



## Model Programs and Course Syllabi

This page is specifically designed to assist faculty and administrators who are developing service-learning courses. We have gathered links to course syllabi and links to sites that describe model service-learning programs and courses. There is information about instructional methods including resources on reflection and classroom teaching techniques. The section on disciplines in service-learning provides information and links to resources. The following topics are contained on this page:

### Contents:

- [Service-Learning in Disciplines](#)
- [Course Syllabi Examples](#)
- [Instructional Resources: Reflection](#)
- [Instructional Resources: Classroom Teaching](#)
- [Other Teaching Resources](#)
- [Faculty Training and Development](#)
- [Community College Resources](#)
- [Faculty Rewards, Promotion and Tenure \(RPT\) Resources](#)
- [Model Programs](#)
- [Links to Higher Education Service-Learning Programs](#)

### Service-Learning in the Disciplines

#### American Association for Higher Education (AAHE) Monograph Series

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

AAHE has undertaken publishing a 22 volume monograph series entitled AAHE's Series on Service-Learning in the Disciplines. As its title implies, the distinguishing characteristic of the Series is that the contributors to each volume are scholars writing for peers in their own discipline. This disciplinary context is critical to making service-learning work -- and to interested faculty in trying the pedagogy. Across the volumes, theoretical essays illuminate issues of general importance to educators interested in a service-learning pedagogy; pedagogical essays discuss the design, implementation, and outcomes of specific service-learning programs. Link to monograph series: <http://www.aahe.org/service/series.htm>

#### Close Up Foundation

URL: <http://www.closeup.org>

Close Up's mission is built on the belief that textbooks and lectures alone are not enough to help students understand the democratic process and make it work. Students need a "close up" experience in government.

Close Up's national, state, and local experiential government studies programs strengthen participants' knowledge of how the political process works, increase their awareness of major national and international issues, and motivate them to become actively involved in the world around them. Visit their website and check out their Service-Learning Quarterly newsletter for resources. 44 Canal Center Plaza, Alexandria, VA 22314-1592 Phone: (703) 706-3300; Fax: (703) 706-0001 Contact: Laura Rogers

### **Community-Campus Partnerships for Health (CCPH)**

URL: <http://futurehealth.ucsf.edu/ccph.html>

CCPH is nonprofit organization founded in 1996 to foster health-promoting partnerships between communities and educational institutions. CCPH identifies students, institutional leaders and community leaders as equal constituencies, and we serve as a welcoming bridge between the many government and foundation-sponsored initiatives in community-oriented health profession and education.

### **Title: Curriculum Integration and the Disciplines of Knowledge**

**Author: James A. Beane**

URL: <http://www.pdkintl.org/kappan/kappan.htm>

Avail: Phi Delta Kappan, v 76 n 8, p. 616-622, Apr 1995.

Abstract: Curriculum integration, in theory and practice, transcends subject-area and disciplinary identifications without abandoning them. The goal is integrative activities that use knowledge (to pursue new meanings) without regard for subject or discipline lines. As boundaries disappear, curriculum integration may engage knowledge not easily ascribed to particular disciplines.

### **Title: Disciplinary Pathways to Service-Learning.**

**Author: Droge, David**

ERIC No: ED405047

URL: <http://www.mc.maricopa.edu/academic/compact/PubFrames.htm>

Abstract: The second in a series on service-learning in the community college, this monograph presents 14 essays by community college faculty, chronicling their experiences in develop in service-learning activities.

### **Title: Snapshots of Service in the Disciplines**

**Author: Campus Compact**

Year: 1996

Avail: Campus Compact, Box 1975, Brown University, Providence RI 02912-1975; Phone: 401-863-1119.

Abstract: This book highlights over 70 service-learning projects from the 1994-95 Corporation for National Service (CNS) grants awarded to faculty by Campus Compact. Covers a wide range of disciplines, from accounting to urban studies.

## **Course Syllabi**

The following sites have syllabi examples listed by disciplinary areas.

## **American Association of Community Colleges Service-Learning Clearinghouse**

URL: <http://www.aacc.nche.edu/initiatives/horizons/syllabi.htm>

AACC's Service-Learning Clearinghouse maintains copies of course syllabi, from many community colleges, that are available free of charge to interested community college faculty and staff.

## **Campus Compact**

URL: <http://www.compact.org/syllabi/>

Note: if you're looking for examples of syllabi for general and capstone service-learning courses, the Campus Compact website lists "service-learning" as a discipline area, and there are examples of general and capstone courses there.

## **Higher Education Course Syllabi**

URL: <http://www.gseis.ucla.edu/syllabi/>

The American Educational Research Association - Division J (AERA-J) and the Association for the Study of Higher Education (ASHE) sponsor this website. The purpose of the website is to collect syllabi in the field of higher education, which cover a broad range of topics and provide professors and students the opportunity to learn more about the variety of higher education courses being offered across the country. By making syllabi accessible AERA-J and ASHE hope to help new professors develop their courses as well as assist more seasoned professors who are offering new courses or who want to learn more about innovative courses or teaching strategies.

## **University of Colorado Service-Learning Website**

URL: <http://csf.colorado.edu/sl/syllabi/index.html>

## **Instructional Resources: Reflection**

Facilitating Reflection: A Manual for Higher Education. Written and Compiled by Julie Reed and Christopher Koliba. Available for \$15 from Georgetown University, Volunteer & Public Service Center, B-01 St. Mary's Hall, Washington DC, 20057, 202-687-3703.

Bingle, R. G., & Hatcher, J. A. (1996). Reflection activities for the college classroom. Paper Presented at the National Gathering, June 21, 1996.

Hatcher, J.A., & Bingle, R.G. (1997). "Reflections: Bridging the gap between service and learning." Journal of College Teaching, 45, 153-158. [Reprinted in NSEE Quarterly, 1999, 24(3): 12-16.]

Bingle, R. G., & Hatcher, J. A. (1999). "Reflection in service-learning: Making meaning of experience." Educational Horizons, 77(4): 179-185.

## **Instruction Resources: Classroom Teaching**

**Title: Building Workers and Citizens for the 21st Century: Combining Service-Learning and Work-Based Learning**

**Author: Minnesota Commission on National and Community Service and Minnesota Department of Education**

**Year: 1998**

Avail: Minnesota Educational Services, Capitol View Center, 70 W County Rd B2, Little Canada MN 55117-1402; Phone: 612-415-5379

Abstract: Though written for the Minnesota Youth Service and Youth Development Coordinators, this guidebook contains information that is applicable to other state programs or other service-learning programs. Chapter 1 relates service-learning and work-based learning as experiential educational methodologies and as complimentary strategies that enrich and expand academic learning. Chapter 2 defines key terminology from both fields, explains common elements and differences, and reviews Minnesota's proposed graduation standard that reflects the move toward combining service-learning and work based learning. Chapter 3 explores service-learning in depth, laying out service-learning on a continuum. Chapter 4 delves into work based learning, charting six types of strategies found in Minnesota. Chapter 5 reviews the potential for implementation and Chapter 6 discusses the implementation process including the role that community education plays. Chapter 7 describes elements of successful programs and implementation issues. The final sections include descriptions of 16 sample programs, resources, supporting organizations, a review of state and national legislation, and an evaluation form for youth service programs.

**Title: Combining Service and Learning on Campus and in the Community.**

**Author: Checkoway, Barry**

URL: <http://www.pdkintl.org/kappan/kappan.htm>

Year: 1996

ERIC No: EJ524360

Availability: Phi Delta Kappan; v77 n9 p.600, 602-06, May 1996.

Abstract: Student workshops can complement coursework in the academic disciplines and provide field training for public health, social work, urban planning, and other professions. This article describes three community-planning workshops for college students: a community planning workshop in rural east central Illinois, a neighborhood revitalization project in Chicago, and a University of Michigan-sponsored voter participation workshop.

**Title: Dialogue Groups: A Practical Guide to Facilitate Diversity Conversation**

**Author: Sally Huang-Nissen**

Abstract: The book describes the transformative learning experiences of successful dialogue group programs in four different organizations. Individuals from diverse backgrounds engage in "deep dialogue" about "differences," examine their assumptions, explore their "hot buttons" (sensitivities) and "blind spots" (out of awareness), remove barriers and build relationships. It draws from theoretical concepts of dialogue, group dynamics and intercultural learning. The book also includes the practical aspects of how to establish a dialogue group program, recruit and prepare participants to join dialogue groups, train group leaders, begin and end groups, monitor group process, and assess learning.

To order contact [SHNissen@aol.com](mailto:SHNissen@aol.com) , Medicine Bear Publishing ISBN #1-891850-22-9 \$15.00

**National Council of Teachers of English Service-Learning in Composition**

URL: <http://www.ncte.org/service>

This site provides resources and information for teachers, researchers and community partners interested in connecting writing instruction to community action. The highlights of this site include program descriptions of service-learning writing initiatives; teaching resources including syllabi, assignments and advice; examples of student projects; bibliographies and research in progress. NCTE also hosts a listserv to

encourage dialogue among service-learning educators.

### **Other Teaching Resources**

Boice, R. (1996) *First Order Principles for College Teachers*. Boston, MA: Anker Publishing.

Brookfield, S.D. (1990) *The Skillful Teacher*. San Francisco, CA: Jossey-Bass.

Centra, J.A. (1993) *Reflective Faculty Evaluation*. San Francisco, CA: Jossey-Bass

Dean, C.D., Acker-Hocevar, M., & Laible, J.C. (1997). A systematic approach to creating and implementing curricular innovation. Paper presented at the University Council for Educational Administration, Orlando, FL. (Eric No. ED 418 065).

Gardner, L. *Redesigning Higher Education-Producing Dramatic Gains in Student Learning*. ASHE-ERIC Higher Education Reports. Washington, DC: George Washington University.

Palmer, P.J. (1998) *The Courage to Teach*. San Francisco, CA: Jossey-Bass.

Pratt, D.D. & Associates (1998) *Five Perspectives on Teaching in Adult and Higher Education*. Malabar, FLA: Kreiger Publishing.

Ramsden, P. (1992) *Learning to Teach in Higher Education*. London: Routledge.

Schon, D.A. (1991) *The Reflective Turn-Case Studies in and on Educational Practice*. New York: Teachers College Press.

Travis, J.E. (1995) *Models for Improving College Teaching-1995 Report Six*, ASHE-ERIC Higher Education Reports. Washington, DC: George Washington University.

### **Faculty training and development**

**Title: A Service-Learning Curriculum for Faculty.**

**Michigan Journal of Community Service-Learning. Fall 1995, Article 12, p. 112-122.**

**Authors: Robert G. Bringle and Julie A. Hatcher**

See also whole journal "Michigan Journal of Community Service-Learning". Fall 1995.

URL: <http://www.umich.edu/~ocsl/MJCSL>

Abstract: This article describes a curriculum for a series of faculty workshops: Introduction to Service-Learning, Reflection, Building Community Partnerships Students Supervision and Assessment, and Course Assessment and Research. Each module provides a synopsis of topics and suggested readings for participation.

**Title: Academic Service-Learning: Faculty Development Manual.**

**Authors: Kathleen Stacey, Dale Rice, Georgea Langer**

URL: [http://www.emich.edu/public/office\\_asl/home.html](http://www.emich.edu/public/office_asl/home.html)

Abstract: This manual guides college faculty by defining academic service-learning, listing benefits of it, showing how to adapt a course to include academic service-learning, providing a suggested time line that illustrates the integration of a academic service-learning with a course, and concrete suggestions for

integrating academic service-learning with 13 academic disciplines. Appendices show sample forms to be used in academic service-learning settings as well as a reference list. Where to obtain this Resource: Office of Academic Service-Learning (ASL); 232 Rackham; Eastern Michigan University; Ypsilanti MI 48197; PHONE: 313-487-6570 E-mail: [dale.rice@emich.edu](mailto:dale.rice@emich.edu)

**Title: Big Dummy's Guide to Service-Learning: 27 Simple Answers to Good Questions on: Faculty, Programmatic, Student, Administrative, and Nonprofit Issues**

URL: <http://www.fiu.edu/~time4chg/library/bigdummy.html>

**Author: Mark Copper**

Year: 1997

Abstract: Cooper presents 27 simple answers to questions on faculty, programming, student, administrative, and non-profit issues that relate to service-learning. Topics include service-learning and liability, how to get faculty more involved, mandatory service-learning, and recruiting and keeping volunteers. Where to Obtain this Resource: Volunteer Action Center, Florida International University, University Park, GC331, Miami FL 33138; Phone: 305-348-2149

**Title: An Essay on the Institutionalization of Service-Learning: The Genesis of the Feinstein Institute for Public Service.**

**Authors: Hudson, William E.; Trudeau, Robert H.**

**Year: 1995**

Avail: Michigan Journal of Community Service-Learning; v2, p.150-58, Fall 1995.

ERIC No: EJ552438

Abstract: Providence College (Rhode Island) has institutionalized service-learning into its liberal arts curriculum by creating an academic degree program in Public and Community Service Studies. The Feinstein Institute for Public Service administers this new major and minor, using the program as a catalyst for promoting service-learning throughout the curriculum. Lessons learned may assist other emerging programs.

**Title: Increasing Faculty Involvement**

**From: "Part I: Practical Issues and Ideas: Faculty," Pages 137-160**

**Authors: Jane Kendall and John Duley**

Abstract: Faculty participation in service-learning is essential for a successful program. They are needed to integrate service into the curriculum, control academic quality, and gain familiarity with the approach. Faculty also have a great deal to gain from participating in service-learning, including developing a new set of skills and presenting a program that will excite their students. This article explores obstacles and points to consider when instituting a service-learning program. Also includes a check list of actions to increase faculty involvement, questions to assess faculty involvement, and faculty discussion items. Where to Obtain this Resource: National Society for Experiential Education, 3509 Haworth Dr, Ste 207, Raleigh NC 27609-7229; Phone: 919-787-3263

**Title: Linking Service with Learning in Liberal Arts Education**

**Author: Robert L. Sigmon**

URL: <http://www.cic.edu/newspubs/pubs/sigmon94/>

Abstract: This paper explores ways liberal arts colleges and universities can conceptualize and design next generation service and learning programs that give more considered attention to the service dimension. The

paper grows out of Rob Sigmon's over 30 years designing, managing, and learning from students, faculty and citizens in communities involved in service and learning programs.

**Title: Leadership Reconsidered: Engaging Higher Education in Social Change**

**Editors: Helen and Alexander Astin.**

URL: [www.academy.umd.edu](http://www.academy.umd.edu)

Published by the W.K. Kellogg Foundation, Sept. 2000.

Abstract: Written by a dozen prominent scholars and practitioners in the fields of higher education and leadership, this book calls on college presidents, faculty, staff, and students to rethink their roles, practices and beliefs with the explicit goal of producing future generations of effective leaders. The authors discuss ten qualities; five group traits, and five individual traits that define effective leadership. The group traits are collaboration, shared purpose, disagreement with respect, division of labor, and a learning environment. The individual traits are self-knowledge, integrity, commitment, empathy, and competence. Leadership Reconsidered offers examples of how the ten traits can be taught, modeled, internalized, and applied by students, faculty, student affairs staff, and college presidents. For a complete copy of the report, go to [www.academy.umd.edu](http://www.academy.umd.edu) or contact the James MacGregor Burns Academy of Leadership by phone at 301/405-6100 or via email at [academy@academy.umd.edu](mailto:academy@academy.umd.edu)

**Title: North Carolina Central University Service-Learning Faculty Guide**

URL: <http://www.nccu.edu/commserv/Service1.htm>

Abstract: Visit the North Carolina Central University's Academic Community Service-Learning Program website to view their well-done Faculty Guide. This institution has a community service/service-learning requirement for graduation.

**Title: Pima Community College Service-Learning Handbook**

**Year: 1997**

**Author: Solys, Frank W.**

Avail: ERIC No. ED 405930

Abstract: This handbook was intended to promote and describe service-learning at Arizona's Pima Community College and reviews the roles of teachers and students. It provides tips for incorporating service-learning into the curriculum.

**Title: Praxis I-III: A Faculty Casebook on Community Service**

**Series Editors: Joseph Galura and Jeffrey Howard.**

URL: <http://www.umich.edu/~ocsl/MJCSL/>

**Year: 1993.**

Abstract: The series describes a variety of service-learning courses from the perspective of faculty. It also discusses issues of philosophy, design, implementation, and assessment of the strategy. Available from the University of Michigan, Office of Community Service-Learning, 313-647-7402; E-mail: [mjcsl@umich.edu](mailto:mjcsl@umich.edu)

**Title: Rethinking Tradition: Integrating Service with Academic Study on College Campuses**

**Author: Tamar Kupiec**

Year: 1993.

Abstract: A great reference for every practitioner. Comprehensive coverage of the broad range of issues related to service-learning including philosophy, models, technique, and evaluation. Representative course

syllabi are included.

**Title: Service-Learning Faculty Manual, Colorado State University**

URL: <http://www.colostate.edu/Depts/SLVP/sipman.htm>

Abstract: The Service-Learning Faculty Manual was compiled and produced by the Service Integration Project, a program of the Office for Service-Learning and Volunteer Programs at Colorado State University. Its contents include the principles and standards of service-learning, programs and activities at Colorado State University, and effective practices in service-learning. The manual also contains various service-learning forms produced by the Service Integration Project. To receive your own copy of the manual, call 970-491-1682; fax: 970-491-2826 or email [siplink@vines.colostate.edu](mailto:siplink@vines.colostate.edu).

**Title: Service-Learning Tip Sheets: a Faculty Resource Guide.**

**Author: Julie A Hatcher**

URL: <http://www.iupui.edu/~icc/publications.htm>

Abstract: This resource is designed to assist faculty who wish to integrate community service into their courses. Topics include: Common Questions Faculty Ask about Service-Learning; Connecting Service to Academic Learning; and Service-Learning Outcomes. The Tip Sheets are presented in an easy-to-read folder format that make them an ideal companion to the Service-Learning Curriculum Guide.

Where to Obtain this Resource: Indiana Campus Compact; 850 West Michigan St; Suite 200; Indianapolis IN 46202; Phone: 317-274-6500; FAX: 317-274-6510.

**Title: Service-Learning Workshop Curriculum Guide. (Indiana Campus Compact)**

**Authors: Cathy Ludlum Foos and Julie A. Hatcher**

Abstract: The editors note that because service-learning is a curricular issue and is contingent on creative work of faculty to provide meaningful experiences for students, its fate is in faculty hands. Hence, the guide serves as a tool to get faculty "up to speed" in service-learning by providing a definition and rationale for service-learning; a course revision process to make courses more service-learning ready; building of community partnerships; guides to help instill reflection; tips on student orientation, training, and monitoring; advice on assessment and evaluation of service-learning; and help in faculty taking clear ownership in service-learning. Where to Obtain this Resource: Indiana Campus Compact; 850 West Michigan St; Suite 200; Indianapolis IN 46202; Phone: 317-274-6500; fax: 317-274-6510

**Title: Seven Steps to Getting Faculty Involved in Service-Learning: How a Traditional Faculty Member Came to Teach a Course on "Voluntarism, Community, and Citizenship."**

**Author: Levine, Myron A.**

Journal Citation: Michigan Journal of Community Service-Learning; v1 n1, p110-14 Fall 1994

ERIC NO: EJ552421

Abstract: Outlines one Albion College (Michigan) faculty member's suggestions for encouraging faculty involvement in service-learning, drawing on his personal journey from traditional pedagogy to one that embraces service-learning. Guidelines focus on providing support and opportunity for faculty to make connections between community service and scholarship in their field.

**Title: To Serve and Learn: The Spirit of Community in Liberal Education.**

**Authors: DeVitis, Joseph L. Ed; Johns, Robert W. Ed; Simpson, Douglas, J**

URL: <http://www.peterlang.com>

Available: Counterpoints: Studies in the Postmodern Theory of Education, Volume 37, Peter Lang Publishing, Inc., 275 Seventh Avenue, New York, NY 10001-6708; Tel: 800-770-5264, 212-647-7706  
Abstract: The product of faculty, staff and students from 10 exemplary programs in service-learning at selected liberal arts colleges across the country, this collection of essays addresses vital issues in liberal learning and education for community. The collection's focus is the creation of educational goals and strategies for developing a service curriculum and for assuring an integral role for service-learning within distinctive institutional settings. It highlights intimate connections between theory and practice with a shared emphasis on critical/reflective inquiry, social responsibility, and empowerment.

### **Community College Resources:**

#### **American Association of Community Colleges Service-Learning Resources.**

All of the following resources are located at this website:

URL: <http://www.aacc.nche.edu/servicelearning>

1. Best Practices in Service-Learning: The American Association of Community Colleges helped develop campus-based programs that became a nucleus for a growing community college service-learning network. A variety of "best practices" evolved from the strategies and resources developed at the ten colleges that participated in a national Learn and Serve America program of the Corporation for National Service from 1994-1997. This document is available in pdf format.
2. Community Colleges Broadening Horizons Through Service-Learning, 1997-2000; Broadening Horizons was developed to increase the number, quality and sustainability of service-learning programs in community colleges nationwide. Among the features it offers: model programs, national data collection and dissemination, an information clearinghouse, professional development opportunities and technical assistance. This document is available in pdf format.
3. Project Descriptions 1995-97: Read about different service-learning projects.
4. Horizons Model Programs: A research brief about the fourteen community colleges that participated in AACC's Horizons project.

#### **Title: Building Sustainable Programs: A Guide to Developing & Maintaining Service-Learning at Community Colleges.**

**Author: Bucco, Diana**

ERIC NO: ED 405043

URL: [www.mc.maricopa.edu/academic/compact/toc.html](http://www.mc.maricopa.edu/academic/compact/toc.html)

Abstract: Service-learning is a pedagogy that combines community service with academic instruction, focusing on critical, reflective thinking and civic responsibility. This guide is designed to foster the development of service-learning programs at community colleges and presents experiences, ideas, and lessons learned from existing programs. Availability: Campus Compact National Center for Community Colleges, 1833 W. Southern Avenue, Mesa, AZ 85202.

#### **Title: Campus-Community Collaborations: Examples and Resources for Community Colleges.**

**Author: Terry Pickeral and Karen Peters**

URL: <http://www.mc.maricopa.edu/academic/compact/PubFrames.htm>

Abstract: A resource guide chockfull of examples of community college partnerships with K-12, social agencies, four-year institutions, business and industry, and national service. It includes an extensive bibliography on collaborations, and examines models from more than a dozen community colleges.  
Availability: Campus Compact National Center for Community Colleges, 145 N. Centennial Way, Suite 108, Mesa Arizona 85201.

**Title: Disciplinary Pathways to Service-Learning**

URL: <http://www.mc.maricopa.edu/academic/compact/PubFrames.htm>

Abstract: A collection of essays by community college faculty who integrate service-learning into their courses. This sourcebook explains the rationale for service-learning, provides several integration models, and identifies service-learning resources.

Availability: Campus Compact National Center for Community Colleges, 145 N. Centennial Way, Suite 108, Mesa Arizona 85201.

**Title: Faculty Guide to Service-Learning, Miami-Dade Community College**

URL: <http://www.mdcc.edu/servicelearning/facinfo.html>

Prepared by David B. Johnson, Faculty Consultant/Advisor, 237-7027, E-mail: [djohnson@mdcc.edu](mailto:djohnson@mdcc.edu)

Abstract: This handbook is designed to offer the basics for integrating service-learning with teaching. Check out the Center for Community Involvement site for more complete information: <http://www.mdcc.edu/servicelearning/>

**Title: From the Margin to the Mainstream: The Faculty Role in Advancing Service-Learning on Community Colleges: Models, Lessons from the Field, Case Studies.**

URL: <http://www.mc.maricopa.edu/academic/compact/mtm/toc.html>

**Author: Pickeral, Terry, Ed.; Peters, Karen, Ed.,**

ERIC NO: ED 405046

Abstract: Prepared as part of a project to promote service-learning activities at community colleges, this sourcebook presents essays by college faculty detailing service-learning models and strategies. The final section provides the following five case studies detailing individual faculty.

**Title: Service-Learning: Why Community Colleges?**

**Author: Barnett, Lynn**

Avail: New Directions for Community Colleges (Spring 1996) v.24, n. 1, p. 7-15

ERIC No. EJ524854

Abstract: This journal article describes various national initiatives that provide community colleges with grants and technical assistance to develop community building and service-learning programs. The article suggests that the objectives of service-learning (i.e., integrating community service with academic instruction, emphasizing critical reflection and civic responsibility) match the colleges' mission as teach and community-serving institutions.

**Title: Tensions Inherent in Service-Learning: Achieving Balance**

URL: <http://www.mc.maricopa.edu/academic/compact/PubFrames.htm>

Abstract: A resource for community colleges to understand the tensions inherent in the integration of service-learning into community and technical colleges. Faculty discuss the tensions encountered in moving service-learning from a marginal pedagogy to an authentic method of teaching and learning. (\$20) Availability:

Campus Compact National Center for Community Colleges, 145 N. Centennial Way, Suite 108, Mesa Arizona 85201.

**Title: Three Years After: Lessons Learned from a National Service-Learning Project at Community Colleges.**

URL: <http://www.mc.maricopa.edu/academic/compact/PubFrames.htm>

Abstract: A resource that gleans the best practices from the perspective of engaged faculty members. Faculty identify several lessons from the field that can assist others in designing effective processes to motivate and education faculty in service-learning pedagogy. Availability: Campus Compact National Center for Community Colleges, 145 N. Centennial Way, Suite 108, Mesa Arizona 85201.

**Title: Where is the Common Ground? Insights into Service-Learning Collaborations Between Community Colleges and Universities.**

URL: <http://www.mc.maricopa.edu/academic/compact/PubFrames.htm>

Abstract: A sourcebook that describes in depth the partnership, the community served, the challenges faced, and the relationships fostered during the collaborative efforts of 2 and 4-year institutions. The partnerships described in this sourcebook provide both ideas and insights so that you may be encouraged to pursue such an endeavor. Availability: Campus Compact National Center for Community Colleges, 145 N. Centennial Way, Suite 108, Mesa Arizona 85201.

**Title: Yesterday It Was Called Civics: Today It Is Service-Learning.**

**Author: Christiansen, Larry K.**

ERIC No: ED 383380

Abstract: In the fall of 1992, Mesa Community College (MCC), in Phoenix, Arizona, established the Center for Public Policy and Service to promote community service and active participation in the social and political process as integral parts of a community college education. Through the Center, students are provided with educational opportunities in community service through service-learning internships and in-course options in government agencies, educational entities, civic organizations, and citizen advocacy groups.

**Faculty Rewards, Promotion and Tenure (RPT) Resources**

**American Association of Higher Education (AAHE)**

URL: <http://www.aahe.org/FFRR/ffrnew2.htm>

This site provides information about the faculty rewards system. During the past ten years, colleges and universities across the country launched task forces to reexamine faculty expectations, evaluation, and rewards. To seize the moment - frame and articulate the agenda - and give status, direction, and practical guidance to this emerging, nationwide reexamination, AAHE created the Forum on Faculty Roles & Rewards, with FIPSE support.

**Title: East/West Clearinghouses for the Scholarship of Engagement**

Abstract: The East/West Clearinghouses for the Scholarship of Engagement are designed to support planning, implementation, evaluation and documentation of engagement, outreach and professional service for faculty and administrators in higher education. The Clearinghouses will support universities who have achieved changes in their faculty reward system and will encourage those campuses who are contemplating

such change. In addition, the Clearinghouses sponsor the National Review Board for the Scholarship of Engagement and provide external peer review and evaluation of faculty's scholarship of engagement. For more information, contact: Lorilee R. Sandmann, Vice Provost, Institutional Effectiveness and Strategic Partnerships, Cleveland State University, RT 1217, 1860 East 22nd Street, Cleveland, OH 44114-4435, Phone: 216-687-6915; Fax: 216-687-9290; Email: [l.sandmann@csuohio.edu](mailto:l.sandmann@csuohio.edu) or Amy Driscoll, Director, Teaching, Learning, & Assessment, California State University Monterey Bay, 100 Campus Center, Seaside, CA 93955-8001, Phone: 831-582-4517; Fax: 831-582-4545; Email: [amy\\_driscoll@monterey.edu](mailto:amy_driscoll@monterey.edu). Edwards, D.M. (1992). Overcoming institutional impediments to rewarding teaching. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA. (ERIC No. ED 345 677)

**Title: Buena Vista University, Storm Lake, Iowa Policies and Procedures**

Abstract: Faculty at Buena Vista University approved a three-year "trial" Faculty Appointment Policies and Procedures Policy that expires at the end of Spring Semester 2002. The tenure and promotion process at Buena Vista University supports faculty development in two ways. First it seeks to encourage the individual faculty member in efforts to improve skills and grow professionally. Second, it attempts to guarantee that the Buena Vista faculty is of the highest possible quality and demonstrably dedicated to teaching, academic advising, professional engagement, and service. It is under the heading of Professional Engagement that the University recognizes that professional growth, scholarship, and other kinds of creative activity can take a variety of forms. Because Buena Vista University is a New American College, its faculty members are rewarded for contributions to the scholarship of engagement and integration that helps like work in the disciplines both to the classroom and to society at large. To learn more about Buena Vista's RTP process, please contact Dr. Christopher Johnson, Assistant Professor of Religion (712-749-2179, [johnsonc@bvu.edu](mailto:johnsonc@bvu.edu) ), or Dr. Karen Halbersleben, VP for Academic Affairs & Dean of Faculty (712-749-2400, [halbers@bvu.edu](mailto:halbers@bvu.edu) )

**Title: Four Dimensions of Quality Outreach, Michigan State University**

URL: <http://www.msu.edu/unit/outreach/publications.html>

Abstract: As a professional university responsibility, an outreach project is assessed according to commonly held values and familiar measures that are applied to teaching, research, and service. These, as well as additional measures and values specific to the success of an outreach project are discussed in various sections of Points of Distinction: A Guidebook for Planning and Evaluating Quality Outreach and suggested in the matrix contained in this booklet. Copies can be ordered from: MSU Bulletin Office, 10-B Agriculture Hall, Michigan State University, East Lansing, MI 48824-1039 (request UO-02).

**Title: Making Outreach Visible: A guide to Documenting Professional Service and Outreach.**

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

**Authors: Amy Driscoll and Ernest A. Lynton.**

**Year: 1999**

Abstract: This guide addresses the "how to" issues and needs of faculty and administration in the context of institutional change. Copies are available from the American Association for Higher Education, 202-293-6440 x 11, email: [pubs@aahe.org](mailto:pubs@aahe.org) .

**Title: Montclair State University, Upper Montclair, New Jersey-Faculty Scholarship Incentive Program (FSIP)**

Abstract: Shortly after the publication of Ernest Boyer's now classic Scholarship Reconsidered: Priorities of

the Professoriate, Montclair State University undertook a reconceptualization of the meaning of scholarship and of the roles of and rewards for faculty. When Provost Richard Lynde announced willingness to examine both teaching load and the meaning of scholarship in the Fall, 1990 he signaled the beginning of four years of negotiations leading to the Faculty Scholarship incentive Program (FSIP). The program was intended to provide faculty with the option of reducing the teaching load from twelve to nine credits per semester and to allow them to use the other three credits to pursue scholarship defined within the scope of their career interests. For more information, please contact Richard A. Lynde, Academic Affairs, 973-655-4382.

**Title: Service at Indiana University: Defining, Documenting, and Evaluating Service at Indiana University**

**Abstract:** Presents an intellectual model for service, examples of documentation that respond to criteria for evaluating service, and descriptions of campus activities that stimulate campus discussion. The guidebook provides an important resource that can be used as campuses revise promotion and tenure guidelines, reshape the assessment of scholarship, and develop criteria for service awards. It is also useful to faculty as they prepare documentation for professional development, annual review, promotion and tenure, and awards. Available from: Center for Public Service and Leadership, Indiana University-Purdue University Indianapolis, 815 West Michigan Street, UC 3116, Indianapolis, IN 46202-5164; 317-278-2662; Price: \$15.00.

### **Model Programs**

**Title: Applied Scholarship in the Community Service Link: From Classroom Texts to Classroom as Text.**

**Author: Fischer, Ruth Overman,**

ERIC No: ED 410573

**Abstract:** Students entering the university have to create a space for themselves, not only in the writing classroom, but in their relationships with faculty, other students, and their evolving selves. A curricular support mechanism helps students enlarge their educational process. Such a support system, the Linked Courses Program, has been in operation at George Mason University since the fall of 1992. Designed primarily to provide comprehensive support for first-semester freshmen, the program links various introductory courses in disciplines such as sociology, psychology, anthropology, government, philosophy, communication, and biology with designated sections of first-year composition.

### **Links to Higher Education Service-Learning Programs**

This section lists higher education service-learning programs. Please note that websites are from a wide spectrum of higher education institutions, from Ivy League schools to small liberal arts colleges to community colleges and every size in between.

**Calvin College, Service-Learning Center**

URL: <http://www.calvin.edu/admin/slc>

Highlight: Checklist for faculty for integrating service-learning into the curriculum.

**Denison University, Center for Service-Learning**

URL: <http://www.denison.edu/service-learning>

Highlight: Faculty guidelines for developing service-learning classes.

**Georgetown University, Volunteer and Public Service Center**

URL: <http://www.georgetown.edu/outreach/vps/>

Highlights: Information about community driven research and program evaluation.

**Humboldt State University**

URL: <http://www.humboldt.edu/~slee/>

Highlight: Elements of high quality service-learning programs.

**Indiana University/Purdue University, Indianapolis Center for Public Service and Leadership, Office of Service-learning**

URL: <http://www.psynt.iupui.edu/epsi/CPSIhome.htm>

Highlights: Includes a faculty page that describes ways to integrate service-learning into the classroom curriculum. There is also a page of reflection exercises.

**Macalester College, Community Service Office**

URL: <http://www.macalester.edu/~cso>

Highlight: Community partners organized by interest.

**Miami-Dade Community College, The Center for Community Involvement and Civic Literacy**

URL: <http://www.mdee.edu.servicelearning>

Highlights: How faculty can get started in service-learning and a bibliography of service learning resources.

**North Carolina Central University**

URL: <http://www.nccu.edu/commserv/serve/htm>

Highlight: Faculty guide for service-learning.

**Seattle Central Community College, Service-Learning Program**

URL: <http://www.sccd.ctc.edu/~ccslp/>

Highlight: Service-learning manual for students.

**Portland Community College Service-Learning Program**

URL: <http://spot.pcc.edu/slp>

This website describes Portland Community College's Service-Learning Program. It also contains resources such as benefits of service-learning for students and funding opportunities for faculty.

**Providence College, The Feinstein Institute for Public Service**

URL: <http://www.providence.edu/psp>

Highlight: A list of objectives for making service-learning work.

**San Diego State University, Center for Community Based Service-Learning**

URL: <http://starter.sdsu.edu/ccbsl>

Highlight: A service-learning resource library.

**University of Rhode Island, Feinstein Center for Service Learning**

URL: <http://www.uri.edu/volunteer>

Highlights: Year by year plan for service and tips for keeping a service-learning journal.

**University of Southern California, Joint Educational Project**

URL: <http://www.usc.edu/jep>

USC's Joint Educational Project website includes a thorough description of service-learning principles; how to create service-learning course; resources for faculty; and tips for working in communities.

**University of Virginia-Madison House, Student Volunteer Center**

URL: <http://scs.student.virginia.edu/~madison>

Highlight: Online resource manual for students.

**University of Washington, Carlson Leadership and Public Service Center**

URL: <http://www.washington.edu/students/carlson>

Highlight: Provides resources for students.

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