

Service Learning

Service learning is a pedagogical concept that emphasizes the integration of academic learning with relevant participation in the community. It is one of the most widely attended categories in this bibliography, with a rapidly increasing literature. The scholarship in this area deals with academic and community-based learning as students make worthwhile contributions in various areas of the community. Both curricular and co-curricular activities are used to provide students with an opportunity to have a direct impact – e.g. mentoring elementary schoolchildren - or an indirect impact – e.g. conducting community-based research with a nonprofit organization.



Kellogg Forum on Higher Education for the Public Good Annotated Bibliography Project

Introduction

This annotated bibliography is a work in progress designed to become a key resource for the coalescing community of scholars who are invested in research and practice that centers on the potential value of higher education to society.

The purpose of this project is to develop and implement a framework for organizing many of the foregoing books, articles, presentations, policy documents and other intellectual goods that represent the most compelling thought and activity surrounding these issues in a way that will be useful to members of this community in their undertakings. We believe that it can be considered “useful” when scholars, in a variety of fields, regard it as an important resource to consult when seeking to identify scholarship that will lead to greater depth of insight on foundational theoretical perspectives as well as best practices and well developed policy and position statements related to the impact and value of higher education to the amelioration of our society.

Categories

Undoubtedly, higher education for the public good is a ubiquitous area of inquiry; however, the work initiated here intends to mitigate the all-encompassing gravity by filtering the available references through the following ten (10) categories:

- ❖ Service Learning *
- ❖ Civic Education *
- ❖ National Development (Economic) *
- ❖ Equity *
- ❖ Multiculturalism
- ❖ Technology
- ❖ Public Policy
- ❖ Philosophy
- ❖ Corporate Impact
- ❖ Governance

Format

In order to maximize accessibility of the scholarship and research to various communities of interest, the following format is being used to organize the sources:

CATEGORY (first level of organization – on header page with working definition paragraph)

Venue (Books/Monographs, Journal Articles, Dissertation/Theses, Reports,)
(second level of organization – indicated at the beginning of each sections)

Selected Citations (APA format)

Annotation

Keywords:



Full Citation List (APA format)

* Only items bearing an asterisk are included in this phase of the project. The remaining categories will be available by January 15, 2003

Books and Monographs relating to the issue of Service Learning and
Higher Education for the Public Good

Selected Annotations

Becker, T. L. and R. A. Couto, Eds. (1996). *Teaching democracy by being democratic: Praeger series in transformational politics and political science*. Westport, Connecticut: Praeger.

This volume links theory to practice by featuring tested techniques in teaching democracy by employing democratic practice in the classroom. The book is divided into three parts and six chapters with an introduction presenting a theoretical and analytical framework of democracy and democratic pedagogy. The volume concludes with an afterward, a bibliography, and an index.

Keywords: College Role, Community Services, Curriculum Development, School Community, Relationship, Service Learning, Student Participation

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Crews, R. J. (2002). *Higher education service-learning sourcebook*. Westport, Connecticut: Oryx Press.

This book is a comprehensive overview of the status of service learning in higher education, including a dictionary of key terms and concepts. It includes an annotated bibliography of print and online resources as well as a directory listing of more than 300 programs at colleges and universities, community service organizations, associations, conferences, funding opportunities and awards.

Keywords: Service learning, Student service, Student volunteers in, social service United States Directories, Community and college, and Experiential learning

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Driscoll, A., S. B. Gelmon, et al. (1998). *Assessing the impact of service learning: a workbook of strategies and methods* (2nd Edition). Portland, Oregon: Center for Academic Excellence, Portland State University

This guide, in workbook form, offers an assessment model for service-learning programs that focuses on the four constituencies of service learning: students, faculty, community, and the institution. The approaches described were evaluated and refined in a pilot study with 10 service-learning courses. The model provides both quantitative and qualitative measures at three levels of assessment: diagnostic, formative, and summative. The first chapter explains the comprehensive case-study model involving focus groups, individual interviews, surveys, direct observation, syllabus analysis, curriculum vitae review, and analysis of faculty journals. The second chapter covers strategies and methods for use with students and

includes a student survey form, an interview protocol, and a student focus group protocol. A chapter on strategies and methods for use with faculty includes similar measures as well as a guide to classroom observation, teaching/learning continua, a guide to syllabus analysis, a faculty journal protocol, and a guide to curriculum vitae analysis. The following section, on strategies and methods for use in the community, includes a community observation guide, a community focus group protocol, and a community partner interview protocol. The final section focuses on the institution with an institutional interview protocol and a list of institutional documents. Sample agreement forms are included.

Keywords: Evaluation Methods, Program Evaluation, Service Learning

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Guarasci, R., G. H. Cornwell, et al. (1997). *Democratic education in an age of difference: redefining citizenship in higher education*. San Francisco: Jossey Bass.

This volume is a collection of seven essays focused on programs that attempt to increase undergraduates' understanding of social differences while building a sense of campus community. Articles range from an outline of the essential argument for a new "democratic sensibility" in undergraduate education, to a framing of the argument for service learning, based on case studies. Another interesting article chronicles attempts to integrate feminist theory with community experience at a northeastern university. Case studies of activities at several American universities are presented.

Rhoads, R. A. (1997). *Community service and higher learning: explorations of the caring self*. Albany: State University of New York Press.

Rhoads argues that as society becomes increasingly diverse and diffuse, it is essential to foster a sense of self that is grounded in an ethic of care. Higher education plays a critical role in this regard. Through fostering an ethic of care, higher learning encourages the sense of otherness necessary to transcend differences. She notes that knowledge of the self derived from students' involvement in community service provides a basis for creating a more democratic and caring form of higher learning. Caring is an ethic that can be fostered, and community service is a vehicle for advancing such an ethic. In short, understanding the social processes associated with community service can shed light on how higher learning might be restructured as we struggle to build democratic communities within the tensions and strains of a postmodern world.

Keywords: Student service, Student volunteers in social service, Community and college, Education, and Higher Aims and objectives.

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Journal Articles Relating to the Issue of Service Learning and
Higher Education for the Public Good

Selected Annotations

Astin, A. W. (2000). Conceptualizing Service-Learning Research Using Ken Wilber's Integral Framework. *Michigan Journal of Community Service Learning: Special Issue, 104*, 98-113.

This article examines the design of service-learning research using psychologist-philosopher Ken Wilber's fourfold scheme. By interfacing Wilber's two dichotomies (interior versus exterior and individual versus group), researchers can access a comprehensive framework for conceptualizing the full range of service learning outcomes to study. Wilber's framework can be useful in studies investigating effective strategies for increasing faculty involvement in service learning.

Keywords: Service learning, Community Services, Educational Research, Methodology

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Bacon, N. (1999). The Trouble with Transfer: Lessons from a Study of Community Service Writing. *Michigan Journal of Community Service Learning, 6*, 53-62.

The Community Service Writing program at San Francisco State University was studied to explore the relationship between the knowledge students acquired in school and the knowledge they needed when writing for community-based organizations. Results for twenty-five (25) students suggest that service learning program developers should attend not only to the transfer of knowledge but also to the affective and social dimensions of student experience.

Keywords: Service learning, College Students, Writing instruction

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Bringle, R. G., & Hatcher, J. A. (2000). Institutionalization of Service Learning in Higher Education. *Journal of Higher Education, 71*(3), 273-290.

This study examines the responses of 179 representatives of diverse institutions of higher education to a questionnaire on institutionalization of service learning. The most prominent findings were that greater institutionalization occurred when institutions established a centralized office to coordinate activities, funded that office with university funds, located it under the chief academic office, and sent representatives to a Campus Compact planning institute.

Keywords: Service learning, Administrative Organization , Program Development

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Canada, M. (2001). The Internet in Service-Learning. *New Directions for Higher Education, 50*(n114), p45.

This article discusses how computer technology is a prime way to enable college students to serve their communities. As part of service learning, they can help agencies create World Wide Web sites or can build university-based Internet resources.

Keywords: Service learning, Information Dissemination, Social Agencies, Internet

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Checkoway, B. (2000). Public Service: Our New Mission. *Academe*, 86(4), 24-28.

In response to the increasing interest on college campuses in public service, this article reports on 1998, 1999, and 2000 national conferences on "Strategies for Renewing the Civic Mission of the American Research University." It includes notes on the conference recommendations, such as establishment of a permanent Institute for Education for Democracy. It also stresses importance of faculty involvement and of diversity in renewing the institution's civic mission. (DB)

Keywords: Service learning, Citizenship Education, Community Involvement, Public Service

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Clayton, M. (1999). Cultivating Character Colleges Are Taking the Teaching of Ethics and Morals More Seriously. *Christian Science Monitor* (June 15, 1999).

In a departure from schools with similar programs, Penn State has homed in on an oft-touted, little-implemented ideal of American higher education: character. However, the goal isn't an ethics discussion. By some estimates, 10,000 courses on applied ethics - business, nursing, accounting - are scattered across America's higher-education landscape. Yet only a few hundred of the nation's 4,000-plus colleges and universities - many of them small, religious liberal-arts schools - try to educate character across the curriculum. "Higher education is rediscovering a mission it has had from the beginning," says Elizabeth Hollander, director of Campus Compact, a national service-learning program at Brown University in Providence, R.I. That has translated into "educating the character of a new generation of students for the sake of our democracy, and not simply training them for work."

Keywords: Service learning, Curricula, Morality, Ethics, College students

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Dunlop, N. (2000). Teaching and Learning with the Seventh Generation: The "Inward Bound" Experience. *Journal of Experiential Education*, 23(3), 150-156.

This article describes a project in which Pre-health freshmen from a New York university worked at a traditional Mohawk community. In return, students received lessons in Iroquois spirituality, healing, and ecology. Reciprocity between community members and students alleviated problems related to appropriation of Native American traditions and "great white hope" philanthropy, and deepened students' recognition of compassion and understanding of healing.

Keywords: Service learning, American Indians, Experiential Learning, Intercultural Communication, Spirituality, Student Development

Fredericksen, P. J. (2000). Does Service Learning Make a Difference in Student Performance? *Journal of Experiential Education*, 23(2), 64-74.

This study examines the characteristics of students engaged in service learning and the association between service learning participation and student performance involved 699 college students in an American government course over three semesters. Researchers discovered that for this population, females and lower-income students were more likely to be service learning participants, and service learning participation was positively associated with academic performance.

Keywords: Service learning, Academic Achievement, Experiential Learning, Outcomes of Education, Student Characteristics

Furco, A. (2001). Advancing Service-Learning at Research Universities. *New Directions for Higher Education*, 78(n114), p67.

This article offers three strategies for overcoming the challenges of advancing and institutionalizing service learning at research universities. First, service-learning must be tied to the scholarly activities that research faculty value most. Second, service-learning must be tied to the important academic goals and initiatives under way on the campus. And third, service-learning must be incorporated strategically into the disciplinary structure of the university. The strategies address various aspects of the challenge to incorporate service learning into the fabric of the research university.

Keywords: Service learning, Research Universities, Program Development

Harkavy, I., Puckett, J., & Romer, D. (2000). Action Research: Bridging Service and Research. *Michigan Journal of Community Service Learning Special Issue*, 18, p113.

Action research is an approach to knowledge generation that can strengthen communities and institutions and is ideally suited to the advancement of academically-based service learning. This article presents the history and goals of this approach to service learning, defining current challenges, providing examples from three action research projects responding to these challenges, and identifying questions for research on this approach.

Keywords: Service learning, Action Research, Community Services, Educational Research

Harkavy, I., & Romer, D. (1999). Service Learning as an Integrated Strategy. *Liberal Education*, 85(3), 14-19.

Raising concerns about effectiveness of service learning efforts to engage students in community problems as part of an integrated curriculum, this article suggests the HIV epidemic as a situation requiring the diverse resources of modern colleges and universities and proposes partnerships with local communities to address the problem. Programs at the University of Alabama and Bryn Mawr College (Pennsylvania) are described.

Keywords: Service learning, Experiential Learning, Integrated Curriculum, School Community Relationship, Public Health, Acquired Immune Deficiency Syndrome

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Holland, B. A. (2001). A Comprehensive Model for Assessing Service-Learning and Community-University Partnerships. *New Directions for Higher Education*, 60(n114), p51.

This article describes a comprehensive assessment model as a method for capturing the different perceptions of and impacts on each constituency participating in service-learning projects, and for promoting ongoing improvement of service-learning programs and the partner relationships that sustain them.

Keywords: Service learning, Models, Program Evaluation, Partnerships in Education, College Instruction

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Hollander, E. L., & Saltmarsh, J. (2000). The Engaged University. *Academe*, 86(4), 29-32.

Noting a 1999 leadership colloquium of college presidents which urged student participation in public and community service, this article discusses issues and trends in the university's mission of community service. It also identifies new problems, including civic disengagement and the growing gap between rich and poor. Most importantly it examines the service learning movement and offers examples of engaged institutions.

Keywords: Service learning, Citizenship Education, Public Service, School Community Relationship, Service Learning, Social Responsibility,

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Leviton, D. (1999). Linking Aging, Death, Global Health, and University-based Community Service Learning. *Journal of Public Service & Outreach*, 4(2), 19-26.

This article discusses the concept of "horrendous death" (those caused by other people) and its application in the Adult Health and Development Program at the University of Maryland, a multi-ethnic, interracial, intergenerational health promotion and rehabilitation program. This service-learning program applies gerontological health theory and research in working with institutionalized and non-institutionalized adults on a one-to-one basis.

Keywords: Service learning, Death, Gerontology, College Students, Higher Education, Institutionalized Persons, Older Adults, School Community Relationship, Theory Practice Relationship

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Maloney, W. A. (2000). The Community As a Classroom. *Academe*, 86(4), 38-42.
Mattson, K. (1998). Can Service-Learning Transform the Modern University? A Lesson from History. *Michigan Journal of Community Service Learning*, 5, 108-113.

This article discusses the trend toward more civic education as exemplified by the increasing number of college courses which combine academic study and community activism. Additionally, it considers roots of the movement, education versus community needs, political aspects, race and class issues, and tenure concerns of faculty. These points are illustrated by noting the lasting impact of such programs as the Urban Nutrition Initiative of the University of Pennsylvania.

Keywords: Service learning, Activism, Citizenship Education, Educational Trends, School Community Relationship

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Mezzacappa, D. (2001). Partners in Philadelphia. *American School Board Journal*, 188(1), 36-38.

Common designs of service learning research are examined in this article by using psychologist-philosopher Ken Wilber's fourfold scheme. By interfacing Wilber's two dichotomies (interior versus exterior and individual versus group), researchers can access a comprehensive framework for conceptualizing the full range of service learning outcomes to study. Wilber's framework can be useful in studies investigating effective strategies for increasing faculty involvement in service learning.

Keywords: Service learning, Community Colleges, Educational Research, Research Methodology

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Moore, S. D., Brennan, S., Garrity, A. R., & Godecker, S. W. (2000). Winburn Community Academy: A University-Assisted Community School and Professional Development School. *Peabody Journal of Education*, 75(3), 33-50.

The authors describe an innovative school-university-community partnership that uses win-win collaboration to remove barriers to learning. The partnership involves a middle school, the Parks and Recreation Department, and the University of Kentucky, which collaborate with other community agencies to sponsor a school-based recreation and homework center, community learning opportunities, service learning, and a professional development school.

Keywords: Service learning, College School Cooperation, Partnerships in Education, Professional Development Schools, School Community Programs

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Ramaley, J. A. (2000). Strategic Directions for Service-Learning Research: A Presidential Perspective. *Michigan Journal of Community Service Learning, Special Issue, 97*, p91.

This article discusses service learning research, emphasizing: why institutions are interested in service learning; service learning to promote community involvement; college presidents' role in promoting service learning; creating the capacity for change; and a research agenda. It also emphasizes how much can be gained from communication between higher education researchers, program managers, and campus leaders, with the scholar/president as the bridge between them.

Keywords: Service learning, Administrator Role, College Presidents, Community Services, Educational Research

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Rhoads, R. A. (1998). Critical Multiculturalism and Service Learning. *New Directions for Teaching and Learning, 46*(n73), p39.

In a truly action oriented approach this article discusses how critical multiculturalism can be used to inform academic service learning, offering as an example the case study of a Pennsylvania State University project in which college students work with homeless citizens in Washington, DC. It stresses the importance of intentionality in planning the community service components of academic service learning.

Keywords: Service learning, College Curriculum, Critical Thinking, Cultural Pluralism Homeless People

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Rice, K. L., & Brown, J. R. (1998). Transforming Educational Curriculum and Service Learning. *Journal of Experiential Education, 21*(3), 140-146.

This article represents a study of 230 undergraduates at California State University Monterey Bay enrolled in a required service-learning course. Researchers found that students were stronger advocates of community service after completing the course, became personally and emotionally engaged, learned about their positions of privilege in society, and recognized the assumptions that they brought to the class.

Keywords: Service learning, College Students, Consciousness Raising, Cultural Awareness, Student Attitudes

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Shapiro, N. (1998). Learning Communities: Moving Beyond Classroom Walls. *Metropolitan Universities: An International Forum, 9*(1), 25-34.

This article describes the vision and activities of The College Park Scholars Program at the University of Maryland. The program is designed as a learning community, based on the model of a residential college that was designed to attract and retain academically talented undergraduates. Three experiential learning components developed by faculty for the curriculum are colloquia, service learning units, and discovery projects, all drawing from the local Baltimore-Washington metropolitan community.

Keywords: Service learning, College Curriculum, Discovery Learning, Experiential Learning, Gifted Students

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Tilstra, T., & Van Scheik, W. (1999). Coupling Experiential Education with Practical Service Involvement. *Journal of Experiential Education*, 22(1), 54-56.

At Canadian University College (Alberta), students from take part in summer development projects overseas and gain practical education in the realities of life in underdeveloped countries. They spend 6-8 weeks immersed in another culture; debriefing and reflection help students to process their experiences and reach greater understanding of others' lives and their own. This article discusses the experience and its impact upon student participants.

Keywords: Service learning, Consciousness Raising, Experiential Learning, Intercultural Programs, Student Development

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Tucker, M. L., McCarthy, A. M., Hoxmeier, J. A., & Lenk, M. M. (1998). Community Service Learning Increases Communication Skills across the Business Curriculum. *Business Communication Quarterly*, 61(2), 88-99.

This article discusses the importance of community service learning to business and higher education. It describes three community service learning projects involving three departments in the college business curriculum: (1) partnering among public schools, junior achievement, and management classes; (2) between nonprofit organizations and computer information systems classes; and (3) among local businesses, nonprofit organizations, university administration, and accounting information systems classes.

Keywords: Service learning, Business Communication, School Community Programs

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Vogelgesang, L. J., & Astin, A. W. (2000). Comparing the Effects of Community Service and Service-Learning. *Michigan Journal of Community Service Learning*, 7, 25-34.

In a quantitative, longitudinal look at over 22,000 students at diverse colleges and universities, this article compared course-based service learning and generic community service. It also compared student outcomes related to values and beliefs, academic skills, leadership, and future plans. The research provides evidence for the idea that connecting service with academic course material actually does enhance the development of cognitive skills.

Keywords: Service learning, Comparative Analysis, Outcomes of Education

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White, T. J. (2000). Service Learning and Participant Observation: Undergraduate Field Research. *Metropolitan Universities: An International Forum*, 11(1), 61-68.

This article compares the service learning experience of college students to the traditional social science technique of participant observation. The authors suggest that service learning allows students to test theories through personal observation in a service setting and experience the logic and practice of social research. The theoretical posits are illustrated with examples from the Xavier University (Ohio) service learning program in Nicaragua.

Keywords: Service learning, Experiential Learning, Participant Observation, Service Learning, Student Research

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Williams, K., & Kovacs, C. (2001). Balance and Mobility Training for Older Adults: An Undergraduate Service-Learning Experience. *Journal of Physical Education, Recreation & Dance*, 72(3), 54-58.

Keywords: Service learning,

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Zlotkowski, E. (1998). A Service Learning Approach to Faculty Development. *New Directions for Teaching and Learning*, 73, 81-90.

This article describes a service learning program aimed at improving balance and mobility in a group of older adults from an independent living center while giving college students (mainly exercise and sport science majors) an opportunity to interact with this population. The program has resulted in improved balance and mobility for the older adults and improved awareness levels for college students.

Keywords: Service learning, Older Adults, Physical Activities, Physical Mobility

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Zlotkowski, E. (2000). Service-Learning Research in the Disciplines. *Michigan Journal of Community Service Learning, Special Issue*(Edward), p61.

This article suggests that service learning, is an innovative practice in college teaching, challenges faculty in complex ways. The authors propose a matrix to help conceptualize different focus areas in service learning (student, expertise, sponsor, or common good) and instructional concerns (values development, pedagogical strategies, academic culture, and community partners).

Keywords: Service learning, College Instruction, Faculty Development, Instructional Development

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Zlotkowski, E. (2001a). Humanistic Learning and Service-Learning at the Liberal Arts College. *New Directions for Higher Education*, 96(n114), p89.

This article discusses specific steps that a liberal arts college should take if it wishes to develop an academically and socially effective service-learning program for its students. Recommendations include revisiting the college's mission, assembling resources, connecting service learning to similar concerns, forming a plan for faculty development, and rewarding faculty who use service learning.

Keywords: Service learning, Program Development, College Instruction, Higher Education, Liberal Arts, Program Implementation

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Zlotkowski, E. (2001b). Mapping New Terrain: Service-Learning across the Disciplines. *Change*, 33(1), 24-33.

This article describes a comprehensive (18-volume) series on service-learning in the academic disciplines which provides a rudimentary map to a renewed vision of American higher education by opening classroom doors to real-world experiences in workplaces and communities. Among the issues addressed discussed are: the series background; inclusiveness and disciplinary legitimacy as guiding principles; variations on a theme; course design; and service-learning and other progressive pedagogies.

Keywords: Service learning, Community Services

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Dissertations and Theses Relating to the Issue of Service Learning and
Higher Education for the Public Good

Selected Annotations

Abdur-Rashid, D. i. (1999). *Lessons from a teaching life: Towards a Muslim African American perspective on service learning*. Unpublished Ph.D, Ohio State University, Columbus, OH.

This qualitative study attempted to contribute to the pool of non-dominant cultural ideas available to inform service learning theory and production by utilizing a Godcentric analytical lens to look at the teaching and educational ideas of a leading Muslim African American educator. Through the employment of alternative methodological approaches the research found that Muslim African American perspectives on service learning are rooted in their Godcentric worldview and as well as their African and African American heritages. Themes such as othermothering, jihad (striving in the way of God) and cultural affirmation permeate their understanding of education and can inform dominant cultural perspectives on teaching. Additionally, the Muslim emphasis on the person of the teacher lead to the conceptualization of service learning as a tool to cultivate servant leadership—not just for the teacher, but for teacher educators and all those involved in the processes of education.

Keywords: Service learning; religious perspectives; Muslim

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Bergkamp, V. (1996). *Fanning the embers: Service-learning at Catholic colleges and universities*. Unpublished Ed.D, University of St. Thomas, St. Paul, MN.

This study focused on the concept of service-learning in institutions of Catholic higher education, particularly from the perspective of the faculty and staff who work most closely in these programs. Data was collected during site visits at seven Catholic colleges/universities across the United States. These site visits were two to three days in duration. The research was conducted under the auspices of the Association of Catholic Colleges and Universities who also used the results of this research in their strategic planning. The data was analyzed using symbolic interactionism to uncover the multiple meanings of service-learning. Some of the meanings were consistent with the structures and everyday workings of the colleges and universities--the mission, the liberal arts approach to education, the commitment of higher education to support citizenship, a commitment to the local community in which the institution is located, faculty committed to lifelong learning. Other meanings were not supported by any such elements within the institutions--resources were minimal for service-learning programs, structural dichotomies that make service-learning programs difficult to manage, a lack of support for faculty reflected in a lack of evaluative criteria related to service-learning, unresolved pedagogical tensions. Service-learning is receiving public and national attention and service-learning appears to be integral to the mission of Catholic colleges and universities, but it does not have popular or financial support within these institutions. The faculty and staff of these colleges and universities are a

small group of committed individuals who will not let this idea of service drift away from the experience of the students they serve through education. Faculty and staff provide leadership to their institutions by keeping alive the service component of educational pedagogy.

Keywords: Service learning; religious perspectives; Catholic institutions

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Berthiaume, J. L. (1999). *Community service learning perceptions of selected students attending a university in the southeast region of the United States*. Unpublished Ph.D, University of Southern Mississippi, Hattiesburg, Mississippi.

The general purpose of this study was to determine if there is a relationship among the perceptions of university students regarding community service learning and the residential environment, student academic classification, age, race, gender, and family status. One of the objectives of this study was to develop a profile of those students who support and routinely participate in community service projects.

Multiple regression analysis techniques were employed to test two hypotheses. The results did not find significance with the hypothesis using the variable of residential environment. However, a significant relationship was found with the hypothesis which included the independent variables of student academic classification, age, race, gender, and family status. Further analysis revealed that the gender variable was the only variable to achieve statistical significance. Data from this study revealed that female students were inclined to support community service initiatives in greater numbers than their male counterparts.

Keywords: Service learning; student perceptions

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Blackwell, A. P. (1996). *Students' perceptions of service learning participation in the College of Health and Human Sciences at the University of Southern Mississippi*. Unpublished Ph.D, University of Mississippi, Oxford, MS.

This research was designed to determine students' perceptions of service learning participation in the College of Health and Human Sciences at The University of Southern Mississippi. In addition, comparisons of students' perceptions were analyzed based on age, gender, classification, school affiliation, and outside employment. A survey instrument was developed by the author to collect data from students enrolled in courses with a service learning component. Frequencies, percentages, and mean scores were tabulated. Results of the study indicated strong support for service learning participation and few significant differences based on age, gender, classification, school affiliation and outside employment.

It was concluded that service learning participation is a very positive educational experience for university students in the College of Health and Human Sciences at The University of Southern Mississippi, and efforts need to be made to integrate service learning in more classes at the university level.

Keywords: Service learning; student perceptions; health

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Cram, S. B. (1998). *The impact of service-learning on moral development and self-esteem of community college ethics students*. Unpublished Ph.D., University of Iowa, Iowa City, Iowa.

The purpose of this study was to investigate the extent to which Service-Learning fostered moral development and increased self-esteem for students enrolled in an Introduction to Ethics classes offered at a large Mid-Western community college. A quasi-experimental design was employed which compared three sections of Introduction to Ethics taught by the same professor. Two sections were selected as non-service-learning contrasts which would be compared to one section which included Service-Learning as part of its course content.

Findings suggested the service-learning program studied did not provide enough affective change in the short exposure to move students to a step higher in Kohlberg's stages of moral development. The brief social service experienced by the service-learning section had a moderating affect on student self-esteem.

Keywords: Service learning; student development; Community Colleges; moral development; ethics

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Firman, J. P. (1982). *Involving university students in service to the elderly: a study of service-learning in gerontology*. Unpublished Ph.D, Columbia University Teachers College, New York, NY.

This study addressed three major barriers which limit our understanding of the general service-learning model and its particular relevance to the field of gerontology: (1) Lack of information about the general characteristics of successful programs of service-learning. (2) Lack of information about effective strategies for gaining the cooperation and resources necessary for successful implementation of service-learning projects. (3) An incomplete understanding of the similarities and differences between the service-learning and expertise models of university-sponsored services to the community.

Among the major findings of the study: (1) Service-learning in aging is a concept that can be successfully adapted by a wide variety of academic departments and administrative units. (2) Three of the four major service categories (remedial, supportive, and indirect) can be appropriately delivered through the service-learning model. The fourth category, basic maintenance service, is neither a successful nor an appropriate area for service-learning interventions. (3) There are major differences among different types of service-learning (academic, volunteer, and employment) in terms of average service hours per student and types of services rendered.

Keywords: Service learning; student involvement; gerontology; moral

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Garrett, A. (1999). *Literacy-based community service-learning: one possible remedy for the marginalized remedial composition student*. Unpublished M.A., California State University, Long Beach, CA.

This project discusses the problem of remediation and illiteracy in composition at the community college level, along with the educationally and culturally marginalized nature of said student population. One possible solution to this problem is posed in the form of literacy-based community service-learning. This project describes a pilot study in service-learning currently being conducted in a remedial composition class at El Camino Community College. Specifics about the needs of the remedial student, the conducting of the program and evaluation methods used are discussed. Finally, general benefits of service learning to composition are considered, including integrated learning, the imbuing of student writing with meaning and the encouragement of civic-mindedness and responsibility within a democracy.

Keywords: Service learning; Community Colleges; literacy; remedial education

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Leary, T. P. (1994). *Combining service and learning: a comparative study of the relationship between a classroom sponsored service-learning initiative and the moral, civic, and intellectual lives of college students*. Unpublished Ph.D, University of Maryland at College Park, College Park, MD.

The purpose of this study was to examine the effects of a classroom sponsored community service initiative on students' moral judgment, commitment to civic and social responsibility, and mastery of academic course content. A multi-method approach was utilized to examine developmental and learning outcomes of students participating in two sections of a Philosophical Anthropology II course, both taught by the same instructor, offered at a small liberal arts college. Students in one section of the course participated in a structured service-learning experience of approximately 25 hours in length, while students in the other section were asked to complete a library assignment of approximately 25 hours in lieu of the service-learning component. All other aspects of the course remained the same. Based on an analysis of the results of the three primary instruments utilized in this study, little or no evidence was found to suggest that students participating in the service section of the course demonstrated greater gains in their levels of moral judgment, commitment to civic and social responsibility, and mastery of academic course content than did students in the non-service section of the course. However, analysis of the findings of the more secondary, qualitative aspects of this study tended to differ and to somewhat contradict the quantitative findings.

Keywords: Service learning; classroom based; moral and civic development

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Martin, C. (1994). *Faculty perceptions toward service learning within a large public university*. Unpublished Ph.D, Pepperdine University, Malibu, CA.

The study investigated the perceptions of university full time faculty members toward integrating service learning with academic study. The research assessed what faculty considered service learning; the percentage of academic coursework designated toward service learning; the beliefs of the faculty regarding implementation of service learning; the advantages and disadvantages of service learning and what groups of people or a person would approve or disapprove of integrating service learning with academic study. Personal and professional characteristics of School/Department affiliation, age, sex, years of service, rank, research interest, number of publications, retention, promotion and tenure status, and experience outside academia were investigated.

Results of the study showed that 68 percent of the faculty engaged in service learning activities. A 33 percent core group of faculty existed within the university devoting ten to 20 percent of their coursework to service learning activities. Analysis revealed four levels of service learning based upon the learners degree of involvement in the service learning process. These are as follows: (1) Provider gives on the job training information. (2) Learner contributes something to the provider. (3) Interactive-learner contributes equally with the provider. (4) Learner contributes more than the provider.

Keywords: Service learning; faculty perceptions; public institutions

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Myers-Lipton, S. J. (1994). *The effects of service-learning on college students' attitudes toward civic responsibility, international understanding, and racial prejudice*. Unpublished Ph.D, University of Colorado, Boulder, Colorado.

This study examines the effect of a comprehensive service-learning program on college students' attitudes toward civic responsibility, international understanding, and racial prejudice. Included in the study is an examination of the practical, theoretical, and empirical issues of service-learning. The University of Colorado's International and National Voluntary Service Training (INVST) program is examined. A quasi-experimental nonequivalent control group design is employed. The students from the INVST class of 1993 and 1994 compose the experimental group. Students from the University's Volunteer Clearing House compose one control group, while randomly selected students from the general university population compose the other control group.

The results of the data analysis generally support the three hypotheses of the study. First, the hypothesis that the service-learning students will show larger increases in international understanding than the no service and service no learning students has been supported. The changes between the experimental and the control groups are moderate to strong for global concern, moderate for divergent global concern, negligible for cultural interest, and moderate to strong for cultural respect. Second, the hypothesis that the service-learning students will show larger increases in civic responsibility than the no service and service no learning students has been supported. The changes between the experimental and the control groups are strong for civic responsibility and very strong for both locus of control-societal and civic responsibility-behavior. Third, the hypothesis that the service-learning students will show larger decreases in

racial prejudice than the no service and service no learning students has been supported. The changes between the experimental and the control groups are moderate to strong.

Keywords: Service learning; student development; civic and racial understanding

Payne, C. A. (1992). *Construction of an instrument to assess the service learning model : Establishing concurrent validity and internal reliability*. Unpublished Ph.D, University of Northern Colorado, Greeley, Colorado.

A paper and pencil test was constructed to investigate the existence of phases as identified by the Service Learning Model (Delve, Mintz, & Stewart, 1990). Subjects with no structured exposure to service-learning activities residing in the residence halls at the University of Northern Colorado (UNC) (n = 70) and subjects involved in service-learning programs coordinated by the Office of Community Service at Colorado State University (CSU) (n = 65) participated in the study during the spring of 1992.

Research objectives provided guidelines for developing the test format and writing clear and understandable items that reflected the affective, behavioral and cognitive ways in which students experience and understand what it is to be a responsible citizen. No significant relationship was observed between the phases of the test instrument and parallel learning modes as measured by the Learning-Styles Inventory. It was suggested that learning styles transcend the different ways to experience and understand what it is to be a responsible citizen, and therefore, do not provide an appropriate measure of concurrent validity. The internal reliability for each phase of the test instrument was lower than desired, however, the coefficients of internal consistency showed promise ranging from $r = .5266$ for Phase 1 to $r = .7582$ for Phase 3.

Keywords: Service learning; methodology validity and internal reliability

Prentice, M. K. (2001). *Learning beyond the classroom: the institutionalization of service learning programs in United States community colleges*. Unpublished Ph.D, University of Texas at Austin, Austin, Texas.

This study, using Curry's (1991) model of institutionalization, attempted to identify factors that indicate that a service learning program has been institutionalized within a community college. Curry, in her work, identified three components of institutionalization. Structurally, support for the innovation must be reflected throughout the organization. Procedurally, the innovation should be integrated with other structures in the organization. Culturally, norms and values associated with the innovation should be adopted by the organization's members.

A status descriptive survey developed by the American Association of Community Colleges was used in this study . Participants for this study consisted of program directors and administrators who were drawn from 350 AACC-identified service learning programs in community colleges across the nation. Findings from the study showed that while factors of institutionalization can be identified, the level of service learning institutionalization differed among rural urban and

suburban colleges. Overall, colleges showed the weakest institutionalization of service learning into the culture of the institutions. Additionally, college programs were weak in promoting the program and in orienting those who are involved in service learning. Possibilities for these differences, along with recommendations for future efforts, are discussed.

Keywords: Service learning; institutionalization; classroom; Community Colleges;

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Rauner, J. S. (1995). *The impact of community service-learning on student development, as perceived by student leaders*. Unpublished Ed.D, University of San Diego, La Jolla, CA.

This study investigated the experiences of college students as community service leaders over a two-year period at two universities. According to data generated by four case studies, these leaders perceived significant personal changes in themselves as being different from changes they experienced when they volunteered. They grappled with their responses to societal problems and reflected on their relationships with people, of widely diverse cultures, whom they served. Participants improved communication and organizational skills while learning about societal issues and community agencies. Data for this study were gathered from archival sources, surveys, questionnaires, journals, and focus group interviews. Several differences existed between the two university programs; such as, the program longevity, funding sources, and student leader autonomy. Issues regarding community service program implementation emerged, including types and amount of advising given to community service leaders and agency receptivity to students giving service. Impact on both universities and the broader communities convinced student leaders that they could make a difference. Being a leader in university community service programs stimulated some participants to plan future community leadership; all felt challenged to assume responsibility as citizens in our complex world.

Keywords: Service learning; student development; Community Colleges; student leaders

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Rhodes, C. P. (1999). *Psychosocial changes in student development of college sophomore women along Chickering's seven vectors with service-learning as an institutional effect*. Unpublished Ed.D, Vanderbilt University, Nashville, Tennessee.

This project focuses on an existing service-learning program that is required of all students in their sophomore year of college. The research has two intentions: (a) to shed light on the impact of community service and reflections sessions on psychosocial development, and (b) to explore whether there are specific aspects of service-learning that are more influential than others. Although this study does not demonstrate that participation in the service-learning course has significant impact on psychosocial outcomes, having performed community service in the past does have a significant effect. Also, it was determined that certain aspects of a service-learning course may be more significant on student outcomes than others.

Keywords: Service learning; student development; women students institutional effects

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Ridgell, C. E. (1994). *Student perceptions: Before and after student service-learning*. Unpublished Ed.D, University of Maryland at College Park, College Park, MD.

The State Board of Education of a Mid-Atlantic state has mandated student service-learning as a high school graduation requirement. The purpose of this study was to measure changes in students' perceptions on two of the State Board of Education's student service-learning outcomes; social and civic responsibility and political efficacy. Students' perceptions were measured by three scales on the National Learning Through Service Survey developed by Search Institute: (1) attitudes toward personal and social responsibility; (2) intent to serve; (3) locus of control. The study examined the differences in perception based on course level (college preparatory and standard), gender, and participation in school and community activities other than service-learning. Twelve research questions and corresponding statistical hypotheses guided the study. The pre/post survey study included ninth grade students in three public high schools. The researcher selected a stratified random sample of seventeen classes, proportional to course level (college preparatory and standard levels), to be used for the study.

The study concluded that the school system should address curricular design issues that included program duration, amount of reflection time, and developmental appropriateness of activities for students. Staff development, assessment procedures, and mandatory programs were addressed.

Keywords: Service learning; high school student development; educational policy

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Savoie, E. J. (1995). *The development of a collaborative effort to establish a university-based service-learning program: a case study*. Unpublished Ed.D, Columbia University, New York, NY.

This case study documented through ethnographic and participatory action research, the development of a collaborative effort to establish a university-based service-learning program. Specifically, the study addressed the socio-political and leadership strategies used to engage partners in the building of a collaborative relationship; examined models for collaboration and their ability to facilitate program development; and explored the involvement of a university and the ways that it affected the effort. Multiple methods of data collection were utilized including documentation and archival records, questionnaires, a focus group, interviews, and participant observation. Instruments were designed to assess community needs and engage stakeholders in the development, monitoring, and implementation of the project, thereby reinforcing the collaborative effort with the community. The engagement strategies followed a rapport development process and utilized political reasoning or strategic representation as an essential element.

At the conclusion of this study, a collaborative had been formed between the university, city, parish (county), and federal agencies, and community-based organizations. The collaborative had endorsed the priorities established by the needs analysis, formulated an action plan to address those needs, expanded to include new partners, received local grant funds, and submitted an operating grant proposal for AmeriCorps funds. The study concludes that collaboration is

community building and building communities is a political act. Political reasoning or strategic representation provides tools necessary for the construction of communities.

Keywords: Service learning; university/community collaboration

Seitsinger, A. M. (1999). *By whom and how is service-learning implemented in middle level schools involved in documenting school improvement: a quantitative study of opportunity-to-learn conditions and practices*. Unpublished Ph.D, University of Rhode Island, Kingston, RI.

The paucity of research and mixed findings on academic outcomes from K–12 service-learning led to an examination of the opportunity-to-learn conditions and practices in 271 middle-level schools in 16 states involved in documenting school improvement efforts in order to find out by whom and how service-learning was implemented. A secondary analysis was conducted of data from 2,164 core classroom teachers who participated in the High Performance Learning Communities Assessment during 1997–1998. Demographic information from 132,822 students in grades 6–8 were used to describe the socio-demographic characteristics of the schools where these teachers taught. Descriptive and correlational statistics were run to determine if relationships were evident between teachers' background and experience, attitudes toward educational practices, and classroom instructional practices. Multivariate statistics, including MANOVA and discriminant function analysis, were used to compute group differences in teachers' background and experience and use of the strategies of service-learning and standards-based instruction. Correlations and analysis of variance were computed to examine differences in which schools involved which students in service-learning.

Findings suggested virtually no relationship between teachers' background and experience, attitudes toward educational practices, and classroom instructional practices. Although nearly all the teachers endorsed the strategies of service-learning, they were not implemented frequently. Discriminant function analysis revealed that teachers' professional knowledge of national and state curriculum standards and adolescent development predicted their use of service-learning strategies. The strategies of service-learning were also associated with more frequent implementation of standards-based practices for higher order thinking in literacy and numeracy. Correlational analyses indicated that students' background characteristics and their schools' urbancity were associated with opportunities to learn through service-learning.

Keywords: Service learning; secondary schooling; school improvement

Smith, J. S. (1987). *An analysis of the relationship between community work experiences and selected measures of career development of Michigan State University students*. Unpublished Ph.D, Michigan State University, East Lansing, MI.

The purpose of this study was to examine the relationship between the community work experience of Michigan State University students and various measures of career development, major field selection and personal values and skills. The study also examined whether the results

of this experience were different for those of different ages, genders, class levels, ethnicity and in traditional and non-traditional occupation areas. The population included all students who participated in community work experiences provided by the MSU Service-Learning Center between September, 1977 and June, 1981. An optical scan computer survey card was distributed yearly to each of the participating students. The major research question was to determine whether a correlation existed between the experience and selected measures of career development.

The major motivations for student participation were to gain experience in a career field and to help people. Younger students became involved to explore career choices, while older students wanted to gain experience in their career field and develop professional contacts. The majority of the participants affirmed, changed or questioned their career choice, and nearly half of the total affirmed, changed or questioned their major. Women were more apt to cross stereotypic career barriers than were men. The value of the community work experience was confirmed, with the importance of the role of the academic advisor emphasized.

Keywords: Service learning; student development; Community work experiences

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Smith, M. W. (1993). *An assessment of intended outcomes and perceived effects of community service-learning participation for college students: "striking a chord in the key of C"*. Unpublished Ph.D, University of Maryland at College Park, College Park, MD.

The purpose of this research was to clarify the intended outcomes of Service-Learning participation for college students who serve, as described by "influentials" that promote Service-Learning as an undergraduate experience; and to describe the effects of Service-Learning participation on college students who serve, as perceived by students who serve.

The study is descriptive and analytical. Qualitative methods of inquiry, including content analysis of documents and individual and focus group interviews, were used at two levels: The Institutional Level--One institution of higher education was selected for a case-study. Four campus constituencies were represented--the administration, faculty, program managers, and students; The National Level--The researcher studied one national organization that promotes collegiate community service, and policymakers who sponsored service-learning legislation. The researcher explicated thirteen (13) distinctive themes of service-learning outcomes: Personal Connections, Career Development/Goal Setting, Change, Competencies, Contribution, Spiritual Development, Commitment, Clarification of Values, Confrontation, Cognitive Connections/Curriculum, Self-Concept, Civic Participation, and Emotions. The findings reveal considerable harmony, as well as dissonance between the influentials' intended outcomes and the students' perceived effects. Analysis of service-learning discourse extracted common words and phrases through which the conceptual themes for outcomes are conveyed, many of which begin with the letter "C" and are communicated in musical metaphors. Thus, the researcher developed the "Lexicon of Intended Outcomes for Service-Learning as an Element of the Curriculum in Higher Education--The Key of C", which simplifies, organizes, and clarifies the themes and related vocabulary of service-learning outcomes.

Keywords: Service learning; student development; outcomes assessment

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Subramony, M. (1999). *Two studies of the impact of performance feedback on community service learning among college students*. Unpublished Ph.D, Central Michigan University., Mount Pleasant, MI.

Study one examines students' access to frequent written performance feedback from agency supervisors. Thirty-eight service-learning students enrolled in a Midwest university were randomly assigned to a performance feedback (experimental) condition and a no performance feedback (control) condition. Student learning from community service (SLCS) was measured both before and after the semester-long intervention. Students in the experimental group did not show significant improvements in SLCS over those in the control condition. However, an individual-differences variable, feedback disposition predicted SLCS.

Study two looks at the impact of organizational feedback quality, client feedback quality, student feedback seeking, and 2 sets of individual-differences variables (goal orientation, and feedback disposition) on SLCS. One hundred seventy-seven students, enrolled in ten service learning classes completed surveys assessing these variables. Client feedback quality and feedback disposition predicted SLCS significantly.

Keywords: Service learning; student development; Community Colleges; performance feedback

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Tolleson Knee, R. (1999). *Service-learning in social work education building democracy through informed citizenship*. University of Denver, Denver.

This study utilized a quasi-experimental comparison group design to determine whether undergraduate students enrolled in a semester-long introductory social welfare course who participated in service-learning acquired attitudes and skills that supported citizenship, a respect for diverse populations, and leadership abilities more readily than their nonparticipating peers. A pre and posttest was administered while mean score differences between and within groups were measured by employing the independent and paired t-tests. The outcomes supported service-learning as a medium to foster leadership abilities and stronger affiliations with local citizens and community-based organizations. The results also have important implications for integrating theory with practice.

Keywords: Service learning; student development; democratic and citizenship

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Wadsworth, M. B. (1997). *A proposal for a service-learning program at Mount St. Mary's College*. Unpublished Ed.D, University of California, Los Angeles, Los Angeles, CA.

Mount St. Mary's College (MSMC) has included service in its mission since its founding in 1925. However, there has never been a structured learning dimension to the service activities in which the students of MSMC engage. The intention of this project was to develop a model for a

service-learning program at MSMC. In order to inform this model for service-learning at MSMC, the case study summaries from 17 colleges which operate Learn and Service America, Higher Education grant programs were reviewed. Then, site visits were conducted to interview participants in service-learning programs at four colleges in Southern California. Finally, a service-learning task force comprised of faculty, students, and staff was created at MSMC.

The investigation for this project revealed, as the literature suggests, that there is no one prototype for a service-learning program (Jacoby, 1996). The model for a proposed service-learning program at MSMC, however, draws upon many of the guiding principles that the literature provides for the development and implementation of a service-learning program (Honnet & Poulsen, 1996). Further, the case studies and site visits provided design strategies--especially with regard to the importance of faculty involvement and institutional funding--useful for the MSMC model. The model proposed for MSMC discusses structure, staffing, funding and budget, learning component, faculty involvement, student involvement, and risk management considerations.

Keywords: Service learning; student development; institutional assessment

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Zawacki, K. G. (1997). *Personal and family factors related to service-learning in an undergraduate course on diversity*. Unpublished Ph.D, Michigan State University, East Lansing, MI.

The purpose of this study was to explore the significance of selected personal and family factors in the decision of college students to engage in community service. The subjects were selected from an undergraduate course on U.S. diversity (ISS 335). Two topic areas were explored with quantitative procedures: global identity and attachment, and three themes were explored through qualitative analyses of focus groups: caring, identity, and diversity.

For the quantitative findings, students completed a packet of self-report measures at the end of the course in 1995 and again two years later. Data on global identity were collected during both times while the data on attachment were collected only during the follow-up. Subjects were divided into three groups: (a) Group 1, Service-Learning related to the course; (b) Group 2, No Service; and (c) Group 3, Prior Service not related to the course. Results are based on a sample of 74 questionnaires representing a total response rate of 67.3%. Significant differences between the three groups in rate of responding was itself a significant finding. Students who volunteer their time to engage in service activity were more inclined to cooperate in being a part of a study related to the topic. The results of the qualitative analyses support this finding for the service groups (Group 1 and 3) by describing how these students care about their environment as well as their perceptions about how they learned to care for others. These findings suggest that incorporating service-learning activities within college courses can enhance learning. Further work using a larger sample coupled with a longitudinal and multi-method design would explain the nature of these results.

Keywords: Service learning; student development; family factors

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Reports Relating to the Issue of Service Learning and Higher Education for the Public Good

Selected Annotations

Ayers, G. E., & Ray, D. B. (1996). *Service Learning: Listening to Different Voices*. Fairfax, VA: College Fund/UNCF.

This report presents the perspectives of three educators from historically black colleges and universities on the advancement of community service and service-learning in higher education. Each of the essays is introduced by a leader in the service-learning community. They include: (1) "Curriculum Transformation and Service Learning" (Carl H. Marbury, with an introduction by Edgar Beckham), which highlights programs at Rutgers University (New Jersey), Providence College (Rhode Island), and Stillman College (Alabama) designed to overcome obstacles to curriculum transformation; (2) "Student Participation in Community Service and Service Learning" (Rosalyn Jones, with an introduction by Denise Beal), which examines the service-learning component of the core curriculum at Johnson C. Smith University (North Carolina); and (3) "Building Authentic Community Partnerships" (Claudette McFadden, with an introduction by Yolanda Moses), which outlines guidelines for building school-community partnerships in service learning. The common theme throughout is that service-learning requires significant transformations of traditional structures, learning processes, people, and relationships.

Keywords: Service learning, College Role, Community Services, Curriculum, Development, School Community Relationship

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Balbale, M., Stamooolis, J., Lawson, P., & Woodiwiss, A. (1999). *What Value Do College Admissions Directors Place on School-to-Work Experiences? -- Wheaton North High School Field Study Project*. U.S.; Illinois.

This report describes a field study conducted by four high school students to determine the value that college admissions directors place on school-to-work (STW) experiences, which were defined not as traditional vocational education but rather as field study designed to give students an appreciation for and practice in exercising the skills and competencies necessary to succeed in college and throughout their careers and lives. Data came from interviews with admissions officers from a sample of 36 lower-, middle-, and high-tier colleges and universities across the country. High school academic performance was the first criterion considered in the college admissions process. The higher the quality of the college/university, the greater the value placed on extracurricular activities, including STW. Most admissions officers surveyed were unfamiliar with STW. Three-fourths of those surveyed placed little or no value on STW programs such as career exploration and job shadowing; however, two-thirds placed high value on service

learning and internship programs. Fewer than 10% of those surveyed believed that the value placed on STW programs in the admissions process would increase. (Appended are the following: confirmation letter; interview questions; list of colleges/universities interviewed; list of STW definitions; notes from the team and project manager; and report forwarding letter.)

Keywords: Service learning, Admission Criteria, Admissions Officers, College Preparation, Education Work Relationship, Educational Attitudes, Field Experience Programs

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Barnett, L. (1996). *Community Outreach in Associate Degree Nursing Programs: AACC/Metropolitan Life Foundation Project, 1995-1996. AACC Project Brief.* Washington, DC: American Association of Community Colleges .

This report highlights five community colleges chosen in 1995 to participate in a year-long project to implement new teaching methods in associate degree nursing programs to better meet community needs. Supported by the American Association for Community Colleges, with seed money from the Metropolitan Life Foundation, all of the projects also had significant financial support from their colleges and community partners and all continued beyond the grant period. The following projects were funded: (1) a seven-county rural health screening program established by Copiah-Lincoln Community College, in Mississippi, focusing on the health needs of youth and older adults and involving strong community partnerships; (2) a faculty and curriculum development initiative developed by Northern Virginia Community College and added to an existing service learning program involving a Mobile Nurse-Managed Health Center for underserved populations; (3) a model home care and community-based continuing education curriculum developed by Orange County Community College, in New York, the components of which were incorporated into the standard undergraduate nursing curriculum; (4) a home health elective course created by the Southwestern Community College District, in California, which drew on the resources of four community colleges and was designed to be offered by each college in alternate years; and (5) a practicum developed by St. Petersburg Junior College, in Florida, using "clinical associates" in community health agencies to train nursing students to work effectively in community settings.

Keywords: Service learning, Health Needs, Nursing Education, Partnerships in Education Practical Nursing, Program Development, School Community Relationship

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Boyte, H., & Hollander, E. (1999). *Wingspread Declaration on Renewing the Civic Mission of the American Research University: The Wingspread Conference.* Racine, WI.

This document is the result of a conference of university administrators and faculty and representatives of professional associations, private foundations, and civic organizations

called to formulate strategies that can prepare students for responsible citizenship in a diverse democracy and to engage faculty members in developing and utilizing knowledge for the improvement of society. The resulting declaration examines civic responsibilities of research universities and issues a call to higher education institutions to go beyond service-learning experiences and community-oriented research to renew their mission as agents of democracy. The declaration sees deep strategic challenges in finding ways to tap and free the talents of faculty, students, staff, and administrators for public engagement. The declarations suggests university curricula that challenge students' imaginations and co-curricular activities, both on and off campus, that offer opportunities for students to become engaged in community projects. It suggests that faculty help create, participate in, and take responsibility for public culture at their institutions; that staff build upon and receive recognition for local community ties; that administrators articulate the philosophical and intellectual meaning of research universities as agents of democracy; and that institutions develop admissions policies and financial arrangements that create diverse "publics" within institutions. Appended is a list of participants.

Keywords: Service learning, Citizen Participation, Citizenship Responsibility, Institutional Mission, Institutional Role, Research Universities

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Brown, D. W. E. (1997). *Higher Education Exchange 1997*. Dayton, Ohio: Charles F. Kettering Foundation.

This report includes a foreword and 11 articles which discuss the nature and structure of public scholarship. The contents include: "Foreword" (Deborah Witte); (1) "Public Scholarship: The Dissemination of Knowledge" (Jean Cameron) which maintains the public has claims on higher education as a creator and disseminator of knowledge; (2) "Daring to Be Unprofessional" (David W. Brown) which suggests the professional ethos is often at odds with the needs of students and other realities on campus; (3) "Towards an Ethic of Academic Discourse, Or, Why Do Professors Talk the Way They Do?" (Bennett Ramsey) which considers the need to balance academic research and academic accessibility; (4) "Pedagogical and Civic Response-Abilities" (Stephen M. Johnson) which examines open-ended learning and multicultural classrooms; (5) "An Agenda for Involving Faculty in Service" (Deborah Hirsch) which proposes service learning as a form of faculty professional service; (6) "The Promise and the Flaws of Public Scholarship" (Alan Wolfe) which presents public scholarship as an obligation to share knowledge; (7) "Public Scholars: In Search of a Usable Present--A Reply to Alan Wolfe" (Jay Rosen) which stresses the need to disseminate knowledge and create it in a group fashion; (8) "Public Scholarship and the Land-Grant Idea" (Scott J. Peters) which notes the legacy of partnership between university and community; (9) "Civic Education in a New Key" (Bernard Murchland) which urges the centrality of educating for a healthy civic society; (10) "Public Deliberation: A Resurgence of Scholarly Interest" (Dennis Gilbert) which notes that public deliberation strengthens the legitimacy of public institutions; and (11) "The Public and the Academy" (David Mathews) which offers a broad look at the relationship between institutions of higher education and the civic realm.

Keywords: Service learning, Educational Philosophy, Public Support, School Community Relationship

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Bunney-Sarhad, L. (1992). *International Studies: A Transdisciplinary Agent for Curricular Reform*. Stanislaus, California: California State University.

This report covers a 3-year project at California State University, Stanislaus, in cooperation with Modesto Junior College (California), to add a non-Western dimension to existing courses and to "internationalize" the curriculum through academically related field projects conducted at a community center serving a large population of Cambodian refugees. The school, with a largely rural, insular student body, serves a six-county area of the Central Valley. Student field work projects are integrated into course syllabi and are intended to serve as the vehicle for developing students' understanding of international issues inherent to specific disciplines, create sensitivity to and respect for other cultural modes, including study of non-Western languages, and enhancing understanding of global effects of national political and economic decisions upon human populations. Among the disciplines participating in the field-work requirement are anthropology, child development, communications, English, ethnic studies, geography, nursing, political science, psychology, sociology, and teacher education. The program, which initially involved 60 students and 3 faculty members, now includes 245 students and 15 faculty. Appended are remarks on Fund for Improvement of Postsecondary Education (FIPSE) program assistance, a diagram of participating entities, student agreement forms, orientation materials, course outlines, and an internal evaluator's report.

Keywords: Service learning, Cross Cultural Studies, Curriculum, Field Studies, Immigrants, Interdisciplinary Approach

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Cantor, J. A. (1997). *Experiential Learning in Higher Education: Linking Classroom and Community*. *ERIC Digest*. Washington, DC: ERIC Clearinghouse on Higher Education.

Based on a longer document with the same title, this digest summarizes research on the use of experiential learning in higher education, focusing on classroom-community linkages. While the literature suggests that experiential learning is a necessary and vital component of formal instruction in colleges and universities, controversy exists among scholars and educators about its place and use. Faculty are concerned with optimizing the chances for their students to more easily enter their chosen professions or meet their desired goals upon graduation due to increasing competition among college graduates across most fields of study. Experiential learning programs exist across the range of subject areas and disciplines, and include cooperative education placements, practicum experiences, and classroom-based hands-on activities. Professional and technical disciplines, including education, health careers, and social work, are using experiential instructional techniques to provide students with the competencies necessary to pursue

successful careers upon graduation. The literature also reveals some not-so-obvious benefits of experiential learning, including school-community linkages, proactive economic development outcomes, and technology transfers.

Keywords: Service learning, College Instruction, Economic Development, Experiential Learning, School Community Relationship

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Corporation for National Service. (1996). *Learn and Serve America: Higher Education Program Descriptions* (No. ED403861). Washington, DC.

This report lists higher education programs sponsored by Learn and Serve America which provides models and resources for teachers integrating service learning into classrooms from kindergarten through college. These programs have two primary objectives: (1) to support service-learning programs that meet unmet community needs, and (2) to build infrastructure, in partnership with community agencies, which will increase service-learning opportunities for students. Programs address community needs in four key areas: school success, public safety, human needs, and environment. The 98 programs listed are located in 39 states and the District of Columbia and grantees include traditional four-year institutions, community colleges and vocational/technical schools, historically black colleges and universities, tribal colleges, Hispanic-serving institutions, and statewide consortia or national network programs. Following the brief introductory materials covering information on grant awards, grantee profiles, and grantee activities, the balance of the report lists and describes programs by state and by institution.

Keywords: Service learning, Higher Education, Community Services, Consortia, Cooperative Programs, Demonstration Programs, Institutional Cooperation

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Harwood, A., & Underhill, C. (2000). *Promising Practice for K-16 Project Connect: School-University Collaboration for Service-Learning*. Denver, CO: Education Commission of the States.

This issue paper describes a professor's and a teacher's experiences with Project Connect, an ongoing collaborative service-learning project between preservice teachers at Western Washington University (WWU) and eighth-grade students at Fairhaven Middle School in the Bellingham (Washington) Public School District. The paper explains that for both university and eighth-grade students the project features strong academic components designed to meet state and national learning standards, as well as opportunities for students to provide sustained, needs-centered service to community organizations. It describes the project's rationale, outlines how the project actually worked, and reports outcomes for each set of students. Provides recommendations for helping others create similar collaborations. Contains 14 references and a list of resources/organizations. (BT)

Keywords: Service learning, College School Cooperation, Educational Practices

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North Carolina Internship Office. (1973). *Service-Learning Internships in North Carolina 1969-73*. (Report). Atlanta, GA: Southern Regional Education Board .

A major goal of the Southern Regional Education Board's (SREB) Student Intern Project is to establish a means for providing high quality service-learning experiences for as many college and university students as possible. The SREB project staff administered service-learning internships for students across the region until 1968 when it became obvious that student involvement in off-campus learning was being accepted, desired, and indeed, demanded by students. North Carolina was the first state to work with SREB in designing its own statewide approach for offering students service-learning internships. The purpose of this document is to assist persons in other states who are operating some type of statewide internship program or who want to begin such a program. This document presents the report of the first 4 years of operation of the North Carolina Internship Office, its goals, structure, methods, and activities. Recommendations are also presented to aid in the development of other state's internship programs.

Keywords: Service learning, Educational Programs, Field Experience Programs, Higher Education, Internship Programs, Student Experience

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Ottenritter, N., & Barnett, L. (1997). *Bridges to Healthy Communities. AACCC Project Brief*. Washington, DC: American Association of Community Colleges.

The Bridges to Healthy Communities project assists community colleges in offering education and information services that help prevent HIV infection and other serious health problems in students. The five-year Bridges project emphasizes service learning as a community-building and intervention strategy for preventing HIV infection. This initiative features national data collection and dissemination, an information clearinghouse, advisory groups, a mentor team, and demonstration colleges. Key campus activities cover administrative and policy issues, alcohol/drug program expansion, co-curricular activities, curricular infusion, distance education, high school outreach, HIV/AIDS program expansion, peer education, service learning program expansion, and wellness program expansion. Contacts, mentors, and project highlights are provided for the 10 Bridges community colleges: College of DuPage, Illinois; Daytona Beach Community College, Florida; Holyoke Community College, Massachusetts; Kapi'olani Community College, Hawaii; Northern Virginia Community College, Virginia; Pitt Community College, North Carolina; Raritan Valley Community College, New Jersey; San Antonio College, Texas; Santa Barbara City College, California; and Wisconsin Indianhead Technical College. Internet service information is provided for the CDC National AIDS Clearinghouse and other organizations funded by CDC.

Keywords: Service learning, Disease Control, Health Education, Health Promotion Prevention

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Pickeral, T. (1993). *Partnerships with Higher Education: Campus Compact. Our Other Youth. Programs and Practices*. U.S.; Washington.

This report explains the need for viable and effective partnerships between K-12 schools and institutions of higher education involving service and service-learning, and discusses the State of Washington's experience in this area. It is stated that both rural and urban schools have found service and service-learning to be effective methods of teaching content literacy as well as civic responsibility. There is a natural connection between K-12 and higher education in the area of service and service-learning with many colleges and universities in the state offering course credit through Cooperative Education Internships and courses that are designated as service-learning. Benefits of service and service-learning for the student, the K-12 school, college/university students, and the community are briefly listed. It contains a short resource list of four local, regional, and national organizations in the area of service and service-learning.

Keywords: Service learning, College School Cooperation, Experiential Learning, Partnerships in Education, Public Service

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Resta, V. K. (1998). *Professional Development Schools as a Catalyst for Reform (Restructuring Texas Teacher Education Series 2)*. Austin, Texas: Texas State Board for Educator Certification.

This report examines the first generation of professional development schools (PDSs) sponsored by the Centers for Professional Development of Teachers (CPDT) in Texas, noting challenges faced, issues raised, and lessons learned. Section 1 offers an introduction and overview. Section 2 presents the background of the PDS. Section 3, Texas CPDT and the Development of PDSs, discusses cultural differences between universities and schools, planning of PDSs, and stages of development. Section 4, An Evolving PDS: McCallum High School, describes service learning projects, professional development opportunities, and opportunities for scholarly inquiry. Section 5 discusses the PDS as a Catalyst for Restructuring Teacher Preparation. Section 6, the PDS as a Catalyst for Restructuring Schools, examines professional development and the PDS as a learning community. Section 7, the PDS as a Catalyst for Generating Knowledge, discusses PDS research strategies. Section 8, The Role of Technology in the PDS, examines technological resources of PDSs, technology as a catalyst for change in PDSs, the effect of PDS technology on school students' performance, and sustaining the technology infusion. Section 9, Benefits of Joint Ownership, discusses school-university collaboration, changes in school-university perceptions and roles, increased mutual understanding, and strengthening of collaboration. Section 10 presents Challenges to PDSs. Section 11, Need for Continuing Support, discusses university, school district, and state support.

Keywords: Service learning, College School Cooperation, Educational Change, Faculty Development, Preservice Teacher Education, Professional Development Schools

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Robinson, G. (1999). *Community Colleges Broadening Horizons through Service Learning, 1997-2000. Project Brief* (Project Brief). Washington, DC: American Association of Community Colleges.

This project brief provides a summary of the Community Colleges Broadening Horizons through Service Learning project, supported by the Corporation for National Service and administered by the American Association of Community Colleges. The project was developed to increase the number, quality, and sustainability of service learning programs in community colleges. It features model programs, national data collection, and an information clearinghouse. The project also provides professional development opportunities and technical assistance through workshops, mentoring, presentations, publications, a Web site, and a consultant referral service. The key campus activities include: community assets/needs assessment, college/community partnerships, longitudinal evaluation study, service learning offices, faculty development, curricular integration, critical reflection, student leadership, civic education, community outreach, and program sustainability. Ten model programs are summarized: (1) Teaching and Learning Consortium (Century Community and Technical College, MN); (2) Learning and Serving Education & Reflection (Gadsen State Community College, AL); (3) Occupational Service Learning (Iowa Western Community College); (4) Broadening Horizons in Northwest Arkansas (Northwest Arkansas Community College); (5) Seeing through New Eyes (Nunez Community College, LA); (6) A Collaborative Approach to Service Learning (Oakton Community College, IL); (7) Service Learning and Global Studies (Richland College, TX); (8) Young Speakers Bureau (Skagit Valley College, WA); (9) Southwestern Service Learning Center (Southwestern College, CA); and (10) Horizons Project (University College, OH).

Keywords: Service learning, Community Colleges, School Community Programs, Service Learning, Student Volunteers

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Robinson, G., & Barnett, L. (1996). *Service Learning and Community Colleges: Where We Are*. (AACC Survey Report). Washington, DC: American Association of Community Colleges.

To determine the level of involvement in service learning among community colleges, the American Association of Community Colleges (AACC) conducted a national survey of over 1,100 colleges in spring 1995. The following institutional and program profile, based on responses from 773 institutions, emerged from the survey: (1) four out of five community colleges indicated that they were interested in service learning; (2) 75% of the respondents considered community service as part of their institutional mission; (3) rural colleges were more likely to have service learning programs than urban institutions;

(4) most colleges relied heavily on institutional funds to implement service learning programs; (5) curricular areas varied, but social science and humanities courses were most likely to incorporate service activities; (6) 85% of colleges providing service learning activities offered up to 10 courses with a service option; (7) the most important reason cited by respondents for success with service learning programs was faculty support, followed by administrative support and community support; (8) insufficient funding and the absence of faculty release time were the two most significant impediments to success cited by respondents; and (9) service experiences were evaluated most frequently by examining agency evaluation forms or student activity logs.

Keywords: Service learning, Community Education, Community Services, School Community Programs, School Community Relationship

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Shumer, R., & Cook, C. (1999). *The Status of Service-Learning in the United States: Some Facts and Figures*. U.S.; Minnesota: Minnesota Univ. St. Paul. National Service-Learning Cooperative Clearinghouse.

This report focuses on service and service-learning in high schools. The report compares data from 1984 research with information from two studies of service and service-learning completed in 1997. The data suggest that community service and service-learning in 1984 was available in slightly more than one-quarter of all high schools (primarily to white students), and course-related programs (service-learning) occurred in only about 10% of all schools. The 1997 data indicate that the number of high school students involved in service-related programs has increased 686%; and the number of high school students involved in service-learning has increased 3,663%. Using data from studies of school-based and college and university-based service-learning programs, the report estimates the number of individuals participating in service-learning programs across the country. It also provides charts that show funding figures for service-learning programs.

Keywords: Service learning, Community Involvement, School Community Programs Service Learning, Student Participation

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Smith, K. B. E. (1980). *Linking Higher Education and Work in the City*. Washington, DC: American Association of Community and Junior Colleges.

Programs that link education and work and implications of the 1980 Higher Education Act for the expansion of work-learning opportunities are considered in this bulletin. Considerations for designing and operating a program combining academic learning with work experience is discussed by Yolaine Armand of the College for Human Services in New York City, which has combined classroom work with human service practice for inner-city, low-income adult students. Michael B. Goldstein, in reviewing the 1980

Higher Education Act, claims that student work programs, notably College Work-Study, are to be considered in the context of their educational and vocational as well as economic value. This issue of the bulletin also considers two service-learning programs in Atlanta, a program in Detroit at Wayne State University involving labor unions and six public universities to train rank and file women and minorities for leadership roles in the community, the Grand Rapids Junior College Mentorship Program that pairs high school students with professionals for on-the-job work and observation; and the American Indian Studies program at the College of St. Scholastica in Duluth, Minnesota. The two service-learning programs in Atlanta are the Atlanta Urban Corps, which arranges paid internships in Atlanta public service agencies, and Project EXCEL (Exemplary Collegiate Experiential Learning Program) at Georgia State University, which is aimed at improving accessibility to its associate of science degree program by low-income, CETA (Comprehensive Employment and Training Act)-eligible youth in Atlanta.

Keywords: Service learning, Cooperative Education, Education Work Relationship
Experiential Learning, School Community Programs, Urban Areas

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Swift, J. S., Jr. (1990). *Social Consciousness and Career Awareness: Emerging Link in Higher Education*. (ASHE-ERIC Higher Education Report No. 8, 1990). U.S.; New Jersey: Association for the Study of Higher Education.

Contemporary college students' apparent lack of exposure to citizenship, lack of concern for others, and ignorance of how to be involved citizens has prompted a call for involving students in volunteer service at the national level or as part of the undergraduate experience. This monograph begins by discussing volunteer programs as they relate to higher education including the role universities have traditionally played, and the involvement of various branches of the university community. A further section treats the characteristics and desires of contemporary college students: their environmental, economic, social, political and financial conditions; lessons of the student activism of the 1960s; and the effects of civic participation. The next section explores the economic, social, and personal aspects of volunteering and philanthropy. National service programs are the subject of the fourth section, which discusses their essential elements, congressional efforts, President Bush's proposal to create some type of volunteer service corps, and the effect of national service on higher education. The next section examines the role and action of higher education in service programs including: curricular changes; service-learning education; work-study programs; collaborative efforts between higher education, government, and the private sector; outreach opportunity leagues; campus compacts; faculty participation; and evaluating the effects of civic participation. An index and a bibliography of 140 references are included.

Keywords: Service learning, Citizenship Education, Government Role, Public Service
Social Responsibility, Student Volunteers

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