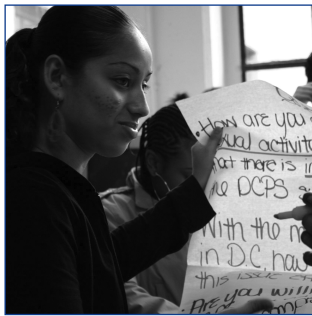




AMERICAN UNIVERSITY

WASHINGTON, DC



## FACULTY GUIDE TO SERVICE-LEARNING

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Nathan Price and Karyn Cassella for the very first version of the manual

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Cover photographs, from left to right:

Photo taken by Erica Baca for her capstone project while working with a group of young women at the Latin American Youth Center, April 2006

Students participating in a Teaching the Legacy workshop for Black History Month, February 2005

Gabriella Piazza with her photojournalism class final project showing young people learning culinary skills at the nonprofit Brainfood in spring 2005

Photo taken by Erica Baca at the Washington, D.C., immigration rally, April 2006

## INTRODUCTION

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Community engagement is a vital aspect of student and academic life at American University. It deepens academic learning, builds stronger relationships beyond the campus, and prepares students more effectively for their post-college endeavors. Integrating community engagement into the university curriculum creates an educational environment where students not only develop academically but are transformed personally and professionally.

With the rapid expansion of service-learning pedagogy and community service requirements in K-12 education around the country, American University students are arriving on campus with a tremendous array of volunteer experiences as well as higher expectations for academic enrichment. In fact, 83 percent of freshman entering American University in 2005 said they volunteered during their senior year of high school.

AU students are collaborating with the nonprofit sector and schools throughout the Washington metropolitan area to provide them with much-needed services, skills, and support, and in the process, they are enhancing their own education. Consider that:

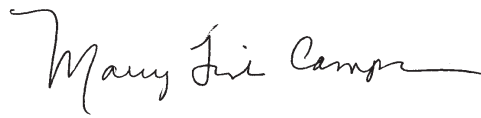
- Thirty-two students across ten academic classes registered for the Community Service Learning Program (CSLP) extra-credit option in the spring of 2006. CSLP allows students to earn an extra credit in a regular course by completing 40 hours of service connected with course content. For example, students from a College Writing Seminar took advantage of this option and contributed writing projects, including brochures, Web site content, grant proposals, and manuals, to a number of D.C. public charter schools and youth organizations.
- Public history graduate students partnered with Community Help in Music Education (CHIME) and the Anacostia Museum to collect oral histories for an exhibition that documents D.C.'s rich history of public school marching bands, in an advocacy effort to bring music instruction back into the public schools.
- School of Communication media arts students completed photo-essay projects for community-based nonprofits that have a tremendous need for high-quality documentation for their programs. For example, students worked with Community Bridges JumpStart Girls!, Columbia Heights Village Together, La Clínica del Pueblo, Latin American Youth Center, and Brainfood.
- Students in the Kogod business school's Washington Initiative work together in planning and executing fundraisers for different nonprofits in the D.C. area. During the fall of 2005, students organized a fundraiser for the Hoop Dreams Scholarship Fund.

The service-learning pedagogy is a primary example of American University's commitment to encouraging intellectual engagement through community service by combining the high academic standards of American University with its dedication to serving others through ideas and actions. Service-learning makes explicit the ways in which American University is truly a private university with a public responsibility.

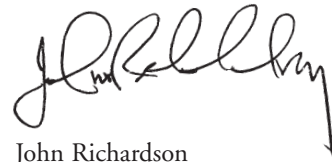
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This philosophy is truly a practice at AU. The Graduation Census of Spring 2006 told us that 58 percent of graduating bachelor's degree students and 51 percent of master's degree students engaged in community or public service in a typical week during the year.

This guide is a resource for faculty who are seeking strategies and ideas to explore community-based learning for their courses. Whether you want to find nonprofit organizations or schools as sites for community work, read more examples of how service-learning is applied across disciplines, learn how to adapt your course syllabi to incorporate service-learning, or explore other options at American University, this guide will give you a glimpse into service-learning's impact on students and faculty, as well as the process involved to implement service-learning successfully. The Community Service Center, in Mary Graydon Center, room 273, offers resources that can assist you and your students in finding the right community partners, developing your syllabi, creating meaningful assignments, documenting best practices, and assessing the outcomes. We look forward to working with you to turn your ideas into action and that action into service.



Marcy Fink Campos  
Director, Community Service Center



John Richardson  
Director, Center for Teaching Excellence

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## A QUICK GLANCE AT SERVICE LEARNING

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Incorporating service-learning into courses involves time, dedication, and energy—time to thoughtfully organize an experiential learning environment where students are actively engaged in work beyond the classroom; dedication to the idea that all parties involved can benefit; and ongoing energy to deepen the learning among students.

The following are some highlights of the manual that delve into important steps to take as you explore service-learning as a possibility for your courses:

- **Service-Learning Course Design Checklist** **Page 18**  
This checklist details a step-by-step timeline for incorporating service-learning into your coursework, including how to access Community Service Center resources, when to revise your syllabus and how to connect with community partners. The checklist gives you a comprehensive, yet concise, overview of what to think about as you preplan for service-learning.
- **Easing Your Way into Service-Learning** **Page 10**  
Achieving the ideal in service-learning involves extra planning and time, especially when revising course objectives, securing community partners, and finalizing logistical details. Taking small steps to achieve this ideal can be an effective approach for faculty who are committed to service-learning but who may not have the time to organize all of the major components for the semester. This section offers service-learning options that foster a smoother, less work-intensive transition into service-learning.
- **Examples of Service-Learning across Disciplines** **Page 21**  
As a faculty member, are you curious about how service-learning might look in your discipline? This section offers various examples of service-learning projects and course designs across disciplines, and how different approaches and methods are incorporated into service-learning courses.
- **Recognizing and Advancing Student Learning** **Page 26**  
This section offers a three-level breakdown of students' learning experiences as they relate to the service completed. Here, the manual offers hypothetical situations in which faculty members seek to measure the development and learning of students as they reflect on their experiences and critically examine connections between their service and academics.
- **Preparing Students** **Page 16**  
If you are planning to incorporate service-learning into your course, preparing students about the organization, the surrounding community, and the logistics involved are key to successful implementation. This section offers important details that prepare students for their community work.





# THE POSSIBILITIES OF SERVICE-LEARNING

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## What Is Service-Learning?

As a faculty member, you are familiar with forms of experiential education like internships, field research, or clinical work. Service-learning is a distinct form of experiential education for two reasons. First, service-learning provides a mutually beneficial experience for both the student and the organization. Second, service-learning focuses equally on both the service contributed by the students and the service-learning that is fostered back in the classroom.

There are many definitions of service-learning, although most share core concepts that distinguish it from other forms of experiential education (Howard, 2001):

- Service-learning provides relevant and meaningful service in the community. Through their service, students identify and respond to the specific needs of those they serve and the long- or short-term goals of the organization. Students learn as they contribute their skills and knowledge and make meaningful connections with course content. Faculty view the community work as a laboratory for exploring course content.
- Service-learning enhances academic learning. Service-learning translates theory into practice, statistics into real people, and ideas into action. Experiences in the community deepen the classroom experience and provide additional “texts” for discussion and analysis. The integration of structured time for critical thinking and reflection is central to the process of enhancing academic learning.
- Service-learning creates the opportunity for purposeful civic learning. Service-learning can help students define for themselves what it means to participate in and create a democratic society. More specifically, students can deepen their understanding of individual leadership, systemic change, and social responsibility in the context of a local, national, and global multicultural society.

## How Do Courses Incorporate Service-Learning?

There are various ways to incorporate service-learning into the college curriculum. Service-Learning can be:

- a required or optional course component
- offered as an additional credit attached to an existing three- or four-credit course
- integrated into program requirements or linked courses

Service-learning can also reshape the direction of an internship and provide an avenue for community-based research. According to Georgetown University’s Center for Social Justice, community-based research, or CBR, is collaboration among faculty, students, and community members. CBR utilizes “multiple sources” of information to produce research and encourages multiple methods to distribute information. The ultimate goal of community-based research is to advance social action and change.

Service-learning is not yet applicable to every course; however, it can be incorporated into far more disciplines that one can imagine. We recommend that you read “Service-Learning in the Curriculum,” by S. L. Enos and M. L. Troppe (1996) for a complete discussion of service-learning options and their advantages and challenges. Service-learning takes many different forms, depending on the discipline and content of each course. The American Association of Higher Education (AAHE) publishes a book series that addresses the theory and practice of service-learning in 20 different disciplines. The series is an invaluable resource to help you connect service-learning theory and practice in your specific discipline and can be accessed through the Community Service Center. For quick reference, examples of service-learning across disciplines are offered throughout this handbook.

## The Benefits of Service-Learning

Service-learning can be successful in both in-class and out-of-class settings (Jacoby, 1996). **American University’s Community Service Center (CSC)** supports faculty and students in all forms of community service and service-learning. This handbook specifically addresses the possibilities and practices of curricular service-learning but also includes a description of the overall activities of the CSC.

Service-learning offers a unique opportunity for American University to put into practice three priorities for quality improvement: academic inquiry, student experience, and engagement with Washington, D.C., and global affairs. Students have the freedom to explore, examine (and re-examine) their own perceptions, curiosities, and worldviews by providing a real-world context supported by academic study. Service-learning also strengthens scholarship and teaching because it is grounded in producing tangible outcomes or changes.

More specific benefits include:

- **For Faculty.** According to studies, service-learning can be a catalyst for faculty research and scholarly work (Driscoll, Holland, Gelmon, and Kerrigan, 1996) and increase students’ acquisition of course content (Ward, 2000). Service-learning has the potential to introduce new ideas and methods into traditional courses and can foster new synergy between students and faculty as teaching-learning partners. Furthermore, long-term engagement with nonprofit agencies and organizations may lead to ongoing research and community development.

*“Using service-learning to teach writing helps the students to ‘own’ their education, because much of what they experience is first hand and not mediated by the all-knowing professor. In this way, I can have a class that liberates students to become responsible citizens, not passive consumers.”*

Glenn Moomau, College Writing

- **For Students.** According to studies, service-learning can help students develop both academically and personally. *A Practitioner’s Guide to Reflection in Service-Learning: Student Voices and Reflections*, by Eyster and Giles (1996), reveals the following:
  - A majority of service-learning students report that they learn more and are motivated to work harder in service-learning classes than in regular classes.
  - A majority of students report a deeper understanding of subject matter and a recognition of the complexity of social issues.
  - Students remember material better through experience and can apply the material that they learn in class to real problems.
  - Students report that the power of service-learning is rooted in personal relationships and in doing work that makes a difference in people’s lives.

*“Service-learning has helped me bridge the wide gap between myself and the rest of Washington, D.C. I have met so many amazing children, and I hope to continue to participate.”*

Kim Palombo, Education Student

- **For Community Partners.** Whether working with a school, a community-based organization, or a local or national nonprofit agency, students involved in service-learning can help an organization meet immediate needs and contribute to its long-term goals. Organizations experience the advantages of receiving critical support, building collaborative relationships with students and the university, and advancing their immediate or long-term goals. (Driscoll, et al., 1996). Constituencies and staff of the organizations serve a critical role as teachers to students (Eyler and Giles, 1999). Community partners create an important opportunity to share their work, vision, and goals with students, which produces a positive impact on students as they develop professionally and personally.

*"Kim has been a joy to work with. The students all love her. When she noticed that some of the students were having trouble reading, she asked if she could bring Dr. Seuss books to read with them. She thought that these books would be easier for them to read. Her consistent attendance has also allowed her to build relationships with the students that she works with. Her dedication is not only to the students either. At the end of each Community Night, she offers to bring other volunteers back into the city so that they don't have to ride the Metro. Kim is simply amazing; she has truly been an asset to our program."*

Reco Thomas, Program Manager for Turning the Page

## Scholarship and Service-Learning

Faculty often find that service-learning significantly contributes to their scholarship. Research around service-learning indicates that the pedagogy's knowledge base is growing. Studies that critically examine service-learning include a comparative assessment of student learning in classes with and without service-learning, a case study of a community partnership, and an assessment of university support for service-learning and other forms of community engagement. In addition, faculty incorporate service-learning into an existing research agenda around a specific subject. For instance, service-learning work can advance faculty's research on the impact of changes to health-care policies, the process of gentrification, the psychology of battered women, national trends in attitudes about participatory democracy, and a diversity of other research agendas.

The *Michigan Journal of Community Service Learning* (MJCSL) is the leading peer-reviewed multidisciplinary journal designed to promote the scholarship of civic engagement and service-learning. Abstracts of articles are available at <http://www.umich.edu/~mjcs/>. Recent noteworthy articles include: "Public Interest Anthropology: A Boasian Service-Learning Initiative" (Sanday and Janowitz, Summer 2004), "Youth Participatory Action Research: A Transformative Approach to Service-Learning" (Schensul and Berg, Summer 2004), "Service-Learning and the Downsizing of Democracy: Learning Our Way Out" (Koliba, Spring 2004), "Community-Based Research Assessments: Some Principles and Practices" (Marullo et al, Summer 2003). Dozens of academic journals publish articles about service-learning integration, outcomes, and research.

Consulting the journals and resources noted here and at the end of this handbook can lead you to other faculty with similar interests, as well as publication opportunities and resources directly related to your discipline. The following professional and scholarly journals have published service-learning scholarship (<http://www.cacs.umd.edu/pdf/slhandbook.pdf>).

*Academic Exchange Quarterly*  
*Active Learning in Higher Education*  
*Alternative Higher Education*  
*American Behavioral Scientist*  
*American Education*  
*American Journal of Education*  
*American Psychologist*  
*Business Communication Quarterly*  
*The Chemical Educator*  
*College Composition and Communication*  
*College English*

*College Teaching*  
*Curriculum Inquiry*  
*Democracy and Education*  
*Education*  
*Educational Evaluation and Policy Analysis*  
*Educational Gerontologist*  
*Educational Leadership*  
*Educational Record*  
*The Generator: Journal for Service-Learning and Youth Leadership*  
*Harvard Educational Review*

*Innovative Higher Education*  
*Instructor*  
*Journal of Adolescence*  
*Journal of Adolescent Research*  
*Journal of Business Education*  
*Journal of Business Ethics*  
*Journal of Career Development*  
*Journal of Career Planning and Employment*  
*Journal of College Student Development*  
*Journal of Cooperative Education*  
*Journal of Experiential Education*  
*Journal of Family and Consumer Sciences*  
*Journal of Health Education*  
*Journal of Higher Education*

*Journal of Personality and Social Psychology*  
*Journal of Research and Development in Education*  
*Journal of Social Issues*  
*Journalism Educator*  
*Liberal Education*  
*Metropolitan Universities Journal*  
*Phi Delta Kappan*  
*PS: Political Science and Politics*  
*Psychological Science*  
*Social Policy*  
*Synergist*  
*Teaching Sociology*  
*Theory and Research in Social Education*

## **National Trends in Service-Learning**

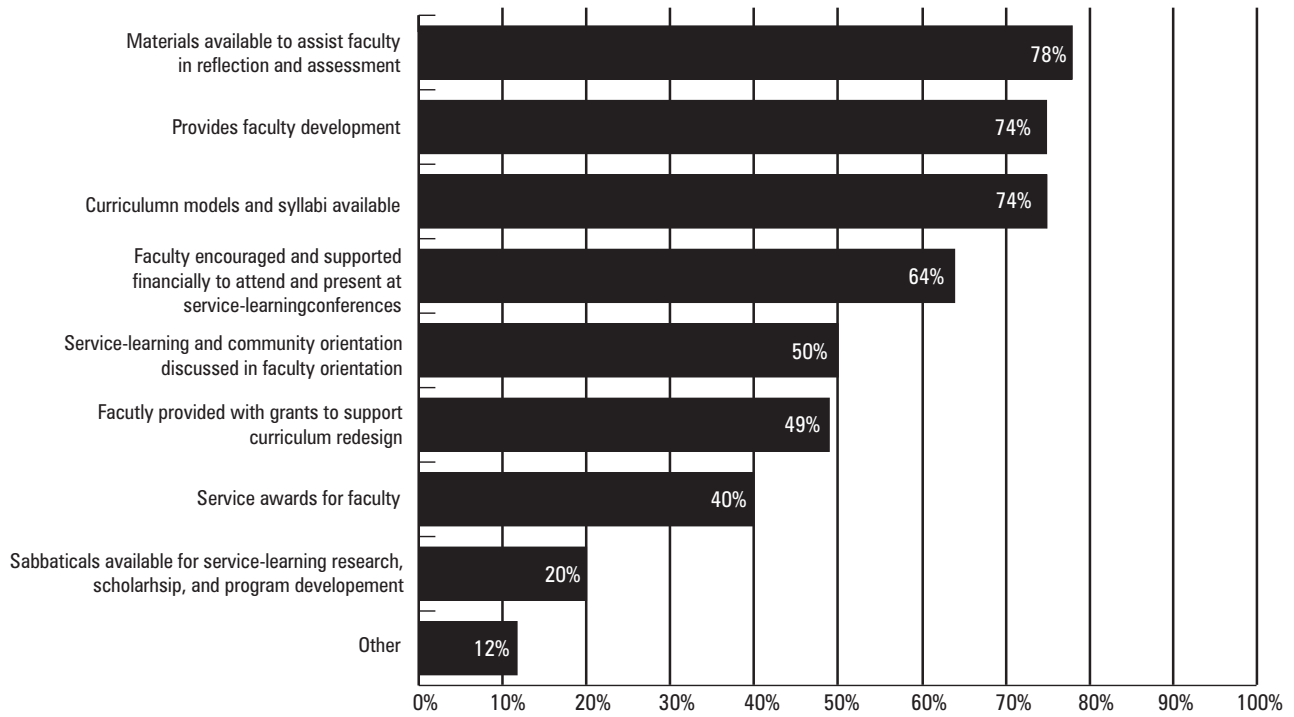
American University is a member of Campus Compact, a national coalition of more than 935 colleges committed to the civic purposes of higher education. In Campus Compact's 2004 survey, member institutions reported not only record participation in community service but also an increase in structural and financial support for initiatives to improve communities and to make civic learning part of academic life.

### *Highlights of Campus Compact's 2004 Findings*

- Across member campuses, 30 percent of students participate in service activities.
- Partnership activity has risen dramatically; for example, 90 percent of member campuses report having partnerships with K-12 schools, up from 88 percent in 2002.
- Service-learning—the practice of integrating service with academic study—is also on the increase. An average of 25 faculty members per institution teach service-learning courses, compared with 22 in 2002; member campuses offer an average of 31 service-learning courses, up slightly from 30 in 2002.
- Underlying this increase in activity is the widespread creation of campus infrastructures to support community work. Some 85 percent of member institutions report having a community service or service-learning office to coordinate campus service programs.

As shown in the figure below, institutions were most likely to support faculty involvement in service or civic engagement programs and service-learning courses by providing materials to assist faculty in reflection and assessment (78 percent), faculty development workshops (77 percent), and curriculum models and/or syllabi (76 percent). Institutions were less likely to support faculty involvement in service-related activities by providing sabbaticals for service-related activities (16 percent). Institutions were also less likely to give faculty awards for their service-related activities (39 percent).

Of those 15 percent of respondents who suggested there were other ways in which the institution supported faculty involvement in service-related activities, the most frequently occurring responses included (a) the availability of a coordinator and/or support in coordination of service-learning activities; (b) monetary or course-related incentives; (c) faculty fellow positions or programs; and (d) recognition in terms of awarding tenure or promotion.



*Institutional support for faculty involvement in service/civic engagement programs and service-learning courses*

Drawn from Campus Compact's 2004 Annual Membership Survey.



## SERVICE-LEARNING: FROM THEORY TO PRACTICE

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Finding the right balance and relationship among students, the course, and the community partner is essential to making the service-learning experience an easier transition from theory to practice. The mutual benefits of service-learning depend on quality planning and facilitation. Students recognize when a specific assignment does not thoroughly connect with course content or meet objectives. Therefore, if a service-learning component is loosely appended to a course, students are likely to experience the disorganization.

Alex Cohill, along with several other freshman students, took a leadership class specifically designed around the service-learning concept. They worked with a local organization for the homeless to create an event that involved an art fair, a toiletries drive, and education awareness about homelessness in D.C. The students' work culminated in an art show and poetry reading which was open to the public. Students helped to bring several homeless members of Miriam's Kitchen as well as staff members to campus for the event.

This section provides examples and suggestions about how to connect with the right community partners and prepare students for their project, as well as other key factors that will allow you to better tailor your specific service-learning experience to your individual course. We start below with a fictional account of one faculty member's growing understanding of effectively incorporating service-learning into her course:

- **The First Semester.** In an American studies course on popular culture, the faculty member has included service-learning for the first time—students will serve as mentors and tutors to local high school students. The university students were oriented to the school and assisted with transportation; however, they received little direction or feedback about daily activities with the students. Even so, they resolved to do their best to help with homework. Several university and high school students ceased to attend the tutoring sessions. The experiences at the high school operated in the background of in-class learning, but the faculty member did not specifically ask students to reflect critically on the questions or insights that the experience created.
- **The Second Semester.** The next semester, the faculty member took a more intentional approach with the tutoring and mentoring activity. Training, orientation, and transportation assistance remained part of the plan. During the early weeks of the homework sessions, the high school students were asked to create a poetry slam for the school. In between homework sessions and working together, the university and local students composed poetry and lyrics, planned the public assembly, and crafted a publication of their written work. The faculty member integrated the tutoring and mentoring experience with the reading of *The Hip Hop Generation* (Kitwana, 2002). Students were asked to consider links between the text, their experiences with the high school students, and the meaning of culture. In a closing activity, university students engaged the high school students with similar questions.

The service activities of the two semesters are similar, yet the degree of detail and guidance provided in the second semester invite an opportunity for learning that was originally missed. Intentionality and attention to good practice can help ensure a positive experience for faculty, students, and community partners. While there are no easy answers, there is guidance.

The Leadership Program, within the School of Public Affairs, is a four-year series of courses focused on enhancing students' leadership potential through the study and practice of leadership theory and development. Students not only gain a fundamental understanding of theoretical research but are able to gain practical experience through community-based work.

## Easing Your Way into Service-Learning

Service-learning within a course can take many forms. For example, service-learning can be a limited engagement, such as three sessions at a local hospital with patients, or an ongoing engagement, such as a semester-long project to create publications for a community agency or organization.

Perhaps you are not ready to step into service-learning. As an alternative, you might consider other ways to involve your students in the community as part of the learning experience. For example, an international relations course might involve students visiting various embassies or advocacy groups to meet with staff and discuss questions pertinent to course content. While this is not service-learning, it can be a way to invite students to see the city, its people, and its organizations as resources for learning. Taking small steps towards service-learning can be an important part of planning and developing the ideal service-learning experience for your students and course. The following section reveals other easy methods to incorporate community work into courses at AU.

### *Community Service-Learning Program (CSLP)*

CSLP offers undergraduate students an opportunity to connect classroom theory to real-life lessons through organized service in the community. These goals are accomplished through the option of an additional credit which consists of:

- an approved academic course
  - at least 40 hours of approved field work intended to benefit people of the Washington metropolitan area who need human support or social services
  - an academic project that demonstrates the relationship between the course and the service experience
- Faculty and students can meet with Community Service Center staff to explore community projects that integrate students' service with course content. Incorporating information about the extra-credit option in your syllabus, with examples of possible projects and outcomes, provides students a vision for how this learning manifests itself. CSLP can be integrated into your academic courses in four simple steps:

- 1. Confirm with your department that the academic course you teach is approved for CSLP credit.** Most classes are approved at a certain level, but one-time exceptions for particular classes may be authorized by the department chair. The faculty advisor for the CSLP credit must be the instructor for the approved 3-4 credit course.
- 2. Students find an approved community service site or project.** The Community Service Center assists students in finding appropriate sites that can be linked to course work, as well as making initial contact with the organizations to facilitate the partnership. The center also offers resources and general information about nonprofits in the metropolitan area. See the sector lists in Appendix D for more specific details on community-based organizations.
- 3. Faculty, student(s), and Community Service Center staff sign a contract.** Students will need to complete a CSLP contract that explains the nature of the organization or project, the proposed work at the site, and how it relates to the course. The student(s) and faculty advisor will negotiate the terms for assigning the pass/fail grade. The contract should set the parameters for a challenging project that relates the course work and the 40 hours of fieldwork.
- 4. Faculty and the Community Service Center provide additional support throughout the semester as needed.** Faculty should expect to serve in an advisory capacity to participating students and are encouraged to explore ways in which the experiences of these students can be brought into the class meetings. At the end of the semester, the Community Service Center facilitates an evaluation session that documents students' experiences and volunteer work, as well as their obstacles and concerns.



The following is a sample of nonprofit organizations that have been CSLP sites:

- **Brainfood:** Brainfood is a youth development organization that promotes cooking and culinary arts as a tool to build life skills with youth in a fun and creative setting.
- **Break the Cycle:** Break the Cycle engages, educates, and empowers youth to build lives and communities free from domestic violence.
- **CentroNia:** CentroNia offers quality education and family support to hundreds of families living in a bilingual, multicultural community.
- **Central American Resource Center (CARECEN):** CARECEN is a community-based organization which offers legal, educational, housing, citizenship, and civic participation programs to the Central American–Latino community.
- **Capital City Public Charter School:** CCPCS is a public charter school located in Columbia Heights, serving pre-K to 8th grade.
- **Children’s Defense Fund:** The Children’s Defense Fund seeks to ensure every child, particularly minorities, children with disabilities, and impoverished children, a successful passage to adulthood with the help of caring families and communities.
- **Community Academy Public Charter School:** CAPCS is a standards-based school in Washington, D.C., with the mission of creating a child-, family-, and community-centered learning environment for pre-K to secondary education.
- **DC Central Kitchen:** First Helping Program: First Helping provides street-level meal services, referral, and counseling services to people who are homeless in Washington, D.C.
- **Facilitating Leadership in Youth (FLY):** FLY is a youth development organization supporting youth east of the Anacostia River in achieving their educational goals, developing their talents, and expanding their leadership roles. Fly is a nonprofit organization that grew out of a student club at American University.
- **Garfield Elementary School:** Garfield Elementary School is a Heads Up site that provides after-school tutoring for their youth in Southeast D.C.
- **Latin American Youth Center:** Art and Media House: The LAYC Family of Organizations is a network of youth centers, schools, and social enterprises with a shared commitment to help youth become successful and happy adults with the skills they need to thrive.
- **Mary’s Center for Maternal and Child Care:** Mary’s Center provides health care, education, and social services to a culturally diverse community and emphasizes pediatric care to promote the health of mothers and children.
- **Mentors of Minorities in Education’s Total Learning Cis-tem (MOMIE’s TLC):** MOMIE’s TLC is a youth development organization that uses a transformative system to bolster educational outcomes for inner city youth.
- **Next Step Charter School:** Next Step is dedicated to helping Latino immigrant students work to build basic literacy in their native language, improve their English fluency and grammar, earn a GED, and gain the skills needed to further their education or move on to vocational training or secondary education.
- **SEED Public Charter School:** The SEED School is a college preparatory public charter and boarding school for students who embrace the school’s mission to prepare, both academically and socially, for success in college and in the professional world beyond.

### Required Course Component

You may be ready to examine the overall design of your course and integrate service-learning as a required course component. Even this can be undertaken in either small steps or giant leaps. Short-term or long-term engagement, on site or off site, and the type of service involved influence the degree to which your course will change and grow. One advantage of building in service-learning as a required piece of the course curriculum is that the entire class will be involved in the process, as opposed to a select few who either register for the CSLP additional-credit option or pursue service-learning as an optional course component. The participation of all students creates more opportunities for discussion, collaboration, and deepened learning. The following examples reflect service-learning thoughtfully integrated into academic curricula at AU:

- **Transforming Communities.** The Washington Semester Program's Transforming Communities Seminar, directed by Katharine Kravetz, is an intensive semester format that presents AU's clearest example of organizing service-learning as a significant course requirement. The purpose of the seminar is threefold: (1) To understand and evaluate policies and programs dealing with community issues; (2) to provide a theoretical, historical, and real context for understanding community issues; and (3) to provide insight into the work of people of different backgrounds and political persuasions who are changing and strengthening our communities. The class travels to nonprofit organizations, associations, schools, and government agencies to learn directly from the leaders involved in community action. The seminar is taken in conjunction with an internship (4 credits) which provides a directly related field experience to complement the themes of the class.

*"[The seminar] provides students with an opportunity to see the interaction of policy with practical grassroots issues, because policy is intimately related to helping communities solve problems."*

Katharine Kravetz, Transforming Communities

### Community Members as Teachers through Oral History

A course that studies issues of aging—physiology, policy, history, elder care—could use an oral history project to understand theories, policies, and facts from firsthand accounts. A community-based research project that involves violence reduction might include a series of oral histories as part of examining residents' experiences and perceptions about violence.

- **Oral History.** Taught by Professor Laura Kamoie in the history department, this course delves into the theory and practice of oral history research. The class becomes knowledgeable about the basic methodological techniques and studies the special characteristics and possible uses of oral history interviews. For graduate students, the class fulfills most of the requirements of Oral History Tool of Research. In the past, classes were involved in projects that produced long-term benefits for nonprofit organizations. For their public history class, students were a part of a city-wide effort to collect research for the Adams Morgan Heritage Trail Project to deepen awareness of the history of the neighborhood among residents and attract more businesses and visitors to the neighborhood. Most recently, oral history graduate students were involved in the project Banding Together—Then and Now, a partnership with Community Help in Music Education (CHIME) and the Anacostia Museum to collect oral histories that capture D.C.'s history of marching bands.

*"[Banding Together] is a project where everyone is winning: The staff at the Anacostia Museum praised the high quality of the students' finished products and felt certain they were historically significant materials that could serve as the centerpiece of the exhibit. Dorothy Marschack from CHIME has already pulled information from the transcripts that supports her advocacy efforts. Students not only gained valuable firsthand experience with the oral history research methodology but working as part of a larger team in a project allowed them to give back to the community and participate in something bigger than just an assignment for a grade."*

Laura Kamoie, Oral History, Public History

### Optional Course Component

Media arts students from the School of Communication have completed final projects at the following sites:

- Community Bridges, JumpStart Girls!, Silver Spring, Maryland
- Casa Del Pueblo, Columbia Heights, D.C.
- Columbia Heights Village Together, Columbia Heights, D.C.
- Brainfood, Mount Pleasant, D.C.
- CHIME (Community Help in Music Education), Adams Morgan, D.C.

- **The Writer as Witness—Exploring D.C.'s Failure to Educate Its Children.** This College Writing Seminar is taught every spring by Professor Glenn Moomau of the literature department. This seminar focuses on the issues of rhetoric, style, critical analysis, and information literacy, while asking students to use their academic skills off campus in order to understand precisely how the District's schools have failed. Students are grouped according to their research preference to examine specific aspects of public education in D.C. and participate in fieldwork and volunteering in the community. After writing several papers around these issues, students work on service writing projects that benefit the educational organizations and public charter schools at which they volunteer. Students produce brochures, grant proposals, training manuals, and Web site content. Professor Moomau encourages students to register for the CSLP fourth-credit option as an incentive to gain an extra credit for their volunteer work.

*"Because my College Writing Seminar students do several writing projects for their community partners, they learn one of the essential lessons of rhetoric: know your audience! The real world nature of the service-learning model makes them much more careful in composing, revising, and editing than if they were writing merely for an audience of one—the professor."*

Glenn Moomau, College Writing Seminar

### Optional Course Component

Perhaps having all of your students engaged in service-learning is not feasible or desirable. You might consider making service-learning one of several experiential learning options for the course, or encourage a final project to be connected with community work. For example, faculty in the School of Communication's media arts division encouraged service-learning as a final project option by recommending that their students complete their visual media projects for nonprofits in the D.C. metropolitan area. Students worked with community-based nonprofits in developing photo essays and photographs for publications, Web site content, brochures, and general documentation of programs. The Community Service Center played an integral role in finding sites for students taking classes in photojournalism and basic and intermediate photography.

### Principles of Good Practice

All of the above service-learning options can be implemented in ways that meet the goals of good practice. The Community Service Center staff is available and ready to help you with every step of the process from finding an agency, to exploring course projects, to managing transportation. Regardless of the scope of the service-learning component, the principles and practical considerations throughout this handbook will apply.

Scholars and practitioners of service-learning frequently refer to the ten principles of good practice developed by Jeff Howard in the *Service-Learning Course Design Workbook* (2001) as a framework for integrating service-learning into academic courses. The principles are clustered and briefly described below.

- **Attend to Academic Rigor and Student Learning Objectives.** Faculty members sometimes believe that service-learning dilutes the academic rigor of a course. In fact, when learning objectives for a course are well-established, a service-learning component can not only support them but actually enhance academic rigor. Keep in mind students should receive credit for the learning they exhibit in your course and not for the number of hours served, pages read, or papers written.
- **Identify Criteria for Service-Learning Activities and Placements.** When determining the details of your course's service-learning component, make choices that maximize the learning objectives of your course. Establish criteria that will help you find the best possible placement that meets community needs and your course objectives. Criteria might include distance from campus, ability to work one-on-one with people, opportunity to practice language skills, or an agency with a national scope.
- **Prepare Your Students for Serving and Learning.** The possibilities for learning from service-learning (or any class assignment) are limited without intentional focus to help students reflect, analyze, and think critically about their experiences in the context of the course and their own lives. Students should come to consider the community setting as an extension of the classroom and to be aware they can learn from you, their peers, the organization staff, and those they serve directly. In preparing the course, consider multiple strategies for encouraging student learning, such as interactive activities, writing, presentation, research, and discussions.
- **Prepare Yourself for Serving and Learning.** Because service-learning enlarges the realm of the classroom, this can impact how faculty members approach their teaching roles. You may experience variations in the level of control you have over your course and your students' learning, particularly because you will most likely not be at the service setting with your students all the time. You can prepare yourself for this shift by keeping in touch with the community agency partners, learning more about facilitating active learning in the classroom, and taking advantage of "teachable moments" connecting to your course content and the ideas of civic engagement.

Understanding and applying the principles of good practice take time and experience. Faculty members are encouraged to take steps toward implementing service-learning while recognizing that you will become more comfortable and skilled over time. You are encouraged to talk with fellow faculty and the Community Service Center staff to support you in the process.

## **(Re)Shaping Course Content and Learning Objectives**

This section links the principles of good practice with practical advice for planning and implementation. A Service-Learning Course Design Checklist rounds out the discussion and provides a short-hand guide for getting started.

When integrating service-learning into your course, you may find that the learning objectives for the course change slightly. For example, a computer science instructor may desire that students learn the components of database development. When a service-learning component is added to the course, a new objective emerges—that students apply that knowledge in a community setting by working with a nonprofit agency as a client. The instructor might also find that certain content areas must be amplified, added, or deleted to ensure that students are able to meet the client's needs.

Learning theory generally suggests five categories of learning goals that can be enhanced through service-learning (Howard, 2001). They are listed here with brief examples associated with the computer science course discussed above.

- 1. Course-Specific Academic Learning**  
Students will learn complex database development.
- 2. Generic Academic Learning**  
Students will learn how to solve an agency's problem with information organization and retrieval.
- 3. Learning How to Learn**  
Students will become more skilled at integrating computer science skills and language into real-world situations.
- 4. Community Learning**  
Students will gain familiarity with the operation of nonprofit organizations and the specific work of one particular agency.
- 5. Inter- and Intrapersonal Learning**  
Students will expand abilities to work in teams, both among themselves and with the staff at the community agency.

When your course content and desired learning outcomes are solidified, you are ready to choose a community service activity that best meets them.

## **Choosing the Service-Learning Activity**

When devising the service-learning component of your course, you will need to determine the time, duration, and intensity of the service so that it most effectively meets the learning objectives. Students can serve individually, as a group, or in teams, for short or long term, as a required or optional course component. Service activities are not all the same, and they are not all equally applicable to all courses. Typically there are three types of service to consider:

- **Direct Service**—providing service directly to individuals while at the agency site or in the community. This type of service engages students face-to-face with people. Examples include tutoring children, serving meals at a shelter, facilitating oral histories at a hospice, working with a neighborhood organization to develop a landscaping plan for a new park, and offering health education sessions to teenagers.

- Behind-the-Scenes Service—serving on site at an agency, organization, or school but not face-to-face with the people it serves. Examples include working with on-site staff to organize a fund-raising event for a women’s health group, helping to sort and organize donations, developing a photo essay for an agency’s publication.
- Indirect Service—serving on behalf of an issue, population, or community of concern but removed from the actual site. This type of service is very removed from the physical center of concern. Examples include organizing a canned food drive for a pantry, coordinating a dance marathon to raise funds for a youth organization, and creating a donor database for an agency after only one on-site meeting.

For their College Writing Seminar, students crafted testimonials about youth attending Capital City Public Charter School in Columbia Heights to produce content for fund-raising materials. “It’s very time-consuming and challenging, but the student volunteers have done a great job of getting our students to open up and really talk about their experience here,” explains Sue Bell, the school’s director of development.

## Working with Community Partners

Just as you choose readings and assignments for your course, you should be intentional and selective about where service-learning activities occur. One key element in developing these relationships is to consider the reciprocal gains for your students and the community partners and the teaching-learning roles in each setting. Potential community partners include local grass-roots organizations, nonprofit social service agencies, schools, and national or international organizations. You might choose to initiate a new partnership, deepen one that you already have, or expand the partnerships your department or colleagues have in motion. Student organizations who do service might also help you make community connections. Additionally, the Community Service Center offers resources, for example lists of groups by sector that provide initial contacts to community partners.:

- Latino Community-Based Organizations
- Housing and Homelessness
- Gender and Women’s Issues
- Environmental Organizations
- Race and Ethnicity
- Community Development Organizations
- Youth Programs
- Food Programs
- Health and Nutrition Programs
- Gay, Lesbian, Bisexual, and Transgender (GLBT) Organizations

Depending on your course learning goals, you might identify one community partner or a short menu of agencies. In a sense, when working at one site, your students are reading the same text; and when working in multiple sites, different groups of students read different texts and have the opportunity to share their learning with one another.

- **One-Agency Approach.** Working with one agency streamlines the logistical aspects of service-learning and gives you a better sense of the experiences students will have at the site. Even if all the students serve in one setting, there can be variation in their service. For example, students working at Martha’s Table might work with the McKenna’s Wagon dinner program, plan after-school activities for children, or assist with neighborhood organizing projects. Working with one agency might also facilitate the building of long-term partnerships.
- **Multi-agency Approach.** Incorporating a short menu of service opportunities adds to the experiences that can be shared among students and applied to the course materials. An economics course might focus its service on issues of childhood poverty. Some students might do service in local public schools; nonprofits, such as the Spanish Education Center; and a large national organization, such as the Children’s Defense Fund. A short menu of placements can invite students to see the issues of a course in a variety of settings and link micro to macro issues. At AU, Professor Jack Child in the Department of Language and Foreign Studies places his students at multiple community-based Latino organizations in the D.C. area.

*Building Partnerships for Service-Learning* (Jacoby, 2003) provides considerable detail about exploring local communities and opportunities for collaboration. Information is also available from Campus Compact at <http://www.compact.org/csds/partnering.html>. Here are a few things to consider as you become partners with an agency, school, or organization:

- Explore your mutual needs and concerns; keep in mind the reciprocal nature of service-learning.
- Recognize that just as service-learning adds complexity to your teaching, it may also add to the work of the agency representative.
- Clarify the joint goals for your work and your individual responsibilities.
- Consider crafting a written description of your mutual benefits and responsibilities; something as simple as meeting notes that you share and agree upon can be useful.
- Establish a pathway for ongoing and two-way communication.

## Preparing Students

One of the largest programs coordinated by AU's Community Service Center is DC Reads, a literacy program that places college students at a number of schools and after-school programs in Northwest and Southeast D.C. Interactive training engages AU tutors in intensive workshops that prepare them for their volunteering, specifically around issues of diversity and youth development.

Students must be prepared not only for the service activity itself but also for learning how to learn through service. When possible, invite a representative from an agency to visit your class to provide an orientation to the relevant issues, the site, and students' specific duties. Keep in mind that students may also require on-site preparation and training for their service tasks. Preparation time both inside and outside the classroom should be incorporated into the weekly schedule as you plan your syllabus.

Preparing students to learn from service is also important, and your initial class meetings with students can lay the foundation for critical thinking, analysis, and synthesis. Consider incorporating the following types of material into the first weeks of class:

- Information about the community agency, school, or organization. Consult their Web site or ask the agency to provide you with any written materials.
- Background articles about the salient issues that link your course with the service experience. For example, students serving at a youth athletic organization might read an article about the decline in physical education funding in public schools or the rise in childhood obesity.
- Historical and demographic information about the population and neighborhood where students will serve. For example, students in a history course might explore census data for the neighborhood where they will be working with a community development corporation.

As the semester progresses, incorporate classroom learning activities and assignments that help students link service and learning. Concrete examples and clear instructions facilitate easier learning. Here is an example of an ambiguous assignment which was transformed into a more intentional opportunity for learning. The second essay assignment challenges the student to understand the service environment, extrapolate questions from observations, make initial judgments about those questions, and suggest avenues for further understanding.

- **Essay 1.** Write a two-page reflection about your first two weeks of doing service at Food and Friends and public health policy.
- **Essay 2.** Write a two-page reflection about the first two weeks of your service in the kitchen or with meal deliveries at Food and Friends. Briefly (one paragraph) describe your particular service activities. Spend the remainder of the reflection on the following questions: What questions does this raise for you about long-term health care for chronically ill people? To what extent should private consumers, nonprofit agencies, and government agencies bear this cost? What policy frameworks that we have reviewed might help you answer the question?



## Getting There and Being Safe

Transportation and safety are practical and legal concerns. When planning transportation to and from the service site, map out a driving route with estimated travel times and parking. If you plan to take public transportation, a great resource is the Washington Metro Transit Authority's Ride Guide at <http://rideguide.wmata.com/>. If you want to use an American University vehicle, you will need to become AUTO certified through the university. Certification sessions usually take place at the beginning of each semester. For training schedules, contact the American University Transit Organization at 202-885-2886 or [auto@studentconfederation.org](mailto:auto@studentconfederation.org). The Community Service Center also has a van which can be reserved, although it is in very high demand. AU discourages the use of private vehicles for course-related travel. Faculty and staff members who are organizing service-related trips with students should refer to the sample release form in Appendix E.

The District of Columbia is often in a Code Orange or high state of alert for the mass transit sector. This refers only to regional and inter-city passenger rail, subways, and metropolitan bus systems. Nationally, in other sectors, the threat level remains at Code Yellow or elevated.

There are “common sense” safety measures that all students should take when leaving campus to participate in activities throughout this area—tell them:

- carry your AU ID with you
- take your cell phone and quarters in case you need to use a public pay phone
- note the phone numbers for the AU information line (202-885-1000), Public Safety nonemergency line (202-885-2527), Public Safety emergency line (202-885-3636), your residence hall front desk, and other important phone numbers
- carry a city map and become familiar with the general layout of Washington, D.C., the Metro system, and alternative routes back to campus
- wear walking shoes in case Metro service is interrupted and you have to walk back to campus
- carry bottled water and other essentials if you plan to be away from campus for a long time
- let your roommate or friends know of your schedule

AU has an extensive emergency communications and operations plan that is constantly updated. (See the AU Web site, under Offices and Services, Emergency Preparedness.) AU Public Safety coordinates closely with the other law enforcement agencies in Washington, D.C., including Metro Police, U.S. Capitol Police, and Homeland Security, and AU officials are in daily contact with colleagues at other Washington-area colleges and universities. In an emergency, AU will report news and updates as we receive them, via memo, e-mail, voice mail, Web-posting, and other appropriate means.

## Miscellaneous Practical Details

The Service-Learning Course Design Checklist on page 18–19 highlights several practical details to consider when planning and implementing service-learning. Planning is crucial for successful implementation. Please keep the following in mind when placing students at sites:

- Agencies, particularly schools and other youth-serving organizations, may require updated TB tests, vaccination records, and background checks that include fingerprinting. They may also require signatures on their own release forms.
- AU risk management guidelines require that you have the proper paperwork signed before students ride in AU vehicles, travel for class projects, or engage in off-site activities. Consult the Community Service Center for assistance.
- Some students may not be able to participate in the service-learning activity because of a documented disability. It may be wise to consider possible alternatives, either at the service site or other comparable assignments, should an accommodation be needed.

## Service-Learning Course Design Checklists

The checklist below describes a way to integrate service-learning into your course. Tailor it to your own learning objectives. Community Service Center staff are available to you and your course at any time. We can be particularly helpful in making connections between the theory and practice of service-learning and between your course and possible service and reflection activities.

### Several Months Prior to the Semester

#### Consider Your Course

- Review your course content and objectives and consider the best ways service-learning might enhance student learning.
- Discuss your ideas and the course approval process with colleagues and department chair.
- Consult Campus Compact's online database of sample syllabi (<http://www.compact.org>) and the *Michigan Journal of Community Service Learning's* Web site for theoretical and practical insights (<http://www.umich.edu/~mjcsl>).

#### Contact the Community Service Center

- Discuss resources related to your discipline and service-learning in general.
- Review sample syllabi and discuss how service-learning might be successful in your course.
- Explore potential agencies and service activities.
- Begin to think about opportunities for critical reflection and assessment.
- Get help with logistics, such as travel, scheduling, and training.

#### Connect with Community Partners

- Meet with various agencies to explore the potential reciprocal benefits of working together. Not all agencies may be a good match.
- Be sure to communicate with the person who will supervise students and any others who will assist the process. Work together to detail the training and guidance that students will receive.
- Gather background materials that can be incorporated into your syllabus.
- Explore the possibility of a classroom visit by an agency representative.
- Establish routine communication throughout the semester to troubleshoot any problems, to learn about student experiences, and to see if the agency is satisfied that your students are being used in the ways most needed.

#### Begin to Develop Language for the Syllabus

- Describe where students will work, the service activities, and the time required on a cumulative and regular basis.
- Summarize the training and support students will receive from you and the agency representatives.
- Explain practicalities, such as transportation.
- Invite students' questions about any aspect of the project, including concerns about disability and access.

#### Attend to Practical Details

- Identify needed liability forms, background checks, and medical forms.
- Promote your course as a service-learning course to attract students during registration.



### Four–Six Weeks Prior to the Semester

#### Finalize Your Syllabus

- Communicate learning expectations for the course and how the service-learning component contributes.
- Describe assignments that integrate course content and the service-learning experience.
- Adjust reading list (as necessary) to better incorporate service-learning.
- Provide ample time for preparation and training (possibly one class session).
- Plan touch-points throughout the semester when you explicitly discuss the service-learning experience. Allow time for general thoughts and feelings as a way to invite more complex critical thinking.

#### Solidify Practical Details

- Travel: public transportation, AU transportation
- Risk Management: necessary release forms from AU and the agency
- Other: potential vaccinations, TB tests, criminal background checks, emergency procedures

### Throughout the Semester

- If you do not plan to perform service yourself, plan to visit the site.
- Maintain open communication with the agency partner and the Community Service Center.
- Be alert for teaching moments that link the service with the course.

### At the End of the Semester

- Work with students to prepare a “thank-you” for the agency and the specific people who supported them.
- Request evaluations of the students and community partners about their satisfaction with the course, the service-learning component, and your students’ ability to meet the agency’s needs.
- Evaluate your own efforts.
- Meet with the Community Service Center staff to debrief the experience.

You can share the checklist on the next page with a student interested in the extra-credit option for your course. It details steps the student should take before, during, and after the service-learning project.

## **STUDENT CHECKLIST OF THE CSLP EXTRA-CREDIT OPTION**

If you are a student interested in the fourth-credit option, here is a list of steps you need to take before, during, and after the service-learning project.

### **If you are interested, remember:**

- You must be an undergraduate student.
- You will commit to 40 hours of service work.
- Your class and site must be approved by the university.
- You will have to sign a contract and go through registration with the Community Service Center (CSC).
- At the end of the project there is a reflection on the overall experience.

### **First Two Weeks of Class:**

- Approach and consult your professor about the CSLP option. Make sure that you are taking an approved class or that your professor is willing to participate.
- Go over the syllabus with your professor to make sure a service-learning project can be incorporated into the focus of the class.
- Go to CSC, MGC 273, to find out more about which sites will best fit your class and whom you need to contact at different sites.
- Contact the possible sites and make note of what your activities would be as a volunteer. Activities and assignments should be tailored and relevant to your coursework.
- Go over the sites with your professor to better decide on a good fit.
- CSC will work very closely with you and the professor to manage the paperwork associated with the extra-credit option.

### **During the Semester**

- Keep in contact with your professor and the CSC about your site, the work you are doing, and how it is connecting to your academic class.
- Try to keep a journal about your activities, thoughts, ideas, or suggestions.

### **After the Semester**

- After completion of 40 hours, attend a reflection orientation with the CSC to explore the pros and cons of your service-learning experience.
- Think about the impact you had on the organization and its impact on you.
- Consider whether you would recommend the CSLP extra-credit option to other students and professors.
- What would you change, how, and why?

## Examples of Service-Learning across Disciplines

Examples of service-learning syllabi are available in many sources, including the National Service-Learning Clearinghouse (<http://www.servicelearning.org/index.php>) and the Campus Compact service-learning syllabi project (<http://www.compact.org/syllabi/>). The Campus Compact Web site includes syllabi from more than 50 disciplines as listed below. Other categories of syllabi include first-year seminars, senior capstone courses, interdisciplinary courses, and sequential courses.

Anthropology	Fisheries Science	Physical Education
Archaeology	Foreign Language	Physics
Architecture	Geology	Political Science
Art	Health	Psychology
Biology	History	Public and Community Service
Business/Management	Human Development	Studies
Chemistry	Journalism	Public Policy
Communications	Law	Religion
Computer Science	Leadership	Service-Learning
Dance	Library Science	Social Services
Economics	Linguistics	Sociology
Education	Math	Theatre
Engineering	Media/Production	Urban Planning
English	Music	Women's Studies
Environmental Studies	Nursing	Writing
Ethics	Pharmacy	
Ethnic Studies	Philosophy	

The Community Service Center staff can help you locate sample syllabi and other service-learning resources. The following samples of service-learning projects were gathered at <http://www.compact.org/syllabi/syllabi-index.php>.

### **Anthropology—Ethnicity and Place**

In this class, students explore the relationships among ethnicity, place, and space with Los Angeles as a center of concern. After providing foundational theory and frameworks, the second part of the course examines Los Angeles as a microcosm of multicultural America, a location rich for the study of ethnic construction and production. In this course designed to give students an understanding of cultural products and the importance of cultural production, students form groups and work with an arts education project with middle school students.

### **Biology—Microbiology**

College students enrolled in diverse science courses at Brevard Community College provide service to at-risk local high school students enrolled in a violence reduction program. The service-learning project incorporates an analysis of the environmental, zoological, and microbial characteristics of Clear Lake in Cocoa, Florida. Clear Lake was selected for its proximity to the college and the high school as well as its frequent, routine use by residents who recreationally enter the water or eat fish that may be unsafe.

### **Business—Management and Organizational Dynamics**

At the beginning of the semester, students are assigned to a diverse project management team. Parts of the requirements for this project involve students using their management, leadership, and communication skills in identifying, making contact with, and negotiating the project with a potential client organization. Goals for the team are twofold: (1) engage in a meaningful service-learning project linking the missions of the university and business school to concepts explored in the course, and (2) experience and learn from the many aspects of project management. This semester-long project culminates in a multimedia, dynamic management presentation and the completion of a consulting report shared with the class and the student group's client.

**Chemistry—First-Year Seminar in Chemistry**

The service-learning activities in this class focus on teaching chemistry to elementary school students. By exploring chemistry with elementary school students several times throughout the semester, students in this class improve their understanding of chemistry and their ability to communicate concepts covered in the class. Students are assessed on the basis of their preparation before the activity, their reflection about the activity afterward, and their group participation.

**Communication—Social Impact of the Mass Media**

This class combines the study of mass media with direct service with a local media literacy group at a local school. During 10 service-learning sessions, students lead a media literacy workshop that has been specifically designed to raise awareness among grade school children. The workshop is an after-class activity for 9–12-year-old children. Throughout the semester, university students use the in-school service as a format to discuss theoretical aspects related to media consumption, television viewing, and the general content of the course.

**English—Introduction to Creative Writing**

Research shows that people learn best when their reading, writing, and thinking relate to challenges and needs within their communities. In this course, students have the opportunity to interact with elderly people in the local community, many of whom suffer from Alzheimer's disease and related dementia. Students create "found poetry" from their words in addition to their own original poems. Students provide a valuable service, and in the process, learn to value the lives, memories, and words of people much different than themselves. Students invest a total of eight hours each semester outside of class meeting with the residents.

**Foreign Language—Advanced Spanish**

During the second half of the semester, students work in groups to produce a translation for several information brochures for a number of community agencies. The process requires that students interact with the local Spanish-speaking communities and gain an understanding of the desired "voice" for the publication and any cultural aspects to consider.

**History—The Individual and Community in America**

A requirement of this course is that students engage in community service activity for at least two hours each week (20 hours over the course of the quarter). Service assignments can be arranged by the instructor in collaboration with (1) the Tobin School in the Mission Hill Neighborhood next to Northeastern University or (2) the John Shelburne Community Center in Roxbury.

**International Policy—Special Topics in World Hunger: Human Rights to Food and Freedom from Hunger**

Drawing on international, United States, and developing nations' legal and food policies, this course examines the institutions and values that promote or interfere with people's acquiring sufficient food and the ways in which international, national, and local efforts fit together to promote (or limit) freedom from hunger. The course includes a service-learning component in which students examine in person the problem of hunger. It is the foundation for a reflection on the right to food in the United States and is used for comparative perspectives on rights to food in the developing world.

**Law—Law and Water Law**

During the middle of the semester, students are asked to help develop solutions in an ongoing local water resource project known as the Lake Winnecook Project. Students work in pairs on specifically assigned problems. Their solutions are incorporated into a conservation and legal guidebook scheduled for future publication.

**Leadership—Participatory Action Research**

Participatory action research combines new paradigms in research methods with an orientation to democratic processes of social and organizational change. As a research method, PAR combines the scholarship of engagement and research methods particularly suited for leadership. Students in the course co-determine, plan, and implement a research agenda on campus or in the local city's area.

### **Religious Studies—Liberation Theology**

Students in this course complete 25–30 hours of service in a community agency. Liberation theology focuses upon the notion of praxis. Praxis is action grounded in emancipatory symbols and critical social theory. A purely theoretical approach to the study of liberation theology that involves the simple accumulation of knowledge would betray the message at its core. Reflective social engagement is essential to learning about liberation.

### **Theatre—Opera Workshop**

All students in this class, in addition to presenting performances on campus, participate in the School Outreach Program, which performs as Opera Viva. In this program, the students present from four to six performances of the semester's production in Missouri schools. A 45-minute selection is prepared and performed with the appropriate costumes, props, and set. Cast positions include vocalists, pianists, a stage director, and a stage manager. The students not only benefit from these performance opportunities but learn to share their love of music and creativity with the community. In addition, students prepare and submit special lesson plans to the teachers in advance of the presentation so that the children are prepared for the performance.

## **Success Stories and Best Practices in Service-Learning at AU**

### *Exceptional Students*

**Justin Bibb** is a member of the class of 2009 in the School of Public Affairs. He entered AU over the summer in the Summer Transition Enrichment Program (STEP). STEP is a seven-week residential program for incoming freshmen coordinated by the Multicultural Affairs Office at AU, aimed at helping students transition to college life and succeed. The majority of participants are students of color. As a STEP student, Justin participated in a community service event and expressed much interest in many different community-related initiatives in at AU. Justin decided to participate in Freshmen Service Experience (FSE) and volunteered with children at the Rosemount Center. When the academic year began, Justin took a leadership role in his Leadership Seminar class to organize an environmental fair to teach urban youth about enjoying the outdoors. The Community Service Center linked him and his classmates to Brightwood Elementary School, where we have partnered on other service-related activities. Justin also decided to apply for the SELF cohort of 2006 and was selected. He is a true leader-in-the-making.

**Cory Beth Williams** was a junior in the School of International Service when she signed up for the CSLP extra credit option through her class, Latin American: History, Art and Literature. She completed her 40 hours of work at the Multicultural Community Service Center, where she helped to translate educational materials and interpret at workshops for Latino parents who speak limited English but wanted to become involved in their children's schooling and education. She assisted at parent training and leadership workshops throughout the city. The director of the organization was very impressed and grateful for Cory Beth's initiative and high-quality work.

**Christopher Chang** was a freshman at AU when he had his first experience of service, through the Freshman Service Experience coordinated by the Community Service Center. Christopher volunteered for three days at CentroNia, a multicultural organization serving the Latino community in Columbia Heights. This activity was part of a class called Cross-Cultural Communication, a part of University College, a new pilot program for incoming freshman. Christopher enjoyed his experience in the Latino community and wanted to know how he could continue to volunteer. Thankfully, his Spanish class offered the CSLP extra-credit option, and Christopher took the opportunity to continue his commitment with CentroNia while earning credit and practicing his Spanish skills.

**Laura Taylor**, School of International Service, took it upon herself to begin volunteering at the Carlos Rosario International Public Charter School because she felt it would connect her better with the D.C. community and because volunteering fit in with her major and a course on Latin American relations she was taking. While she was volunteering Laura discovered the CSLP extra-credit option and decided to take advantage of that opportunity as well. In addition, Laura also led an alternative spring break trip through the Community Service Center to the US-Mexico border to look into immigration issues. This young woman is a first-year student, which makes her undertakings all the more significant.

**Erica Baca** graduated from the School of Communication and the College of Arts and Sciences with a double major in public communications and French studies. Erica's family is originally from Mexico. For her senior capstone project Erica wanted to create a visual media channel in which she could demonstrate the struggle that first- and second-generation Latin Americans have experienced immigrating to the United States. The Community Service Center (CSC) linked her to the Girls Leadership Program, at the Latin American Youth Center in Columbia Heights, a predominately Latino neighborhood in Washington, D.C. During her senior year, Erica spent several days a week with 10–12 girls from this center to learn about their stories while teaching them about photography and Web site management. Her final project captured the story of the girls through photos and interviews that she compiled into a Web site. Erica checked in with the CSC regularly on the progress of her project. Later the office connected her to the CoRAL conference and suggested she submit an abstract for a panel presentation. Erica's abstract was accepted and she sat on a panel entitled CBLR and the Arts.

### *Exceptional Faculty, Courses, and Programs*

**Allison Holcomb**, the academic program manager, the Kogod School of Business, she teaches The Washington Initiative course, which allows her students to apply their management skills to help raise money for the Hoop Dreams Scholarship Fund that benefits students at the HD Woodson High School in Southeast D.C. Her students chose to plan and execute an Easy Online Auction whose profits would all go towards the scholarship fund. This year another element of service was incorporated when the students had the opportunity to visit HD Woodson and volunteer at a mentoring workshop. What makes The Washington Initiative unique is the way business skills and service are interwoven.

**Sarah Stiles** heads up the Leadership Program in the School of Public Affairs. In fall 2005 the 30 students in her class explored and developed the design for a spring 2006 community project They identified five areas of work:

1. A nutrition fair for teens at Kramer Middle School in Southeast, focused on fighting obesity
2. Domestic violence awareness efforts on campus, working with My Sister's Place and collecting toiletries and canned goods for residents housed with the organization
3. Substance abuse prevention through work with teens at the Boys and Girls Club at the YMCA's Calomiris site
4. An environmental fair held in collaboration with elementary students at Brightwood Elementary School (NW) to promote the benefits of the outdoors and exercise
5. A series of activities, including a film showing (Rent), speakers, a 'sleepout,' and lobbying to educate and advocate around the issue of homelessness in D.C. working in conjunction with the National Coalition for the Homeless and Food Not Bombs.

**Glenn Moomau** is a professor of literature in the College of Arts and Sciences. For over five years, he has taught a College Writing Seminar entitled, The Writer as a Witness: Exploring the Failure of the District of Columbia to Educate Its Children. Students learn about the educational system through research, studying, and experiential learning. They put what they learn into practice through the Community Service-Learning Program's extra-credit option, volunteering for 40 hours in one semester at one of several public charter schools. Students help the school by tutoring or by being a teacher's aide while developing promotional material that the school can use and that also becomes their final class project. The projects included Web site management, newsletters, brochures, and sample lesson plans.

# FACILITATING LEARNING THROUGH SERVICE

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One goal of teaching is the advancement of learning and critical thinking—connecting theory to practice, written word to real world, thought and action, and questions to even more questions. Just as reading a text or doing a lab experiment cannot guarantee that students achieve learning goals, the experience of doing service alone does not guarantee learning. A deepened learning experience takes place when both academic and service work is complemented by a form of engagement that encourages critical thinking. In service-learning, thoughtful and organized reflection is necessary to enhance both the service and community work.

This chapter touches on the practice of reflection. It establishes a framework for evaluating learning and offers certain resources available to explore theories about learning and development. The chapter concludes with a menu of activities and assignments that encourage critical thinking and link service experience to course content.

## Reflection and Critical Thinking in Service-Learning

Service-learning reflection provides intentional opportunities to link different ideas and experiences that may initially seem disparate. It brings attention to issues such as government, service, policy, globalism, and personal agency in a context that students recognize and have experienced. As an individual or group activity, reflection fosters critical thinking and discussion.

The four *Cs* of reflection can guide your course planning and implementation. Reflection must be continuous, connected, challenging, and contextualized (Eyler, Giles, and Schmeide, 1996).

- **Continuous.** Critical reflection should ideally be an ongoing component of a student's entire education and service involvement. As the term connotes, it occurs before, during, and after the service-learning experience. Pre-reflection assists in preparing students for the agency, neighborhood, tasks, and relevant issues. Reflection during service takes place through problem solving and direct experience on site. Post-service reflection invites an evaluation of the experience, integrating newly gained experiential knowledge into existing knowledge.
- **Connected.** Service-learning reflection connects experience to intellectual and academic pursuits. Service puts theories in a real-life context, transforms statistics into people and situations, and sparks critical questions. Connected reflection creates bridges between classroom learning and firsthand experience.
- **Challenging.** Critical reflective thinking addresses local needs and civic responsibility by fostering meaningful dialogue and discussion around community-based issues.
- **Contextualized.** Reflection is the link between learning and doing, and preparing for doing again. The course helps to shape the process, content, and location of reflection. Reflection can be designed as informal conversation, structured journal, small-group interaction, etc., and may occur in the classroom, at community partner sites, or individually.



For additional resources about service-learning reflection, consult resources such as *Facilitating Reflection: A Manual for Leaders and Educators* (Reed and Koliba, <http://www.uvm.edu/~dewey>), *A Practitioner's Guide to Reflection in Service-Learning: Student Voices and Reflections* (Eyler, Giles, and Schmeide, 1996), and Campus Compact's Web-based guide to reflection (<http://www.compact.org/disciplines/reflection/index.html>). These texts offer information about facilitation, group dynamics, and sample exercises and assignments.

*"Involvement in service-learning activities has resulted in more insightful class discussions about the nexus between academic theory and field-based practice. Students are better equipped to critically reflect on the transfer of theory into practice because they can discuss real-life experiences. Additionally, students developed increased awareness of issues impacting elementary and secondary education students. Their experiences have led to thoughtful discussions about the inequities and social injustices that currently exist in American public schools."*

Karen DiGiovanni, Professor and Director of Teacher Education at American University

## Recognizing and Advancing Student Learning

In service-learning, academic credit is given for demonstrating learning and not simply completing service or generating a concrete product. Course discussions and assignments can be crafted to encourage students not only to report what they read or experienced but to weave several elements together in a more complex fashion. As with any course, students benefit from clear expectations, directions, and examples of quality work.

The three levels of reflection can serve as a guide for evaluating students' reflection (Bradley, 1995). A description of each level is matched with students' fictional class comments and ways an instructor invites the student to delve more deeply into reflection. The following example draws from a course about learning disabilities in which students serve at a day program that provides education and rehabilitation services.

### Level One

- Gives examples of observed behaviors or characteristics of the client or setting, but provides no insight into reasons behind the observation; observations tend to be one dimensional and conventional or unassimilated repetitions of what has been heard in class or from peers.
- Tends to focus on just one aspect of the situation.
- Uses unsupported personal beliefs as frequently as "hard" evidence.
- May acknowledge differences of perspective but does not discriminate effectively among them.

*Student:* "When his mother dropped off Stewart today, she seemed to quickly leave him at the door. She didn't help him with his coat and lunch or make sure he saw one of the teachers. Maybe her parenting is making his disability worse."

*Faculty:* "How might you learn more about the particularities of this child or rules about how children get dropped off? Which of our readings might help you distinguish between the physiological and cognitive components of disability and environmental influences?"



**Level Two**

- Observations are fairly thorough and nuanced although they tend not to be placed in a broader context.
- Provides a cogent critique from one perspective, but fails to see the broader system in which the aspect is embedded and other factors which may make change difficult.
- Uses unsupported personal beliefs and evidence but is beginning to be able to differentiate between them.
- Perceives legitimate differences of viewpoint.
- Demonstrates a beginning ability to interpret evidence.

*Student:* “Today I was asked to work with the older students—18–21-year-olds who are mildly mentally retarded. I helped a girl get better at putting tools together so that she might get a job. I’m not sure if she will ever be able to live on her own, but maybe a group home is best.”

*Faculty:* “Tell me more about what you think adulthood might mean for this student. What are our dominant social values about work, and how does that impact what you (and others) expect of this student?”

**Level Three**

- Views things from multiple perspectives; able to observe multiple aspects of the situation and place them in context.
- Perceives conflicting goals within and among the individuals involved in a situation and recognizes that the differences can be evaluated.
- Recognizes that actions must be situationally dependent and understands many of the factors which affect their choice.
- Makes appropriate judgments based on reasoning and evidence.
- Has a reasonable assessment of the importance of the decisions facing clients and of his or her responsibility as a part of the clients’ lives.

*Student:* “I attended a staff meeting today and realized that most of the staff are white while most of our students are black. Although the staff seems to work well with the children and families, the role of race and power in the school can’t be ignored. What does it mean for me to be a white woman who wants to work in a community where most of my students might be black? The local school system is much more racially diverse than our school. Now I see the concrete results of biased diagnosis. What is my role as a teacher in helping students be appropriately diagnosed and placed?”

*Faculty:* “You have clearly identified important questions of power and ethical responsibilities. I encourage you to bring this up in class as well as with your supervisor at the school.”

In addition to understanding elements of reflection and evaluation, it may be useful to take a step back and consider the experiences of students—where they are with their educational and moral development.

## The Context of Student Learning and Development

Faculty often pose questions such as these: “Why do my students expect me to have all the answers? Why are they so hesitant to claim a position on an issue? How can I encourage them to see social issues with more complexity? How can my class help students develop a professional interest in my field of study?” Service-learning theory emerges against a backdrop of multiple theories of human learning and development—some of which can help answer questions like these.

For more comprehensive information about student learning and development as it relates to service-learning, consult McEwen (1996). She provides an excellent overview of cognitive, psychosocial, and identity development theories and their application to undergraduate students engaged in service-learning. Examples of the theories that she explores include ethical and moral development, learning styles, career decision making, and multiracial identity development.

### Sample Reflection Assignments and Activities

Planning for reflection and critical thinking in service-learning often helps faculty broaden their teaching techniques. As you read these examples, you may find applications across your courses. The following sample assignments and activities are drawn from a number of resources, which are cited when available. The list of Web-based resources in the appendix of this handbook points you to a number of service-learning teaching and reflection guides.

You will notice that several assignments and activities in this section are developed from *Classroom Assessment Techniques* (Angelo and Cross, 1993). *Classroom Assessment Techniques* provides resources and tools to faculty for understanding students’ level of understanding and engagement in a course. In addition to offering 50 activities and assignments, it includes a self-scored survey for faculty to assess their desired learning goals for a specific course. In the examples below, the template of the teaching tool is applied to a service-learning-specific situation.

#### **Artistic Reflection** (Eyler, Giles, and Schmeide, 1996)

The process of artistic reflection challenges students to think metaphorically, conceptually, visually, and through color and line about their service-learning experiences. While artistic expression may be challenging for some students, it does allow different learning styles a place in intellectual pursuit. Students may be asked to write a poem, select a song or photo, or draw something that reflects their response to service-learning.

*Public Relations or Communication Example.* Students have been working with the local food bank to produce public relations projects; additionally, they have performed several hours of direct service at the agency. A photo gallery of this experience might include photos of a truck laden with donations, hands raw from sorting canned goods, the doorway to a classroom-size walk-in freezer. Students would then explain why these photos are significant. The gallery might be installed at the agency, in the communications department, or in a common area on campus.

#### **Everyday Ethical Dilemma** (developed from Angelo and Cross, 1993)

Gather a current news article that addresses the course’s focus of concern. Ask students to identify the conflicting values at play in the article and how their experiences in service and the classroom readings help them understand the issue.

*Public Health Care Example.* Your students are working in a community family health clinic to explore issues of health care access, information, and affordability. In order to bring a global dimension to the discussion, you might copy an article that explores U.S. federal policy and tangible actions to stem the spread of HIV in Africa. The conversation might lead to an evaluation of power and generosity, the conflicting attitudes about sexuality in multiple cultures, and the overall factors that inform the development and implementation of policy.

**Invented Dialogue** (developed from Angelo and Cross, 1993)

This activity encourages students to integrate the perspectives and knowledge of a variety of sources. Invented dialogues can take place as role plays in the classroom or as written papers or journals.

*Urban Development Example.* Craft a dialogue among Mayor Anthony Williams, Councilwoman Linda Cropp, a business owner who will be displaced by a stadium project, and a resident of Southeast Washington, D.C. Their topic of discussion is the development of a baseball stadium for the Washington Nationals—such as the multiple benefits and losses (and for whom), conflicting values, the role of government in private enterprise, and developing the soul of a city.

**Letter to the Editor**

As a way of formulating an argumentative essay and to model participation in public dialogue, ask students to write a letter to the editor about the issue that the course addresses that links their service experiences with the course content. This may be an academic exercise, or students may be invited to submit their letters for publication.

*Human Development or Education Example.* You and your students have been discussing language development for non-English speakers studying in Washington, D.C., public schools. You are also doing service at the Spanish Education Center in Columbia Heights. Ask students to write a letter to the editor of the *Washington Post* or *El Tiempo Latino* in which they make a claim about funding, organization, availability, etc., of English-as-Second-Language elementary education.

**One-Word Journal** (developed from Angelo and Cross, 1993)

In this in-class exercise, students are invited to answer a question using just one word. Students write their one-word response on a sheet of paper. They are then asked to write a paragraph or two that explains why they chose that particular word. Students then share their answers in pairs, small groups, or with the entire class.

*Business Example.* “Why do most governmental jurisdictions refuse to adopt a living wage for hourly employees?”

**Pro-Con Grid** (developed from Angelo and Cross, 1993)

This activity challenges students to integrate the ideas of several sources and to make initial judgments about the validity and strength of those ideas. The course content as well as service-learning experiences inform the evaluation.

*Political Science Example.* In an article addressing the connections between service-learning and civic engagement, Boyte and Farr (1997) propose three types of citizenship. The pro-con assignment might read: “Using the three conceptions of citizenship presented by Boyte and Farr, construct a matrix that explores the pros and cons of each type of citizenship. Given the pros and cons, what type of citizenship do you think you were taught, either implicitly or explicitly? What type of citizens and citizenship does society need?”



# AMERICAN UNIVERSITY'S COMMUNITY SERVICE CENTER

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## Service-Learning Resources at the Community Service Center

Students are excited to learn that they can do community service outside the classroom as well as engage in service-learning as part of their academic experience. The Community Service Center, located in Mary Graydon, room 273, is a resource center that supports community service and service-learning experiences for students and faculty in all settings. The CSC takes an “asset-based” approach to community service in which student will learn as much as they give. Through our programs, students will recognize that the diverse D.C. communities have tremendous resources, including community leaders, historic institutions, and an enormous number of nonprofit organizations that are committed to improving the life of local residents.

We offer the following resources as theoretical, technical, and practical support of service-learning. If you do not see what you're looking for in this list, please call the office and we will do our best to meet your needs.

### Community Service Learning Program (CSLP)

The CSLP is a service-learning option in which students attach a fourth or fifth credit to a regular course and participate in a project that combines classroom study with active civic participation. The office offers support for faculty and students from the initial inquiry through the entire process, including developing the course project, identifying a community agency, and completing the appropriate paperwork. Our staff can also help identify avenues for presentation and publication of student work.

### Outreach to Community Agencies

The Community Service Center creates community partnerships in the D.C. metropolitan area to enhance university-community collaborations and service experiences for students. Community partners include nonprofit social service agencies, grassroots organizations, schools, and organizations with a national or global scope. We can help you identify service-learning projects at organizations that directly link to specific courses. The office also offers lists of nonprofit organizations organized by sector to help you connect more easily.

### Service-Learning Library

Service-learning books and journals are housed both at the Community Service Center and the Center for Teaching Excellence, an office that offers programs to strengthen teaching at American University. Resources include issues of the *Michigan Journal of Community Service Learning*, the American Association for Higher Education series that explores service-learning across disciplines, and other books about reflection, service-learning implementation and practice, and community partner development. Our staff can also assist you in locating resources from other libraries or campuses.

An AU student worked with the local nonprofit group Break the Cycle for her CSLP option while taking an anthropology course called Taboos. Break the Cycle educates and empowers youth to build lives and communities free of domestic violence. The student gained hands-on experience in planning and coordinating the organization's fundraiser and supported an advocacy effort to pass the Violence against Women Act 2005.

### **Faculty Consultation and Development**

Our staff works with individuals and groups of faculty to learn about service-learning and its implementation. We help faculty develop language about service-learning to include in their syllabus; offer project ideas that link to a particular course or assignment; identify organizations as potential sites for student placement; and explore publication and presentation outlets for your work. In addition, we are available to present at departmental meetings and campus-wide teaching and research seminars about service-learning and the resources offered at the Community Service Center.

American University was a participant of the CoRAL, Community Research and Learning Network, a consortium of D.C.-area universities striving to deepen their investment in community engagement. AU and six other universities were subgrantees of a CoRAL Grant for a period of three years, 2004–2006. During this time, AU worked very closely with CoRAL to promote and enhance community-based research and learning on AU's campus. AU faculty and students also participated in several of CoRAL's initiatives that the Community Service Center wishes to continue in the future because of their success.

- The Faculty Fellows Learning Circle was a training program that deepened faculty's understanding of service-learning and community-based research. Through common readings, group discussions, and syllabi and curriculum development workshops, faculty fellows from the consortium prepared themselves to incorporate this knowledge into their curriculum the following semester. Two AU faculty participated each year during the three-year period.

*"Discussion during [faculty fellows] meetings helped me to see that service-learning experiences can be designed in myriad ways. There is not one particular model that is recommended for use in every setting. Meetings have also helped to deepen my understanding of the differences that exist between service-learning and volunteerism. This is an important distinction that—unfortunately—is often overlooked."*

Karen DiGiovanni, participant in the Faculty Fellows Learning Circle in 2004,  
Director of Teacher Education, and Professor

- The Student Engagement and Leadership Fellows Program each year involved two outstanding AU student leaders, who collaborated with other students from the CoRAL consortium in developing and implementing community-based projects. The program empowered and facilitated student action for positive social change in D.C. <http://www.coralnetwork.org>.

*"From the beginning, I was excited and grateful to be on this team of incredible students from all over Washington, D.C. I felt so perplexed and angry about the issues in D.C., and I knew I wanted to do something about it. The passion I have in helping this city in any way possible is what drives me, but at the same time, I feel completely overwhelmed with what is ahead and what our team needs to tackle. It is a constant struggle to think about what issues demand the most attention first. It is also really difficult to think about what causes all of these problems. What can we do to solve the problem at the core, the root?"*

Sunny Shin, participant of the Student Fellows Program in 2004-05; Class of 2007

### **Campus Partners in Support of Service-Learning**

The Office of the Provost and the Center for Teaching Excellence are our partners in promoting and reinforcing service-learning as an important component of academic excellence at American University. Nathan Price, the special assistant to the provost, has always been an avid and vocal supporter of service-learning. The Center for Teaching Excellence has been instrumental in sponsoring campus-wide public events about service-learning, including:

- Noontime Conversations on Service-Learning
- panel session on service-learning outcomes at the annual Ann Ferren Teaching Conference
- information booths at adjunct faculty orientations

Also, reference materials are available in the CTE Faculty Corner at Hurst Hall.

## **Community Service Center Programs**

Students' passion for working with the community can provide a great catalyst for their learning and development. The previous section described the Community Service Center's support for curriculum-based service. Here we describe some of the programs and resources we offer to support community service outside of the classroom.

### **Freshman Service Experience**

Freshmen Service Experience (FSE) is an annual program. Each year approximately 500 incoming freshmen choose to come to AU before the start of school to participate in three days of community service. Under the leadership of 80 upper-class student leaders, teams of students go out to work with more than 45 local nonprofit organizations and school sites throughout the region. Their work is complemented by day-time meetings and evening programs led by local artists, educators, political figures, faculty, and community members. These gatherings help students learn about D.C.'s rich local community history and socio-political issues. FSE strives to give students a holistic and eye-opening vision of the D.C. area and also provides an opportunity to develop lasting friendships.

### **DC Reads**

DC Reads is a literacy program in which college students tutor elementary-school children. DC Reads is the CSC's largest volunteer-based program with more than 200 participating tutors each semester. Students typically tutor twice a week at a local school or after-school program housed at a community-based organization. Various opportunities exist throughout the year to build students' skills and knowledge in literacy and tutoring, in how to work effectively with a diverse group of young people, and in culturally responsive pedagogies.

### **One-Day Service and Educational Events**

The Community Service Center coordinates special one-day service events to promote service and student engagement in the community. One-day events include Martin Luther King Jr. Day of Service, AIDS Awareness Day, Dr. Seuss Day, Hispanic Heritage Service Day, and Family Weekend Service Day. These events are often cosponsored with other organizations, such as the Black Student Alliance and the Latino and American Student Organization. They often lead to deeper partnerships and ongoing relations with local nonprofits.

### **Assistance for Student Clubs**

Student clubs geared towards community service can utilize the Community Service Center to support their programs, including using the computers, making copies, and using the phones. Groups like Habitat for Humanity and Facilitating Leadership in Youth (FLY) have benefited tremendously from the support the office provides.

### **Volunteer and Community Service Opportunities and Resources**

The Community Service Center is well connected with a multitude of nonprofit organizations and schools in the D.C. metropolitan area. The office provides categories of nonprofit organizations in the areas of youth, homelessness and hunger, health, human rights, and others (see Appendix D). Students can also access information on D.C.'s "Top 25 Volunteer Spots" if they want to volunteer throughout the semester, and numerous other lists exist that describe and categorize organizations in the area.

### **Alternative Breaks**

American University students have the opportunity to lead or participate in domestic and international trips centered on issues of social justice and community service during their breaks from school in the summer, winter, and spring. A faculty or staff member accompanies each group. The Community Service Center staff works closely with students and faculty to create trip itineraries, establish local contacts, and incorporate credit-bearing, service-earning options for students.

## Important Contacts at American University

The Community Service Center has developed important relationships with university offices and external organizations that promote programs that intersect with our goals and support our service-learning efforts. Communicating with the following groups can facilitate new opportunities and resources for community-based work.

### Community Service Center

Mary Graydon Center 273  
Marcy Fink Campos, Director  
Robin Adams, Assistant Director  
P: 202-885-7378  
F: 202-885-1554

### Dean of Students

Butler Pavilion 408A  
Faith Leonard, Assistant Vice President and  
Dean of Students  
Valerie Verra, Assistant to the Dean  
P: 202-885-3300  
F: 202-885-1560

### Office of the Provost

Leonard Lower Level  
Ivy Broder, Acting Provost  
Nathan Price, Special Assistant to the Provost  
P: 202-885-2128  
F: 202-885-2195

### Career Center

Butler Pavilion 5th Floor  
Katherine Stahl, Executive Director  
P: 202-885-1829  
F: 202-885-1861

### Center for Teaching Excellence

Hurst 11  
John Richardson, Director  
P: 202-885-3166  
F: 202-885-1190

### Multicultural Affairs

Mary Graydon Center 204  
David Owens, Director  
Lorenley Baez, Assistant Director  
P: 202-885-3658  
F: 202-885-1168

### Institutional Research and Assessment

Leonard 1st Floor  
Karen Froslid Jones, Director  
P: 202-885-6155  
F: 202-885-2173

### Auto Van

Student Confederation  
P: 202-885-AUTO  
auto@studentconfederation.org

### The Leadership Program

Department of Government  
School of Public Affairs  
Ward 224  
Sarah Stiles, Program Director  
P: 202-885-6082  
F: 202-885-2967

### The Washington Initiative

Kogod School of Business  
Allison Holcomb, Academic Programs Manager  
P: 202-885-1530

### Transforming Communities Semester

The Washington Semester Program  
Dunblane 111  
Professor Katharine Kravetz, Academic Director  
P: 202-895-4931  
F: 202-895-4939



## CONCLUSION

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Service-learning is undoubtedly growing and developing across higher education institutions, and American University has demonstrated its commitment to making service-learning a strong part of academia. This methodology is particularly suited to the current generation of college students.

*"Today's college students—who are part of a demographic cohort called the 'Net generation' or the 'millennials'—are known to thrive in (or at least prefer) informal and nontraditional learning environments. They like group study, real-world problems, experiential learning, and improvised study environments. They do as much or more learning outside the classroom as in it."*

The online *Chronicle*, 7/11/06, covering the "Campus of the Future" conference in Honolulu, <http://chronicle.com/daily/2006/07/2006071102n.htm>

Service-learning is meant to provide relevant and meaningful service in the D.C. community while creating the opportunity to enhance civic engagement and academic learning. Students and community partners agree that service-learning has a significant impact on both parties.

The Community Service Center at American University is a growing resource for links to various forms of community-based learning for faculty and students. We will continue to promote the Community Service Learning Program (CSLP) extra-credit option for students to combine academics with active civic participation. In addition, we will provide information sessions and presentations for faculty and students, as well as training events oriented towards incorporating service-learning and community-based research into coursework. The Community Service Center will build deeper and sustaining relationships with our community partners, while also paving the way for new partnerships. It is important to provide access to a diverse range of organizations, where both the students and the organizations learn and benefit from each other.

It is our hope that this faculty manual will bring us a step closer to institutionalizing service-learning at American University. This resource addresses questions and concerns about how to get started, why service-learning is important, and what community partnerships would be beneficial for your service-learning project. The Community Service Center staff is ready to help you every step of the way.

We look forward to working with you.



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## APPENDIX A: REFERENCES AND RECOMMENDED READINGS ABOUT SERVICE-LEARNING

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This section offers some essential readings and references about service-learning, community partnerships, and student learning and development. Titles listed in bold were cited in the text of the handbook.

### Service-Learning Theory and Practice

- Battistoni, R.M. (2002). *Civic engagement across the curriculum: A resource book for service-learning faculty in all disciplines*. Providence, R.I.: Campus Compact.
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## APPENDIX B: RECOMMENDED WEB-BASED RESOURCES

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The following Web sites provide a national perspective on service-learning. Each organization and Web site offers a gateway to a variety of resources, such as sample syllabi, discipline-specific organizations, community-based research initiatives, assessment resources, training materials, and professional development. You might also consider checking out the Web sites of other universities and their departments of service-learning.

### **American Association of Colleges and Universities**

**<http://www.aacu.org/index.cfm>**

AAC&U's mission is to focus on developing liberal education's contributions to fostering students' civic capacities, their sense of social responsibility, and their commitment to public action. The Web site includes resources about engaged curriculum, assessment, diversity, and global learning.

### **American Association of Community Colleges**

**<http://www.aacc.nche.edu/spcproj/service/service.htm>**

Because of their close ties to local communities, community colleges are a place of great innovation in service-learning. Check out the Horizons Service-Learning Project for syllabi, curriculum tools, an annotated bibliography, and much more.

### **American Association of Higher Education**

**<http://www.aahe.org/>**

AAHE sees its primary role as a facilitator and resource for those whose work brings them into more direct contact with teaching faculty. Through the book series and the coalition-building meetings, AAHE aims to ultimately strengthen the educational infrastructure supporting service-learning in higher education.

- AAHE Series on Service-Learning in the Disciplines
- AAHE-Campus Compact Consulting Corps
- Models of Good Practice for Service-Learning Programs

### **Join the Higher Ed Service-Learning Listserv**

Become part of the national discussion on such issues as curriculum requests, class assignments, and the institutionalization of service-learning. Subscribe in one of two ways:

- visit [http://www.servicelearning.org/welcome\\_to\\_service-learning/service-learning\\_listservs\\_and\\_newsletters/index.php](http://www.servicelearning.org/welcome_to_service-learning/service-learning_listservs_and_newsletters/index.php) to join the HE-SL Listserv via the web interface at [http://lists.etr.org/read/all\\_forums/subscribe?name=he-sl](http://lists.etr.org/read/all_forums/subscribe?name=he-sl) or
- send a blank e-mail to [join-he-sl@lists.etr.org](mailto:join-he-sl@lists.etr.org).

### **Campus Compact**

**<http://www.compact.org/>**

Campus Compact is a member organization of more than 900 college and university presidents in support of the civic purposes of higher education. Check their Web site for faculty and student award and grant opportunities, sample syllabi, professional development, and publications. You might also explore some of the state-based Compact Web sites. Campus Compact publications are a staple in service-learning programs across the country. They include:

- *Introduction to Service-Learning Toolkit: Readings and Resources for Faculty* (2nd Edition)
- *Assessing Service-Learning and Civic Engagement: Principles and Techniques*
- *Engaged Department Toolkit* (and supplemental CD-ROM)
- *Fundamentals of Service-Learning Course Construction*

### **Corporation for National and Community Service**

**<http://www.cns.gov/>**

CNCS provides resources and information about government-sponsored service initiatives, including Senior Corps, AmeriCorps, and Learn and Serve America. You can also find national and state-based statistics about service and community engagement. Learn and Serve America is a grant program for all levels of education; check out deadlines and program qualifications.

**Higher Education Research Institute**

<http://www.gseis.ucla.edu/heri/heri.html>

HERI is home to wide-ranging research about higher education, including student development and learning, faculty experiences, and institutional policies. Check out their Current Research page for recent reports of service-learning research.

**Idealist on Campus: Actions without Borders**

<http://www.idealists.org/ioc/>

Idealist on Campus, formerly known as the Campus Outreach Opportunity League (COOL), is a broad-based organization supporting students, campuses, and communities in educating and mobilizing to create a more just world. In addition to campus-based training and a national conference, Idealist On Campus offers civic engagement curriculum tools that are ready for download. The session topics include tools for exercising citizenship, deconstructing racism, facilitation skills, and organizational management. The Web site also hosts several discussion groups and a career center.

**International Partnership for Service-Learning and Leadership**

<http://www.ipsl.org/>

Service-learning happens both in the United States and abroad. The IPSL Web site is an excellent starting point to find out about service-learning abroad. Included is information about undergraduate and graduate programs that incorporate service-learning in 15 countries.

**Michigan Journal of Community Service-Learning**

<http://www.umich.edu/~mjcs/>

The MJCSL is a peer-reviewed journal focused on issues of service-learning and civic engagement across the curriculum. In addition to publishing the journal twice per year, the MJCSL offers a guide to community-based research. The tables of contents and article abstracts are available online.

**The National Forum on Higher Education for the Public Good**

[http://www.thenationalforum.org/projects\\_bibs.shtml](http://www.thenationalforum.org/projects_bibs.shtml)

The forum is designed to increase awareness, understanding, commitment, and action relative to the public service role of higher education in the United States. Of particular interest are annotated bibliographies, national dialogues, and publications, as well as research and mentoring initiatives for emerging and established scholars and upcoming administrators of color. The annotated bibliographies focus on:

- civic education
- faculty barriers to civic engagement
- equity
- national development
- service-learning

**National Service-Learning Clearinghouse**

<http://www.servicelearning.org/>

The National Service-Learning Clearinghouse is a gateway to information about service-learning for people in higher education, K-12, and community and nonprofit agencies. Find out about grants, conferences, and recent publications. Follow their links to discipline-based resources for service-learning in colleges and universities.

**New England Resource Center for Higher Education**

<http://www.nerche.org/>

NERCHE offers a national award—the Ernest A. Lynton Award for Faculty Professional Service and Academic Outreach. Unlike traditional service-learning awards that focus on the link between teaching and service, the Lynton Award broadens the connection to include professional service and academic outreach. Faculty professional service (also known as the scholarship of engagement, outreach scholarship, scholarship for the common good, and community-based scholarship) is broadly characterized by work that is tied to a faculty member's expertise, is of benefit to the external community, reflects the mission of the institution, and is visible and shared.



## APPENDIX C: THE COMMUNITY SERVICE CENTER'S ANNOTATED BIBLIOGRAPHY ON SERVICE-LEARNING

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Faculty, students, and administrators are encouraged to peruse the service-learning resources located in the Community Service Center at 274 Mary Graydon Center, or the Center for Teaching Excellence's 'Faculty Corner' in Hurst Hall. Please contact Marcy Fink Campos, director of community service, for more details (mfcampos@american.edu; 202.885.7378).

One asterisk (\*) indicates works available at both the Community Service Center and the Center for Teaching Excellence (CTE) Faculty Corner.

Two asterisks (\*\*) indicate works available only at the Center for Teaching Excellence (CTE) Faculty Corner.

### Service-Learning Resources

Deans, Thomas. *Writing and Community Action: A Service-Learning Rhetoric with Readings*. New York: Addison Wesley Longman, 2003.

*Writing and Community Action* is about engaging the writer (student) as an involved citizen within his or her local community. This book offers tools that assist students to grow as thinkers and writers by using their social environments as the lens to produce change. The author offers several kinds of service-learning projects involving community writing, with a strong focus on writing for social action in academic, workplace, and community-based contexts. In addition, students can use this resource to strengthen their writing process, learn more about ethics in service-learning, and receive practical guidance on community-based research and conducting fieldwork. The book contains abundant student samples of projects, interviews, and essays.

Campus Compact. *Introduction to Service-Learning Toolkit: Readings and Resources for Faculty*. Providence, R.I.: Campus Compact, 2003. \*\*

This updated toolkit is designed to provide an introduction to fundamental issues surrounding teaching and learning within the context of service-learning. The essays and bibliographies in the toolkit examine both the research underpinning service-learning as a pedagogy and the practicalities of implementing service-learning on campus and in the classroom. Chapters address a spectrum of topics from the principles and theory of service-learning to model programs to promotion and tenure guidelines. The Community Research and Learning (CoRAL) Network's Faculty Fellows Program, a group of faculty from D.C.-area universities, including American University, use this text as their primary resource for discussion and implementation.

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

*A Practitioner's Guide to Reflection in Service-Learning* addresses the issues related to understanding *why* service-learning, or service in general, is important, both to the volunteer and to the community. The authors provide reflections from students on their past service-learning projects, including their motivation to learn, their personal and citizenship development, and their connection with others. It also includes guidelines for reflections on service-learning (e.g., how do we learn from experience?) and how to share those reflections (e.g., writing, telling). The book includes a section on different ways to reflect and learn and the different styles that are associated with them (e.g., theorist learning style, pragmatist learning style).

Ford, Marjorie and Ann Watters. *A Guide for Change: Resources for Implementing Community Service Writing*. New York: McGraw-Hill, 1995.

*A Guide for Change* is a resource that takes the reader through a step-by-step process for creating a service-learning writing project. Themes include resources for implementing community service writing,

concepts of service-learning, mapping and reflecting on the service-learning project, building a community service writing project, and finally, sample projects. Each chapter includes excerpts from different authors on various service-learning topics, including reflection and research. The book also includes an instructor's manual with helpful suggestions on integrating community service writing into the classroom, as well as worksheets and project proposals. Both Ford and Watters lecture in English at Stanford University and are involved with the Program in Writing and Critical Thinking.

Gelmon, Holland, et al. *Assessing Service-Learning and Civic Engagement: Principles and Techniques*. Providence, R.I.: Campus Compact, 2001.

*Assessing Service-Learning and Civic Engagement* offers a wide-ranging synopsis of many topics related to assessment in higher education settings. The authors address multiple groups simultaneously in order to understand the impact of service-learning and civic engagement initiatives on the students, faculty, community, and institutions. The chapters dedicated to these groups include a brief review of the literature, a discussion of issues in assessing the impact on that group, an assessment matrix, strategies for assessment of that particular group, and examples of assessment instruments used in various settings. It also includes methods and analysis for deeper and more detailed guidance on the design, use, and analysis of various instruments commonly used in assessment programs.

Harkavy, Ira. *Universities and Community Schools*. A Publication of the University of Pennsylvania: Vol. 4. No. 1–2. (Fall/Winter 1994).

*Universities and Community Schools* assembles articles and essays from academics and practitioners working, in different ways and places, to expand collaborations between university and community schools. The mission of this publication is to establish a national and international “visible college” of individuals who believe that universities play an integral role in the development and effectiveness of community schools. Essays included are “The Roles and Responsibilities of Urban Universities in Their Communities: Five University Presidents Call for Action” and Michael Zuckerman’s “Academically Based Community Service: Reports from the Field.”

Jacoby, Barbara. *Building Partnerships for Service-Learning*. San Francisco: Jossey-Bass, 2003.

In *Building Partnerships for Service-Learning*, Barbara Jacoby emphasizes that successful service-learning must be founded on “solid, reciprocal, democratic partnerships.” As a key academic in the field, Jacoby offers the perspectives of different leaders in the field who provide exemplary models, practical tools, and important information that produces successful service-learning practices. The book contains fundamentals for developing sustaining partnerships; a study of the collaboration between academic and student affairs; establishing a campus-wide infrastructure for service-learning; and case studies of outstanding partnerships with neighborhoods, community organizations, and schools.

Ross, Carolyn and Ardel Thomas. *Writing for Real*. New York: Addison-Wesley Educational Publishers, Inc, 2003.

*Writing for Real* can be used in a diversity of service-learning courses in which writing is involved. With this step-by-step guide, students discover how community-based projects can inform and hone their academic research and writing skills. This handbook helps students in any service-learning class, regardless of its discipline, to conceptualize community-based writing assignments and to implement effective strategies in completing them. The book strikes a balance between flexibility of approach and practical strategy. It is process-based and highlights student voices, because students need to be engaged in the community.

Strand, Kerry, Sam Marullo, Nick Cutforth, Randy Stoecker, and Patrick Donohue. *Community-Based Research and Higher Education*. San Francisco: Jossey-Bass, 2003. \*

*Community-Based Research and Higher Education* presents a model of community-based research that engages community members with students and faculty in the course of their academic work. It is a collaborative and change-oriented experience that explores the needs of the community. The resource emphasizes how service action can empower community groups to address their own agendas and shape their own futures. The book is written by five academics with extensive experience in community-based research. They draw on each others' experience to develop guidelines for creating and sustaining partnerships and to outline service principles.

### **The American Association for Higher Education's Series on Service-Learning in the Disciplines**

Adler-Kassner, Linda, Robert Crooks, and Ann Watters (eds.). *Writing for the Community: Concepts and Models for Service-Learning in Composition* (AAHE's Series on Service Learning in the Disciplines). Washington, D.C.: American Association for Higher Education, 1997.

Battistoni, Richard M., and William E. Hudson (eds.). *Experiencing Citizenship: Concepts and Models for Service-Learning in Political Science* (AAHE's Series on Service-Learning in the Disciplines). Washington, D.C.: American Association for Higher Education, 1997. \*

Droge, David and Bren Ortega Murphy (eds.). *Voices of Strong Democracy: Concepts and Models for Service Learning in Communication Studies*. Washington, D.C.: American Association for Higher Education, 1999. \*

Hellebrandt, Josef and Lucia T. Varona (eds.). *Construyendo Puentes (Building Bridges): Concepts and Models for Service Learning in Spanish*. Washington, D.C.: American Association for Higher Education, 1999.

Ostrow, James, Gary Hesser, and Sandra Enos (eds.). *Cultivating the Sociological Imagination: Concepts and Models for Service-Learning in Sociology*. Washington, D.C.: American Association for Higher Education, 1999. \*

Ward, Harold (ed.). *Acting Locally: Concepts and Models for Service-Learning in Environmental Studies*. Washington, D.C.: American Association for Higher Education, 1999.

The American Association for Higher Education published a series of practical, discipline-specific books written by and geared towards academics in the fields. The series reinforces the notion that service-learning can be employed in any discipline in order to strengthen students' abilities to be engaged and responsible citizens. The above books include critical examinations of the discipline and service-learning models: building campus-community partnerships, building bridges between the "real-world" and the classroom, challenges in incorporating service-learning, case studies of specific service-learning projects, and useful reflection tools. Unfortunately the AAHE is no longer an operating organization; however, the books above can still be found on many bookstores' Web sites, including [www.amazon.com](http://www.amazon.com), [www.barnesandnoble.com](http://www.barnesandnoble.com), or [www.borders.com](http://www.borders.com)

### **Michigan Journal of Community Service Learning Special Issues**

Ferman, Barbara (ed.). "Community-Based Research." Special issue, *Michigan Journal of Community Service-Learning*, vol. 9, no. 3 ( Summer 2003).

Howard, Jeffrey P.F., Sherril B. Gelmon, and Dwight E. Giles Jr. (eds.). "Strategic Directions for Service-Learning Research." Special issue, *Michigan Journal of Community Service-Learning*, Fall 2000.

Keene, Arthur, and Sumi Colligan (eds.). "Service-Learning and Anthropology." Special issue, *Michigan Journal of Community Service-Learning*, vol. 10, no. 3 (Summer 2004).

*The Michigan Journal of Community Service Learning* (MJCSL) is a national, peer-reviewed journal written by faculty and service-learning educators. It explores research, theory, pedagogy, and issues pertinent to the service-learning community. The goals of the journals are to expand the service-learning community, including students who experience this learning and faculty who practice it; develop and increase the intellectual vigor of service-learning practitioners; encourage and increase service-learning scholarship and research; and contribute to the academic legitimacy of service-learning. The journal has been published since 1994.

## **APPENDIX D: SECTOR LISTS OF LOCAL AND NATIONAL NONPROFIT ORGANIZATIONS**

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In response to requests from various professors, Community Service Center staff created sector-specific lists of community and national nonprofit organizations that are potential partners for service-learning work at American University. Below is a list of every sector list we have compiled. Our office is constantly updating the various sector lists; for links to the most updated versions, please refer to our Web site at [www.american.edu/volunteer](http://www.american.edu/volunteer).

Latino Community Volunteer Sites

Housing and Homelessness Volunteer Opportunities

Women and Gender Volunteer Sites

Environmental Organizations

Race and Ethnicity

Community Development

Youth Programs

Food Programs

Health and Nutrition Organizations

Gay, Lesbian, Bisexual, and Transgender (GLBT) Organizations



## **APPENDIX E: COMMUNITY SERVICE CENTER RELEASE FORMS**

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Making thorough arrangements to secure logistics for service-learning and volunteering is important in ensuring that students are accounted for when participating in community work. The following forms can be accessed via the Community Service Center to explore alternative forms of transportation for students.

Community Service Center Van Manifest

American University Trip Release Form

American University Photo Consent and Release Form

Copyright Permission and Release Form





## **APPENDIX F: COMMUNITY SERVICE-LEARNING PROGRAM FORMS**

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The Community Service Learning Program (CSLP) gives undergraduates the opportunity to register for an additional credit, attached to a regular three- or four-credit course. Students conduct 40 hours of service that connects with a regular academic course and are supported by faculty and Community Service Center staff. The following important forms facilitate student registration and evaluation. If students are interested in the CSLP, please encourage them to contact the Community Service Center to go over important details about the registration process.

Community Service-Learning Program Extra Credit Option Participation Agreement

Community Service-Learning Project Log-In Sheet

How to Obtain the Community Service-Learning Project (CSLP) Credit

Community Partner Evaluation Form

Student Evaluation



## APPENDIX G: LEARNING BEYOND THE CAMPUS—FACTS ABOUT D.C.

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### Some Facts about Your Community

- The Washington Metropolitan region, including nearby areas of Maryland and Virginia, is home to approximately 23,000 nonprofit organizations.
- D.C. ranks 2nd highest among states in per-pupil expenditures for public education, while 1 District child in 7 does not graduate from high school and 50 percent never complete a single year of college.
- According to the 2000 census, 27.6 percent of children living in D.C. are poor.
- A 2003 study about Washington nonprofit organizations reveals that while 60 percent reported an increase in the number of clients served:
  - 78 percent reported higher cost of delivering services
  - 16 percent reported a reduction in federal funds
  - 29 percent reported a reduction in state funds
  - 21 percent reported losses of aid from city or county governments
  - 50 percent reported a reduction in United Way contributions
- According to the 2000 Census, 60 percent of the District's population is black, 31 percent is white, 8 percent is Hispanic/Latino, and 2.7 percent is Asian.
- 60.8 percent of D.C. Public School students receive free or reduced-price meal support.
- In 2002, 5,049 children were reported as abused or neglected and referred for investigation in the District of Columbia, a rate of 46.1 per 1,000 children.
- During the 1990s, the gap between high-income and low-income households in the District is as wide or wider than in any of the central cities of the nation's 40 largest metro areas. The average income for the top fifth of D.C. households grew 36 percent during this period, adjusting for inflation, while the average income of the bottom fifth of households rose just 3 percent.
- Local funding for affordable housing decreased more than 90 percent between 1990 and 2000, from \$57 million to \$4.5 million. Since then, funding has increased to about \$43.1 million in 2005, which is still significantly lower than the 1990 level.
- Washington, D.C., is a less affordable place to live than any state in the country. One must earn \$23.42 per hour working full time in order to afford a two-bedroom apartment. A worker earning minimum wage (\$6.15 per hour in D.C.) must work 152 hours to afford the same two-bedroom apartment. That is a 22 percent increase from 2002.
- D.C.'s poverty rate increased from 15 percent in 1999–2000 to 17.7 percent in 2001–2002.
- As of 2003, there are approximately 500 people living outdoors in downtown Washington, D.C..
- Single men account for 40 percent of D.C.'s homeless population, single women 15 percent, unaccompanied youth 2 percent, and families 43 percent.
- In 2003, the District's unemployment rate reached a four-year high of 7 percent
- More than 15 percent of Latino children aged 6-17 are linguistically isolated, the largest group of all language-minority students.

This information was compiled from the following the following organizational Web sites:

Washington Regional Association of Grantmakers:

[www.washingtongrantmakers.org](http://www.washingtongrantmakers.org)

Center for Nonprofit Advancement:

[www.nonprofitadvancement.org](http://www.nonprofitadvancement.org)

National Council of La Raza:

[www.nclr.org](http://www.nclr.org)

U.S. Census Bureau:

[www.census.gov](http://www.census.gov)

Child Welfare League of America:

[www.cwla.org](http://www.cwla.org)

D.C. Fiscal Policy Institute:

[www.dcfpi.org](http://www.dcfpi.org)

National Low Income Housing Coalition:

[www.nlihc.org](http://www.nlihc.org)

The Community Partnership for the Prevention of the Homeless:

[www.community-partnership.org](http://www.community-partnership.org)

So Others May Eat (SOME):

[www.some.org](http://www.some.org)

D.C. Department of Employment Services:

[www.does.dc.gov](http://www.does.dc.gov)

## APPENDIX H: ARTICLES AND MEDIA COVERAGE

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The following articles appeared in the *American Weekly*:

**Bette Dickerson**

“Building a constituency for change—sociology professor merges teaching, scholarship, social justice,” by Matt Getty. *American Weekly*, January 24, 2006.  
<http://veracity.univpubs.american.edu/weeklypast/012406/>

**Allison Holcomb**

“Kogod students helping DC high school students,” by Mike Unger. *American Weekly*, December 6, 2005.  
[http://veracity.univpubs.american.edu/weeklypast/120605/120605\\_kogod\\_highschool.html](http://veracity.univpubs.american.edu/weeklypast/120605/120605_kogod_highschool.html)

**Glen Moomau**

“Giving Back: College writing class ‘gives back’ to local schools,” by Matt Getty. *American Weekly*, April 12, 2005.  
[http://veracity.univpubs.american.edu/weeklypast/041205/041205\\_givingback.html](http://veracity.univpubs.american.edu/weeklypast/041205/041205_givingback.html).



## **APPENDIX I: EXAMPLES OF FACULTY SYLLABI**

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The Community Service Center works closely with faculty who want assistance in revising their syllabus in order to clearly and effectively incorporate a service-learning project. The following are five examples of professors who made service learning an important component of their overall course syllabus. If you would like to see the full syllabi for these courses, please refer to our Web site at [www.american.edu/volunteer](http://www.american.edu/volunteer).

Prof. Bette Dickerson, Social Advocacy and Social Change, Spring 2006, Department of Sociology, College of Arts and Sciences.

Prof. Karen DiGiovanni, Service-Learning in Teacher Education, Spring 2006, School of Education, College of Arts and Sciences.

Prof. Kathy Haldeman, Wellness Advocates, Spring 2006, Department of Health and Fitness, College of Arts and Sciences.

Prof. Katherine Kravetz, Transforming Communities Seminar, ongoing, Washington Semester Program. Prof. Kravetz includes an explanation of the structure of service learning projects.

Prof. Sarah Stiles, Laboratory in Leadership Development I, Spring 2006, Director, Leadership Program, School of Public Affairs.