

1993

Culture for Service

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Recommended Citation

Brawley, James P.; Denton, William H.; and Mitchell, Beryl, "Culture for Service" (1993). *Higher Education*. 30.

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CULTURE FOR SERVICE

COMMUNITY SERVICE LEARNING: AN OVERVIEW

Community Service Learning promotes active citizenship and addresses community needs through youth service. *It is an educational process which involves young people in their own learning as they give valuable service to the community.* Research has shown that numerous benefits accrue from the practice of service learning. Students' level of social responsibility increases, their critical thinking skills improve, and they become more competent in their subject matter. Teachers are able to combine instruction with real-world experiences. Educational institutions are able to link significant academic concerns with major community problems and improve community relationships.

Culture for Service. The Commission on National and Community Service has funded the Community Education Leadership Institute to conduct a community service learning project at CAU. The overall aim of the project is to strengthen and enhance an institutional culture in which students, staff and faculty feel that they owe something to the community. Specific objectives are 1) to involve first-year students in service activities as part of their orientation program; 2) to infuse service learning into the core curriculum through explicit departmental requirements in foundational courses; 3) to prepare all teacher education students to integrate service-learning into school curricula, and 4) to provide support for voluntary service through Volunteer CAU and other service organizations.

Instructional Model. *Preparation, Action and Reflection* are the core elements of effective service-learning. First and prior to the service experience, it is important that participants understand what they are expected to do and under what conditions. Second, it is equally critical that the service experience is engaging and meaningful and that participants have a role in defining its nature. Third, it is important that the participants have opportunities to reflect on their service experiences. Individual and group reflection on service experiences is essential for learning to take place and for participants to link their experiences with larger personal and social concerns. Finally, research into experiential learning has underscored the importance of *Application*. In order for productive learning to occur, the understandings derived from experience and reflection must be tested and re-tested in problem solving situations.

Program Operation. The major role of the Community Service Office is to link University classes with service opportunities. Students will be placed with public and non-profit organizations providing direct services to people in need. Preference will be given to schools and other organizations serving the University neighborhood. The Community Service Office is also charged with evaluating its program and will involve all major constituencies in that activity. The ultimate success of the progress will be measured by the extent to which CAU is able to assist participants to become involved in successful service experiences.

9/1/93

COMMUNITY SERVICE LEARNING PROJECT
CLARK ATLANTA UNIVERSITY - JAMES P. BRAWLEY DR. @ FAIR ST. S.W.
ATLANTA, GA 30314
DR. WILLIAM H. DENTON, PROJECT DIRECTOR, (404/880-8493)
DR. BERYL MITCHELL, SERVICE COORDINATOR, (404/880-6016)

NSLC
c/o ETR Associates
4 Carbonero Way
Scotts Valley, CA 95066

CULTURE FOR SERVICE

COMMUNITY SERVICE LEARNING ASSIGNMENT GED - A100 First Year Orientation

In order to satisfy expectations for the First Year Orientation course, all students must complete thirty (30) hours of community service. This paper provides general guidelines for students for the performance and documentation of this assignment.

Purpose: The purpose of the Community Service Requirement is to provide opportunities for student participants to become involved in active learning as they give valuable service to the community. Research has shown that community service promotes active citizenship, the development of social competence and critical thinking skills among those who participate.

Field Placement: Participants will work in a variety of human service agencies such as schools, hospitals, shelters and other community agencies. Typically, teams of five to seven students will be formed within the orientation sections around community issues of common concern and each team member will complete a Service Learning Agreement. A list of approved community agencies will be provided and teams will be matched with an agency or organization whose mission is to address these issues. In establishing teams, consideration should be given to scheduling and transportation arrangements. Normally, an average of two hours per week over a semester should satisfy the assignment.

Each Sponsoring Organization that has agreed to support this activity has assigned a Volunteer Coordinator to whom the team will report and to whom team members will be accountable for services performed. A Participation Record will be maintained at each service site to record hours of service and verified by signature of the coordinator. In case of emergencies, coordinators should be informed ahead of time for any day participants may miss their assignments. (Please remember, people -- the staff and clients, as well as the University and your team -- are counting on you!)

Orientation Course: Service Teams will be formed in your orientation section early in the year. In forming these teams, students should keep in mind not only their personal interest and what they wish to get out of the experience but scheduling and transportation considerations. From time to time throughout the course, participants will have an opportunity to discuss and reflect on the service experience. Toward the end of the year, after the conclusion of the service projects, final reports on the project will be due and discussed in the class.

Reflection on Experience: Reflection is the process of thinking about experience and what is learned. It is an important part of the service experience and essential to productive learning. To guide the process of reflection, *Field Journals* and *Field Reports* will be maintained and turned in at the end of the project. Guidelines for preparing these assignments are discussed in another leaflet. Other class activity for reflection on experience will be provided by your instructor from time to time. At the conclusion of the service project, a close-out conference with the Volunteer Coordinator will be held to discuss the experiences from the agency perspective, to clarify learning and to clear-up misperceptions. The ongoing class seminars will provide continuing opportunities for reflection within and among teams.

President's Youth Service Awards: In conjunction with National Youth Service Day scheduled for April 19, 1994, First-year students are recognized for Service Leadership.

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CULTURE FOR SERVICE

FIELD JOURNALS AND REPORTS GED - A100 First Year Orientation

Participants in *Culture for Service* have a unique learning opportunity. As a volunteer, you have access to a community setting which, if properly approached, will contribute much to your personal growth and development. You will learn skills which will help prepare you for success during your college experience and in performing your life work. You will learn to observe your surroundings in a more thoughtful fashion, collect information in a variety of ways, and report what you have learned. You will also learn to practice the attitudes of openness and inquisitiveness. Your observations will be reported in two major documents: *Field Journals* and *Field Reports*. These journals and reports will be maintained throughout your orientation to college and turned in to your instructor at the conclusion of your service activity.

The Field Journal. The Field Journal is a chronological log or diary of your observations and feelings about the service experience. It begins when you enter the service setting and decide what you want to learn from your experiences. After each visit to your site, you will want to record your experiences -- what you thought about them and what you learned. During your visit, you may wish to keep a few index cards on hand to record key words or phrases and the sequence of activities as you experience them. This will help you to maintain an orderly record of events. The focus of your observations will be on the words and actions of people -- both clients and staff of the organization with which you have been placed. In addition to thoughtful observations, you will want to ask questions of clients and staff so that you will better understand the purpose of the agency and the needs of its clients and the community it serves. You will want to understand and record not only what is being done, but why. You will approach this task, of course, with objectivity. Your purpose will be to

appreciate and understand, not to correct the behavior of clients or staff.

The Field Report: The Field Report is a summary report of the service experience. This report is written and turned in at the conclusion of the service activity. It is derived from three sources: 1) Your experiences and reflections as recorded in the Field Journal; 2) The results of informal interviewing with staff and clients, and 3) Documentary sources about the organization and its work. It is important to use multiple sources of information. This helps to validate your impressions and what you learn from your service experiences. The format of the Field Report is organized as follows:

1. **Introduction.** (Why did you choose this particular experience? What did you hope to learn from it?)
 2. **Organizational Setting.** (What is the nature of the organization, its purpose, its clients, and how it conducts its business?)
 3. **Project Description.** (What did you actually do at the site?)
 4. **Evaluation.** (How was the project received by the organization and its clients? Did you make a difference?)
 5. **Personal Reflections.** (How do you feel about your experience? What did you learn from it? What will you do with what you learned?)
- The length of the Field Report is about three to five typed pages.

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CULTURE FOR SERVICE

COMMUNITY SERVICE LEARNING REQUIREMENT

School of Education

Overview: In the School of Education, teachers, prospective teachers and related educational personnel study the principles of community service learning and are trained in the skills necessary to develop, supervise and organize community service activities for students of all ages. *Community service learning is defined as an educational process which involves young people in their own learning as they give valuable service to their communities.* Service learning is integrated into the teacher education curriculum at all levels and provides opportunities for experiential learning, individual reflection and organized group discussion.

Curriculum Requirements: Teacher education students are introduced to service learning through EDC 211 Foundations of Education. Students conduct service projects in schools and other youth - serving agencies under supervision of the instructor and as part of the course requirements. In EDC 404, 441 or 443 (curriculum and methods for early childhood, middle grades or high school) students experience a unit of systematic study of service learning. They are introduced to the role of the teacher in developing, supervising and organizing service activities in the classroom. Health and Physical Education students are exposed to the principles of service learning in HPE 400 or HPE 443.

Graduate students in all teacher education specializations will receive a unit of instruction integrated into their respective programs. Participants serve as mentors to students in the Atlanta Public Schools who are fulfilling their community service requirement/or conduct other service learning projects. Field and case reports of their experiences will form the basis for group seminars and reflection. The following courses have been approved as meeting the graduate service requirements: Counseling (CHD 532),

Educational Psychology (EDP 511); Curriculum (EDC 501, EDC 504, EDC 561); Educational Leadership (EDA 502, EDA 510, EDF 556); Exceptional Students (EDS 590), (EDS 594, EDS 597, EDS 599).

Instructional Model: This sequence of activities builds on the initial exposure to service in the First Year Orientation class. In the Foundations of Education course, students conduct an organized service project in a school or other youth -serving agency under supervision of their instructor. At the senior level, in the required curriculum and methods course, a unit of instruction led by the instructor is included as part of the class study, and at the graduate level, students conduct a field study of community service program or activity.

Evaluation: Evaluation of student performance in satisfying these requirements is the responsibility of the instructor. A record of participation and satisfaction of teacher education service requirements will be maintained by Culture for Service, CAU's Community Service Learning Project. These requirements must be satisfied for graduation clearance for all students entering the program after the 1991-92 academic year.

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CULTURE FOR SERVICE

CASE STUDY ASSIGNMENT

School of Education

Community Service Learning is an educational process which involves young people in their own learning as they give valuable service to their communities. In the School of Education at Clark Atlanta University graduate students are exposed to the principles of community service and are trained in the skills necessary to develop, supervise and organize community service activities for students of all ages. Service learning is integrated into the professional educational curriculum and provides opportunities for both experiential learning, individual reflection and organized group discussion.

Assignment: Graduate students in all professional education specializations will experience a unit of instruction integrated into their respective program. Students may serve as mentors to high school students in the Atlanta Public Schools who are fulfilling their community service requirement. Qualitative case studies of these experiences will form the basis for group seminars and reflection.

Context: Learning through community service experience is a developing trend in American education. In 1983 Ernest Boyer recommended community service as a new Carnegie unit to be offered through secondary education programs. The following year the Atlanta Public Schools instituted such a unit. Beginning in 1988 all graduates must have completed a course, "Duties to the Community," for which they would receive 0.5 credits. In meeting the requirements of the course, each student must contribute 75 hours of unpaid service in approved agencies under the supervision of school staff. This requirement and its implementation is the focus of the case study assignment. General questions to be addressed are: How is the program managed? What do students do? What do they learn? How effective is the program in accomplishing its objectives? What is the impact on school and community? What is the measure of satisfaction with the program's results?

The case study, in this context, is a detailed examination of a single subject in interaction with the service assignment. The researcher is interested in such questions as who is involved? What happens and when? and especially, How things occur and why? Graduate students are expected to establish a mentoring relationship with a student to be assigned. While guiding and supporting the student in accomplishing his/her service activity, the researcher will observe, question, assess and otherwise gather data for the case study report. While developing a personal relationship with the subject may not promote strict scientific neutrality, it should improve opportunities to learn.

Conducting the Case Study

Step 1: Develop the research questions (the who, what, when, how and why of your study) to be investigated.

Step 2: Determine the sources of evidence. Multiple sources should be used as appropriate including direct observation, interviews and relevant documents.

Step 3: Develop an observation and interview schedule. Plan to observe the subject on and off-site. In addition to the student, interview the site supervisor and significant others such as parents and teachers.

Step 4: Maintain a field journal in which you record your observation notes, your reflections and the results of interviews.

Step 5: Analyze and synthesize your data and prepare your report.

The Case Study Report

1) **Overview:** The introduction to the case; the problems and issues investigated.

2) **Methodology:** Description of the procedures followed, information sources, schedules, etc.

3) **Findings:** This, the main body of the report, displays the findings and answers to your research questions along with your interpretation and analysis.

4) **Conclusions and Implications:** What you learned about community service programming and its effective delivery.

CULTURE FOR SERVICE

INFORMATION FOR ORIENTATION INSTRUCTORS

Students enrolled in the Freshman Orientation Seminar are expected to complete thirty (30) hours of community service activity. The instructional paradigm outlined below acknowledges at all times the leadership role of the orientation instructor.

Preparation Phase:

- Provide overview of community service assignment.
- Administer an attitude survey (pre-test).
- Complete enrollment forms for each student.
- Help students brainstorm priority issues.
- Utilize Project Development Form to
- Set up teams of five to seven around an issue of common concern.
- Help students choose a project sites.

(See *Community Service Directory*)

Typically, the preparation phase occurs during the first semester with implementation during the second semester. *Culture for Service* encourages team projects, but whole class projects are possible depending on scheduling issues

Action Phase:

Approval of service sites and coordination of site placements are the responsibilities of the Community Service Coordinator. Approved community service activities should meet the following guidelines:

- 1) Provide direct service to people in need
- 2) Contribute to students' personal growth and development
- 3) Involve students in project design and management .
- 4) Take place under the supervision of an approved agency.
- 5) Provide proof of liability insurance covering volunteers

Additionally, preference is given to service projects which take place between the hours of 8:00 am and 6:00 pm and that are located within

the university neighborhood. (See map overleaf). Once placements have been made, a service-learning contract between the participants and the sponsoring organization is drawn up and signed by all parties. An explicit feature of this contract will be regular attendance by the participants at the service site according to the agreed - upon schedule. Monitors from *Culture for Service* will contact sites periodically to observe and advise and to mediate problems should they arise.

Reflection: Reflection in various forms is essential to Community Service Learning. Instructional supervision of reflective activities is the most essential of the instructor's roles in the successful implementation of this program. *Culture for Service* offers tools for reflection as described in the leaflets *Field Journals* and *Field Reports*. Instructors are encouraged to monitor these assignments and provide class-time for teams and the whole class to discuss, evaluate and exchange information about their service experiences. Evaluation surveys will also be supplied by *Culture for Service* to assist in the reflection process as well as to assess the program outcomes. Instructors are requested to deliver the Field Reports to *Culture for Service* after they have reviewed them as part of the evaluation design.

Presidential Service Awards: In cooperation with National Youth Service Day scheduled for April 19, 1994, outstanding service leaders in the Freshman class will receive recognition at assemblies planned for that week. A peer review process will be established to identify appropriate persons.

Exceptions to these guidelines may occur only with approval of the Orientation and Community Service Coordinators on recommendation of the instructor.

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CULTURE FOR SERVICE

INFORMATION FOR VOLUNTEER COORDINATORS

Culture for Service, Clark Atlanta University's Community Service Learning Project, is designed to provide service learning opportunities to students enrolled at the University. The primary goal of the program is to encourage a sense of social responsibility and concern for others. However, we believe that involving our students in action learning will contribute also to their personal growth and development in many ways. Through their assignments, we hope that our students will have the opportunity to work directly with people and take on significant and responsible tasks that challenge both creativity and initiative. In so doing, they will be able to accomplish both service and learning objectives.

Operational Functions. As part of their coursework, first and second year students and teacher education students are required to participate in community service activities. Students are encouraged to work in teams of 5-7 and are allowed to choose an area of interest or special concern such as child development, health or environmentalism. After indicating their schedule of availability, the team is matched with an organization or project which shares their interest. A Service Learning Agreement outlining each students' service objectives and learning plan is developed and signed by the student, the Volunteer Coordinator and the instructor. Once the team is on site, they are requested to attend regularly and be on time according to the agreed - upon schedule for the duration of the project. Total dependability in attendance, high quality performance and good attitude are minimum expectations for this assignment

Coordinator's Responsibility: Responsibilities of the Volunteer Coordinator include:

- 1) Providing orientation to the team about the service project when they arrive at the site;

- 2) Providing regular supervision to the team while on site (or alternatively, arranging for supervision if a work emergency occurs);
- 3) Monitoring the completion of time sheets and verifying the number of hours served. (Students are expected to call if absent);
- 4) Conducting a close-out session at the end of each semester with the team in order to encourage reflection and correct any misimpressions.
- 5) Completing a program evaluation survey.

In general, we hope you will establish a clear working relationship at the beginning of the project, provide training and orientation as needed, give regular feedback on strengths and weaknesses and your level of satisfaction and encourage students to take on responsibilities as they seem ready for them.

University Responsibilities: The University takes responsibility for designating eligible projects giving preference to the University neighborhood, matching student teams with eligible projects, and ensuring productive learning outcomes for its students. Community Service Assistants from the University will contact the site periodically to discuss progress with the Volunteer Coordinator.

Should any problems arise which need immediate attention please contact Dr. Beryl Mitchell, Community Service Coordinator at 880-6016.

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CULTURE FOR SERVICE PROJECT PLANNING FORM

1. **Theme of Project**.....

2. **Description of Service Project (What will the team do, for Whom, Where and When)?**

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3. **Why is this Project Needed?**

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4. **What are the Expected Outcomes for the community?**

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5. **What do you expect to Learn from the Experience?**

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CULTURE FOR SERVICE
PROJECT ASSIGNMENT FORM

Course Identification:

Name of Course	Number	Section
-----------------------	---------------	----------------

Name of Instructor	Phone
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PROJECT IDENTIFICATION

Brief Description of Project:

Where will the project take place?

Who will benefit from the project?

Agreement: As students committed to a service learning component of our education, we agree to devote _____ hours per week for the time period from _____ to _____ in the completion of the project described above.

Team Members (please print)

Telephone Numbers

(over please)

CULTURE FOR SERVICE
SPONSORING ORGANIZATIONS APPLICATION

1. Name of Organization _____

Address _____

Director _____ Phone _____

Volunteer Coordinator _____

Phone _____ Title _____

2. Purpose of Organization:

3. Description of Program:

4. Who are the primary beneficiaries of your program?

5. Describe Arrangements for Orientation and Supervision of Volunteers:

6. Describe transportation arrangements including bus service from Atlanta University Center.

7. Special Conditions to be Observed. (Include schedule for use of volunteers):

(over please)

CULTURE FOR SERVICE

INDIVIDUAL SERVICE LEARNING AGREEMENT

Student's Name Telephone

Student's Address

Sponsoring Organization

Volunteer Coordinator Telephone

Project Address

Purpose of Project

Beginning Date Total Hours Completion Date

Summary of Service Objectives:

Briefly describe the service objectives you intend to pursue in the project and the methods you will use to achieve them.

Summary of Learning Plan:

Briefly describe your learning objectives for this project and the methods you will use to achieve them.

Student: As a student committed to a service learning component in my education, I agree to devote _____ hours per week for the time period from _____ to _____ in the fulfillment of the service learning objectives described above.

Signature Name (Print) Date

(over please)

CULTURE FOR SERVICE

CLARK ATLANTA UNIVERSITY'S COMMUNITY SERVICE LEARNING PROJECT

Participation Record

Participant's Name _____ Social Security No. _____

Course Name _____ Number _____ Section _____

Name of Agency _____

Participation Record: To be submitted by the participants at the end of each semester's project.

Date	Time In	Time Out	Date	Time In	Time Out
1.			13.		
2.			14.		
3.			15.		
4.			16.		
5.			17.		
6.			18.		
7.			19.		
8.			20.		
9.			21.		
10.			22.		
11.			23.		
12.			24.		

Total Hours of Service

Signature of Participant

Signature of Volunteer Coordinator

Note: This record must be completed by the participant, signed by the Volunteer Coordinator and collected by the Community Service Assistant in order for credit to be given.