applies to service-learning courses, in which service becomes a text. Faculty must evaluate students in service-learning courses on their demonstrated learning based on the service (how they comprehend and apply the “text” of service as well as integrate the service experience with knowledge gained from other texts such as readings and lectures).

Adapted from Morton 1996.

Evaluating Service-Learning Courses

In addition to evaluating individual student performance in service-learning courses, you will want to evaluate the success of the service-learning course itself, especially while the pedagogy is still new to you. Even when faculty become experienced with service-learning pedagogy, evaluation is key to continuous improvement. Given that using service-learning can mean having more uncertainty and variation in student learning outcomes than in traditional courses (see discussion in Section V), evaluation becomes an important tool for achieving desired effects.

If you would like to survey your students about how the service-learning course impacted them, you can administer the Service-Learning Student Survey (on the next three pages) at the end of the semester.

II. Next, we would like to hear your perspective on this service-learning course.

Please indicate your level of agreement with each statement .

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
10. The community participation aspect of this course helped me to see how the subject matter I learned can be applied in the real world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The community work I did through this course helped me to better understand the lectures and readings in this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I feel I would have learned more from this course if more time was spent in the classroom instead of doing community work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The ideas of combining work in the community with coursework should be practiced in more classes at University of Maryland.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I was already serving in the community before taking this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I feel that the community work I did through this course benefitted the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I probably won't provide service to the community once this course ends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. Next we would like to know the influence of your service on your choice of major and profession.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
17. Doing work in the community helped me to define my personal and academic strengths and weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Performing work in the community helped me clarify (either to confirm or change) which major I will pursue/am pursuing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The community work in this course assisted me in defining which profession I want to enter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The work I accomplished in this course will make me more marketable in my chosen profession when I graduate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. Please add any other comments you have about courses where learning takes place in a community setting. *(If you need more space, please use the back of this piece of paper or attach an additional sheet of paper.)*

Thank you for your insights regarding service-learning!

A Shorter Survey Instrument

If you prefer a shorter instrument, the following four statements are suggested survey statements for service-learning course evaluation. Use them as they are or modify them as you deem appropriate.

Students: Using a Likert scale (in which 1=strongly agree, 2=agree, 3=neutral, 4=disagree, and 5=strongly disagree), indicate your level of agreement with each of the following statements:

- a. The community work I did through this course helped me to better understand the lectures and readings in this course.
- b. The community work I did in this course helped me to better understand key course concepts.
- c. The lectures, reading, and assignments in this course helped me to provide more effective service in the community.
- d. The idea of combining community work with coursework should be practiced in more classes at UM.

Open-Ended Questions

If you prefer to use a more open-ended approach, develop a brief set of questions and ask students to respond in writing.

Sample Questions:

- To what extent did the experience meet your expectations?
- What might have helped link your service experience and the course content better?
- What community needs did your service fulfill?
- What community needs were not addressed?
- How did the service experience illuminate or challenge theories you've learned in the classroom?
- How did the course content enable you to provide more effective service?

Pre- and Post-Tests

Some faculty might prefer to develop instruments that measure knowledge of discipline-specific course content and administer them as pre- and post-tests to students at the beginning and end of the semester. Comparing the pre- and post-test results will show how much students have learned during the semester. Comparing learning gains among service-learning students and students not engaged in service-learning might reveal what gains are attributable to service-learning.

Sharing Results with Community Service Programs

Community Service Programs encourages faculty who are teaching service-learning courses to provide the office with the following items at the end of the semester:

- the names of all students participating in your service-learning course
- the names (and, if not already listed in the Community Service Programs database, contact information) of all agencies served by students in your course
- the aggregate results of your student surveys (if you choose to use the survey from pages 46-48) or your students' degree of agreement/disagreement with the shorter set of survey statements (p. 49).

IX. Frequently Asked Questions

While service-learning can be a powerful method of linking theory to practice and can provide valuable contributions to the community, there are certainly challenges that accompany the process. Several such challenges are addressed below.

Q: Why do some students seem resistant to engage in service-learning?

It is likely in every class that some students will be resistant to participating in service-learning. There are many reasons for this resistance: lack of previous experience in the community or with a particular population or type of service, the perception that service is not a typical course assignment like an essay or research paper, concerns about time, concerns about transportation, prejudices about people with whom they would be working, and concerns about personal safety. In addition, students from Maryland and some other states come from high schools that had service-learning requirements. Although many students probably had positive experiences with these requirements, some might have had negative experiences with service.

Regardless of the reason for resistance, students often find it challenging to make the transition from passive learning modes to active learning modes. Many students who are initially resistant, however, find the experience valuable by the end of the semester. We certainly do not eliminate other useful educational tools (e.g., library research, exams, or oral presentations) from the classroom when students express resistance to them.

For a multi-section course, note in the course catalog that some sections include service-learning. Note in the schedule of classes that your section of the course is a service-learning section and requires a particular time commitment to performing service. Students who are not interested in service-learning can take another section of the course. Explain the service-learning component in the syllabus and on the first day of class.

Q: Does on-campus service “count” as community service?

Some of the most important benefits of service-learning stem from the fact that it involves going off campus and engaging with different people in unfamiliar settings. Some students, however, may find it more feasible to volunteer on campus, particularly those for whom transportation off campus is an issue. It is important that faculty determine what kinds of service will be appropriate for meeting course objectives. If on-campus service is appropriate, are there guidelines for the service? For example, is serving a student organization considered service? Is on-campus service work with people from off the campus acceptable? Some programs such as CHOICE and the CARing Project bring community members to campus and utilize volunteers as tutors, mentors, and buddies. Community Service Programs (301-314-CARE) can help you consider these choices and identify appropriate and convenient sites both on and off campus.

Q: How can I work with agencies whose needs are often changing? For example, last fall the agency volunteer coordinator said he needed 20 students; he just told me that now he only needs 12 students to serve in January. I built my whole syllabus around this placement. What should I do now?

Agency needs do change frequently. While agencies are often eager partners in the enterprise of educating our students, their primary purpose is to serve their clients in the community. Since service-learning emphasizes reciprocity, faculty and agency representatives need to be flexible enough to respond to changing circumstances. If faculty and agency staff negotiate up front under what constraints each operates, then unexpected changes can be minimized.

With over 800 agencies listed in the Community Service Programs database (visit <http://www.umd.edu/CSP>), finding the right agency possibilities for your course will simply be a matter of time and persistence. Students and faculty can search the database by county, population served, available transportation, and other criteria.

Q: I want to incorporate service-learning into my course but I have 30 students. Is this too much to manage?

Thirty students are not too many to have in a service-learning course but you will want to structure the service-learning component to make it as manageable as possible. You might choose to make service-learning an optional rather than a required component in the course. That way only a portion of the class will choose to participate. Or, if you want to require service-learning for all students in your course, you can use students who have had prior community service experience as team leaders for other groups of students. Particularly in the case of large classes, you will probably find enough students who have had prior community service experience to assist those without such prior experience.

In the fall of 1999, Community Service Programs piloted a service-learning section of the undergraduate teaching assistant (UTA) course. Faculty interested in having a UTA to assist with service-learning integration or students interested in serving as UTAs in a service-learning course should contact Marie Troppe at 301-314-5387.

Q: What should I consider in creating service-learning opportunities on a commuter campus?

Since over 75% of the students at UMCP commute to campus, considering the needs of both commuter and residential students in designing the service-learning experience is crucial. Most students have multiple responsibilities while in school including working, helping with family responsibilities, and often maintaining their own community involvement. There are many ways faculty can incorporate the realities of students' lives into a service-learning course. For example, if a student is already involved in a community organization, explore with them how that involvement can serve as their service site for the course. Providing them with structured opportunities to reflect will allow them to view and experience the service in new ways. This also communicates the message that learning can occur outside the classroom, and that the community can be a valuable teacher. Providing information about transportation can assist students in reaching the service sites. A Community Service Programs handout lists community agencies located along Shuttle-UM routes. If students will be volunteering in groups, commuting students may find it more convenient to meet at the service site rather than campus if it is closer to their home. Also, allowing students to volunteer in carefully selected campus service sites may allow them to volunteer during the day, between classes, and avoid adding another commute to their schedule. For students who have partners/spouses/children/or other family members, finding service sites that allow them to volunteer together may help them make time for service.

Q. Some of the service sites I am working with require physical health exams or finger printing. Can students get these items taken care of on campus? What information should I provide to students concerning these requirements?

Many agencies, particularly those working with children, require volunteers to go through a series of tests before volunteering. These tests may include, but are not necessarily limited to, police background checks, physical health exams, finger printing, and tuberculosis tests. Community Service Programs recommends faculty provide information on how to obtain these tests, as well as provide service opportunities that do not require these tests. Some students prefer not to undergo these tests because they take time and carry fees, or because they believe that such tests are an invasion of privacy.

Some agencies are able to reimburse volunteers for costs incurred in obtaining these tests. The University of Maryland Health Center provides physical exams for \$75 (\$35 for exam and \$40 for labwork) for students and tuberculosis tests for \$10. (Some insurance plans will reimburse students for these claims.) The University of Maryland Campus Police Department provides finger printing services. They charge \$10 for the first two finger-printings and \$5 for each additional one. Students should bring a picture I.D., a finger-printing card supplied by the volunteer agency, and payment (cash, VISA, MasterCard, or check) to Campus Police. Time to obtain all necessary tests and verification should be built into the course timeline.

Q: How can I ensure that the sites I identify will be suitable to many different students?

Provide a range of service opportunities so that students with different needs can find suitable sites. For example, some students will be concerned about transportation. Identifying sites within walking distance, driving distance, and on bus and metro lines will help students choose service sites to which they can reasonably travel. If there are costs associated with transportation or other aspects of serving at a site, let students know if your academic department or another entity can defray some of those costs. Since student schedules vary widely, it is wise to identify opportunities for service on weekends, weekdays, daytime and evenings. Organizations' philosophies (in terms of political, religious, or professional beliefs) also differ. Give students an array of choices so that they can serve at a site that may be generally comfortable. Although some discomfort might be acceptable, or even lead to a learning experience, individual students have different levels of tolerance for environments that introduce them to new or unfamiliar ideas. Of course, it is not advisable to place students at a site where their attitude (i.e., unwillingness or unreadiness) could do harm to those served.

Q: How can I be sure students serve the minimum number of hours required?

Some faculty create systems of reporting and documenting hours worked. Some ask the agency to initial a sheet where the student keeps track of the hours they have worked. Many agencies will be able to do this; others may not be equipped to do so. These methods still leave some questions unanswered, though. Will hours worked away from the service site be included in the number of hours served? If a student works on a brochure for an agency at their home computer, must a staff person verify the hours? As an alternative, another option is to emphasize the values of commitment and academic honesty in reporting service hours worked. Just as students are expected to act with integrity in regard to assignments, tests and other requirements, so should they in regard to service. It is often possible for the faculty member to determine from the journals and other service-based written assignments whether an adequate number of hours was served.

If students need help understanding how academic integrity issues apply to service-learning, it might be helpful to provide them with written explanation. College Park Scholars (CPS), which requires its students to participate in experiential learning, has outlined a statement on academic integrity in experiential learning. The policy delineates for students how the UM Code of Academic Integrity applies to experiential learning projects such as service-learning. The CPS statement spells out that the following acts constitute academic dishonesty:

- misrepresenting hours completed at a service-learning site
- signing in hours for fellow students at a service-learning site
- writing up reports, journal entries, or essays on events the student was supposed to attend, claims to have attended, but did not actually attend
- signing in at a site and leaving before the hours were completed.

Q: How easy is it to find service sites that can accommodate students with physical disabilities?

If a student with a physical disability is looking for service opportunities, first determine the area in which he or she is interested in serving. If it is working with others with physical disabilities, for example, an agency which provides services to those with physical disabilities, their facilities and programs would all be accessible. If the student does not intend to work with an agency that serves people with physical disabilities, then the student would need to determine what kinds of accommodation will be needed in order to volunteer. Federal, state and local government buildings and programs “should” be 100% accessible. Do not assume they are. Contact the individual agencies to see if they can provide the needed accommodations. The Individuals with Disabilities Division of Prince George’s County (301-883-5160) can provide further assistance.

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These resources are available in the Community Service Programs library in 1195 Stamp Union.

I. Liability Issues

II. Sampling of Community Service Programs Handouts on Service-Learning in the Majors

Arts and Humanities

Business and Management

Computer, Mathematical and Physical Sciences

Life Sciences

III. List of all Community Service Programs Handouts

60

Liability Issues

General

Questions often arise about the potential liability, either for a faculty member who organizes a service-learning program or for a student volunteer who participates in such programs. Liability issues are always very fact specific and depend on the circumstances surrounding a particular claim.

In general, faculty should consider the potential risks (e.g., unusual physical demands or other similar considerations) of a proposed program and disclose them in course information. If a faculty member has concerns about students' safety in a program, he or she should discuss them with University legal counsel. In some cases of unusual risk, University counsel may determine that students should be asked to sign waiver or release forms. *The Office of Legal Affairs will provide examples of waiver forms to faculty and assist in drafting of waiver forms for specific activities.*

Legal claims generally fall into the categories of tort claims, and other civil claims relating to federal or state statutory rights. A tort is a wrong done by one person against the person or property of another. Federal or state statutory rights often involve complaints of discrimination. Sexual harassment claims are one example of this sort of civil claim.

What follows is a summary description of the legal protections potentially available to University employees and students. **It is imperative for a University employee or a student who becomes involved in a legal claim of any sort or who becomes aware of an allegation of illegal conduct (e.g., sexual harassment) to contact the University's Office of Legal Affairs at 301-405-4945.** The Office of Legal Affairs will provide specific advice about legal claims, liability, and representation.

Tort claims

As state employees, faculty may receive protection from tort claims in State courts through the Maryland Tort Claims Act (MCTA). Under the MCTA, State employees are immune from liability for tortious acts if the alleged acts: 1) were done within the scope of their employment and 2) were done without malice or gross negligence. Students, as volunteers, may under certain circumstances also receive protection from tort claims. The Office of the Attorney General will review tort claims to determine if an employee or student volunteer will receive legal representation from the State.

If a volunteer is injured while participating in a service-learning program, any claim a volunteer wishes to pursue against the University of Maryland or the State of Maryland must be made under the Maryland Tort Claims Act. Information about filing a claim can be obtained from the Insurance Services Office of the Department of Environmental Safety at 301-405-3976.

Other civil actions

For civil actions other than torts, the Office of the Attorney General may provide legal representation for State employees only if certain conditions are met. In general, those conditions are similar to those required under the MTCA. To determine if an employee is eligible for representation, the Legal Office and the Office of the Attorney General will investigate the facts upon which the action is based.

Criminal actions

Maryland law precludes representation of a State employee for criminal charges resulting from work related conduct. However, the State may reimburse an employee for reasonable attorney fees that the employee incurred if there is no ultimate finding of guilt and if the Attorney General determines there was no unlawful conduct. As one of the preconditions of reimbursement, Maryland law requires prompt written notice to the Office of the Attorney General that an employee is retaining counsel.

Volunteer Protection Act

The Volunteer Protection Act (VPA) is a federal law which became effective in September, 1997. It provides limited immunity to individual volunteers of tax exempt organizations, like the University. Under the VPA, individuals are not liable for acts or omissions “if the volunteer was acting within the scope of his or her responsibilities at the time; if they are properly licensed, certified, or authorized to undertake the activities in question; and if the harm was not caused by willful or criminal misconduct, or a conscious, flagrant indifference to the rights or safety of the individuals harmed.” The law does not shield volunteers from crimes of violence, sexual offenses, hate crimes, misconduct that violates state or federal civil rights law, or misconduct while under the influence of alcohol or drugs.

Questions

If you have any questions or would like additional information about liability and service-learning programs, please contact Susan Bayly at the University’s Office of Legal Affairs at 301-405-4945.

Many thanks go to Susan Bayly at the University’s Office of Legal Affairs for writing this section.

Sampling of Community Service Programs Handouts on Service-Learning in the Majors

Arts and Humanities

Business and Management

Computer, Mathematical and Physical Sciences

Life Sciences

COMMUNITY SERVICE OPPORTUNITIES FOR MAJORS IN ARTS AND HUMANITIES

American Studies	Art	Art History & Archeology	Classics
Dance	English Language & Literature	Foreign Languages & Literatures	History
Jewish Studies	Linguistics	Music	Philosophy
Theatre	Women's Studies	Speech Communication	

The College of Arts and Humanities embraces a heterogeneous group of disciplines, all of which value the development of critical thinking, fluent expression in writing and speech, and a complex understanding of history and culture. These skills are essential to a successful career in any number of different fields. (Adapted from the Undergraduate Catalog, 1999-2000.)

An excellent way to develop a broad range of skills includes having some hands-on experience to complement your education. One way to obtain this kind of experience is through community service. Community service involves applying your skills, energy, enthusiasm, and desire to make a difference in social issues that concern you. It can also be an excellent way to enhance job-related skills, try out different fields, and gain experiences you can include in your resume.

Here are just a few examples of how you can get involved in a service project related to your major:

❖ **AMERICAN STUDIES:**

Present programs in schools on different aspects of American culture and history; help a faculty member or graduate assistant with research; gain experience with different cultural groups in the U.S. by volunteering in shelters, Veterans Administration Hospitals, nursing homes, and schools.

❖ **ARTS:**

- ◆ **Music:** Offer instrumental lessons to shelter residents, children living in poverty, people who are elderly; do performances in shelters, schools, hospitals, and nursing homes; donate proceeds of shows and concerts to non-profit organizations.
- ◆ **Theatre:** Put on plays in local shelters, schools, and nursing homes; teach acting in a community center; work with shelter residents to put on a play; assist a drama therapist.
- ◆ **Dance:** Put on free performances in shelters, nursing homes, schools, hospitals, and drug rehabilitation clinics; offer a class in a local community center; teach children cultural dances; assist with a dance therapy program.
- ◆ **Art/Art History & Archeology:** Donate time to non-profit organizations to design brochures, annual reports, logos, and other publications; teach classes in community centers, nursing homes, shelters, and schools; volunteer to give tours in art museums; visit local schools to promote appreciation for the arts and encourage careers in the arts; volunteer with an arts council; lobby for funding for the arts; assist a professor with archeological research.

❖ **CLASSICS:**

Organize book readings and discussions in local schools, shelters, nursing homes, and substance abuse rehabilitation clinics; help a professor with research; do presentations in elementary schools on Greek and Roman mythology.

❖ **ENGLISH LANGUAGE AND LITERATURE:**

Tutor fellow Maryland students or elementary and secondary school students; organize book readings and discussions in schools, shelters, nursing homes, and hospitals; donate time to non-profit organizations to write brochures, manuals, and other publications; get involved with organizations that work to end illiteracy; help international Maryland students with papers; volunteer to read to people who are blind; help community agencies write funding proposals.

- ❖ **FOREIGN LANGUAGES AND LITERATURES:**
Offer to do translations for people learning English; teach English as a second language; do readings for people who do not speak English; volunteer with a refugee relief organization doing cultural mentoring and translation; offer a class in a foreign language to shelter residents, people who are elderly, and children; visit schools and present programs on the importance of being multilingual.
- ❖ **HISTORY:**
Tutor other Maryland students, elementary and secondary school students, and adults in basic literacy courses; be a teacher's aid; do research with a graduate student or professor; visit schools and present historical programs; work in a "living history" site; help school boards choose textbooks that accurately portray the roles of women and people of various ethnic and racial groups in American history.
- ❖ **JEWISH STUDIES:**
Volunteer at a Hebrew School; tutor B'nai Mitzvah students; organize discussion groups in a local synagogue; volunteer at a Hebrew Home for elderly adults; assist with programs at the local Jewish Community Center; become an advisor for a local Jewish youth group chapter; do presentations in synagogues or Hebrew Schools on Jewish history or philosophy; work on a local Jewish newspaper; serve with pro-Israel political action groups.
- ❖ **LINGUISTICS:**
Help non-profit organizations write proposals for grants and funding; help organizations prepare training manuals and other written materials; tutor other Maryland students; help international students write papers; lead workshops in schools on cross-cultural counseling.
- ❖ **PHILOSOPHY:**
Lead discussions in classes, homeless shelters, nursing homes, and elementary and secondary schools on ethics; volunteer with organizations that provide conflict resolution and mediation services; tutor other Maryland students taking Philosophy courses.
- ❖ **SPEECH COMMUNICATION:**
Present workshops in shelters and schools about public speaking and assertiveness training; help international students who are taking speech courses prepare and practice; teach children how to communicate across cultures; volunteer your services to a local political candidate.
- ❖ **WOMEN'S STUDIES:**
Volunteer at a rape crisis hotline; be a court companion to women involved in battery and rape cases; volunteer at a Women's Center; help at a Women's Health Clinic; work with non-profit organizations that are concerned with women's issues; work with political advocacy and watch groups concerned with legislation affecting women; lobby for increased funding for research into women's health issues; volunteer at a shelter for battered women; organize self defense and rape awareness courses for women and girls; volunteer to be a Big Sister to a child; encourage women and girls to enter traditionally male dominated fields; volunteer with organizations that work with women who are refugees; mentor a younger girl.



❖ **COMMUNITY SERVICE PROGRAMS** ❖
 1195 STAMP STUDENT UNION
 (301) 314-2273
<http://www.umd.edu/CSP>

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COMMUNITY SERVICE AGENCIES WITH OPPORTUNITIES FOR MAJORS IN ARTS AND HUMANITIES

There are many ways for you to become involved in community service and gain hands-on experience associated with your major. The following are just a few examples of agencies with service opportunities related to the majors in your college.

American Association of University Women

Washington, DC 202-784-7795

Focuses on equity for women and girls by providing fellowships to women in science and a legal advocacy fund.

Calvary Women's Shelter

Washington, DC 202-783-6651

Houses 25 single, homeless women each night. Provides a safe, caring place along with support and hope.

Claude Moore Colonial Farm

McLean, VA 703-442-7557

Serves as a living history museum portraying the life of a family on a farm in the 18th century. Offers market fairs, harvests, and food preservations.

D.C. Art Center

Washington, DC 202-462-7833

A multi-disciplinary arts center presenting culturally diverse visual and performing arts.

Friends of Olney Theatre

Olney, MD 301-924-4485, ext. 107

Provides avenues of involvement in the life and work of the Olney Theatre Center for the Arts by creating community outreach projects.

Good Shepherd Ministries

Washington, DC 202-483-6043

Offers after-school tutoring and music programs serving at-risk children in Adams Morgan.

Montgomery County Commission for Women

Rockville, MD 301-279-1869

Provides advocacy, education and lobbying. Direct services include counseling, career counseling, educational workshops, and legal assistance.

Jewish Community Center (JCC) of Greater Washington

Rockville, MD 301-881-0100

Provides a variety of programs and services to the local community rich with Jewish culture, tradition, and spirit.

Learning Assistance Service

UM Campus 301-314-7693

Provides individualized assistance in acquiring skills for academic success, such as test taking, reading, and writing.

Literacy Council of Montgomery County

Wheaton, MD 301-942-9292

<http://www.objectlinks.com/literacy>
Trains volunteer tutors to teach adults in Montgomery County to read, write, and speak English in our basic literacy and English as a second language programs.

Living Stage Theatre Company

Washington, DC 202-234-5782

Provides young people with a safe environment to learn problem solving and conflict resolution skills through performances.

Maryland English Institute (MEI) Speaking Partners Program

UM Campus 301-405-0336

mei@umail.umd.edu
<http://www.inform.umd.edu/ARHU/Depts/MEI>
Matches students with MEI international students in an intensive English language program.

People for the American Way

Washington, DC 202-467-2379

Dedicated to defending freedom of expression, combating intolerance, and renewing democratic values.

Riverdale Elementary School

Riverdale, MD 301-431-6200

Provides tutoring/mentoring for English as a second language students.

Sign of the Times Cultural Workshop and Gallery

Washington, DC 202-399-3400

Offers cultural workshops to the residents of Ward 7 to provide artistic avenues for expression of energy and creativity.

Smithsonian National Museum of American History

Washington, DC 202-357-2700

Devoted to the exhibition, care, and study of artifacts that reflect the experience of the American people.

Teatro De La Luna

Washington, DC 202-882-6227

Provides a multicultural artistic and educational forum for community interaction. Offers universal theatre works with an emphasis on Hispanic and Latin American productions.

FOR ADDITIONAL SERVICE OPPORTUNITIES, SEE OTHER
COMMUNITY SERVICE PROGRAMS RESOURCES INCLUDING:

Opportunities to Volunteer in the African American Community

Opportunities to Volunteer in the Arts

Opportunities to Volunteer in the Asian American Community

Opportunities to Volunteer in the Jewish Community

Opportunities to Volunteer in the Latino Community

Opportunities to Volunteer with Literacy/Tutoring

Opportunities to Volunteer with Women



❖ COMMUNITY SERVICE PROGRAMS ❖

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301-314-CARE

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COMMUNITY SERVICE OPPORTUNITIES FOR MAJORS IN BUSINESS AND MANAGEMENT

Accounting
General Business & Management
Logistics & Transportation

Decision & Information Sciences
Human Resource Management
Management Science & Statistics

Finance
Marketing

The College of Business and Management recognizes the importance of education in business and management in economic, social, and professional development in non-profit and for-profit organizations. The college encourages a strong background in the liberal arts and sciences in the development of a strong business and management professional, and encourages professional development through out-of-the-classroom experiences. (Adapted from the Undergraduate Catalog, 1999-2000.)

An excellent way to enhance your educational and professional development is by getting some hands-on experience through community service. Community service involves applying your energy, skills, enthusiasm, and desire to make a difference to social issues that concern you. It is also an excellent way to practically apply your education, develop valuable job-related skills, and explore career options.

Here are just a few examples of how you can get involved in a service project related to your major:

❖ **ACCOUNTING:**

Donate your accounting skills to a non-profit organization, a church/synagogue, a day care center, or a homeless shelter; help a non-profit organization set up an accounting software package; visit schools, nursing homes, homeless shelters, and drug rehabilitation centers and give workshops on personal accounting and money management; help residents of a homeless shelter study for accounting courses or the CPA exam; develop a system to help community residents prepare tax returns.

❖ **DECISION & INFORMATION SCIENCES:**

Offer free computer courses to shelter residents, drug rehabilitation participants, and people in job training programs; help non-profit organizations set up data bases; offer training in software programs at shelters or job training programs.

❖ **FINANCE:**

Help a non-profit organization set up a budget and assist them in developing a financial planning strategy; present workshops in shelters, nursing homes, refugee relief organizations, and drug rehabilitation centers on financial planning and investments; volunteer with a non-profit organization that is concerned with issues of economic justice.

❖ **GENERAL BUSINESS & MANAGEMENT:**

Assist a non-profit organization in improving its management style and organization; give workshops on leadership and management; help a homeless shelter or nursing home better utilize the resources of its residents in daily operation of the facility; consult with non-profits on effective leadership and management styles.

❖ **HUMAN RESOURCE MANAGEMENT:**

Help agencies develop training programs for volunteers; help agencies develop ways to supervise, monitor, and support their volunteer staff; consult with non-profit organizations on labor issues; work with advocacy organizations that are concerned with workers rights and labor issues.

❖ **LOGISTICS AND TRANSPORTATION:**

Help food banks and food distribution centers with their transportation needs; volunteer with an international food relief organization and work with them to determine the least expensive and most reliable way to distribute food; volunteer to help mass transit authorities design transit systems that meet the needs of inner city residents, people who are elderly, and people who are disabled.

❖ **MARKETING:**

Help non-profits set and meet fundraising goals; give workshops for non-profit organizations on marketing and fundraising strategies; help organizations that serve people who are homeless, drug rehabilitation centers, and community advocacy organizations better advertise their services.

❖ **OPERATIONS AND QUALITY MANAGEMENT:**

Help non-profit organizations in their planning and control of daily operations; manage the operations of an organization that produces either goods or services; monitor the quality performance of a high-tech or non-profit organization.



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COMMUNITY SERVICE AGENCIES WITH OPPORTUNITIES FOR MAJORS IN BUSINESS AND MANAGEMENT

There are many ways for you to become involved in community service and gain hands-on experience associated with your major. The following are just a few examples of agencies with service opportunities related to the majors in your college. In addition to these opportunities, many agencies need assistance with tasks such as bookkeeping, fundraising, and marketing. Community Service Programs is happy to help you find a service experience that will best suit your interests.

Alice Hamilton Center

Silver Spring, MD (301) 565-4590
Provides occupational and environmental health and safety training, advocacy, and technical assistance. The center targets low-wage, underserved, and hazardous occupations.

Allied Signal Technical Services

Lanham, MD (301) 805-3623
Coordinates a program with Laurel High School students. Works with Allied Signal and NASA Goddard in a small employer program.

American Association of University Women

Washington, DC (202) 785-7795
Focuses on equity for women and girls. Offers fellowships to women in science and provides a legal advocacy fund for women fighting for tenure at universities.

American Lung Association of Maryland

Laurel, MD
<http://www.lungusa.org>
Promotes lung health concentrating in four areas: pediatric asthma education, tobacco use prevention for children, pulmonary research, and air quality.

Call for Action

Bethesda, MD (301) 657-8260
Serves as a non-profit consumer mediation service. Volunteers act on behalf of individuals and small businesses that have been defrauded.

Central Asian-American Enterprise Fund

Washington, DC (202) 737-7000
<http://www.caaefus.com>
Assists Central Asian republics in the transition from centrally planned to free market economies.

Community Tax Aid

Washington, DC (703) 318-2122
<http://www.gws.cpa.org>
Prepares tax returns free of charge for low-income individuals and families in the Washington metro area.

East of the River Community Development Corporation

Washington, DC (202) 561-4974
Facilitates business and economic development in Ward 8. Offers technical assistance to small businesses and computer-based training for youth.

Microcredit Summit

Washington, DC (202) 546-1900

microcredit@igc.apc.org

<http://www.microcreditsummit.org>

Leads a campaign to reach the world's poorest populations. Helps establish credit for self-employment.

Montgomery County Cooperative Extension Service

Derwood, MD (301) 590-9638

Assists low-income clients with preparing budgets and managing credit through a family and consumer sciences program.

National Committee on Pay Equity

<http://feminist.com/fairpay.htm>

Washington, DC (202) 331-7343

Unites women's and civil rights groups, businesses, and individuals in a collaborative effort to end wage discrimination.

Suited for Change

Washington, DC (202) 293-0351

Provides professional clothing and professional development training to low-income women who have completed job training programs and are seeking employment.



❖ COMMUNITY SERVICE PROGRAMS ❖

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Updated 10/99

COMMUNITY SERVICE OPPORTUNITIES FOR MAJORS IN COMPUTER, MATHEMATICAL & PHYSICAL SCIENCES

Astronomy
Mathematics

Computer Science
Physics

Geology
Physical Sciences

The College of Computer, Mathematical, and Physical Sciences serves as a technical institute within a large university. Students majoring in any of the disciplines encompassed by the College have the opportunity to obtain outstanding opportunities in their field. The college encourages active learning through research and professional development. (Adapted from the Undergraduate Catalog, 1999-2000.)

An excellent way to enhance your education in and out of the classroom and serve the needs of the broader community is through community service. Community service involves applying your energy, skills, enthusiasm, and desire to make a difference to social issues that concern you. It is also an excellent way to practically apply your education, enhance valuable job-related skills, and explore career options.

Here are just a few examples of different kinds of community service activities that relate to your major:

❖ **ASTRONOMY:**

Volunteer at a community planetarium; take children, shelter residents, people who are disabled, or people who are elderly on star-gazing excursions; do presentations in schools on stars, the solar system, constellations, and the space program; mentor school children and encourage careers in the sciences; be a judge in school science fairs; volunteer in a local, state, or national park as a naturalist.

❖ **COMPUTER SCIENCE:**

Tutor other UM students taking computer courses; visit homeless shelters, shelters for battered women, group homes for people who are disabled, drug rehabilitation centers, agencies that serve recent immigrants to the US and adult literacy classes and offer free word processing and data entry courses; help a non-profit organizations, a local volunteer office, or human services agency create a data base; design a computer program to help people who are mentally disabled learn how to work with computers; design programs to assist children in learning computers; create a data processing and analysis program for a community agency; help a volunteer clearinghouse learn how to keep track of their volunteers through a computer program.

❖ **GEOLOGY:**

Take children, shelter residents, drug rehabilitation clients, or people who are disabled on rock collecting excursions; volunteer at a museum's rock and mineral collection; work with an environmental action group; volunteer to be a judge for a school science fair; volunteer at the Smithsonian or the Science Center.

❖ **MATHEMATICS:**

Tutor other UM students, elementary, and secondary school students in math courses; help a teenager living in poverty prepare for college preparatory exams; visit local schools and encourage careers in mathematics; be a teacher's aid.

- ❖ **PHYSICS:**
Tutor other UM students and high school students taking Physics courses; volunteer to be a judge in an elementary or secondary school science fair; set up a Physics is Phun club in an elementary or secondary school; help out at a science museum or children's learning center; visit local schools and promote careers in the sciences.

- ❖ **PHYSICAL SCIENCES:**
Work on a project promoting science to elementary school students; start a science demonstration show for area schools; help a professor with research; volunteer at the Smithsonian or the Science Center.



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COMMUNITY SERVICE OPPORTUNITIES FOR MAJORS IN COMPUTER, MATHEMATICAL & PHYSICAL SCIENCES

There are many ways for you to become involved in community service and gain hands-on experience associated with your major. The following are just a few examples of agencies with service opportunities related to the majors in your college.

Adelphi/Langley Park Family Support Center

Adelphi, MD (301) 431-6210

Provides adult education, job assistance, and training in computer basics.

Allied Signal Technical Services

Lanham, MD (301) 805-3623

Organizes an explorer program for Laurel High School students to work with Allied Signal and NASA Goddard Space Flight Center. The students share their experiences with local elementary and middle school students.

Association for Women in Science

Washington, DC (202) 326-8940

awis@awis.org

<http://www.awis.org>

Strives to achieve equity and full participation for women in science and technology.

E=mc²

UM Campus (301) 405-3283

Provides math and science enrichment projects to the students of Paint Branch Elementary School. The program is coordinated by Women in Engineering; volunteers from all disciplines are welcome.

H.B. Owens Science Center

Lanham, MD (301) 918-8753

Provides science enhancement programming for the Prince George's County school system through a planetarium, nature trail, computer labs, and more.

Linkages School Based Health Center

Silver Spring, MD (301) 431-4046

Provides educational support to children and families including computer training and math and science tutoring.

Marian Greenblatt Education Fund, Inc.

Potomac, MD (301) 983-3255

Works with elementary school students to help improve performance in math course.

East of the River Community Development Corporation

Washington, DC (202) 561-4974

Facilitates business and economic development in Ward 8 through technical assistance to small businesses and computer-based training for youth.

Public Citizen's Critical Mass Energy Project

Washington, DC (202) 546-4996

<http://www.citizen.org/cmep>

Promotes renewable and energy efficient technologies and nuclear safety issues.

School of Tomorrow

Washington, DC (202) 789-1810

Organizes adult education programs including computer training and GED preparation.

United Community Ministries

Alexandria, VA (703) 768-7106

Promotes independence with services including employment assistance, computer training, and financial help.

SEE OTHER COMMUNITY SERVICE PROGRAMS RESOURCES INCLUDING:

Opportunities to Volunteer with Literacy/Tutoring

Opportunities to Volunteer On Campus

COMMUNITY SERVICE PROGRAMS

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Updated 10/99

COMMUNITY SERVICE OPPORTUNITIES FOR MAJORS IN LIFE SCIENCES

Biochemistry
General Biological Sciences
Zoology

Chemistry
Microbiology

Entomology
Plant Biology

The College of Life Sciences offers students educational opportunities to examine living organisms and their interaction with one another and the environment. Programs emphasize not only the fundamental concepts of biological science, but also their application to daily life and the improvement of life. Many students are in pre-professional programs such as pre-medicine, pre-dentistry, and pre-veterinary science. (Adapted from the Undergraduate Catalog, 1999-2000.)

An excellent way to enhance your pre-professional education is to get some hands-on experience in your field through community service. Community service involves applying your energy, skills, and desire to make a difference to social issues that concern you. It is also an excellent way to complement your major field of study, develop valuable job related skills, and explore career options.

Here are just a few examples of how you can get involved in a service project related to your major:

❖ **CHEMISTRY/BIOCHEMISTRY:**

Join stream walks, bay clean-up campaigns and help test levels of pollutants and toxins in bodies of water; tutor high school students and other UM students in chemistry; be a judge in elementary and secondary school science fairs; visit local schools and encourage careers in the sciences, particularly with under-represented groups.

❖ **ENTOMOLOGY:**

Volunteer in the Smithsonian "bug room"; take children on nature walks and show them insect species; teach shelter residents, nursing home residents, disabled residents of a group home, or school children how to collect butterflies, identify insects, or keep an ant farm; volunteer with political action and lobbying campaigns to save the environment.

❖ **MICROBIOLOGY:**

Volunteer to help test pollution levels in bodies of water, animal, and plant specimens for environmental watch groups; tutor other UM students taking microbiology courses; offer to help doctoral candidates and professors with lab work; be a judge in an elementary or secondary school science fair.

❖ **PLANT BIOLOGY:**

Volunteer at an arboretum; help inner city children, shelter residents, or people who are elderly develop garden plots in their neighborhoods; help organizers of stream walks document the effects of pollution on plants; volunteer in national, state, and local parks as a naturalist; take children on nature hikes; participate in lobbying and political action campaigns to preserve the environment.

❖ **ZOOLOGY:**

Volunteer in zoos, animal refuge centers, animal shelters, and animal rescue facilities; lobby for animal rights with an animal rights organization; do presentations at local schools on the importance of conservation and protecting endangered species; volunteer at the Smithsonian or other museums; volunteer with organizations that help people who are elderly, ill, or disabled keep and care for their pets.

❖ **PRE-MEDICINE, PRE-NURSING, PRE-DENTISTRY:**

Volunteer at free clinics as an aide or medical technician; volunteer at an AIDS clinic; volunteer at hospitals, dental clinics, doctor's offices, and nursing homes; be a companion/helper/aide to a physically disabled person; join the Peace Corps after graduation; visit economically disadvantaged schools and promote careers in medicine, nursing, and dentistry; become an Emergency Medical Technician with your local rescue squad; present workshops in schools on puberty and in nursing homes on the effects of aging on the body and health; help a shelter design a nutritional, low cost meal plan.



❖ **COMMUNITY SERVICE PROGRAMS** ❖
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COMMUNITY SERVICE AGENCIES WITH OPPORTUNITIES FOR MAJORS IN LIFE SCIENCES

There are many ways for you to become involved in community service and gain hands-on experience associated with your major. The following are just a few examples of agencies with service opportunities related to the majors in your college.

Association for Women in Science

Washington, DC (202) -326-8940

awis@awis.org

<http://www.awis.org>

Strives to achieve equity and full participation for women in science and technology.

Chesapeake Wildlife Sanctuary

Bowie, MD (301) 390-7011

Dedicated to encouraging respect for all living things. Operates a wildlife teaching hospital and emergency response network and is active in public wildlife education programs.

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UM Campus (301) 405-3283

Provides math and science enrichment projects to the student of Paint Branch Elementary School. The program is coordinated by Women in Engineering.

Enviromentors Project

Washington, DC (202) -347-5300

enviromentors@mcimail.com

Enables urban high school students to work one-on-one with scientists and environmental professionals to conduct environmental research and community action projects.

Galway Elementary School

Silver Spring, MD (301) 595-2930

Offers weekly mentoring and tutoring in all subjects for elementary students.

Garden Harvest

Glyndon, MD (410) 526-0698

Grows fruits and vegetables for community agencies. A completely organic farm that operates year-round.

H. B. Owens Science Center

Lanham, MD (301) 918-8750

Provides enhanced science programs for PG County public schools through a planetarium, nature trail, and computer labs.

Humane Society of Southern Maryland, Inc.

Temple Hill, MD (301) 630-6110

Provides pet adoption and community information services, as well as low cost spay and neuter referrals. Handles animal cruelty issues.

Prince George's Volunteer Health Center

Largo, MD (301) 925-7022

Provides hands-on experience for those interested in the health field. Opportunities include counseling, lab studies, assisting with medical procedures, and more. Training is provided.

Natural Resources Conservation Service: US Dept. of Agriculture

Washington, DC (202) -720-2749

Administers programs to help people conserve, improve, and sustain our natural resources and environment.

Pets-DC

Washington, DC (202) -234-7387

info@petsdc.org

<http://www.petsdc.org>

Assists people with HIV/AIDS in caring for their pets. Offers dog-walking and cat box and cage cleaning, as well as financial assistance and transportation for veterinarian care and grooming.

**Prince George's County Health
Department**

Largo, MD (301) 883-7802

Serves as a public health care provider offering health care maintenance and preventive health care to the community.

Washington Animal Rescue League

Washington, DC (202) -726-2556

<http://www.warl.org>

Operates an animal shelter to find homes for unwanted pets and provides low cost veterinary care for low-income residents of the DC metro area.

University of Maryland Medical System

Baltimore, MD (410) 328-5600

Coordinates a volunteer program for students involved in health care. Opportunities include: anesthesiology, emergency, family life, pharmacy, physical therapy, and more.

Washington Free Clinic

Washington, DC (202) -667-1106

Provides health care to the medically uninsured in the community.

SEE OTHER COMMUNITY SERVICE PROGRAMS RESOURCES INCLUDING:

- Opportunities to Volunteer with Area Hospitals
- Opportunities to Volunteer with Animals and Pets
- Opportunities to Volunteer with the Environment
- Opportunities to Volunteer in Health Care
- Opportunities to Volunteer with HIV/AIDS
- Opportunities to Volunteer with People with Disabilities
- Opportunities to Volunteer On-Campus



❖ COMMUNITY SERVICE PROGRAMS ❖
1195 STAMP STUDENT UNION
(301) 314-CARE
<http://www.umd.edu/CSP>

List of all Community Service Programs Handouts

Opportunities to Volunteer . . .

in the African American Community
in the Asian American Community
with Children
with Elderly Adults
in the Gay/Lesbian/Bisexual/Transgendered Community
in the Jewish Community
in the Latino/Hispanic Community
with Teenagers
with Persons with Disabilities
with Women

Handout Series on Issues of Interest, including:

Animals and Pets
Arts
Counseling/Hotline
Criminal Justice and the Law
Environment
Health Care
HIV/AIDS
Hunger and Homelessness
Literacy/Tutoring
Political Action and Advocacy
Recreation and Sports

Community Service Opportunities for Majors in . . .

Agriculture and Natural Resources

Architecture

Arts and Humanities

Behavioral and Social Sciences

Business and Management

Computer, Mathematical, and Physical Sciences

Education

Engineering

Health and Human Performance

Journalism

Life Sciences

Other

On-Campus Service Opportunities

Easy Access Service Opportunities on Shuttle-UM

Preparing for Success: Planning Community Service Projects Using the PARE model

Community Service Opportunities for Groups

Getting Involved in Community Service: A Step by Step Approach

Community Service Network

Some Thoughts About Serving the Community

Develop Your Leadership Through Community Service

Integrating Service into the Classroom

Good Questions to Ask When Choosing a Volunteer Site

Summer, Post-College, International, National, and Career Opportunities in Service

What is Service-Learning?

Community Service Clearinghouses

Area Hospitals

Volunteer Service Awards

Terp Serve monthly newsletter

These handouts, which are updated annually, are available in 1195 Stamp Union.