

**COURSE NAME:** Service-Learning in Your Community

**NO OF CREDITS:** 2 QUARTER CREDITS  
[Semester Cr Equivalent: 1.33]

**WA CLOCK HRS:** 20  
**OREGON PDUs:** 20  
**CEUs:** 2.0

**INSTRUCTOR:** SUSIE RICHARDS, M.Ed.  
360/929-2606 Cell  
sea@whidbey.com

**COMPLETION DATE:** 3 months from your registration date

**LEARNING ENVIRONMENT:** This course requires assignment responses to be posted in a password-secured ONLINE website hosted by The Heritage Institute.

**COURSE DESCRIPTION:**

This course explores the theories and principles of contextual teaching and learning and service-learning through a blend of facilitated online discussion, readings, and hands on learning experiences. Participants will acquire the skills and knowledge to create authentic community based service-learning experiences. Participants will be provided the tools to apply these acquired skills to their local communities and their existing classroom curriculum, as well as gain a thorough understanding of the theoretical power of service-learning. Focus of the course will be on creating and sustaining community partnerships, meeting real community needs, and meeting academic standards through an overview of the essential elements of service-learning. This course is designed for all educational practitioners K-12.

**LEARNING OUTCOMES:**

By the end of the course participants will:

1. Demonstrate increased understanding and use of service-learning teaching and learning strategies to increase student performance/achievement.
2. Identify and research a critical issue/authentic need in their community
3. Use service-learning strategies to meet State Academic Learning Requirements, State Learning Goals and Essential Elements of Service-Learning.
4. Understand elements of exemplary service-learning programs through online interactions with guest speakers.
5. Create and maintain a network of ongoing support through strategies developed through class participation
6. Expand their skills to use technology to support your own learning, as a tool for collaboration, planning, presenting, and assessing ; and on-line library resources to identify, locate, and retrieve information;

**COURSE REQUIREMENTS:** Participants will complete brief, assigned readings, view the video posted in assignments (below) and will post responses to specific questions. Participants will complete assignments and post responses online to specific questions outlined for each assignment. Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

**HOURS EARNED:** Completing the basic assignments (#1 thru #4) for this course automatically earns participants their choice of 20 Washington State Clock Hours, 20 Oregon PDUs, or 2 CEUs (Continuing Education Units), which translates into 20 hours. The Heritage Institute is an approved provider of Washington State Clock Hours, Oregon PDUs, and CEUs by IACET (International Association of Continuing Education and Training, an official national and international certifier of CEUs).

## UNIVERSITY QUARTER CREDIT INFORMATION

### • UNIVERSITY QUARTER CREDIT OPTION 400 & 500 LEVEL

Teachers may opt to register for 2 (two) Antioch University, Seattle, 400 or 500 level quarter credits, instead of hours, and will be required to:

1. Complete all assignments for clock hours/CEUs (*Section A: Information Acquisition*)
2. Complete the extra reading/viewing, writing and classroom application assignments specified in the syllabus for the 400 or 500 level credit option (*Section B: Learning Application*)
3. Complete an Integration Paper by answering the 5 questions (*Section C: Integration Paper*)

### • REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Antioch University Seattle requires 75% or better for credit at the 400 level (upper division) and 85% or better to issue credit at the 500 level (Post-baccalaureate). These criteria refer both to the amount of work submitted as well as the quality of work as determined by each instructor

- |  |     |
|--|-----|
| 1. Completion of Information Acquisition assignments | 30% |
| 2. Completion of Learning Application assignments    | 40% |
| 3. Completion of Integration Paper assignment        | 30% |

### • CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents will show on a transcript. At the 400 level credit granted is equal to a "C" or better, and at the 500 level credit granted is equal to a "B" or better. This information is stated on the back of the transcript.

**COURSE MATERIALS/TECHNICAL REQUIREMENTS:** Reading and viewing of course materials compromise about half of the course. The balance of hours will come from posting responses to questions as well as reading.

You will need high-speed (DSL) Internet access in order to easily view online resources. Some of the reading materials may be provided in the online course environment as PDF documents, a format readable by computers with Adobe Acrobat Reader. You may download a free copy of Acrobat Reader from our website, if it is not already on your computer.

**REQUIRED TEXTBOOKS: Effective August 18, 2008** -- there is a new required textbook to replace:

*Getting Started in Service-Learning*; Carole Klopp, Joan Liptrot, and Kristine Klopp and

*Growing Hope: A Sourcebook on Integrating Youth Service into the School Curriculum*; Rich Willits

which have become difficult to obtain from National Youth Leadership Council

<http://www.nylc.org/publications.cfm>

**The NEW required textbook is:**

*The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum & Social Action*; by Cathryn Berger Kaye. Available at amazon.com for approximately \$20.00

### GETTING STARTED:

- Once you have registered for the course, you will be sent an email that contains the website address, password and course key(s) that you need to access your online course, along with instructions on how to log into the online system.
- The assignments listed in this syllabus are also listed at the bottom of each online course document. Access each assignment and enter your responses online. We suggest that you write your responses in a WORD document and then do a copy/paste function into the Responses box.
- When you have completed all assignments for the course, CLICK the 'ALL ASSIGNMENTS COMPLETED' option. The instructor will be notified that you have completed all assignments.

- The instructor will review your work and enter his/her responses online. You will be notified by email when the instructor has marked the course completed, and you will be instructed to log in and view the instructor comments. At that time, you can also SAVE a complete copy of the course assignments and responses.

#### **NOTES TO ALL PARTICIPANTS:**

- Unlike a live workshop, you are not required to be present (i.e. online) at specific days or times, participants will work at their own pace.
- All responses will be posted online. Large documents or files may be attached as part of your response by using the “Share A File” option.

### **ASSIGNMENTS for CLOCK HRS/PDUs, CEUs, 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT**

#### **A. INFORMATION ACQUISITION**

##### **Assignment #1:**

- Participants will access the following website and complete summary/questions as posted on the course site : National Service Learning Clearinghouse : A Comprehensive information system focusing on all dimensions of Service Learning, covering K-higher education as well as community based initiatives. Includes resources, databases, videos, state reports, bibliographies, publication lists, order information. <http://www.servicelearning.org/>

The National Service-Learning Clearinghouse has a Publication Center, which has a range of resources – many of which are free, or available for download.

[http://servicelearning.org/lib\\_svcs/pubs/index.php?search\\_term=publications](http://servicelearning.org/lib_svcs/pubs/index.php?search_term=publications)

During the first week of the course, please go to this site and order the following free materials:

- *Bringing Learning to Life: An Introduction to Service-Learning* (VHS or DVD)
- One other free publication of your choice.

During week six of the course (Assignment 5), you will post your responses to the video/DVD as an effective tool in educating your school/community about the benefits of service-learning,

After accessing this website, respond to the following questions:

1. Choose one resource or strategy identified from the website and describe how you can integrate one or more of these components into your own program/curriculum
2. Describe one of the unique features of this website and why you would/would not recommend it to another practitioner

Read Section I of “*Growing Hope*”

or Chapter 1 of “*The Complete Guide to Service Learning*” (Effective 8/18/2008)

Respond to the following questions:

1. Describe a strategy or strategies described in Section I of the text that you can implement in your own program/curriculum
2. As a result of your reading, develop one investigative question you could further research to enhance your own teaching and learning

## **Assignment #2:**

Access the following website and complete the questions outlined below: Corporation for National and Community Service: Created in 1993, the Corporation for National Service is a public-private partnership that engages Americans of all ages in service through three national service programs:

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

After accessing this website, respond to the following questions:

1. Choose one resource or strategy identified from the website and describe how you can integrate one or more of these components into your own program/curriculum
2. Describe one of the unique features of this website and why you would/would not recommend it to another practitioner

Read Sections II and III of "*Growing Hope*"

or Chapter 2 of "*The Complete Guide to Service Learning*" (Effective 8/18/2008)

Respond to the following questions:

1. Describe a strategy or strategies described in Section II and III of the text that you can implement in your own program/curriculum
2. As a result of your reading, develop one investigative question you could further research to enhance your own teaching and learning

## **Assignment #3:**

Access the following website and complete questions/summary as posted below: Learn and Serve America - Provides assistance to anyone implementing Service Learning programs and has questions about technical assistance, regional centers, peer mentors etc. <http://www.learnandserve.org/>

After accessing this website, respond to the following questions:

1. Choose one resource or strategy identified from the website and describe how you can integrate one or more of these components into your own program/curriculum
2. Describe one of the unique features of this website and why you would/would not recommend it to another practitioner

Read Sections 1-4 of "*Getting Started in Service-Learning*"

or Chapter 3 of "*The Complete Guide to Service Learning*" (Effective 8/18/2008)

Respond to the following questions:

1. Describe a strategy or strategies described in Sections 1-4 of the text that you can implement in your own program/curriculum
2. As a result of your reading, develop one investigative question you could further research to enhance your own teaching and learning

## **Assignment #4:**

- Access the following website and complete questions/summary as posted on course site National Service-Learning Partnership: National leadership organization dedicated to advancing service-learning as a core element of the educational experience of every elementary, middle, and high school. <http://www.service-learningpartnership.org/>

After accessing this website, respond to the following questions:

1. Choose one resource or strategy identified from the website and describe how you can integrate one or more of these components into your own program/curriculum
2. Describe one of the unique features of this website and why you would/would not recommend it to another practitioner

Read Sections 5-8 of “*Getting Started in Service-Learning*”

or Either Chapter 4, 5, or 6 of “*The Complete Guide to Service Learning*” (Effective 8/18/2008)  
*Chapters 4, 5, and 6 are all content chapters - so depending on interest, participants will read and respond to the chapter that would be of the most interest to pursue as a potential service-learning focus.*

Respond to the following questions:

1. Describe a strategy or strategies described in Sections 5-8 of the text that you can implement in your own program/curriculum
2. As a result of your reading, develop one investigative question you could further research to enhance your own teaching and learning

Begin research for identification of an authentic community issue as follows:

**For those taking course for clock hours:** Provide a 1-3 paragraph overview of an authentic issue in your own community that would be conducive to a service-learning project and/or course of study. Based upon your learning in this course, provide a brief outline of the content area, potential community partners, and outcomes you would like to see for students and community as a result of the project.

**For those taking course for credit:** Begin research to identify an authentic community issue/need in participant's own local community, using resources outlined in assignment section of course. This assignment is to be linked to assignment #5 (using the same identified authentic issue) in which participant will "Create a 3-5 page written proposal for a Service-Learning project that would address the identified authentic/issue" using the attached "Service-Learning Action Plan Template."

***This completes the assignments required for Washington Clock Hours, Oregon PDUs, or CEUs.***

***Continue to the next section for additional assignments required for University Quarter Credit***

**ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT**

## **B. LEARNING APPLICATION**

### **Assignment #5: (Required for 400 and 500 Level Registrants)**

- Access the following website and complete questions/summary as posted on course site: Community Works Journal: The Community Works Journal showcases innovative educational strategies, practices and curriculum that involve teachers and students in meaningful work within their communities.  
<http://www.vermontcommunityworks.org/cwpublications/journal/index.html>

After accessing this website, respond to the following questions:

1. Choose one resource or strategy identified from the website and describe how you can integrate one or more of these components into your own program/curriculum

2. Describe one of the unique features of this website and why you would/would not recommend it to another practitioner

In addition, complete the following assignments by posting your responses online

1. Post reflections on the “*Bringing Learning to Life*” video or DVD that you ordered week one, as well as reflection on the other publication that you ordered.
2. Create a 3-5 page written proposal for a Service-Learning project that would address the identified authentic/issue which will be shared with authentic audience using the “Service-Learning Action Plan Template” provided in Assignment 4.

### **Assignment #6**

**400 Level Registrants: Complete Part A Only**

**500 Level Registrants: Complete Part A and Part B.**

#### **Part A: (400 and 500 Level)**

Complete **one** of the following:

- develop an integrated curriculum to use with your students with a service-learning focus and write a 2-3 page paper outlining your process
- OR
- Another assignment of your own design, with the instructor’s prior approval.

#### **Part B: (500 Level Registrants ONLY)**

Post your responses to **one** of the following:

- Interview 4-6 teachers in your school or district who have been involved in service learning projects and describe in a few paragraphs what the major issues were in implementing their project and what they would do differently.
- OR
- Explore the literature on how to assess student learning when the project principally involves students in hands-on service learning. Then describe how you would assess activities such as environmental restoration projects, serving food to homeless people or learning about poverty in Africa and raising funds for African students to have text books.

### **ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QTR CREDIT (cont'd)**

#### **C. INTEGRATION PAPER**

#### **Assignment # 7: Integration Paper** **(Required for 400 and 500 Level Credit)**

Complete the requirements for university quarter credit by submitting a final Integration paper (2-3 pages). A heading is required; please use the following format.

Your Name:	Date:
Course Name :	Course Number:
# of Credits:	Level: (400 or 500)
Advisor Name:	

Respond to each of the 5 questions below. (First list the question and then write your answer)

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

**INSTRUCTOR COMMENTS ON YOUR WORK:**

**Be sure to mark the “All Assignments Completed” section in the online course environment as this will notify the instructor that you have completed the course.**

Upon receiving notification of your completion of all course assignments, your instructor will provide written comments online.

**QUALIFICATIONS FOR TEACHING THIS COURSE:**

**Susie Richards, M.Ed.**, certified instructor and former classroom teacher, has been working in the adventure education and service-learning field for the past 16 years. She is the state training cadre co-coordinator for Service Learning Washington, a program of the Office of Superintendent of Public Instruction, Learn and Serve Office. Susie also is a fellow in the Washington State Consortium for Contextual Teaching and Learning, and co-director of “S.E.A. – Service, Education and Adventure” a non-profit marine education organization. Through the design and implementation of numerous community-based programs for school districts and universities, she has developed an extensive network of community resources and collaborative partnerships.

## Service Learning in Your Community Bibliography

- Carr, Judy F.** (2001). *Succeeding with standards: linking curriculum, assessment, and action planning*. Judy F. Carr and Douglas E. Harris. Alexandria, VA 22311-1714: Association for Supervision and Curriculum Development.
- Costa, Art and Kallick, Bena** (2000). *Discovering and exploring habits of mind*. Alexandria, VA. Association for Supervision and Curriculum Development.
- Ellis, Arthur K.** (2001). *Research on educational innovations*. Third Edition. Larchmont. New York. Eye on Education, Inc.
- Jacobs, Heidi Hayes.** (1997). *Mapping the Big Picture: Integrating curriculum and assessment, k-12*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Jensen, Eric.** (2005). *Teaching with the Brain in Mind*, 2nd Edition. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R., Pickering, D., & Pollock, J.** (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA. Association for Supervision and Curriculum Development.
- McTighe, Jay and Grant Wiggins.** (2004). *The Understanding by Design Workbook*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Silver, Harvey F., Strong, Richard W., & Perini, Matthew J.** (2000). *So each may learn: Integrating learning styles and multiple intelligences*. Alexandria, VA. Association for Supervision and Curriculum Development.
- Tomlinson, Carol A.** (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA. Association for Supervision and Curriculum Development.

**Service-Learning**  
**Action Planning Guide**  
(reference Assignments 4 and 5)

**Burt/Richards**

The following set of components represents a purposeful and effective set of guidelines in building effective service-learning program development and implementation

1. What is your current teaching assignment (grade level, content areas, etc...)?
  
2. Of your currently taught units, select one which you believe is most conducive to “beyond the classroom” connections. Provide a brief description of this current unit of study:
  
3. What is the “big idea” – i.e., the deep learning and enduring understandings of your curriculum unit?
  - a. What are the student outcomes/results/learning targets/standards you want from this unit of study?
  
  - b. What are some potential community needs that exist in and around your school/local/larger community that are related to the “big idea” of this unit of study?
  
4. Identify authentic stakeholders/decision makers in the community who can help you to reassess/resee your “big idea” within the context of the real community need. *\*Here is the stage in which student voice can play a major role\**
  
5. As a collaborative partnership with community stakeholders, identify the stages/steps of developing a service-learning *project*

## **PROJECT IMPLEMENTATION:**

1. **What is the timeline of project?** Layout it into a calendar:

2. **What are the liability issues associated with project that will need to be addressed?**

- \* Review plan with building administrator before next steps
- \* Is project off or on campus? If off campus, are appropriate permission slips, etc. in place
- \* If using volunteers, are background checks in place before project implementation?
- \* Are there liability issues around transportation (using private vehicles, etc...)

3. **What resources are required for project implementation? Develop a project budget.** Within this budget, identify the following:

- \* What are direct costs (those costs that actual funds are needed for) Who are potential funders for these costs?
- \* what materials are needed for the project (art supplies, etc...) who are potential donaters/resources for these materials?
- \* How do you capture in-kind donations? In-kind donations are important to document for future funding, because these demonstrate program strength and support from your community. In-kind donations include donation of volunteer time, materials, percentage off the cost of materials, donated materials, etc...
- \* How can you leverage these resources/support for future grant opportunities?

4. **How does your project impact other teachers/staff within your building?** How can you address these issues?

5. **Assessment:** Is there ongoing real world student assessment built into the project? Are community partners included in this process?

6. **Evaluation:** Are evaluation tools in place? Who are your outside evaluators? Are you engaging in ongoing evaluation throughout the project?

7. **Reflection:** What reflective tools are utilized, and are they used in all stages of the project? Are you using multiple approaches to reflection – ie., journals, video, webpage development, etc...

8. **Celebration:** What type of celebration will be planned to recognize the culmination of the project? Who will be involved in the celebration?