



# Center for Service-Learning

## Faculty Manual

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## PREFACE

This handbook has been created for Mesa Community College instructors who have identified themselves as Mesa Community College Service-Learning faculty. This faculty resource guide includes general guidelines, expectations and forms which are associated with learning through service, and is intended to assist faculty in providing a meaningful experience for yourself and your MCC student service-learner(s).

### **The Center for Service-Learning Mission:**

The Center for Service-Learning will enrich Mesa Community College student learning and address community-defined needs through student civic engagement.

*The mission of the Center for Service-Learning is to promote excellence in teaching and learning through the integration of academic study with active service. We collaborate with the community, encourage civic engagement, promote personal growth, and foster social responsibility.*

The Center for Service-Learning at Mesa Community College will provide as much support as possible to faculty, students and community partners. An MCC Service-Learning representative is here to serve you throughout the semester unless otherwise specified. The Center for Service-Learning is available to make a presentation to your classroom and to answer questions about service-learning. Additionally, the Service-Learning Assistants (SLA), serve as a liaison between other students, faculty, and the MCC Center for Service-Learning, as needed.

If you have any questions about Service-Learning, please feel free to contact the MCC Center for Service-Learning office at #(480)-461-7393.

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## WHAT IS SERVICE-LEARNING?

**S**ervice-learning is the process of integrating volunteer community service with active guided reflection and merging it into an academic curriculum. It is designed to enhance and enrich student learning of course material.

The academic parent of service-learning is called experiential learning. As in all types of experiential learning, such as cooperative education, internships, and field placements, service-learning directly engages the learner in the phenomena being studied with the hope that richer learning will result.

The critical difference and distinguishing characteristic of service-learning is its two-fold emphasis on both enriching student learning and revitalizing the community. To accomplish this, effective service-learning initiatives involve students in course-relevant activities which address the human, safety, educational, and environmental needs of the community.

The andragogy of service-learning represents a substantial change from the traditional lecture driven, content based, and faculty centered curriculum. Despite the fact that research has shown that we remember only 10% of what we hear, 15% of what we see, and a mere 20% of what we see and hear, these remain the basic sense modalities stimulated in most educational experiences. Service-learning strategies recognize that we retain 60% of what we do, 80% of what we do with active guided reflection, and 90% of what we teach to others.

In service-learning courses, real life tumbles into the classroom as service experiences and provides the content for

purposeful and meaningful dialogue leading to real understanding of academic concepts. Service-learning can best be understood in the context of a continuous learning cycle where meaning is created through concrete experience, reflection or assimilation, abstract conceptualization theory building, and problem solving or active experimentation. Based on the belief that learning is the constant restructuring of experience, service-learning exemplifies the continuity that exists between experience and knowledge.

By providing students with an opportunity to have a concrete experience and then assisting in the intellectual processing of this experience, service-learning not only takes advantage of the natural learning cycle, but also allows students to provide a meaningful contribution to the community. This two-fold emphasis on both learning and civic responsibility is the overall objective of the strategy, and our success in meeting this objective leads to the fulfillment of the general mission of higher education.

## WHY DO SERVICE-LEARNING?

- Enhance Curriculum
- Hands on Learning
- Resume Enhancement
- Community Improvement
- Networking Opportunities
- Student Centered Learning
- Deepen Learning Experience
- Broadens Teaching Experience

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## ***BENEFITS OF SERVICE-LEARNING***

### **For Students . . . . .**

- Increases relevancy of education by bringing academic instruction to life
- Enhances learning of values, citizenship, and leadership skills
- Applies concepts from the classroom to their service
- Provides knowledge and expertise from the community
- Provides platforms to analyze and discuss civic values
- Prepares individuals for potential internships and field research
- Allows exploration of career options
- Develops a sense of community and civic responsibility
- Develops contacts within the community
- Teaches workforce skills
- Provides opportunities to accommodate different learning styles
- Develops connections with people of diverse cultures and lifestyles
- Increases a sense of self-efficacy, analytical skills, and social development
- Develops meaningful involvement with the local community

### **For the Community . . . . .**

- Enhances positive relationships and opportunities with the college
- Provides awareness-building of community issues, agencies, and constituents
- Helps to develop a sense of citizenship
- Provides affordable access to professional development
- Develops short and long term solutions to pressing community needs
- Creates avenues for expansion of current services
- Increases human resources for problem solving
- Provides opportunities for participating in the educational process
- Enriches roles for supervisors
- Contributes to positive exposure in the community

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## ***BENEFITS OF SERVICE-LEARNING***

(Continued)

### **For the College . . . . .**

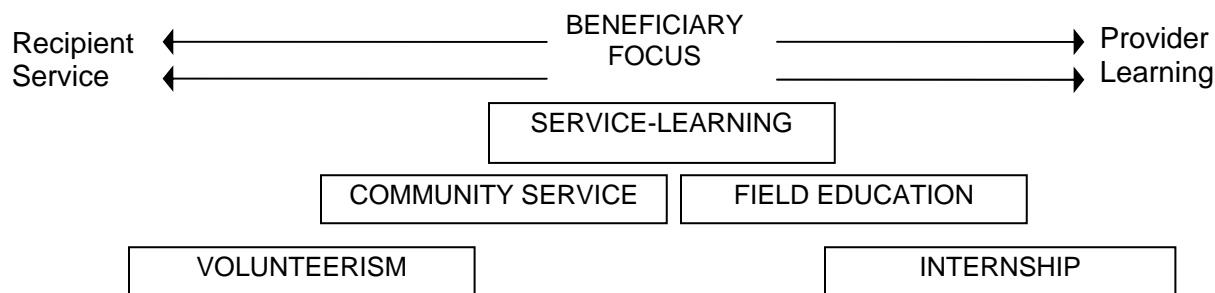
- Furthers the goals of Mesa Community College's strategic plan
- Drives the college as an active, engaged partner in the community
- Facilitates teaching, research and program development
- Increases student retention
- Enriches the quality and relevancy of the education provided
- Allows for faculty to mentor students
- Increases college's awareness of societal issues as they relate to academic areas of interest
- Assists in the development of innovative approaches to instruction
- Provides opportunities for collaborative community research and project development
- Engages faculty and students in local and state community issues
- Provides opportunities to extend College's knowledge and resources
- Meets and expands on regional accreditation requirements
- Increases development and preparation of college graduates

***Making a Difference One Life at a Time!***

## SERVICE-LEARNING - vs - VOLUNTEERISM:

### A DEFINITION OF SERVICE-LEARNING

**S**ervice-Learning programs are distinguished from other approaches to experiential learning in that they are intended to benefit the provider and the recipient of the service. They also involve an equal focus on both the service being provided and the learning that is occurring. There is a deliberate and explicit connection made between service and learning experiences with conscious and thoughtful preparation for, and reflection of the experience. The following is a Service-Learning model developed by Andrew Furco.



#### Community Service

Community service is the engagement of students in activities that primarily focus on the service being provided as well as the benefits the service activities have on the recipients (e.g., providing food to the homeless during the holidays). The students receive some benefits by learning more about how their service makes a difference in the lives of the service recipients.

#### Volunteerism

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

#### Field Education

Field education programs provide students with co-curricular service opportunities that are related, but not fully integrated, with their academic studies. Students perform the service as part of a program that is designed primarily to enhance students' understanding of a field of study, while also providing substantial emphasis on the service being provided.

#### Internship

Internship programs engage students in activities primarily for the purpose of providing hands-on experiences that enhance their learning or understanding of issues relevant to a particular area of study.

### MCC'S DEFINITION OF SERVICE-LEARNING

A teaching and learning method that connects meaningful community service with academic learning through guided reflection. Areas of focus include:

- Critical Thinking and Problem Solving
- Values Clarification
- Career Exploration
- Social and Personal Development
- Civic and Community Responsibility

## SERVICE-LEARNING AT MESA COMMUNITY COLLEGE

At Mesa Community College there are two basic Service-Learning models to choose from. These are the Short Term or In-Course Module option and the Independent Module option. The independent module is uniquely designed by the student with the guidance of the faculty member. The Short Term or In-Course Module is incorporated by faculty members as a component to their classroom course work.

### Short Term / One-Shot Module

Students (perhaps as an entire class) participate in a pre-scheduled one-time event, such as “Into the Streets,” a neighborhood or park cleanups, a 10K run, or any similar nonprofit, community-related activity.

After the event, classroom reflection asks students to identify information or theoretical elements from the class that may have been observable or practicable during the event. Students are also asked to identify ways in which elements of the experience may have been personally meaningful to them.

**See Appendix A and D for the forms students should bring**

### In-Course Module Option

Interested faculty members are provided with a list of service sites relevant to their discipline and learn how to structure their curriculum in ways that incorporate service-learning by contacting the Center for Service-Learning office.

In most cases faculty members offer service-learning in one of two ways:

- As an In-Course Module “Option” with different learning strategies to choose from.
- Service-Learning is a “Requirement” of the course defined by the faculty member.

Students select the site they are interested in and commit to doing the required service hours over the course of the semester.

Students can fulfill the service hour requirement by completing the following types of placements described at the bottom on page 8.

**See Appendix B and D for the forms students should bring**

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## Independent Module

Service-learning at MCC is offered to students in more than thirty-four different academic disciplines. Interested service-learning students select their site options by their area of interest and receive a brief online orientation located on our department's website ([www.mc.maricopa.edu/servicelearning](http://www.mc.maricopa.edu/servicelearning)).

After the service-learning orientation has been given, the student is linked with a faculty advisor from their chosen discipline.

It is the student's responsibility to arrange to meet with the community site supervisor and faculty advisor to develop a service/learning plan for their class.

The student can then register for a one, two, or three credit hour open entry/open exit class, based on 50 hours of service per credit hour. Students typically have one year from the day they register to complete their course.

In addition to the service hour requirement, the student must complete the following:

- Learning Plan
- Reflective Journal
- Analytical Paper
- Evaluation Forms
- Reflective Session Attendance
- Faculty Advisor Meetings

The faculty advisor maintains the files (i.e., learning plan, evaluations, papers etc.) on their students for accountability purposes. Faculty who advise Independent Module Service-Learning students receive a small stipend for their time at the end of each semester.

**See Appendix C and D for the forms students should bring**

## Types of Student Projects or Placements

The most frequently used model is one in which the student is placed as a volunteer in an approved organization. Examples of individual placement are as diverse as the students who have experienced them:

- Student shadows a social worker at a domestic violence intervention program.
- Student helps care for an injured hawk at a wildlife rehabilitation program.
- Student sets up a web page for a local literacy program.

Classroom reflection asks students to identify information or theoretical elements from the class that may have been observable or practicable during their placement activities. Reflection also gives students the opportunity to examine issues of social structure, justice and the student's role as a citizen. "No student should serve in a soup kitchen without asking why there are soup kitchens." --Frank Newman.

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## Group Service Project

Small groups in a class select their projects, which require them as a group to organize and implement a community project.

- Group creates an outing or party for an identified class of children or seniors.
- Group collects books for children's program.
- Group adopts a family for a holiday donation.

Classroom reflection asks students to identify information or theoretical elements from the class that may have been observable or practicable during their project.

## What can YOU develop?

Service-Learning has often been called a "messy business." The possibilities for combining the above models and developing new ideas, new sites, and new forms of classroom or community interaction are nearly infinite. As you think through the possibilities, keep in mind:

- Student learning - what aspects of the curriculum will you highlight?
- Student safety issues, liability and risks.
- Opportunities for student growth and leadership development

The Center for Service-Learning is here to assist you in creating opportunities for your students. We can help you with:

- Technical assistance in helping to plan the Service-Learning models for your class and dealing with the liability and safety issues.
- Logistical assistance in providing student coordinators to help with placing your students and monitoring their placement.
- Faculty to correspond with, to problem-solve with, and to share your vision.

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## DEVELOPING A SERVICE-LEARNING COURSE: HOW TO GET STARTED

### 1. Consider the Courses You Teach

Determine how community service might be helpful in enriching learning in your discipline. Service-Learning can be effectively used in every academic discipline. Some applications require a little more imagination than others, and often the best are not immediately obvious. Brainstorm about the application potential to your course. Think about how your course content connects with the community, and what kinds of volunteer opportunities might be available at that linkage point.

### 2. Visit the Center for Service-Learning

Discuss and identify community placements that offer experiences that are relevant to your course. With over 200 possible placements, you will be able to find ample sites appropriate for your course. There also may be faculty from your discipline with service-learning experience that can provide input and direction.

### 3. Consider Your Goals and Motives

With service sites or activities in mind, consider your goals and motives in using the application. What are you trying to accomplish for your students, yourself, and the community? Review your course objectives to determine those that can be linked to service. Then list two or three specific measurable service-learning goals and/or objectives for your initiative.

### 4. Choose a Service-Learning Option

Decide how you will incorporate community service into your course. Course service options can range from a one-time special project, to a 15 (or more) hour commitment to an agency or public school throughout the course of the semester. You can offer the option as extra-credit, an alternative to a paper or other required project, or a requirement for course completion.

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## 5. Alter Your Course Description

Once you have chosen how Service-Learning will be incorporated, review and redesign the syllabus. To be successfully integrated, the service experience must be more than just an “add on.” Identify some readings that might tie the service to specific objectives. Allocate class time for discussion of the experience even if all students do not participate. By consciously committing to integrating service, up-front and in writing, you are on your way to a successful implementation.

## 6. Explain and Promote Service-Learning

Explain the two-fold benefits to the student and the community. Center for Service-Learning staff are available to visit your classes to explain Service-Learning and the process of choosing a community site.

## 7. Help Students Learn

By that we mean to, “Teach students how to harvest the service experience for knowledge.” Experiential learning requires that we learn where we are. We can learn a variety of things in many different situations, depending on the questions we are asking.

Many of our students are not skilled in this practice. Students must be guided in their development of these objectives so that they are clearly linked with the academic objectives of your course.

With their learning objectives in mind, students must be taught to focus on these objectives and related questions as they participate in the service setting. For example, while the math student is working on a Habitat for Humanity project, she thinks about the algebra or geometry used in developing the architectural plans. The business student may listen to worker’s communication patterns and draw conclusions about the managerial structure of the Rehabilitation Center. Because many students lack experience and confidence in learning in nontraditional, non-classroom environment, we must teach them these skills.

While we do want our students prepared and oriented to service, we must be careful not to over prepare them for their service experience. If we tell them exactly what to expect, their experience becomes a comparison instead of an adventure. Give them a good overview and set them free.

## 8. Base Service Academically

Link the service experience to your academic course content through deliberate and guided reflection. The practice of reflection is what combines the learning to the service. We cannot assume that learning will automatically result from experience. If it did, we'd all be a lot wiser. Like us, our students may not learn from their experience. They may even learn the wrong thing or reinforce existing prejudices. Reflection helps prevent this from occurring.

Reflection can be in the form of journals, essays, class presentations, analytic papers, art work, drama, dialogue, or any other expressive act. The key to effectiveness is structure and direction. The nature and type of reflection determines its own outcome. An unstructured personal journal or group discussion is a great way to elicit effective disclosure. More specific academic outcomes will result from structuring these exercises with specific curriculum related questions. For example, a biology student might be directed to comment on ecological balance in her journal account of an exotic plant removal project at the Desert Botanical Gardens.

Written reflection is a productive approach that helps improve basic communication skills at the same time it leads to critical thinking about the academic focus of course objectives. It is the most common and the least intrusive in terms of taking up class time.

A more powerful, and in many ways more effective, approach is the purposeful dialogue or a class "Reflective Session." This dialogue provides an opportunity for students to share experiences and exchange ideas and critical thoughts about the unique experiences they encountered.

To achieve academic outcomes, the dialogue, while spirited and free, should be bounded by the learning objectives of the course. The faculty member must serve both as a facilitator to maintain the flow of ideas and a commentator who jumps on the relevant items and develops it into teachable moment.

This is not an easy task, but with practice the rewards are great. When we seem to be losing control, the process can be threatening, but it is often at these critical moments that the real learning occurs.

The real advantage of the group based reflective sessions over the independently written forms is its power to develop a sense of community, which is one of the general goals of Service-Learning. Whatever form of reflection is chosen, it is important to do it early in the experience to assure that students understand the process. It should then be followed up regularly to monitor their progress.

This type of deliberate and guided reflection is what leads to academic learning, improved service, and personal development. From the description of the learning cycle, we know that reflection is the key element in creating meaning.

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## 9. Assess Outcomes

Evaluate Service-Learning results as you would any other academic product. Remember, students are being graded on their learning, not their hours of service. Many of us feel uncertain when it comes to evaluating or assessing the outcomes of experiences we did not completely structure or present.

By designing flexible measures, however, you can utilize the same standard used in evaluating any other written or oral presentation. Did the student master the course material? This is the only way to assure academic integrity of the strategy.

You may also wish to utilize formative and summative research techniques to measure your success in achieving your objectives. Formative assessment can be achieved through reading student journals with an eye toward answering your initial questions. Periodic quick surveys can provide specific answers to issues such as student satisfaction with the process, utility of experimental techniques, etc.

Summative techniques might be employed to compare learning outcomes for service learning sections with those from traditionally taught sections. For quantitative research, you could collect data on the number and type of people served by your students and the number of hours provided.

## 10. Paperwork

All students who wish to participate in a college Service-Learning program must:

1. Serve at an approved community partner site approved by the Maricopa County Community District legal department.
2. Sign an Assumption of Risk form as required by the Maricopa County Community College District legal department

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## **COMMON FACULTY CONCERNS**

- **Is this just a feel-good excuse to water down academic standards?**

This is an important and legitimate concern for all who are concerned with quality higher education, and it is the focus of much of the past and current research on Service-Learning. Though incorrectly perceived, it may be viewed that unless real academic learning results, service-learning has no place in our college. Academic credit should never be given for service, only for learning.

If applied properly, service-learning andragogy is actually more rigorous than the traditional teaching strategies. Students are not only required to master the standard text and lecture material, but they must also integrate their service experience into that context.

This is a high level skill requiring effective critical thinking and reflection techniques designed to accomplish academic as well as effective outcomes. It is important to emphasize that incorporating Service-Learning does not change what we teach, but how we teach it. With this change comes a new set of challenges for both the student and the teacher.

- **Will I be able to apply the strategy successfully?**

Trying anything new is a risk, and it challenges our competencies. Most practitioners report a steep learning curve with confidence developing fairly rapidly once the strategy is allowed to work. Relinquishing full control of the classroom is hard for many of us to do, but once we move from being the “sage on the stage to the guide on the side,” we find that students can, and will, play an active role in their learning if given the right structure.

The path to becoming effective in using the Service-Learning strategy is not always clearly marked. We often find ourselves “making the road by walking.” Fortunately, you are not alone on the road. There is considerable literature on the subject, and many people right here at MCC can help you on your way. The guidelines presented in the “How To Do It” sections should also help, as will conversing with some of your colleagues who are currently using the strategy. The Center for Service-Learning office has faculty listed by discipline that utilize Service-Learning, as well as sample syllabi that can guide your initial efforts.

- **How can my students who are taking remedial courses in reading, writing, or math help?**

Many faculty members are concerned that their students lack adequate preparation or skill to help others in a meaningful way. Research literature suggests that this is not a problem; in fact, several authors cite impressive contributions in a variety of roles made by previously underachieving or marginal students.

Obviously faculty, in concert with the Center for Service-Learning and our community partners, must use judgment in choosing appropriate placements and establishing levels of responsibility. The community partners must also orient and train our students to perform their specific service. But when it comes to meeting the unsuspected challenges that we worry about, we find that students will generally rise to the occasion.

When faced with the challenge of teaching a younger student to read or reading to the blind, students will exert extra effort to be able to succeed at the task because it means something to them and to someone else. This is the very beauty of the strategy—it motivates students to learn and gain higher levels of competence. They see that more knowledge is tied to higher effectiveness in the real world.

- **Faculty: How can I fit something new into an already cramped curriculum?**

Service-learning is not an add-on to your current course requirements. It does not change or add to what we teach; it only enhances how we teach it. Some of the traditional classroom content accumulation activity is replaced with more dynamic information processing activity. Some prior learning assignments are replaced with action and meaningful involvement of students in experiential learning.

- **Students: How can community service fit into their already busy schedule?**

Many faculty indicate that most students are willing and able to serve in the community. In fact, our research reveals that students feel that the workload in their service-learning course is manageable. Because of the variety of our volunteer placements, there are opportunities and needs for students twenty-four hours a day, seven days a week. As faculty, we must be flexible in hour requirements, recognizing the demands placed on our students.

- **Liability: What can we do to protect our students and ourselves?**

Faculty can limit their liability by working closely with the Center for Service-Learning so that students are placed only in those community placements that have been contracted and approved by the office. Due care and judgment must always be exercised to assure that the college does not knowingly place students in situations fraught with danger or unreasonable risk. We must work together to use any information or knowledge we have to confirm that each student is appropriate for participation in service-learning and the specific agency that student selects. If a student wishes to serve at a site not on the approved placement list, that student is required to contact the staff of the Center for Service-Learning for their approval prior to students beginning their service experience.

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## EXPECTATIONS OF SERVICE-LEARNING OFFICE, FACULTY, STUDENTS AND THE COMMUNITY

(Continued)

### Center for Service-Learning is expected to:

- Train the community site about the goals and objectives of the program
- Inform the faculty and students of the community site's needs
- Approximate the number of students involved
- Distribute Student, Faculty and Community Site Evaluations on a regular basis
- Assist faculty in developing or revising curriculum to include service-learning component
- Develop community placements by surveying community for needs
- Maintain and share a current roster of service-learning faculty and courses
- Act as a liaison between the students, community sites and faculty
- Develop assessment tools for all partners and students
- Distribute Student, Faculty and Community manuals to all involved in service-learning
- Maintain database of approved community partners
- Provide Certificate for Students who complete Service-Learning experience

### Faculty are expected to:

- Describe service-learning activity and its relation to the course objectives in the course syllabus on the first day of class
- Explain service component of the course
- Be available to the community site regarding service projects
- Explain the evaluation methods employed in the course
- Become familiar with the service site and monitor student progress through reflection (i.e. discussions and journal assignments, progress reports, etc.)
- Provide individual and group forums for students to reflect on what they are learning from the experience and how that learning connects to the course objectives
- Incorporate information gained through the service-learning evaluations into any redesigning of the course for subsequent semesters
- Collect and review Service-Learning Agreement form
- Collect Student Folder and forward a copy of the Time Log to the Center for Service-Learning at the end of the semester
- Provide Center for Service-Learning with information on your course, so it can be included in information provided to students and our community partners.

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## EXPECTATIONS OF SERVICE-LEARNING OFFICE, FACULTY, STUDENTS AND THE COMMUNITY

(Continued)

### Students are expected to:

- Have respect for the community site environment.
- Be open to learn about the community and agency within that community.
- Be prompt, respectful and positive at the community site.
- Arrange hours with community site during the first two weeks of class (or as directed by professor).
- Fulfill all agreed upon duties and responsibilities at the community site.
- Reflect on the service-learning experience and how it pertains to the course learning objectives.
- Speak with their site contact person if they are uncomfortable or uncertain about what they are to do.
- Respect confidentiality of people served.
- Participate in the evaluation process.

### Community partners are expected to:

The community site is the service partner that identifies the needs of the community. This site is the location where all three aspects of service-learning can come together: the community needs, the professors' requirements and an educational environment for the student.

- Complete the necessary paperwork to become a community partner with the Maricopa District office.
- Provide adequate training for assigned tasks.
- Provide an orientation to Service-Learning students, effective to the special needs of the organization. Inform students of resources needed to perform their responsibilities (i.e. uniforms, activity supplies, office space). If extra costs are incurred by any of these, please inform the students prior to the start of their service.
  - Ask why students are there, what the assignment is, and define what the goals and desired outcomes are of the service experience
- Provide work that is significant and/or challenging to the student.
- Ensure a safe work environment and reasonable hours for the student to perform their service.
  - Monitor and supervise students (Community partners are trained to never leave college students alone with children in the classroom or individuals with special needs).
  - Create an environment that encourages questions.
- Sign student Placement Confirmation form, Contact Log and Evaluation (provided by student).
- Give appropriate recognition, appreciation, and reassurance to Service-Learning students.
- Be selective! It is okay to send a student back to us.
- Comply with college policies on affirmative action, Americans with Disabilities Act and sexual harassment since the student's work is considered to be an extension of his/her education, sponsored and supported by the college.
- The organization may not assign Service-Learning students to any assignment, which would displace full-time employed workers or impair existing contracts for services.
- The organization may not request, assign, or permit students to conduct or engage in religious, sectarian or political activity unless s/he elects to on their own free will. Further students are restricted from instruction activities beyond their capabilities.
- Communicate with college staff informing of issues and needs.
- Provide feedback to faculty about student's performance.
- Organization may request the removal of students at any time. MCC may recall a student if deemed necessary. Students may resign from service to the organization or from the program at any time.

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## ***SUPPORT SERVICES FOR FACULTY***

### **Training and Workshops**

Not only are workshops addressing the interests/needs of faculty involved with service-learning periodically offered through the Center for Service-Learning, but the Faculty Director is available for training assistance to individuals, department groups, or other gatherings as requested.

### **Funding for Professional Development**

Occasionally, funds become available to support MCC faculty who are interested in taking advantage of professional development opportunities related to service-learning.

### **Technological Resources**

Our comprehensive web page, <http://www.mc.maricopa.edu/servicelearning> can be used as a gateway to all of our standard resources for faculty, students, and community partners. Students can complete the On-line orientation at the following web site address, <http://www.mc.maricopa.edu/services/servicelearning/>. You may search for potential service sites through our database listings. Instructors can access the complete Faculty Resource Guide as well as other interesting information.

### **Community Site Listings**

Community site listings related to your particular academic discipline can be compiled by the Center for Service-Learning staff for distribution to your students.

### **Service-Learning Publications**

The Center for Service-Learning maintains a lending library on different aspects of service-learning and community outreach programs.

### **Student Service-Learning Assistants**

Student Assistants can support faculty with service options by supplying a list of relevant sites for your discipline, providing in class orientations and coordinating student placements with site supervisors.

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## Service-Learning Information

The Center for Service-Learning can provide forms, site listings and other service learning materials on disk to MCC faculty in MS Word for Macintosh or IBM format.

## Sample Syllabi

Copies of course syllabi from MCC faculty members and other community college faculty around the country are kept on file for review.

## Access to Nationwide Assistance

Through the American Association of Community Colleges (AACCC) and the Community College National Center for Community Engagement (CCNCCE) which support a burgeoning level of community service activity among students, faculty and administration on over 500 college and university campuses across the country.

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## OTHER PROGRAMS OFFERED BY THE CENTER FOR SERVICE-LEARNING

### America Reads and America Counts

The America Reads and America Counts program provides an opportunity for eligible work study students to be trained as mentors to promote literacy and math skills. They work at local elementary schools and selected community sites tutoring younger students in reading, writing, and math.

### AmeriCorps

AmeriCorps is a National Service Program designed to serve our community and meet the nation's critical needs. Members who serve our community in one of three goal areas are eligible to receive an educational award. Goals areas include Academic Support, Public Health and Safety, and Community Strengthening. Term lengths vary from 300 and 450 hours within one year to 900 hours within two years. The educational awards are \$1,000, \$1,250, and \$2,362.50 respectively.

**See Appendix F for more program details**

### Community Involvement Expo

The Community Involvement Expo is a fair-style event that happens at the beginning of the Fall and Spring semesters (usually about the third or fourth week of the semester). This is a great opportunity to recruit service-learning students, volunteers, and/or distribute information about your agency. You should be notified in advance of the dates.

### Into the Streets

A day of service, typically a Saturday morning, students come together and serve for approximately three hours at a variety of organizations.

### Literacy Programs

Our office has several literacy programs in addition to the America Reads program. We host the Dr. Seuss's birthday party and have local elementary children come and enjoy reading and activities. Also, we hold Scholastic Book Fairs each semester.

### Advisory Board

We are always seeking new members to serve on the Service-Learning Advisory Board. The Board meets one time per month for approximately two hours. If interested in joining our Board, please notify a member of the Center for Service-Learning staff.

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**Susan Taffer**, Mesa Community College's Center for Service-Learning  
Faculty Manual Development January 5, 2006.

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## HIGHER EDUCATION SERVICE-LEARNING PROGRAM SITES AND REFERENCES

**American Association for Community Colleges**

[www.aacc.nche.edu/servicelearning](http://www.aacc.nche.edu/servicelearning)

**Campus Compact**

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

**Chandler-Gilbert Community College Pecos Campus**

[www.cgc.maricopa.edu/service\\_learning/](http://www.cgc.maricopa.edu/service_learning/)

**Community College National Center for Community Engagement**

<http://www.mc.maricopa.edu/other/engagement/>

**Corporation for National and Community Service**

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

**Educators for Community Engagement**

<http://www.e4ce.org/>

**Furco, Andrew. Introduction to Service-Learning Toolkit. Service-Learning: A Balanced Approach to Experiential Education. The Corporation for National Service, 1996.**

**Howard University's Center for the Advancement of Service-Learning**

<http://www.howard.edu/CenterUrbanProgress/CASL.html>

**Humboldt State University Service-Learning & Experiential Education Page**

[www.humboldt.edu/~slee/html/faculty.shtml](http://www.humboldt.edu/~slee/html/faculty.shtml)

**MCC Center for Service-Learning**

<http://www.mc.maricopa.edu/services/servicelearning/>

**National Service-Learning Clearinghouse**

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

**National Service-Learning Exchange**

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

**NCCU's Service-Learning Program**

[www.nccu.edu](http://www.nccu.edu)

**Service-Learning at the Maricopa Community Colleges**

[www.mcli.dist.maricopa.edu/sl/](http://www.mcli.dist.maricopa.edu/sl/)

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## SERVICE-LEARNING SYLLABI LINKS

### 101 Ideas for Combining Service & Learning

<http://www.fiu.edu/~time4chg/Library/ideas.html>

### American Educational Research Association - -Division J (AERA-J) and the Association for the Study of Higher Education (ASHE) Syllabi website project

[www.higher-ed.org/syllabi](http://www.higher-ed.org/syllabi)

### American Association of Community Colleges (AACC) Service Learning Clearinghouse

[www.aacc.nche.edu/servicelearning](http://www.aacc.nche.edu/servicelearning)

### Service-Learning Syllabi by Discipline

[www.colorado.edu/servicelearning/faculty.html](http://www.colorado.edu/servicelearning/faculty.html)

### Tufts Service-Learning Course Syllabi

<http://www.tufts.edu/as/macc/biblio.html>

### Carlson Center at the University of Washington

[http://depts.washington.edu/leader/3\\_service/](http://depts.washington.edu/leader/3_service/)

### MCC Center for Service-Learning

<http://www.mc.maricopa.edu/services/servicelearning/>