MERCER UNIVERSITY
SERVICE LEARNING
FACULTY GUIDE

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Dear Mercer University Faculty,

Welcome to the *Mercer Service-Learning Handbook for Faculty*. This guide has been authored broadly by your Mercer colleagues with several goals in mind:

- To introduce newcomers to service-learning best practices for this exciting and challenging pedagogy
- To offer practical aid in designing service-learning courses
- To supply information about potential community partners
- To provide easy-to-access course-planning checklists, forms to distribute to students and community partners, and course evaluation forms to use in conjunction with your course.

Interspersed in the guide, you will also hear the voices of fellow instructors, students, and community partners who have found their service-learning experiences academically rigorous and personally challenging-- but well worth the effort.

The guide provides an overview of service-learning, from academic principles to practical logistical details. We have also provided links in the table of contents that help you find specific types of information easily and quickly.

Not all university courses are amenable to service-learning. It is perhaps difficult, for instance, to imagine a theoretical physics course or a Latin course that would have a service-learning component. On the other hand, many of our colleagues have incorporated service learning into:

- Chemistry courses where students have tested for water quality and potential hazardous pollutants in the Ocmulgee River.
- Sociology courses where students poll community residents about their responses to community redevelopment plans in order to inform decision-making.
- Business courses where students design a marketing plan for a non-profit community agency and see their work launched within the community.
- Engineering courses that incorporate gray water recycling in Habitat for Humanity homes, teaching engineering principles, environmental sustainability, and community building.
- And truth be known, even our Latin class has gone into the community to tutor high school Latin students, in the process sharpening their own translation and language skills.

We are limited only by our creativity and imagination.

And the benefits are great. Please peruse the benefits of service-learning for our students, for the community, and for the university on Page 3 and Page 4.

Mary Alice Morgan
Senior Vice Provost for Service-Learning

Contents

WHAT IS SERVICE LEARNING?

Defining what service-learning is—and isn't—is an ongoing process. We know that it involves service and learning but how the two are connected leaves room for some interpretation. Maybe this is a good thing since different disciplines and different instructors need flexibility in defining their pedagogical tasks.
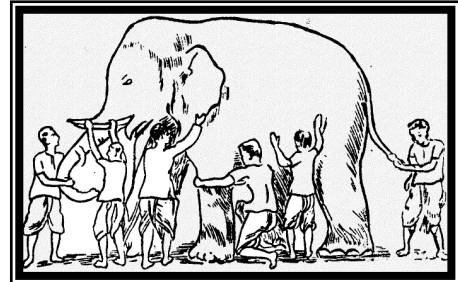
Much like the fabled six blind men finding an elephant and reporting to one another what they had found, service-learning can mean different concepts to different disciplines, different instructors, and different contexts. The six men reported having found a snake (the trunk), a spear (the tusk), a wall (the side), a whip (the tail), a tree-trunk (the leg), and a fan (the ear). Likewise, service-learning can be an ongoing project, a single afternoon event, or a laboratory assignment. The service can be internal to the university or external to the broader community—but the common core is that students apply their academic knowledge to meet genuine community needs.

> **Service-Learning is a credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs and [in which they] reflect on the service activity in such a way as to gain a further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.**
>
> Bringle, Robert, & Hatcher, Julie (1995). A Service Learning Curriculum for Faculty. *The Michigan Journal of Community Service Learning,* 112-122.

Service-Learning Is

- A pedagogy integrating service, field work, or community-based research that reinforces course content and brings meaningful service to the community.
- A means to help students develop critical thinking skills in applied situations and gain experience with real-world problem-solving.
- An opportunity for students to understand—and exercise--civic engagement.

Service-Learning Isn't

- Volunteerism or community service not connected to a graded course.
- Experiential or applied class content that does not have a benefit for the community.
- Worthwhile class activities that benefit the community but are not integrated into the specific learning objectives of the course.

Thus, volunteerism, community service, and experiential learning are fundamentally different from service-learning. An activity should be called service-learning only if it has both a curricular and a graded service component.

Can an activity simultaneously be a volunteer activity and a service-learning activity?

Sort of. Two students can work side-by-side, one through a service-learning course and the other as a volunteer. The service-learning student will be assessed in conjunction with a course learning objective while the student volunteer will receive affirmation for having done a good deed.

Service-Learning Best Practices

As service-learning has evolved in the past fifteen years, national service-learning organizations and individual colleges and universities have determined the principles and techniques of effective service-learning. Here are some nationally agreed upon best practices:

1. The *syllabus clearly incorporates* the service experience into the teaching and learning objectives of the course.

2. *Service agencies are considered partners* in the process and are included in the planning for the service. They and their clients should not be considered teaching or research subjects for us to use for our own purposes and benefits.

3. *Academic credit is awarded for the learning gained* from the experience, not for the service itself. Do not compromise academic rigor.

4. The *service is connected directly to the course* through readings, writing projects (such as journals and essays), class presentations, and other activities and assignments.

5. *Analytic reflection on the service experience is deliberate and guided by the instructor*. Usually students reflect on three dimensions of their learning: academic, personal, and civic learning. For example, students might reflect on the nature of community in modern America and the meaning of civic engagement (civic dimension), discipline-specific quandaries (academic dimension), and the student's post-collegiate career aspirations (personal dimension). More information is available in Appendix 4.

Student-centered, engaged pedagogy

We know from research on learning styles that applied, problem-solving styles of teaching help students learn and retain course material. Professors and students themselves are often surprised at the latent skills the students develop in response to this action-oriented, community-centered pedagogy. Often, previously indifferent students become class leaders and scholars because of the opportunity it presents to put theory into practice and to contribute meaningfully to the community.

Benefits to students

- Introduces a multi-faceted, hands-on way of learning academic content

- Increases students' opportunity to think independently and solve problems

- Provides students opportunity for meaningful interaction with individuals off campus, with diverse cultures and concerns

- Increases students' sense of agency and self-confidence

- Increases students' sense of civic responsibility

- Gives students a competitive edge in applying for graduate or professional schools or applying for jobs.

Benefits for faculty

- Increases direct collaboration and engagement with students

- Creates meaningful links between course content, pedagogy, and citizenship

- Creates new potential for community-based research and publication. Creates potential for external grant and foundation funding related to community or service-learning activities.

Journals That Publish Service-Learning Research

International Journal of Teaching and Learning in Higher Education

Journal of Experiential Education

Journal of Higher Education Outreach and Engagement

Journal of the Scholarship of Teaching and Learning

International Journal for the Scholarship of Teaching and Learning

Michigan Journal of Community Service Learning

For a more complete list of journals, visit http://www.compact.org/category/resources/service-learning-resources/

The National Council on Undergraduate Research is also increasingly highlighting the impact of community-based research. You can find articles describing projects from colleges and universities nationwide in the *CUR Quarterly*.

See http://www.cur.org/quarterly/webedition. You can also find more information about Mercer's community-based research initiative through the QEP. See http://qep.mercer.edu/

Campus Compact is the leading national organization supporting and advocating for service-learning and community-based research in colleges and universities. Campus Compact provides:

- training for faculty and administrators,
- research support on service-learning and community engagement,
- publications of key texts on service-learning,
- lobbying for governmental funding,
- a clearinghouse for information about service-learning—including posting sample syllabi from over 30 different disciplines.

See http://www.compact.org/resources-for-faculty/

Benefits for the University

- Fosters positive, reciprocal involvement in the community

- Improves preparation of graduates and competitiveness for national scholarships

- Offers opportunities for issues-based or community grants

Benefits for the Community

- Creates access to students' expertise, creativity, and energy

- Encourages community collaboration with the university in addressing community issues and challenges

- Deepens the sense of the university as an integral part of the community.

Thoughtful preparation on the part of the instructor is crucial to the development of a partnership with the community that leads to a positive learning outcome for students. All involved —students, instructors, and community partners—embrace challenges and take risks with this pedagogy. Service-learning experiences are less controlled than in a traditional classroom. But they also offer a creative, dynamic teaching/learning model. Students learn to exercise independence in their learning; and, they learn to deal with challenges and unexpected situations.

Engaged Citizenship Through Service, Community Building, And Other Initiatives Beyond Their Academic Programs

1. They have shown leadership ability in some area (in or beyond the classroom). If possible, the leadership experiences complement the fields they wish to pursue.

2. They have taken advantage of sustained service opportunities or created service projects that fit their values and professional direction; these activities are not just resume fillers.

3. They have learned how to explain their skills in effective ways.

4. They present themselves authentically and as people of integrity and character.

5. They have shown themselves flexible enough to be team members, not just leaders.

6. They have stepped outside their own comfort zones to learn about the larger world beyond their own areas of expertise. They possess ingenuity-and address problems/needs that others only fuss about.

7. They have been able to seek out and gain insight not only from experts but from surprising interactions with places, ideas, and people.

8. They have given the applications priority so that the written essays reflect on their commitment to the project and to excellence.

9. They are bidding for a project/scholarship that fits the larger context of their life experiences and aspirations.

adapted from Elizabeth Vardaman, National Scholarships, Baylor University

SERVICE-LEARNING: A MERCER DISTINCTIVE

At Mercer University, we consider service-learning a signature pedagogy because it is fundamental to the university's mission. It is a way of teaching that emphasizes our belief that student learning has strongest potential when the classroom instruction is enhanced with applied experiences and our belief that the university has an obligation to meet the needs of our community.

> **"The goal is not to indoctrinate students but to set them free in a world of ideas and provide a climate in which ethical and moral choices can be thoughtfully examined, and convictions formed."**
>
> *Ernest Boyer, College: The Undergraduate Experience in America*

Mercer: Where Every Student Matters and Learns to Make A Difference

In 2015, Mercer reaffirmed its commitment to service-learning through our SACS (Southern Association of Colleges and Schools) Quality Enhancement Plan (QEP).

The initiative is designed to equip students in Mercer's traditional residential undergraduate programs with the skills required to engage in sophisticated research aimed at solving real problems facing humankind. The guiding goals are to (1) Enhance student learning through service-focused research and (2) Foster a culture of civic engagement through scholarship and service. We believe that the successful implementation of this plan will help us achieve the university's ultimate aim: to inspire students to use their gifts and talents to live lives of meaning and purpose and contribute to communities. For more details on how to make your service-learning course a QEP course, see http://qep.mercer.edu/resources/

Following are some ways Mercer has been recognized nationally for the scope and quality of our service-learning and community engagement:

2015 Community Engagement Classification by Carnegie Foundation

The Carnegie Foundation's Classification for Community Engagement is an elective classification, meaning that it is based on voluntary participation by institutions. The elective classification involves data collection and documentation of important aspects of institutional mission, identity and commitments, and requires substantial effort invested by participating institutions. It is an institutional classification; it is not for systems of multiple campuses or for part of an individual campus.

The classification is not an award. It is an evidence-based documentation of institutional practice to

be used in a process of self-assessment and quality improvement. The documentation is reviewed to determine whether the institution qualifies for recognition as a community engaged institution.

Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

Ehrlich Award finalists at Mercer

The Ehrlich Award is a national award that recognizes faculty members who integrate civic and community engagement in their teaching and research, develop and sustain reciprocal community partnerships for positive change, and demonstrate leadership in fostering institutional commitment to meaningful engagement.

2013: Dr. Mary Alice Morgan (Professor of English and Senior Vice Provost for Service
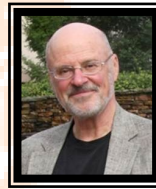
2009: Professor Peter Brown (Professor of Philosophy and Senior Vice Provost).

Gulf South Award for Outstanding Student Contributions to Service-Learning

The Gulf South Summit on Service-Learning and Civic Engagement through Higher Education covers a twelve-state region in the Southeast and has as its mission to promote networking among service-learning practitioners, scholarship on service-learning and community-based research.

2012: Chelsea Flieger (College of Liberal Arts)
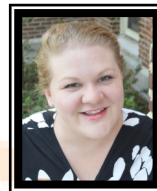
2010: Hannah Vann (College of Liberal Arts)

Campus Compact Newman Civic Fellows Award

The Newman Civic Fellows Award honors inspiring college student leaders who have demonstrated an investment in finding solutions for challenges facing communities throughout the country. Through service, research, and advocacy, Newman Civic Fellows are making the most of their college experiences to better understand themselves, the root causes of social issues, and effective mechanisms for creating lasting change.

2014: Raymond Partolan (College of Liberal Arts)

Other Awards for Community Service

- **President's Honor Roll with Distinction for Higher Education Community Service**, 2013 — Learn and Serve America and the Corporation for National and Community Service

- **Clinton Global Initiative Special Recognition of Mercer On Mission**, 2009

- **Top 25 University – Saviors of Our Cities**, 2006

- **Colleges with a Conscience: 81 Great Schools with Outstanding Community Involvement**, 2005 — The Princeton Review and Campus Compact

- **Exemplary Campus-Community Partnership**, Wingspread Conference 2005, Campus Compact

- **Jimmy and Rosalynn Carter Partnership Award for Campus-Community Collaboration**, 2002

Today's students want to be challenged by their course work and don't want an artificial barrier between their academic work and "real life." They come to college ready to make a difference in the world.

Today's students also know that in order to be competitive in the job market or for graduate and professional schools, good grades are no longer enough. They need the "real world" skills and experience that service-learning can provide.

Listen to what some of our students have said about their experiences.

ADRIAN LAWRENCE
Mercer class of 2016

"The Pharmacy Scholar program allowed me to be a counselor for a small group of high school students (3-5). I was able to discuss general topics related to undergrad and healthcare professions. Throughout the camp, we focused on different areas of pharmacy such as compounding, calculations, drug information, pharmacy law, and specialties… I love the program because I love being able to serve as a mentor. I love watching the students discover all of the possibilities that pharmacy has to offer. I wish I would have had the opportunity to participate in this programs as a student. This camp has provided me a great way to serve as an ambassador of my profession. "

AMANDA PUGSLEY
Mercer class of 2015

"My decision to come to Mercer for my undergraduate career was based on several key factors including Mercer's dedication to diversity (both in domestic and international opportunities), the school's focus on service and volunteerism, and knowing that being a Bear meant earning a high quality education. Working with the VITA program helped me to build on the quality education I had learned the previous semester in my tax class in a way that provided a service to those in the Macon community. I was also exposed to individuals and families who were of a different age, gender, race, education level, or background than I am. This allowed me to learn how to be professional in a diverse environment. As an accounting major, many jobs either fall on the tax or the audit side of work. The VITA program gave me hands on experience in the tax category of work and allowed me to better determine if I wanted to make tax work part of my post graduation career. "

WHAT DO OUR COMMUNITY PARTNERS SAY ABOUT SERVICE LEARNING?

Equally important is what community partners have to say about their relationship to our service-learning program.

Here is what the Director of **Joshua House**, an after-school program for elementary school students in a local housing project, said about Mercer's relationship with the program:

> Through Joshua House's after-school program, I have had the wonderful opportunity to work with Mercer University tutors for the past three years. Each year has become more and more successful. I am especially fond of the relationships that are formed between the students and their Mercer tutors. On a consistent basis, Mercer tutors display integrity, generosity, dedication, punctuality, and most of all, love! The tutors are assigned to work with the after-school students for one semester, but many of them continue to come back and visit students long after their requirements have been fulfilled. Our desire is to enrich our students through technology, social interaction, reading/writing skills, and the incorporation of the arts into their daily lives. The Mercer University-Joshua House relationship is extremely powerful and will continue to positively impact our students. Thank you, Mercer, for helping us to mold and shape our most precious resource—our children!

Here is what the Director of **Crisis Line and Safe House**, Macon's crisis line and battered women's shelter, said about the agency's relationship with Mercer:

> Service-learning is a win-win situation because we [CL&SH] get informed, enthusiastic, creative, young minds engaged in our work, and students get first-hand experience of the subject they are studying. Because of our long-standing relationship with Mercer, I've ended up hiring students who first came to CL&SH as students enrolled in a service-learning class. We've benefited from fund-raising projects that we could not have undertaken without students' energy and organizing. We benefit from the expertise that professors and their students bring to our agency.
>
> I believe that the things we learn in college impact the rest of our lives, the ways we use our time and talents. **Service-learning is life-long learning**.

ORIENTATION TO SERVICE-LEARNING BASICS

Not everybody teaches the same way, nor should they. Service-learning can be incorporated into a class just like any other learning technique. What students unfamiliar with service-learning need to know is that their service-learning work is just as meaningful as their other, more familiar course work (reading textbooks, taking exams, writing papers), and they need to see its impact on their grade in the course.

General types of service

There are three general categories of service. Consider the appropriateness of these different types of service as you plan your course.

- *Direct Service:* one on one, individual, personal contact. Some students are happiest when they can interact with community members and receive immediate feedback for their acts of helping. Others may find these direct contacts intense and disconcerting; the students are taken out of their comfort zone. Consider the community members' point of view as well. Community members should never be "put on display" or feel used by the service-learning situation. It is up to the instructor and community partner to teach students to be sensitive to these situations.

- *Indirect Service or Community-based research*: the channeling of resources to solve problems. The student does not provide direct contact with community members but becomes part of a larger community effort. For example, students may create a database for an organization, investigate grant opportunities, or survey community members about their attitudes on an issue. As students begin to see how their course work applies to community needs, they often become enthusiastic advocates within the agency and within the community.

- *Civic Action*: active participation in democratic citizenship; informing the public about problems to be addressed and working toward solving problems. The format for civic action can be either individual or group action. Mercer's recent conferences on sex trafficking (*STOP: The Call to End 21st-Century Slavery*), environmentalism (*Caring for Creation*) and poverty (*LEAP: Local Engagement Against Poverty*) are good examples of this public consciousness-raising and civic advocacy.

Other considerations to factor into your planning

In undertaking a service-learning project, instructors give up some of their control over course content. This can be frightening and thrilling at the same time: frightening, because of the unpredictability of events that take place outside of the classroom, and thrilling, because

students often rise to the occasion and perform beyond your expectations. Balancing service-learning with other, traditional educational elements of a course requires planning and flexibility.

Instructors incorporating service-learning into an existing course will find it advisable to adjust

their reading load or assignment schedule in order to allow students time for their projects. Adding a time-consuming project to an already full schedule of required readings, labs, exams, and essays in an existing course will unfairly overload the student (and will make students reluctant to take a service-learning course again). In making these adjustments, it may be helpful for you to think of the service-learning project itself as a course text.

In making a calculation of how to modify an existing syllabus, however, be aware that rarely are in-class hours reduced by the same number of hours used in the project. A possible rule of thumb is that three to five hours of meaningful outside service hours substitute for one in-class session—but there is no set policy. Adjustments are at the instructor's discretion. If you have questions about how to balance the service-learning workload in your course, please consult with your department head or a member of the Service-Learning Advisory Council.

If a course carries a fourth hour designated for service learning-- CSL 199--then students are expected to fulfill a minimum of 30 hours of service and a significant number of hours engaging in critical analysis.

Below are four models that are commonly used to implement a service-learning project into a course at Mercer. They are by no means the only way to do it. We hope you find these models and guidelines helpful, but, as with any other pedagogy, service-learning instructors should use their own wits and creativity to make it their own. Keep in mind that students should be graded not simply for their participation in the project but for the products generated from the project (e.g. an agency database, a marketing plan, a student conference) and their critical reflection on the project. We provide samples of types of critical reflections to accompany each of the four models below. Following this introduction to models of service-learning, we provide a checklist of other considerations that you may want to factor into your course planning.

FOUR WAYS TO IMPLEMENT SERVICE LEARNING AT MERCER

1. **The "One-Shot"/Limited Service-Learning Module (3-7 hours of service)** is introduced into a course as a single assignment. Students perform their service in a brief amount of time (usually 3-7 hours), and it usually takes place on a single day. The project normally counts for 5-10% of the course grade, and few or no adjustments are made to the reading list or the class schedule to accommodate the assignment.

   Sample Services Activities

   - Going to a senior-citizen center and playing bingo for an afternoon. *Ideal for a class dealing with issues of aging.*

   - Doing a trash pickup on a Saturday morning. *Ideal for a class dealing with ecology.*

   - Putting together a panel discussion about terrorism for a high school. *Ideal for an international relations class.*

   - Assisting an agency with processing clothing for thrift store distribution. *Ideal for a class learning basic business practices and pricing.*

   - Developing an afternoon reading fair for an After-School program. *Ideal for a class dealing with the education of children.*

   Ideas for Critical Analysis

   - In the class after the service-learning project, break students into groups and have them answer a list of four questions related to content goals of the class. (Examples: What did you learn about aging people and their memory skills and how does it apply to what we learned in class?)

   - Have students write a short analytic paper based on their experiences and guided by a question linking the experience to class work. (Example: We have studied the need for effective recycling policies in our class; writing from your personal experiences, do you think Macon needs to strengthen its recycling program? Please cite direct observations in your response.)

2. **The Short Term Service-Learning Project (8-15 hours)** usually involves two to five site visits and approximately 8-15 hours of service time on the student's part. Students perform their service in several visits, but the project is usually related to a specific unit of the course rather than being overarching in nature. Many instructors will count the project for 10-20% of the overall course grade, and some adjustments are usually made to either the reading list or the class schedule to accommodate students' time on the project. For example, if a 300 page book takes 10 hours to read, it could be deleted and a service-learning project substituted. Or two hours of class meetings could be canceled for a 10 hour project. These are general

guidelines, and the instructor in consultation with her or his department chair will make final decisions.

Sample Service Activities

- Polling or localized data collection. *Ideal for a methods or statistics course.*

- Science or reading fair for a local elementary school. *Useful for helping students understand the process of acquiring knowledge.*

- Focused Tutoring Lab or Writing Lab for a middle or high school on a special topic for a week. *A great way to reinforce basic algebra or grammar skills.*

- Small-scale Fundraising project for a service agency. *Could be used for an economics or marketing class.*

- Clothing or food drive. *Can work with classes studying the effects of income stratification or nutrition.*

Ideas for Critical Analysis

- Consider having students make a brief film about the class's experience.

- Break students into groups, give them a related module of curriculum, and ask them to present on the relationship between the curriculum module and the service experience. For example, they might analyze why food banks are necessary even in American's prosperous economy.

- Have the students write a guided analytical paper of 4-7 pages on their experience and its relationship to stated course goals.

3. **The Extensive Project (16-30 hours)** is a service-learning project that usually involves weekly site visits and approximately 16-30 hours of service time on the student's part. Students have a major stake in the investment of their time, and a significant share of the educational outcome is accomplished in service-learning. Instructors will usually count the project for 25-50% of the overall course grade, and adjustments are almost always made in the reading list or class schedule in order to accommodate the students' time on the project. For example, if students normally are expected to spend 20 hours doing research and writing a 15-page essay as one assignment for the course, service learning could be substituted for this assignment or a reasonable number of class meetings could be used as project time. These are general ideas and the instructor in consultation with her or his department chair will make final decisions. Depending on the school or department, courses incorporating extensive service projects may have a fourth hour devoted to the project (see CSL 199 below).

Sample Service Activities

- Semester-long Community Cleanup. *Can lead to noticeable changes in the social and aesthetic environment. Good for a class emphasizing the environment or any class emphasizing the need to build strong community.*

- Full Semester Tutoring. *The public and private schools in the area have a keen need for math, reading, science, and foreign language tutoring.*

- Homeless Shelter Relief Work. *Useful for a class dealing with issues of poverty.*

- English as a Second Language Workshops. *Ideal for an advanced class in foreign language or immigration.*

- Grant Research and Writing. *Worthwhile for a class working on public policy.*

Ideas for Critical Analysis

- Journaling over the course of the semester with regular feedback from the instructor and use of guiding questions related to academic course content. At the instructor's discretion, it may be useful to share anonymous excerpts from the journals with your community partner.

- Term project paper and presentation. This can be done by individuals or by groups. It is often useful to require a reflective question or two in the final project that unites course content with the service-learning project. It is often useful to invite your community partner to hear the presentations.

- Multi-media presentations (PowerPoint, digital presentation, etc.). The presentation ought to be guided by the instructor so that it incorporates class content with the service-learning experience. Again you may want to invite your community partner to hear the presentations.

4. **CSL 199** (*minimum* of 30 hours service)

CSL 199. Service Learning (1 hour)

(Same as SRV 199)

Corequisite: enrollment in a specially designated service-learning course section.

Students enrolled in specially designated service-learning sections commit to working at off-campus community-service sites. This work experience is tied to the learning objectives of the parent course and will entail additional academic work, as described by the course syllabus. Students receive one semester hour of credit, through CSL 199, for the additional academic work associated with three hours total (minimum one hour on site) of service-related work each week. The grade assigned for CLS 199 is the same grade assigned for the parent service-learning section. (As needed)

Macon campus faculty who want to provide students with the opportunity to conduct an extensive service or community-based research project may have students co-enroll in CSL 199 for one hour of credit in addition to the credit hours earned in the parent course. Please see the CSL 199 course description below from the Macon Campus catalog:

Advantages of CSL 199

CSL 199 was created to allow faculty to implement an extensive service or community-based research project in conjunction with a parent course. There are several advantages to this course option:

· Faculty can incorporate an extensive project into the parent course without diminishing traditional class time.

· Students benefit by completing major projects that contribute significantly to their academic and career credentials without enrolling in an additional three-hour course.

Thus, CSL 199 offers faculty and students flexibility to engage in sophisticated or time-consuming projects that otherwise could not be accommodated in the curriculum.

CSL 199 : Required or Optional?

Depending upon the nature of the parent course and the instructor's preference, CSL 199 may be:

A **required** co-requisite to the parent course--meaning that all students who sign up for that course also co-enroll in CSL 199

Example: A faculty member teaching Environmental Studies and Policy 250, *Principles of Sustainability*, might like to offer students an opportunity to engage in 30 or more hours performing energy audits of homes or surveying wetlands, in addition to the other academic or service activities offered in the three-hour course. Those students electing to take advantage of this opportunity to build their portfolio of skills by this intensive hands-on experience would co-enroll in ENP 250 (three hours) and CSL 199 (one hour) for a total of four credit hours.

An **optional** add-on to the parent course--meaning that only those students seeking the additional credit for CSL 199 would co-enroll.   Faculty would indicate whether CSL 199 is required or optional to the Registrar at the time that the parent course is scheduled and coded as a service-learning course.

Example: Students enrolled in SOC 321, *Globalization and Society*, travel to a foreign country during spring break in order to engage in a service project. They would co-enroll in SOC 321 (three hours) and CSL 199 (one hour) for a total of four credit hours.

In making a decision about whether CSL 199 should be optional or mandatory, instructors should remember that some students may have difficulty working an extra credit hour into their schedules. The extra hour may trigger additional tuition or necessitate the Associate Dean's permission for a course overload. Generally, therefore, a *mandatory* CSL 199 co-requisite is not appropriate for a single-section required parent course. In addition, even in elective

courses, faculty should be prepared to make exceptions for students for whom a mandatory CSL 199 fourth hour would represent a burden.

Many faculty members make CSL 199 optional, thus targeting their most highly motivated students. Since these students will be completing work not incorporated into the parent course, instructors usually have CSL 199 students sign a learning contract regarding the to be completed work for the additional hour of credit.

Students who co-enroll in CSL 199 should be informed that the grade for CSL 199 is **not** separable from their grade in the parent course. In other words, much as lab grades are folded into the overall grade scheme for a four-hour lab course, student performance in CSL 199 is integrated into the single grade assigned for the two co-enrolled courses. (The courses are coded differently by the Registrar in order to allow for easier tracking of this service-learning option by the University.)

Note: CSL 199 is intended to allow instructors to offer high impact service or community-based research experiences to students on a periodic basis, not as a permanent feature of a course. If a department were to offer a parent course with an CSL 199 co-enrollment consistently, then the department should look into converting the parent course into a four-hour course through a curriculum change.

Not all majors or programs can accommodate the additional hour credit for the extensive service-learning represented by CSL 199. Therefore, an instructor seeking CSL 199 co-enrollment for a course should consult the chair before scheduling the course through the Registrar's office.

CHECKLIST FOR PLANNING A SERVICE-LEARNING COURSE

☐ Do you have enough information to choose your service-learning site or partner? (In general, you should begin this process a semester before offering the course so that you can consult with the community partner thoroughly.)

☐ Have you specified your learning goals--to the students? To the site representative?

☐ Will your students be doing direct service, indirect service, community-based research, or civic action?

☐ Who will choose the specific projects--you, the site representative, the students?

☐ What background information do your students need prior to beginning their work? Will you provide the students with an orientation to their service agency or will the community agency?

☐ How many hours of service will you require?

☐ If you are incorporating service-learning into an existing course, have you adjusted your reading assignments or other demands in order to make room for service-learning?

☐ How will you handle the logistics of transportation, site visits, etc.?

☐ How much time will you require for in-class de-briefing with the students so they can compare their experiences, do problem-solving, tie their experiences to the readings, etc? Will you require journals, critical analysis circles, discussion boards, etc? How will you grade these kinds of assignments? What is the most important aspect of these assignments for you?

☐ What will be your focus in evaluating student learning: academic, civic, or personal analysis and reflection--or all three equally?

☐ Do you want the students to separate "objective" course content from their subjective reactions? If so, how?

☐ Will students work individually or in teams? How will you do team grading?

☐ How will you handle dysfunctional teams or "slacker" team members?

☐ Will you make the projects and their outcomes public? If so, how?

☐ What is the most important aspect of service-learning for you as a teacher?

☐ Have you designated the course officially to your chair and the registrar's office as a service-learning course?

FINDING THE RIGHT COMMUNITY PARTNER

The most important part of creating a good service-learning outcome is to find a project that fits the instructional goals and style of the Mercer instructor. It is important that the faculty member, their contact at the community service agency, and the students be fully apprised of course expectations and goals from the outset. Most importantly, the instructor ought to look for a community partner that has like-minded goals and passions as the instructor. See APPENDIX 3 for a list of Community Service Opportunities and contacts.

It is best if the instructor engages in joint planning with the community partner during the semester *before* the course begins. Do not expect a community partner to be able to consult with you about an appropriate project, secure background checks if necessary, and apprise their staff of how to interface with your students in a week or even two. Remember, their first priority is to carry on in their daily workload. We do not want service-learning to become a burden for the community partner rather than an enhancement.

Be aware that community partners are sometimes reluctant to "refuse" your overture for a service-learning placement even if it isn't beneficial to them for fear that they might discourage a future partnership with you. In your initial conversation with a potential partner, talk frankly about whether there are mutual benefits to be gained from a service-learning placement. Try to explore with the partner what realistic expectations would be for orienting students to the agency, who will assign tasks, and who will supervise the students in an on-going fashion. You will find sample forms and guidelines to facilitate this process in the Forms section of the handbook.

Student Safety

Mercer's general liability policy covers students involved in required academic activities such as service-learning courses, internships, and field experiences. Agencies may also ask your students to review their safety policies and sign a waiver for liability.

Faculty should exercise all due care in orienting students to any potential risks in performing service. For example, for night-time activities, you would encourage students to travel to a site and work together in a group rather than individually. Students who are tutoring should be aware that they should not be left in a classroom alone with a tutee.

Let students know that they should inform you about any hazards or uncomfortable situations that they observe or experience. Consult with the Office of Service-Learning if you have concerns, and alert the University immediately if there is an emergency.

The instructor should feel confident that the community partner understands what service-learning **is** (and isn't) and the nature of college students and teaching. We know Mercer students are amazing individuals capable of doing far more than most people think they can! At the same time, they are 18-22 year-olds, sometimes with limited life experiences.

AGREEING TO AND UNDERSTANDING ROLES

It is useful to communicate to your community partner the nature of students and their potential for success. Here is a list of points that may be useful to cover in setting up a service-learning project:

1. **Goals.** Make sure your community partner is well aware of your course goals related to the service-learning project. Please share your syllabus with them and make clear that your students are not volunteers. They are service-learners. This means that the students are depending on the agency to provide an agreed-upon experience from which they can learn and be graded.

   Depending on your community partner, you may want to solicit feedback from them on your syllabus (objectives, methods, and readings). It is perfectly reasonable to invite your community partner to visit your class and make a presentation. You want to establish dates, etc. at the outset.

   At the same time, recognize that, sometimes, the best planning and good intentions will not avert all snafus. The agency may undergo personnel changes. There may be a disruption in the usual schedule. There may be personality conflicts. This is where your creativity and persistence may be called upon to adjust assignments.

2. **Logistics**. When will students be on site, how many students will be there at a given time, how are the students arranging to get to the site? All of these questions need to be addressed at the outset. Your partner may think that Mercer students are available at times when normally they are not (like mornings or weekends). You need to be as specific as possible in arranging the times and expectations of times that your students are available. Also remind your community partner of the parameters of the semester--when fall and spring breaks are scheduled, etc. It is good to bring a calendar to the discussion and remember to make sure that copies of expectations are distributed to all those involved—students, service partners, and even ourselves.

   Remember that students—like many adults—will put tasks off to the last minute.

   An agency can't absorb twenty students all trying to complete ten hours of service the last week of the semester. As the instructor, you should take charge of the kind of supervision that will prevent these problems. Perhaps ask students to turn in bi-weekly reports on their service. It is important to monitor the quality of students' service as well as its timeliness. To that end, we have included an Initial Feedback Form that you can provide to your community partner for periodic updates on the student's performance. These forms are simple for the community partner to fill in and can be transmitted to you via e-mail, so you can always be apprised of the community partner's observations or concerns.

3. **Capacities and Limitations.** Some community service partners are under the impression that our students are already professionals in their fields (e.g. first-year accounting students prepared to answer advanced tax questions). Other community service partners may think that our students are "kids" that have little to offer besides manual labor (e.g. seniors in a capstone project asked to file and answer the phone). Make sure that you clarify with your community service partner what the capabilities of the students are and what you expect them to get out of the experience. If the community service partner cannot utilize your students in a way you, as the expert in instruction, deem meaningful then it is time to look for another project or to use a different instructional strategy.

4. **Your Role.** Make sure your community partner is aware of what your role will be. Will you be accompanying the students to each session of your service-learning project? Will you be available to consult with the agency? Who should your partner contact if there is a question or problem?

In Appendix Forms, you will find a Service-Learning Agreement that will be helpful to you in managing your service-learning course, especially if individual students or groups in your course are doing different projects or are at different sites. You, your students, and your community partner should fill out the agreement form; everyone should keep a copy; and you should submit the saved agreement document to the Coordinator of Community Engagement at *volunteer@mercer.edu*.

In Appendix 3, you will find a number of potential partners in our Community Service Opportunities listing. In a simple manner, we have tried to give some ideas about each agency and its services.

GETTING STARTED

1. **Select Course**. Choose a course to which you would like to add a service-learning component. Identify learning outcomes for the course and for the service-learning assignment. The service-learning assignment should be directly linked to academic material so that participation in the service activity helps students to achieve the learning outcomes of the course.

2. **Identity Potential Service-Learning Sites**. Identify community agencies/organizations that may be a good fit for your course. A list of local agencies is available in Appendix . If you would like help identifying potential service-learning sites, contact the Coordinator of Community Engagement.

3. **Contact Potential Service-Learning Sites**. Contact the service-learning sites, explain how service-learning fits your course, and ask if the agency has a need that your students could help meet. Allow the agency to identify possible projects for your students; they are more aware of their need than you are.

4. **Add Service-Learning To Course Syllabus**. Outline the service-learning assignment in your course syllabus. Be clear about the purpose of the assignment and how it relates to the learning outcomes of the course. Make sure students understand that grades will be awarded for learning, not for the service itself. Sample syllabi in a wide variety of disciplines are available at www.compact.org/syllab.

5. **Prepare Students For Service**. Prior to service, encourage students to reflect on their expectations for the project. Also, take time to discuss the mission of the organization where students will be serving and make sure students know how to conduct themselves at the agency. You will also want to address logistical details like transportation, time and place before sending students out into the community.

6. **Serve.** If you are able to accompany your students to the service-learning site, help students analyze and reflect on their experiences while they serve. If you cannot be present at the site, individuals at the agency may be able to help facilitate student analysis and reflection.

7. **Reflect On Service**. After students complete their service, ask them to reflect on their experiences through class discussions, journals, or presentations. Help students to connect what they did in the community to what they are learning in classroom and encourage them to think about how the service-learning experience will impact their future actions.

8. **Evaluate Service-Learning**. Ask students for feedback on their service learning experience. What did they learn? Did service-learning help students to achieve the learning objectives of the course? What did they like/dislike about the project?

EVALUATING STUDENT' LEARNING

Perhaps the most important point to make to your students—especially to students who are used to doing *volunteer* work—is that they are being evaluated not solely for doing service but for learning and that this learning will be communicated through a variety of assignments such as journals, reflection essays, and class presentations.

On the pages that follow you will find a variety of suggestions for assignments to "harvest" the learning in your service-learning course.

Designing Mechanisms for Critical Analysis and Reflection

Goals for Reflection Activities

- They should link the service-learning experience to the course content.

- They should be guided by you as the instructor.

- They should occur regularly.

    -Early in the course
    -Mid-way
    -Summative/cumulative evaluation

- They should involve feedback from you as the instructor.

- They should help clarify the value of civic engagement.

[adapted from Bringle, R.G., & Hatcher, J.A. (1999, Summer). Reflection in service-learning: Making meaning of experience. *Educational Horizons*, 179-185.]

Types of Critical Analysis Activities

Building discussion and activities around the service component

Connecting your service activities to course content can be done in a variety of ways. The connection can be made through writing, doing, and talking. Campus Compact suggests the following ways.

Field Journals/Analytical Journals

- **Journals** – Students record thoughts, observations, feelings, activities and questions in a journal throughout the project. The journal should be started early in the project and students should make frequent entries. Explain benefits of journals to students, such as enhancing observational skills, exploring feelings, assessing progress and enhancing communication skills. Faculty should provide feedback by responding to journals, holding class discussions of issues/questions raised in journals or making further assignments based on journal entries.

- **Structured Journals** – Structured journals direct student attention to important issues/questions and connect the service experience to class work. A structured journal provides prompts to guide the reflective process. See Sample Prompts at the end of this section.

- **Electronic Team Journals** – Use electronic team journal or wiki to promote interaction between team members on a project and to introduce students to different perspectives on the project. Students can take turns recording shared and individual experiences, reactions and observations.

- **Critical Incidents Journal** – Students record a critical incident for each week of the service project. The critical incident refers to events in which a decision was made, a conflict occurred, a problem resolved. The critical incident journal provides a systematic way for students to communicate problems and challenges involved in working with the community and with their teams and can thus help in dealing with the affective dimension of the service experience.

Summative Course Products

- **Portfolios** – Students select and organize evidence related to accomplishments and specific learning outcomes in a portfolio. Portfolios can include drafts of documents, analysis of problems/issues, project activities/plans, annotated bibliography.

  Experiential Research Paper or Policy Brief – Students write an integrative paper combining their field observations with contextual research in the course discipline or area of study in order to make recommendations for subsequent action within the community agency or larger community. Using the multi-faceted perspectives of on-the-ground experiences and disciplinary conceptual frameworks, students may also make recommendations for instituting or changing policies.

Other Assignments

- **Discussions** – Students share observations, relate service work to the academic subject , and generally debrief with each other and the professor.

- **Presentations** – Individuals or teams present an overview of their activities and what they learned in terms of the course content and civic engagement.

- **Interviews** – Students interview one another about their experiences and write it as a report.

Sample Prompts for a Structured Journal Including Academic, Personal, and Civic Analysis

Following are a few examples of prompts for analytic and critical reflection on service activities and community-based research. You will find additional prompts in Appendix 5.

Academic Analysis

· What specific concepts from the course relate most directly to the service experiences in this class?

· Has the service experience confirmed, challenged, or complicated the course readings or theories? If so, in what ways? How do you account for these responses?

· What further research or investigation might be undertaken to address this topic?

· Would the community benefit from dissemination of your research findings or service project? If so, what might be the most effective way of sharing this knowledge?

· Instructor's specific course-related question.

Personal Analysis (Often stated as first person responses)

· What expectations or stereotypes did I, as a student, bring to this experience? To what extent did they prove true or untrue?

· What personal skills did I draw on in handling this service situation or accomplishing assigned tasks? Would different skills have served me better? If so, how would I go about developing those skills?

· How did this service situation challenge or reinforce my personal values or convictions?

· Has this experience made me aware of the importance of the course discipline? If so, in what ways?

Civic Analysis

· What goals does this organization seek to accomplish? In what ways are my class and I contributing to these goals?

· Was the execution of goals best served by collaboration or individual efforts? Would another style of working have been better suited to the task at hand?

· In what ways did power differentials emerge in this service experience or community-based research? Who benefits and who is disempowered by differing bases of power and access to knowledge?

· Were dependencies created through this service activity or organization? If so, are those dependencies appropriate or inappropriate?

· What privilege did I or others bring to this situation—in terms of education, race, gender, etc.? What are the sources of such privilege? How does this analysis inform my thinking?

- How might someone else from another race, nationality, or other aspect of identity have interpreted this situation? Does considering these different perspectives give me new or important insights?

Providing Guided Critical Reflection for Students

As most service-learning practitioners and researchers note, simply asking students "What did you learn from your service activity?" tends to yield rather **un**reflective, sometimes redundant, "dear diary" comments in service-learning journals and papers. Helping students develop analytical, critical perspectives on their activities usually involves **guided reflection.** Below you will find sample questions that will encourage students to think about the connection of service to course content, the values or prejudices they brought to the situation, and their reflections on citizenship and vocation, adaptable to whatever format you choose—journals, discussions, interviews, presentations, etc.

Pre-Service Questions

1. What is the mission of your service site; what services are provided or needs addressed?
2. Why do these needs exist in our community?
3. What do you hope to accomplish through your assigned service-learning activity?
4. Have you ever interacted with the population served by the site before?
5. What do you hope to learn from the project?
6. What are you most nervous or excited about?

During Service Questions

1. How do you feel about the work you are doing?
2. What is your evaluation of the effectiveness of this agency's services? What is your evaluation of your effectiveness in serving? (The answers to these questions may change over the course of the term.)
3. How does this experience relate to your classroom studies? Are you able to apply any knowledge, theories, or skills learned in class to your service activities? Are you able to take your experiences at your service site back into the classroom for use in discussions, papers, and other class activities?
4. What difference do you think you make to the people/agency you serve?
5. What have you learned from the people you serve?
6. Is this experience changing your perceptions or attitudes about people, society, or community issues?
7. What, specifically, are you learning about your personal values, philosophy of life, vocational choice, or faith through this experience?
8. Are you using this experience to think about issues of social justice (such as fairness in the way people we treated, equality of opportunity for all, the way services are made available to people, etc.)?

9. If you are working directly with clients, how would you describe your relationship with them and your attitudes about them? Has this experience changed your views about them?
10. What are you learning about community issues and social problems, in general and in this community?

Post-Service

1. Was your experience what you thought it would be? Explain your response.
2. What was most surprising or challenging about your experience?
3. Sum up the three most important things you learned from this experience.
4. What impact has this experience had on you?
5. Does service-learning change your attitude toward education?

Evaluating the Student's Critical Analysis and Reflection

Grading service-learning reflections can be challenging because students' analyses may not conform to traditional academic norms, and some instructors may be hesitant to offer feedback on students' personal reflections. Keep in mind, however, that if you have provided students *guided critical analysis assignments that are keyed to your learning objectives*, then you should be able to evaluate their success in meeting those objectives. Below you will find a rubric developed by James Bradley (1995) to help faculty assess levels of quality in student critical analysis. It may be helpful to you in conveying your expectations to students or in developing your own rubric.

Bradley's Criteria for Assessing Levels of Critical Analysis

Level One

- Gives examples of observed behaviors or characteristics of the client or setting, but provides no insight into reasons behind the observations; observations tend to become dimensional and conventional or unassimilated repetitions of what has been heard in class 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.

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 may make change difficult.
- Uses both unsupported personal belief and evidence but is beginning to be able to differentiate between them.
- Perceives legitimate differences of viewpoint.
- Demonstrates a beginning ability to interpret evidence.

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.
- Recognize that actions must be situationally dependent and understands many of the factors that affect their choices.
- Makes appropriate judgments based on reasoning and evidence.
- Has a reasonable assessment of the importance of the decision facing clients and of his or her responsibility as a part of the client's lives.

Summarized by Bringle, R.G. & Hatcher, J.A. in Campus Compact (2003) Introduction to Service-learning Toolkit: Readings and Resources for Faculty (2nd ed.). Providence, RI: Campus Compact.

YOU'RE READY TO GO!

We hope you have found the preceding information useful and that you are inspired to develop a service-learning course in your disciplinary area or integrative course. What follows is a brief Checklist for having your course listed by the Registrar as a service-learning course and the necessary Forms associated with service-learning.

We encourage you to take pictures of your service-learning activities and to share them with the Office of Service Learning so that your students can be featured on the web site. Please send pictures along with a brief description of your project to the Coordinator of Community Engagement at **volunteer@mercer.edu.**

APPENDIX 1

Service Learning Course Process Checklist

One Semester Prior

☐ Read Service-Learning Handbook for Faculty and other resources

☐ Develop Course Objectives.

☐ Choose partner agency and contact person for planning and supporting the service plan.

☐ Have course coded as service-learning with Registrar.

Beginning of Semester

☐ Complete Service-Learning Activities Plan and e-mail to Coordinator of Community Engagement..

☐ Orient students to service-learning site and complete risk management precautions.

☐ Collect signatures for Service-Learning Agreement Form.

Two Weeks after Service Begins

☐ Send link to Fast Feedback Form to Community Partner(s).

End of Semester

☐ Have students complete end-of-semester service-learning survey online.

☐ Report successes or concerns to Office of Service-Learning.

☐ Coordinator of Community Engagement sends the Community Partner the feedback survey.

APPENDIX 2

Community Service Opportunities

For existing projects and opportunities in the graduate and professional schools, select the appropriate school or program below:

School of Law

School of Medicine

School of Theology

College of Education

Penfield College

School of Engineering

College of Pharmacy

College of Nursing

College of Health Professions

For international service learning opportunities, click here: https://mom.mercer.edu

A list of non-profit and government agencies in Middle Georgia is accessible online at www.mercer.edu/volunteer. Included in the list is a brief description of the organization's mission, the type of services offered to the community, and contact information.

ADULT EDUCATION

Advocacy Resource Center of Macon - 478. 477.7764

The mission of the Advocacy Resource Center of Macon is to support individual development and improve the quality of life of individuals with developmental disabilities in the middle Georgia area through choices of meaningful activities, jobs, and living options in the community.

http://www.arcmacon.org

Central Georgia Technical College Adult Education Program - 478.960.2804

The Adult Education Program helps adult learners acquire the basic skills - reading, writing, computation, speaking, and listening - necessary to compete successfully in today's workplace. This program delivers educational services responsive to the individual needs of students who are undereducated. It is designed to enable adult learners to acquire the necessary basic skills to compete successfully in today's workplace, strengthen family foundations, and exercise full citizenship. English literacy classes are also available for those citizens who are not proficient in speaking and/or writing English.

http://www.centralgatech.edu

Family Advancement Ministries (FAM) Hispanic Outreach - 478.746.9803

FAM Hispanic Ministry is an outreach program of Family Advancement Ministries focusing on the Hispanic community, teaching the key skills needed for immigrant families to achieve community integration for themselves and their children, and move on the path toward personal growth. Classes we offer include: English instruction, Civics, computer skills, parenting, safety, CPR, and sewing. FAM also assists individuals on their path to citizenship.

http://www.faministries.org

Goodwill Industries of Middle Georgia and the CSRA - 478. 471. 4879

Goodwill's mission is to build lives, families and communities one career at a time by helping people develop their God-given gifts through education, work and career services. For $1 that is made in a Goodwill Retail Stores 82 ceents is invested in our education, job training and placement services.

http://www.goodwillworks.org

Reconciliation House - 478.787.4215

Aftercare for the formerly incarcerated woman with a focus on eliminating recidivism with preventative measures in a family living quarters where Love is God's Healing Touch (LIGHT).

http://reconciliationhouse.org

ANIMAL WELFARE

All About Animals Rescue - 478. 621. 5116

All About Animals is a no-kill dog and cat rescue that pulls animals from local animal control facilities and rehabilitates them so that they can find new homes.

http://ww.allaboutanimalsmacon.org

Macon-Bibb Animal Welfare – 478-621-6791

The shelter is open for adoptions, transfers to rescue groups, redemptions, animal drop off and other walk-in business: 11 a.m. to 4:30 p.m. Monday, Tuesday, Thursday, and Friday; 11 a.m. to 4:00 p.m. Saturday (Adoptions and Reclaims Only); Closed Sundays, Wednesday, and Macon-Bibb County holidays.

http://www.maconbibb.us/animal-welfare

Macon Purrs 'N Paws Humane Society - 478. 508. 7293

We are a cage free cat rescue. We pull from high kill animal controls, vet and adopt out the cats.

http://www.maconpurrsnpaws.com

COMMUNITY DEVELOPMENT AND REVITALIZATION

Austin Smith Center for Development – austinsmithcenter@gmail.com

Our mission is to assist in the establishment and development of housing and related facilities specifically designed to meet the physical, psychological, emotional, recreational, social and similar needs of persons with disabilities, homeless individuals, elderly persons, and very-low, low and moderate income individuals and families and to engage in any activities incidental to promoting interest and support for such housing.

http://www.ascenter.org

College Hill Alliance - 478. 621. 4420

The mission of the College Hill Alliance is to encourage neighborhood revitalization thorugh business recruitment and retention, foster lifestyle enhancements, and to catalyze commerical and residential real estate development that strengthens the historic character of the College Hill Corridor, a two-square mile area between Mercer University and Macon, Georgia's downtown business district.

http://collegehillmacon.com

Strong Tower Fellowship - 865. 742. 8075

A Church for the Pleasant Hill community that houses a community center, and works for the betterment of our neighborhood.

http://www.strongtowermacon.com

DISABILITY SERVICES

Advocacy Resource Center of Macon - 478. 477.7764

The mission of the Advocacy Resource Center of Macon is to support individual development and improve the quality of life of individuals with developmental disabilities in the middle Georgia area through choices of meaningful activities, jobs, and living options in the community.

http://www.arcmacon.org

Macon/Bibb Citizen Advocacy - 478. 743. 1521

Macon/Bibb Citizen Advocacy is a 35 year old community based on non-profit organization that is a means to promote, protect and defend the welfare and interests of and justice for a person who has a developmental disability through an unpaid voluntary commitment made to them by a citizen in the community and is supported by the Citizen Advocacy office. Many of these relationships are life-long.

http://www.maconbibbcitizenadvocacy.org

DISASTER RELIEF

American Red Cross of Central Georgia - 478. 743. 8671

The American Red Cross prevents and alleviates human suffering in the face of emergencies by moblizing the power of volunteers and the generosity of donors. The American Red Cross helps people prevent, prepare, and respond to emergencies.

http://www.redcross.org/ga/macon

Salvation Army - 478. 746.8572

"Doing The Most Good." In these four words, our mission - to feed, to clothe, to comfort, to care. To rebuild broken homes and broken lives. By walking with the addicted, we can lead them to recovery. In fighting hunger and poverty, we can feed and nurture the spirit. And, in living and sharing the Christian Gospel by meeting tangible needs, we give the world a lasting display of the love behind our beliefs.

http://www.salvationarmyusa.org

DOMESTIC VIOLENCE

Crisis Line & Safe Housing of Central Georgia Inc. - 478. 745. 9292

The Crisis Line and Sage House of Central Georgia, Inc. is a non-profit organization that provides crisis intervention, comprehensive support services, and safe shelter for victims of violent crimes, including domestic violence and sexual assault. Our organization also offers education within the community about the cycle of violence and its prevention.

http://www.cl-sh.org

EARLY CHILDHOOD DEVELOPMENT

Out and Up, Inc. - 478. 745. 1657

Out and Up, Inc. a 501©3, is the parent organization for Joshua House Early Care & Learning Center. Joshua House provides care and early learning experiences for children, ages 6 weeks to 4 years old.

http://www.joshua-house.org

EMPLOYMENT

Advocacy Resource Center of Macon - 478. 477.7764

The mission of the Advocacy Resource Center of Macon is to support individual development and improve the quality of life of individuals with developmental disabilities in the middle Georgia area through choices of meaningful activities, jobs, and living options in the community.

http://www.arcmacon.org

Daybreak - 478.955.4519

Daybreak is a day center providing services to Macon's homeless community. We provide a light breakfast, showers, laundry and grooming supplies. We have a tech room with computers and phones to help facilitate job searching. Our atmosphere is a relationship based model and asks volunteers to engage with participants as well as serve in specific areas.

http://www.depaulusa.org

Goodwill Industries of Middle Georgia and the CSRA - 478. 471. 4879

Goodwill's mission is to build lives, families and communities one career at a time by helping people develop their God-given gifts through education, work and career services. For $1 that is made in a Goodwill Retail Stores 82 ceents is invested in our education, job training and placement services.

http://www.goodwillworks.org

Reconciliation House - 478.787.4215

Aftercare for the formerly incarcerated woman with a focus on eliminating recidivism with preventative measures in a family living quarters where Love is God's Healing Touch (LIGHT).

http://reconciliationhouse.org

ENVIRONMENT

Keep Macon-Bibb Beautiful Commission - 478. 330. 7054

Keep Macon-Bibb Beautiful Commission is a non-profit organization for the purpose to improve the quality of life through litter prevention, recycling and beatification projects. Volunteers are always sneeded to assist in various events.

http://wwwkmbbc.org

ESL

Family Advancement Ministries (FAM) Hispanic Outreach - 478.746.9803

FAM Hispanic Ministry is an outreach program of Family Advancement Ministries focusing on the Hispanic community, teaching the key skills needed for immigrant families to achieve community integration for themselves and their children, and move on the path toward personal growth. Classes we offer include: English instruction, Civics, computer skills, parenting, safety, CPR, and sewing. FAM also assists individuals on their path to citizenship.

http://www.faministries.org

FOOD/NUTRITION

Daybreak - 478.955.4519

Daybreak is a day center providing services to Macon's homeless community. We provide a light breakfast, showers, laundry and grooming supplies. We have a tech room with computers and phones to help facilitate job searching. Our atmosphere is a relationship based model and asks volunteers to engage with participants as well as serve in specific areas.

http://www.depaulusa.org

Macon Outreach at Mulberry UMC - 478.743.8026

Since 1971, Macon Outreach has worked cooperatively with churches, area services, and volunteers to address the needs of those living in poverty in Central Georgia. During 2013, we served over 52,000 hot, nutritous meals from our Downtown Kitchen, over 7000 people in Bibb County received emergency groceries from our Grocery Pantry and over 1000 families received gently used clothing from our Clothing Closet. We also maintain a library at the local law enforcement center providing bibles, books and spiritual interaction with our volunteers.

http://maconoutreach.com

Macon Rescue Mission - 478.743.5445

The Macon Rescue Mission is a rehabilitation program helping change the lives of those facing homelessness, domestic violence, addiction and poverty through the compassion of Christ.

http://www.maconrescuemission.com

Meals on Wheels of Macon and Bibb County - 478. 745.9140

Meals on Wheels is a nonprofit service agency which provides nutritious meals and other services to help older and disabled individuals maintain a dignified life. We believe it is critical to offer friendship, comfort and hope to those we serve.

http://www.mealsonwheelsmidga.com

Middle Georgia Community Food Bank - 478.742.3958

The Middle Georgia Community Food Bank exists to supply food and other commodities to 501(c)(3) Participating Agencies helping needy people in Middle Georgia. The mission of the MGCFB is to provide the maximum amount of food possible to our participating agencies at the lowest possible cost to reach the maximum number of needy people.

http://www.mgcfb.org

Salvation Army - 478. 746.8572

"Doing The Most Good." In these four words, our mission - to feed, to clothe, to comfort, to care. To rebuild broken homes and broken lives. By walking with the addicted, we can lead them to recovery. In fighting hunger and poverty, we can feed and nurture the spirit. And, in living and sharing the Christian Gospel by meeting tangible needs, we give the world a lasting display of the love behind our beliefs.

http://www.salvationarmyusa.org

HEALTH/WELLNESS

American Red Cross of Central Georgia - 478. 743. 8671

The American Red Cross prevents and alleviates human suffering in the face of emergencies by moblizing the power of volunteers and the generosity of donors. The American Red Cross helps people prevent, prepare, and respond to emergencies.

http://www.redcross.org/ga/macon

Carlyle Place Senior Living - 478. 405. 4547

Continuous Care Retirement Community—Our residents move in as independent living residents and as their level ofneed increases, the level of care increases to include assisted living, skilled nursing and memory care. We are the only location in the middle Georgia area serving all four areas of geriatrics in one location.

http://www.carlyleplace.org

Community Health Works - 478.254.5217

Community Health Works is a nonprofit seeking innovative health solutions and providing compassionate advocacy for people financially compromised by their medical needs. CHW is working to reduce the burdens on healthcare providers and create healthier communities throughout the state of Georgia, with our core focus being the seven counties of Central Georgia – Bibb, Houston, Monroe, Crawford, Jones, Peach and Twiggs.

http://www.chwg.org

Evercare Hospice - 478. 812. 9299

Evercare Hospice's program is designed to nuture the physical, emotional and spiritual well being of terminally ill patients and their families. Services are provided without regard to patient's ability to pay, gender, race, cultural beliefs or sexual orientation. The service area is a 50 mile radius of Macon and Bibb County.

http://www.everacarehospice.com

Family Advancement Ministries (FAM) Hispanic Outreach - 478.746.9803

FAM Hispanic Ministry is an outreach program of Family Advancement Ministries focusing on the Hispanic community, teaching the key skills needed for immigrant families to achieve community integration for themselves and their children, and move on the path toward personal growth. Classes we offer include: English instruction, Civics, computer skills, parenting, safety, CPR, and sewing. FAM also assists individuals on their path to citizenship.

http://www.faministries.org

First Choice Primary Care - 478.787.4266

First Choice Primary Care is a non-profit community health center providing primary care and preventive health services to anyone, regardless of ability to pay. Uninsured individuals can apply for discounted charges based on family income. Medicaid, Medicare and commercial insurance welcome. Doctors, nurse practitioner and a behavioral health provider offer primary care, chronic disease diagnosis and treatment, well child and well woman care, and help with access to other services such as free or low cost prescription drugs, screenings and diagnostic imaging.

http://firstchoiceprimarycare.org

Gentiva Hospice - 478. 471. 4879

We are a hospice organization whose mission is to provide compassionate and palliative care to those "on service." Volunteers are not allowed to provide direct or indirect care. Instead, we rely on our volunteers to provide a "listening" ear; provide emotional support and social interaction, and, on occasiongive caregiver relief. Volunteers must pass a background check, provide 2 references (friends or family) and attend and orientation and 2-3 hour training as well as a TB test.

http://www.gentiva.com

Heart of Georgia Hospice - 478. 953. 5161

Heart of Georgia Hospice is a nonprofit organization that reaches out to be a comfort, peace, compassion, and support of understanding in sharing life's journey.

http://heartofgahospice.org

Macon Volunteer Clinic - 478.755.1110

Macon Volunteer Clinic provides free primary medical, dental, and eye care, as well as medication assistance, to uninsured, working adults in Bibb County who live below the 200% federal poverty level. Macon Volunteer Clinic has a volunteer base of over 100 students, physicians, nurses, and office staff to accomplish its mission.

http://maconvolunteerclinic.com

United Hospice of Macon - 478. 745. 9204

United Hospice of Macon provides quality holistic care, treating the physical, social, and spiritual being as the patient approaches his or her final days. Our volunteers are incorporated in all these aspects of patient care.

http://www.pruitthealth.com/volunteer-service-activity

HISTORIC PRESERVATION

Historic Riverside Cemetery Conservancy - 770. 733. 3993

The Historic Riverside Cemetery Conservancy is the community outreach and preservation arm of Riverside Cemetery, Inc. Our Signature event "Spirits in October" gives dozens of volunteers the opportunity to put a human face on history.

http://riversidecemetery.com

HOMELESS SERVICES

Daybreak -478.955.4519

Daybreak is a day center providing services to Macon's homeless community. We provide a light breakfast, showers, laundry and grooming supplies. We have a tech room with computers and phones to help facilitate job searching. Our atmosphere is a relationship based model and asks volunteers to engage with participants as well as serve in specific areas.

http://www.depaulusa.org

Loaves and Fishes of Macon - 478. 741.1007

We serve the community by offering and delivering many human services such as case management to assist individuals and families as they transition from learned helplessness to learned resourcefulness.

http://www.loavesandfishesministry.org

Macon Rescue Mission - 478.743.5445

The Macon Rescue Mission is a rehabilitation program helping change the lives of those facing homelessness, domestic violence, addiction and poverty through the compassion of Christ.

http://www.maconrescuemission.com

Salvation Army - 478. 746.8572

"Doing The Most Good." In these four words, our mission - to feed, to clothe, to comfort, to care. To rebuild broken homes and broken lives. By walking with the addicted, we can lead them to recovery. In fighting hunger and poverty, we can feed and nurture the spirit. And, in living and sharing the Christian Gospel by meeting tangible needs, we give the world a lasting display of the love behind our beliefs.

http://www.salvationarmyusa.org

HOUSING

Advocacy Resource Center of Macon - 478. 477.7764

The mission of the Advocacy Resource Center of Macon is to support individual development and improve the quality of life of individuals with developmental disabilities in the middle Georgia area through choices of meaningful activities, jobs, and living options in the community.

http://www.arcmacon.org

Fuller Center for Housing of Macon GA - 478.972.2244

The Fuller Center Macon is a fully-qualified charitable organization whose mission is to repair, renovate and build adequate shelter for all people in need worldwide on terms they can afford. The Macon Fuller Center focuses on the needs of Middle Georgia where poverty and substandard housing are major concerns. Homeowners work alongside volunteers, earning "sweat equity". The Fuller Center work provides a "hand-up," not a "hand-out." This approach turns the "recipient" into a "donor" as the mortgage payments are recycled and used to repair the next house for a family

http://www.fullercentermacon.org

Loaves and Fishes of Macon - 478. 741.1007

We serve the community by offering and delivering many human services such as case management to assist individuals and families as they transition from learned helplessness to learned resourcefulness.

http://www.loavesandfishesministry.org

Macon Area Habitat for Humanity - 478.550.8123

Macon Area Habitat for Humanity is an ecumenical Christian housing ministry seeking to eliminate substandard housing in Macon, Georgia. Macon Habitat was founded in 1986, and the affiliate has served 90 households throughout Bibb and Jones County.

http://www.maconhabitat.org

The Fuller Center for Housing of Macon GA - 478. 972. 2244

The Fuller Center Macon is a fully-qualified charitiable organization whose mission is to repair, renovate and build adequate shelter for all people in need worldwide on terms they can afford.The Macon Fuller Center focuses on the needs of Middle Georiga where poverty and substandard housing are major concers. Homeowners work alongside volunteers, earning "sweat equity". The Fuller Center work provides a "hand-up," not a "hand-out." This approach turns the "recipient" into a "donor" as the mortgage payments are recycled and used to repair the next house for a family.

http://www.fullercentermacon.org

IMMIGRATION ASSISTANCE

Family Advancement Ministries (FAM) Hispanic Outreach - 478.746.9803

FAM Hispanic Ministry is an outreach program of Family Advancement Ministries focusing on the Hispanic community, teaching the key skills needed for immigrant families to achieve community integration for themselves and their children, and move on the path toward personal growth. Classes we offer include: English instruction, Civics, computer skills, parenting, safety, CPR, and sewing. FAM also assists individuals on their path to citizenship.

http://www.faministries.org

K-12 EDUCATION

Communities in Schools of Central Georgia, Inc. - 478.718.2099

Communities in Schools is the nation's leading dropout prevention organization. We utilize the power of volunteers and partnerships to serve students, schools and communities. The mission of Communities In Schools is to surround students with a community of support, empowering them to stay in school and achieve in life.

http://www.ciscg.org

LIFE SKILLS DEVELOPMENT

Goodwill Industries of Middle Georgia and the CSRA - 478. 471. 4879

Goodwill's mission is to build lives, families and communities one career at a time by helping people develop their God-given gifts through education, work and career services. For $1 that is made in a Goodwill Retail Stores 82 ceents is invested in our education, job training and placement services.

http://www.goodwillworks.org

Macon Rescue Mission - 478.743.5445

The Macon Rescue Mission is a rehabilitation program helping change the lives of those facing homelessness, domestic violence, addiction and poverty through the compassion of Christ.

http://www.maconrescuemission.com

Reconciliation House - 478.787.4215

Aftercare for the formerly incarcerated woman with a focus on eliminating recidivism with preventative measures in a family living quarters where Love is God's Healing Touch (LIGHT).

http://reconciliationhouse.org

LITERACY

Communities in Schools of Central Georgia, Inc. - 478.718.2099

Communities in Schools is the nation's leading dropout prevention organization. We utilize the power of volunteers and partnerships to serve students, schools and communities. The mission of Communities In Schools is to surround students with a community of support, empowering them to stay in school and achieve in life.

http://www.ciscg.org

Friends of the Library - 478. 745. 2422

The mission of the Friends of the Library is to support the Macon-Bibb County Libraries and the literacy effort in our community.

http://www.friendsofthelibrarymacon.com

SENIOR SERVICES

Meals on Wheels of Macon and Bibb County - 478. 745.9140

Meals on Wheels is a nonprofit service agency which provides nutritious meals and other services to help older and disabled individuals maintain a dignified life. We believe it is critical to offer friendship, comfort and hope to those we serve.

http://www.mealsonwheelsmidga.com

SEXUAL ASSAULT

Crisis Line & Safe Housing of Central Georgia Inc. - 478. 745. 9292

The Crisis Line and Sage House of Central Georgia, Inc. is a non-profit organization that provides crisis intervention, comprehensive support services, and safe shelter for victims of violent crimes, including domestic violence and sexual assault. Our organization also offers education within the community about the cycle of violence and its prevention.

http://www.cl-sh.org

YOUTH DEVELOPMENT

Big Brothers Big Sisters of the Heart of Georgia - 478. 745.3984

Big Brothers Big Sisters of the Heart of Georgia is a one-on-one mentoring organization that matches volunteers with "Little Brothers" and "Little Sisters" in either Community.Based or School.Based programs. Volunteers make a huge difference in as little as an hour a week.

http://www.bbbsheartga.org

Boys and Girls Club of Central Georgia - 478. 929.0229

Boys & Girls Clubs of Central Georgia operates afterschool and summer programs for youth ages 6.18. Our mission is to enable all young people, especially those that need us most, to reach their full potential as productive, caring, responsible citizens.

http://www.bgccg.org

Campus Clubs, Inc. - 478. 742.7794

Campus Clubs works with students (k-12) that live in the Pleasant Hill community or attend a school in the Pleasant Hill area. The after school program is Mon-Thurs from 3:30pm-6:30pm, and summer programs run Mon-Fri from 9:00am-3:30pm.

http://www.campusclubsmacon.org

Girl Scouts of Historic Georgia - 478. 935. 2221

Girl Scouts come in all age groups—all you have to want is to make a difference in the lives of girls. Adults 18 years of age or older can join Girl Scouts to serve as a mentor or speak at a Girl Scout event, volunteer in a troop or group, offer servicces at the council level, or simply say "I believe in the Girl Scout mission and want to show my support my becoming a member."

http://www.gshg.org

Macon-Bibb County Sheriff's Office Youth Programs - 478.746.9441

The Sheriff's Office offers four programs - C.H.A.M.P, P.A.L., Y.L.P., and G.R.E.A.T. - designed to engage children and youth in healthy development through athletics, gang and violence prevention education, life skills classes, and mentorship.

http://www.bibbsheriff.org/

The Mentors Project of Bibb County - 478. 765. 8624

The Mentors Project works with students in the seventh through twelfth grades who are currently enrolled in the Bibb County Public School System. In addition to providing students with academic and social guidance, mentors alos serve as role models for students who often do not have positive adults ot look up to or count on.

http://www.bibb.k12.ga.us//Domain/1

Salvation Army - 478. 746.8572

"Doing The Most Good." In these four words, our mission - to feed, to clothe, to comfort, to care. To rebuild broken homes and broken lives. By walking with the addicted, we can lead them to recovery. In fighting hunger and poverty, we can feed and nurture the spirit. And, in living and sharing the Christian Gospel by meeting tangible needs, we give the world a lasting display of the love behind our beliefs.

http://www.salvationarmyusa.org

Strong Tower Fellowship - 865. 742. 8075

A Church for the Pleasant Hill community that houses a community center, and works for the betterment of our neighborhood.

http://www.strongtowermacon.com

APPENDIX 3

Forms for Service-Learning

Please use the links below to complete service-learning reporting and assessment.

- · All faculty members who teach a course with a service-learning component must complete Form 1 and Form 2 at the end of the semester and Form 3 at the beginning of the semester.

- · Faculty members who work with a community partner in a service-learning course must ask their community partner to complete Form 5 as well.

- · Forms 3 and 4 are recommended for monitoring and feedback purposes.

Form 1: **The Service-Learning Activities Faculty Report**

The instructor submits this on-line report form for each course taught with a service learning component. The request for the report will be sent from the Office of the Provost each semester. The report should take no more than 5 minutes to complete.

Form 2: **Service-Learning Student Survey**

The instructor will print the survey and administer to students after the service learning component is complete. The surveys can be returned to the Center for Community Engagement, and the Coordinator of Community Engagement will compile responses. The response compilation will be emailed to the instructor after the end of the semester.

Form 3: **Service-Learning Agreement and Emergency Contact Information**

The instructor is responsible for the completed information and signatures on this document prior to any service rendered. The agreements and information will assist in a smoother service component. The document is kept on file in the instructor's office, and a copy should be turned in to the Coordinator of Community Engagement.

Form 4: **Initial Feedback from Community Partner**

The instructor should email the link to this form to the community partner within two weeks after students begin service. The form serves as a convenient means for receiving early feedback from the community partner. The Coordinator of Community Engagement will provide the instructor with the partner's response upon receipt.

Form 5: **Service-Learning Community Partner Survey**

The Coordinator of Community Engagement will email the community partner contact the link to this Google survey when the service component has been completed for the course. The results will be shared with the professor once it is completed.

APPENDIX 4
Resources

More Resources for Guided Critical Analysis

Below you will find questions that ask students to think about their experiences over time from multiple perspectives: a personal perspective, an academic perspective, and a civic perspective. It is unlikely that an instructor would include *all* of these prompts for a response from students. We recommend that these questions be used as a resource guide and that each instructor select questions to suit his or her individual course goals.

Examine Experiences from a Personal Perspective

- How did this experience make me feel (positively and/or negatively)? How did I handle my reactions? Should I have felt differently? Why?

- What assumptions, expectations, or even prejudices did I bring to the situation (including my assumptions about other persons involved)? To what extent did they prove true? If they did not prove true, why was there a discrepancy?

- How do I think others felt? How did I handle the emotional reactions of others? What assumptions and expectations do I think others brought to the situation (perhaps including their assumptions about me)?

- How have my past experiences influenced what I thought or the way I felt in this situation? Am I comfortable with the influence past experiences has on me? Why or why not?

- Did I experience difficulty working/interacting with other people'? Why or why not? If I did have difficulties, what could I do differently next time to minimize such difficulties or further improve on such relationships?

- Did I experience difficulty in accomplishing my task(s)? Why or why not? What could I have done differently if I did experience difficulty?

- How did this situation reveal my own attitudes toward other people or toward the organization in question or toward ideas/concepts related to our service or towards the course? Do I need to make any changes in my attitudes?

- What personal strength/weaknesses of mine did the situation reveal? In what ways did they affect the situation, positively and negatively? What could I do to build on strengths / overcome weaknesses?

- How did this situation challenge or reinforce my personal values, beliefs, convictions?

- How did this situation challenge or reinforce my sense of personal identity (e.g., how I think of myself in terms of gender, sexual orientation, socioeconomic status, age, ethnicity, nationality, mental/physical health)?

Examine Experiences from a Civic Perspective

- What goal does this organization try to accomplish and how am I and my class trying to contribute?

- What roles did each person/group/organization involved in our service-learning situation play and why?

- Did I / other individuals act unilaterally or collaboratively and why? Should I / they have worked with others in a different way?

- How did leadership emerge in this situation, on my part and/or on the part of others? Who initiated actions? How were objectives established? Where alternative forms of leadership were available?

- In what ways did power differentials emerge in this experience? Who holds power and what are the sources of power in this situation? Who benefits and/or who is harmed by the use of power here?

- Are social dependencies created in this situation? If so, could/should they be eliminated and why?

- What privilege did I/others bring to this situation (e.g. in terms of education, race, and gender, etc.)? What are the sources of such privilege? What are the effects of its presence or absence?

- What agendas did I/others bring to the situation? Are these agendas appropriate? Are they shared? How are these agendas related to larger social or cultural issues?

- Did I/others reinforce or challenge an assumption or social system?

- How does this experience highlight the relationship between individual freedoms and the operation or constraints of institutions or larger systems?

- How might someone else (e.g. from a different race, nationality, or other aspect of identity) have interpreted the situation? How does considering these different perspectives educate me?

- How else could I/others have handled the issue at the heart of our service-learning? Identify both the paths of least resistance and the paths of greater resistance. Why did I/others follow this particular path?

- In taking action, was the focus on symptoms or causes of problems and was this appropriate to the situation? If not, how might the focus be changed?

- What is in the interest of the common good in this situation? In what ways is the individual good (mine/others') linked to and/or contrary to the common good? What tradeoffs are involved in deciding between the two?

- In what way did any other tradeoffs (long term / short-term, justice / efficiency, etc.) emerge in this situation? Were the trade-offs made appropriate or inappropriate and why?

- What changes does this experience suggest are needed: within my group, within the organization, within our society more generally? How can these changes be accomplished: with individual action or collective action / working within the system or challenging the system, etc.?

- How does this experience help me to better understand the organization's vision, mission, and goals? What does it reveal to me about the relationship between the organization and those it serves? What does it suggest about how this relationship might be improved?

Examine Experiences from an Academic Perspective

- What specific academic concepts relate to this experience?

- How was I able to apply a skill, perspective, or concept related to the academic material?

- Note that this could be a type of application in which you did something based on your knowledge, or it could be a type of application in which you are able to see/observe aspects of a concept in the experience that you had.

- What similarities and differences are there between the perspective on the situation offered by the academic material, and the situation as it in fact unfolded? What are the possible reasons for any differences? For example, were there possible biases/assumptions/agendas on the part of the author/scientists/instructor or on my part?

- How could those be addressed?

- How does this experience enhance my knowledge of a specific reading, theory, or concept? Does it challenge or reinforce my prior understanding? In what ways?

- What question should I ask/what additional information would I need to put myself in a better position to judge the adequacy of the material?

- Instructor's specific course-related questions.

Summation of Learning

- What did I learn?

- What were the critical experiences that led to this learning?

- Why does this learning matter, or why is it important?

- In what ways will I use this learning? In light of this learning, I will . . . . (name goals)

Professional Development Resources

Service-learning is supported through the Provost's Office and administered by the Senior Vice Provost for Service-Learning with the assistance of the Service-Learning Advisory Council. Each year a faculty development workshop is offered to aid in the development of curriculum.

In addition, with the support of the Coordinator of Community Engagement, the office collects data on service-learning for program assessment and applications for internal and external funding.

The Mercer Center for Community Engagement

Located in the Connell Student Center Lobby (just outside the Fresh Food Company) is a place to find resources on community partners, volunteer activities, and federally-funded, community-based work study programs. Contact the Coordinator of Community Engagement at 478-301-2870 or volunteer@mercer.edu for more information.

Books, Monographs, and Essays

Many disciplinary associations (such as the American Accounting Association, American Psychological Association, American Historical Association, American Chemical Association and others) have developed service-learning guidelines, materials, and grants. Check yours out.

AAHE's Series on Service-Learning in the Disciplines—18 volumes, each focusing on a particular academic discipline, containing pedagogical and theoretical essays by teacher-scholars in the discipline

Battistoni, Richard. *Civic Engagement Across the Curriculum: A Resource Book for Service-Learning Faculty in all Disciplines.* 2002. Providence, RI: Campus Compact.

Combining Service and Learning: A Resource Book for Community and Public Service, Volumes I and II. 1990. Raleigh, NC: National Society for Internships and Experiential Education.

Galura, Joseph and Jeffrey Howard (eds.). 1993. *Praxis II: Service-Learning Resources for University Students, Staff, and Faculty.* Ann Arbor: University of Michigan Office of Community Service Learning.

Gelmon, Sherril, Barbara Holland, Amy Driscoll, Amy Spring, and Seanna Kerrigan. 2001. *Assessing Service-Learning and Civic Engagement: Principles and Techniques.* Providence, RI: Campus Compact.

Heffernan, Kerissa. 2001. *Fundamentals of Service-Learning Course Construction.* Providence, RI: Campus Compact.

Howard, Jeffrey (ed.).2001. *Service-Learning Course Design Workbook.* Ann Arbor: Michigan Journal of Community Service Learning.

Introduction to Service-Learning Toolkit: Readings and Resources for Faculty. 2000. Providence, RI: Campus Compact.

Knowing You've Made a Difference: Strengthening Campus-Based Mentoring Programs Through Evaluation and Research. 1990. Providence, RI: Campus Compact.

Maurrasse, David. 2001. *Beyond the Classroom: How Colleges and Universities Form Partnerships with Their Communities.* New York: Routledge.

Michigan Journal of Community Service Learning (published twice a year). We have volumes for 2000, 2001, Spring 2002 and are now subscribers for all future volumes

Resource Manual for Campus-Based Youth Mentoring Programs. 1990. Providence, RI: Campus Compact.

Torres, Jan (Ed.). 2000. *Benchmarks for Campus/Community Partnerships.* Providence, RI: Campus Compact.

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Stephens, Lillian S. The complete guide to learning throught community srice: grades K-9. Boston: Allyn and Bacon, c1995.

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Swilley (Atlanta)—Stacks-3rd floor, HF5635 .L4 1998

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Tarver (Macon)—Stacks-3rd floor, LC220.5 .S46 1994

Weigert, Kathleen Maas and Crews, Robin J. (Vol. eds.) and Zlotkowshi, Edward(ser. Ed.). Teaching for justice: concepts and models for service-learning in peace studies. Washington, D.C.: American Association for Higher Education, c1999.

Swilley (Atlanta)—Stacks-3rd floor, LC220.5 .T43 1999

Stoecker, Randy and Tryon, Elizabeth A. (eds.) with Hilgendorf, Amy. The unheard voices: community organizations and service-learning. Philadelphia: Temple University Press, 2009.

> Tarver (Macon)—Stacks-3rd floor, HM766 .U64 2009 and available as an electronic book

Deans, Thomas. Writing partnerships: service-learning in composition. Urbana, Ill.: National Council of Teachers of English, c2000.

> Tarver (Macon)—Stacks-3rd floor, PC1404 .D387 2000

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> Swilley (Atlanta)—Stacks-3rd floor, LC220.5 .159 2003
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The Great Books Foundation. (2004). Citizens of the World: Readings in Human Rights. The Great Books Foundation, IL.

Useful Websites

Campus Compact has syllabi, guides for reflection, and more.

http://www.compact.org

COOL offers conferences and training (especially designed for students) and an On-line Resource Center (under construction).

http://www.COOL2SERVE.org

Learn and Serve America

http://www.learnandserve.go

Learning in Deed

http://www.learningindeed.org

The National Service-Learning Clearinghouse has links to sites offering sample syllabi and to disciplinary sites.

 http://www.servicelearning.org

National Service-Learning Partnership

http://www.service-learningpartnership.org

101 Ideas for Combining Service and Learning

https://www.ahead.org/uploads/2008/handouts/block8/8.2%20-%20Handout%202%20-%20101%20ideas%20for%20SL%20by%20subject%20area.pdf