

# Service-Learning Manual

## Norwich University

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# Service-Learning Resources and Information for Faculty at Norwich University

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Faculty member,

Thank you for taking an interest in service-learning at Norwich University! This manual was designed to get you started on the path to incorporating service-learning (SL) into your curriculum. SL is, in fact, directly aligned with our mission statement. It enables students to act as well as to think, to tolerate and appreciate different opinions, and prepares them to be conscientious citizens. Nationally, SL students also report increased motivation to learn, better understanding of the subject matter, and the ability to apply material learned in class to real problems (Eyler and Giles).

Above all, service-learning is a pedagogy that truly reaches many students. It does not only appeal to those already interested in community service or just those at the top of their class. If one considers that students retain only 10% of what they read, 20% of what they hear, 50% of what they hear and see, but **retain a full 90% of what they both say and do themselves, it is clear that service-learning can reach students that other pedagogies are not** (Schroeder).

Service-Learning can be an exciting endeavor for faculty members as well. As David Cooper, the 1999 Ehrlich Faculty Award for Service-Learning recipient, said, "I was looking for ways to integrate what struck me as an artificial and even hypocritical division of academic life into the separate boxes of scholarship, teaching, and service." SL enables faculty to reach out to a community, inspire students, and effectively facilitate a learning experience in which they may be a fellow learner as well as instructor.

Many issues could not be addressed in one manual, but a wealth of resources is available from the Norwich University Service-Learning Program. I invite you to explore the exciting field of service-learning and to contact me if you have any questions.

Sincerely,

Michelle Barber  
Service-Learning Coordinator

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## **Definition of Service-Learning**

Norwich University defines service-learning as *the incorporation of service into the curriculum*. Norwich also recognizes that service-learning must include:

- explicit connections between the service and course objectives. (Course credit is given for learning, not service.)
- students engaged in activities which meet real community needs and/or goals.
- structured opportunities for students to critically reflect on their experience.
- genuine, active and sustained organizational commitment on the parts of the college and the community.
- necessary training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.

Created by the Service-Learning Initiatives Committee (SLIC) at Norwich University, 2003.

## **Skills Developed by Service-Learning Students**

Students who participate in service-learning projects develop many professional and personal skills, including:

- increased reported learning and motivation to learn.
- deeper understanding of subject matter.
- increased ability to apply material learned in class to real problems.
- connection to the college through closer ties to students and faculty.
- leadership skills.
- deeper understanding of the complexity of social issues.
- reduced stereotypes and an increase in tolerance for diversity.
- increased ability to work with others.
- feeling of being connected to a community.
- greater self- knowledge.
- spiritual growth.

Adapted from Eyler, Janet and Giles, Dwight E. *Where's the Learning in Service-Learning?* San Francisco: Jossey-Boss. 1999.

## **Characteristics of Effective Service-Learning Projects**

### **Application**

Students should be able to directly link what they are doing in the classroom to what they are experiencing in the community.

### **Reflection**

The quantity and quality of reflection contribute to a deeper understanding and better application of subject matter, increased knowledge of social agencies, increased complexity of problem and solution analysis, and greater use of subject matter in analyzing a problem.

### **Placement Quality**

The establishment of quality community partnerships will provide productive learning situations for students as well as genuinely useful resources to the community.

### **Community Voice**

Community voice is vital to service-learning. Its presence in a project is a predictor of students gaining cultural appreciation, rewards in the service, a better understanding of the community, and identification with community partners.

Adapted from Eyster, Janet and Dwight Giles, *Where's the Learning in Service-Learning?* San Francisco: Jossey-Bass, 1999.

## **Six Models for Service-Learning**

### **“Pure” Service-Learning**

These courses have as their intellectual core the idea of service to communities by students, volunteers, or engaged citizens. They are not typically lodged in any one discipline. For example, students in

### **Discipline-Based Service-Learning**

In this model, students are expected to serve in the community throughout the semester and reflect on their experiences on a regular basis using course content as a basis for their analysis and understanding. For instance, students in a Website Design and Management course at San Francisco State University served a community agency by spending three hours per week, for one semester, creating and maintaining a website.

### **Problem-Based Service-Learning (PBSL)**

According to this model, students (or teams of students) relate to the community much as “consultants” working for a “client.” Students work with community members to understand a particular community problem or need. This model presumes that the students will have some knowledge they can draw upon to make recommendations to the community or develop a solution to the problem. For example, students in a Civil Engineering Traffic Flow Theory course at the University of Utah were asked to study and report on a neighborhood in which traffic problems limited the mobility of senior citizens and school-age children.

### **Capstone Courses**

Capstone courses ask students to draw upon the knowledge they have obtained throughout their coursework and combine it with relevant service work in the community. The goal of capstone courses is usually either to explore a new topic or to synthesize students’ understanding of their discipline. These courses offer an excellent way to help students make the transition from the world of theory to the world of practice by helping them establish professional contacts and gather personal experience.

### **Service-Learning Internships**

Like traditional internships, these experiences are more intense than typical service-learning courses, with students working as many as 10 to 20 hours a week in a community setting. Students are generally charged with producing a body of work that is of value to the community or site. However, unlike traditional internships, service-learning internships have regular and on-going reflective opportunities that help students analyze their new experiences using discipline-based theories. These reflective opportunities can be done with small groups of peers, with one-on-one meetings with

faculty advisors, or even electronically with a faculty member providing feedback. Service-Learning internships are further distinguished from traditional internships by their focus on reciprocity: the idea that the community and the student benefit equally from the experience.

### **Undergraduate Community-Based Action Research**

Community-based action research is similar to an independent study option for the rare student who is highly experienced in community work. Community-based action research can also be effective with small classes or groups of students. In this model, students work closely with faculty members to learn research methodology while serving as advocates for communities.

Adapted from Heffernan, Kerrissa. *Fundamentals of Service-Learning Course Construction*. RI: Campus Compact, 2001, pp. 2-7, 9.

### **Principles of Good Practice for Service-Learning Pedagogy**

*Principle 1: Academic Credit Is for Learning, Not for Service*

*Principle 2: Do Not Compromise Academic Rigor*

*Principle 3: Establish Learning Objectives*

*Principle 4: Establish Criteria for the Selection of Service Placements*

*Principle 5: Provide Educationally Sound Learning Strategies To Harvest Community Learning and Realize Course Learning Objectives*

*Principle 6: Prepare Students for Learning from and in the Community*  
For more information, see “Preparing Students for the Experience” (page 9).



*Principle 7: Minimize the Distinction Between Community Learning and Classroom Learning*

*Principle 8: Rethink the Faculty Instructional Role*

*Principle 9: Be Prepared for Variation in, and Some Loss of Control with, Student Learning Outcomes*

*Principle 10: Maximize the Community Responsibility Orientation of the Course*  
For more information, see “Preparing Students for the Experience” (page 9).

Adapted from Howard, Jeffery, ed., *Michigan Journal of Community Service Learning: Service-Learning Course Design Workbook*, University of Michigan: OCSL Press, 2001, p. 16-19

In addition, an effective and sustained program:

- engages people in responsible and challenging actions for the common good.

- provides structured opportunities to reflect critically on the service experience.
- articulates clear service and learning goals for everyone involved.
- allows for those with needs to define those needs.
- clarifies the responsibilities of each person and organization involved.
- expects genuine, active, and sustained organizational commitment.
- includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.
- insures that the time commitment for service and learning is flexible, appropriate, and in the best interest of all involved.
- is committed to program participation by and with diverse populations.

Adapted from Kendall, Jane & Associates, *Combining Service and Learning*. Raleigh, NC: National Society for Internships and Experiential Education (Now National Society for Experiential Education), 1990.

### **Preparing Students for the Experience (Issues of Diversity and Partnership)**

Many service-learning projects do not take place on the Norwich campus. For these projects, it may be essential for students to work alongside or interact closely with community members/partners. Even when students are able to do an on-campus service-learning project, the likelihood of Norwich students having to work with someone they are unfamiliar with is high.

Therefore, it is necessary for students to be prepared for their experience, even if surface-level characteristics seem in common. For example, the Northfield and Central Vermont community is vastly diverse in terms of socioeconomic status, gender, sex, age, sexual orientation, religious beliefs, physical ability, etc. Diversity of life experience can even be a barrier in a service-learning project if students are not adequately prepared.

Before the start of a project, students should be given an orientation to service-learning, the project, and the organization or group with which they will be working. This does not have to be an elaborate, time-consuming process. The following points, though, should be included in the orientation:

- The definition and purpose of service-learning as a pedagogy
- The purpose of their specific service-learning project in relation to the class
- The criteria upon which they will be graded and other project logistics
- Expected behavior while working in/with the community
- Brief history of the community group or organization
- The needs of the people in the community which the organization serves
- The significance of this project to the organization
- Culturally significant behaviors to be prepared for (for example, a class working with the local food shelf should be aware of the stereotypes they hold about “poor” people or students designing playground equipment should be aware of access issues for differently-abled children)

This orientation can be handled by the faculty member, the Service-Learning Coordinator, the community partner, or a combination of the three. Having all present for this orientation has proven to be effective in other Norwich service-learning projects.

An essential component of service-learning is the partnership between the class and its community partner. Often, it is easy to view the students and faculty member as providing a service to the community; the students are the service providers and the community is the client. However, a much more meaningful and educational experience can take place if a collaborative partnership is created.

*“A successful collaborative process enables a group of people and organizations to combine their complementary knowledge, skills, and resources so they can accomplish more together than they can on their own. We call this unique combining power ‘partnership synergy.’” (Center for Advancement of Collaborative Strategies in Health, 2002).*

The following benchmarks of campus-community partnerships should be followed by Norwich service-learning practitioners for the increased benefits these guidelines provide to the students, faculty, and community partner, as well as the Norwich and Northfield community as a whole. Some of the benchmarks are institutional (involving missions and support systems) and others necessarily include the involvement of the Norwich University Service-Learning Program (sustained communication beyond each individual project and a multi-dimensional approach, for example). The faculty member and students can keep each benchmark in mind, though, when embarking on a service-learning project in order to avoid the service provider-client relationship. After all, service-learning can be so much more than that!

### **Stage I: Designing the Partnership**

Genuine democratic partnerships are:

- founded on a shared vision and clearly articulated values.
- beneficial to partnering institutions.

### **Stage II: Building Collaborative Relationships**

Genuine democratic partnerships that build strong collaborative relationships are:

- composed of interpersonal relationships based on trust and mutual respect.
- multi-dimensional – they involve the participation of multiple sectors that act in service of a complex problem.
- clearly led and organized dynamism.

### **Stage III: Sustaining Partnerships Over Time**

Genuine democratic partnerships that will be sustained over time are:

- integrated into the mission and support systems of the partnering institutions.
- sustained by a partnership process for communication, decision-making, and the initiation of change.
- evaluated regularly with a focus on both methods and outcomes.

Adapted from Torres, Jan and Schaffer, Julia. “Benchmarks for Campus/Community Partnerships.” Providence: Campus Compact, 2000.

## **Reflection**

### **What is structured reflection?**

Effective service-learning programs provide opportunities for students to reflect critically on their service experience. Service-learning projects can be used to reinforce course content and to develop a variety of competencies including critical thinking, communication skills, leadership, a sense of civic responsibility and multicultural understanding. Structured reflection can help students make meaningful connections between their service experience and the course content.

The term “structured reflection” is used to refer to a thoughtfully constructed process that challenges and guides students in (1) examining critical issues related to their service-learning project, (2) connecting the service experience to coursework, (3) enhancing the development of civic skills and values, and (4) assisting students in finding personal relevance in the work.

### **Why is structured reflection critical to effective service-learning?**

The previous section introduced reflection as a process, one that is structured by faculty with the intention of assisting students in making connections between course content and the service experience. Reflection is a critical component of all experience-based pedagogies.

However, a well-designed reflection process is particularly important in service-learning for the following reasons:

- Textbooks and lectures use techniques such as highlighting key points, examples, clarifying common misconceptions, and summaries to facilitate student learning. In contrast, experience provides few explicit guides to learning. Students need to be challenged, encouraged, and supported in reflecting on service projects and in connecting these experiences to coursework.
- Experience is unstructured and messy. Real-world projects are not simple applications of concepts and rules learned in the classroom. The tasks of collecting information, framing the problem, identifying alternatives and recommending and justifying solutions appropriate to specific contexts are challenging tasks. Reflection activities such as project logs and journals provide opportunities for students to share project progress and concerns on an ongoing basis. Project effectiveness and student learning can both be enhanced by reviewing student reflection and providing guidance.
- The importance of structured reflection is underscored by the realization that a significant portion of the learning experience cannot be observed or controlled by the instructor. Faculty may not be privileged to the complexity of detail in a service project, yet faculty are expected to provide guidance to students in addressing problems. Further, different students/teams can be involved in different projects. Thus, unlike textbook problems/cases, it may be difficult to integrate discussion of project details in classroom discussion. A carefully

structured reflection process can facilitate the exchange of relevant information between students, faculty, and the community in a timely manner.

- Reflection is also important because students need a safe space for grappling with the range of emotions that arise from a service experience.

### **What are the goals of reflection?**

Service-learning can be used to support a variety of educational goals. Educators have defined and organized service-learning goals in different ways.

One critical goal for reflection is to help students understand how to apply course knowledge and to assimilate and link the service experience back to course work. By incorporating such reflection, students get a deeper understanding of course material. At the same time, the quality of the service is enhanced if students are encouraged to reflect upon the responsible use of disciplinary knowledge in their service settings.

Another goal for structured reflection is the development or refinement of critical thinking skills such as being able to identify issues, being receptive to new or different ideas, and foreseeing the consequences of actions.

Structured reflection can reinforce and foster a range of competencies identified in service-learning, including communication and teamwork skills, self-understanding, leadership, and public problem solving.

Regardless of the outcomes emphasized in a particular service project, the reflection process must be structured to reinforce specific educational outcomes that faculty have identified as critical in the course. For example, if critical thinking is a goal, then faculty must design reflective exercises that help students understand the uncertainties inherent in the service-learning project, identify a range of possibilities for addressing those uncertainties, and examine those possibilities from the perspective of different stakeholders. Faculty cannot assume that the service experience will automatically result in enhanced problem-solving skills; an intentional, ongoing process is required for coaching students and helping them acquire such skills.

### **When should reflection occur?**

Effective service-learning requires more than a report or presentation at the end of the semester. Faculty must provide numerous opportunities for reflection before, during, and after the experience. An ongoing process of reflection enhances student-faculty communication and provides faculty with a better understanding of student projects, problem-solving efforts, and progress. Such communication can help in improving project effectiveness as well as student learning.

The role of reflection varies according to the stage of the project. Reflection before the project can be used to prepare students for the service-learning experience. Reflective preparation is key to the effectiveness of service-learning. At this stage reflection can be used to teach students concepts/theories required for the project, orient them towards the

community organization and its needs, and offer them problem-solving skills to address the challenges that will arise in the community setting.

During the project, faculty can use reflection to encourage students to learn independently while providing feedback and support as needed to enhance student learning. Reflection not only offers faculty an opportunity to reinforce the connection of course content with the service experience but also allows faculty an opportunity to seize the teachable moments that arise in service-learning.

Reflection after the service experience has ended can help students evaluate the meaning of the experience, grasp their emotional responses to the experience, think about the integration of knowledge and new information, and begin to explore further applications/extensions.

### **How can faculty design effective reflection?**

In order to design an effective reflection process, faculty must address the question: How can reflection contribute to effective service-learning? The six principles below can help faculty in enhancing both the quality of students' service as well as the quality of student learning through reflection.

*Connected:* Effective service-learning integrates service with course work. Reflection is the means through which faculty can help students develop meaningful connections between the service experience and course content.

*Continuous:* Student learning is enhanced by providing multiple opportunities for reflection before, during, and after the project. Project effectiveness is also enhanced by using reflection to prepare students for the service-learning experience and to guide students as they address community concerns.

*Challenging:* Service-learning projects should challenge students to think in new ways, raise new questions, and explore new ways of problem-solving, including the kind of public problem-solving connected to democratic civic engagement. By encouraging students to explore issues more deeply and to think about issues and solutions they may not have considered, faculty can enhance students' problem-solving efforts as well as the resulting learning.

*Coaching:* Faculty must challenge students while simultaneously providing support and creating a 'safe' environment – one where students are confident that their contributions and feelings will be respected. Furthermore, students need support in executing complex project tasks. Note that continuous reflection facilitates the faculty coaching role by providing project related information in a timely manner.

*Contextualized:* Faculty can enhance the effectiveness of service-learning projects by ensuring that reflection activities are appropriate for the context and setting of the project. Faculty must consider factors such as student knowledge and attitudes, community needs, and course objectives and constraints in designing the reflection process.

*Communication:* Structured reflection should provide opportunities for communication with peers, faculty and community organizations. Communication with a community organization and faculty is essential to ensuring that the project is effective in meeting community needs. Communication with faculty, peers and community organizations can also enhance student learning by exposing students to multiple perspectives.

### **Activities**

A variety of activities can be used to facilitate student reflection. Faculty can require students to keep journals, organize presentations by community leaders, encourage students to publicly discuss their service experiences and the learning that ensued, and require students to prepare reports to demonstrate their learning. When constructing the reflection activities faculty should consider the following:

- Reflection activities should involve individual learners and address interactions with peers, community members, and staff of community agencies.
- Students with different learning styles may prefer different types of activities. Faculty should select a range of reflective activities to meet the needs of different learners.
- Different types of reflection activities may be appropriate at different stages of the service experience. For example, case-studies and readings can help students prepare for the service experience.
- Reflection activities can involve reading, writing, doing, and telling. Some examples of reflective activities are briefly described below:

#### **Case studies**

Assign case-studies to help students think about what to expect from the service project and to plan for the service activity. Use published case-studies or instructor developed case-studies based on past service-learning projects.

#### **Journals**

Ask students to record thoughts, observations, feelings, activities and questions in a journal throughout the project. The most common form of journals is free form journals. The journal should be started early in the project and students should make frequent entries. Explain benefits of journals to students such as enhancing observational skills, exploring feelings, assessing progress, and enhancing communication skills. Faculty should provide feedback by responding to journals, class discussions of issues/questions raised in journals or further assignments based on journal entries.

#### **Structured journals**

Use structured journals to direct student attention to important issues/questions and to connect the service experience to class work. A structured journal provides prompts to guide the reflective process. Some parts of the journal may focus on affective dimensions while others relate to problem-solving activities.

**Team journal**

Use a team journal to promote interaction between team members on project related issues and to introduce students to different perspectives on the project. Students can take turns recording shared and individual experiences, reactions and observations, and responses to other entries.

**Critical incidents journal**

Ask students to record a critical incident for each week of the service project. The critical incident refers to events in which a decision was made, a conflict occurred, a problem resolved. The critical incident journal provides a systematic way for students to communicate problems and challenges involved in working with the community and with their teams and can thus help in dealing with the affective dimensions of the service experience.

**Portfolios**

Ask students to select and organize evidence related to accomplishments and specific learning outcomes in a portfolio. Portfolios can include drafts of documents, analysis of problems/issues, project activities/plans, an annotated bibliography. Ask students to organize evidence by learning objectives.

**Papers**

Ask students to write an integrative paper on the service project. Journals and other products can serve as the building blocks for developing the final paper.

**Discussions**

Encourage formal/informal discussions with teammates, other volunteers, and staff to introduce students to different perspectives and to challenge students to think critically about the project.

**Presentations**

Ask student(s) to present their service experience and discuss it in terms of concepts/theories discussed in class.

**Interviews**

Interview students on service experiences and the learning that occurred in these experiences.

Adapted from <http://www.compact.org/disciplines/reflection/faq/>

## **Integrating Service-Learning into Your Syllabus**

This section can be copied for each course into which you want to integrate service-learning.

The Service-Learning Coordinator can also work with you to:

- connect your course to a community agency,
- facilitate meetings with you and a specific agency,
- brief students as to what service-learning is and how it can improve their learning experience
- brief colleagues, department chairs, or division heads as to the pedagogical benefits of service-learning as well as details of the specific project
- provide resources about syllabus construction, reflection, assessment, and
- assist in any other area necessary to make service-learning an effective teaching and learning tool in your course!

The steps below should guide your actions toward a complete integration that is meaningful for your students and yourself. At any point in the process, feel free to contact the Service-Learning Coordinator for assistance, with questions, or with suggestions.

**Step 1: Familiarize yourself with the NU definition and criteria for service-learning. (See page four of this manual for more information.)**

**Step 2: Identify learning and service objectives.**

In the spaces provided below, list the course/project learning objectives.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

In the spaces provided below, list the service objectives. (skill development, service(s) provided, community impact, attitude shift, etc.)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Step 3: Determine the logistics of the project.**

Timeline (semester-long project, half-semester project, two-week project, etc.)

\_\_\_\_\_

Mode of service (students in groups, individually, as a whole class, etc.)

\_\_\_\_\_

**Step 4: Select one or more community partners.**

Potential community partners: _____ _____
--

After exploring the options, either by contacting the community agency or by speaking with the Service-Learning Coordinator, narrow down your list to just the number of partners you will need for the project.

Committed community partner(s): \_\_\_\_\_  
\_\_\_\_\_

The faculty member and community partner should have an in-depth conversation at this point in the integration process. They should be sure to discuss the following points, as well as anything specific to the project:

- Learning objectives of the class
- Service objectives of the class
- Student, faculty, and community partner responsibilities
- Project time frame
- Orientation/training necessary for students and/or faculty member
- Supervision and support throughout the project

Additional areas to discuss: _____ _____ _____
--

**Step 5: Prepare and train your students for the service-learning project.**

Students may need to know more about the following aspects of the service-learning project. These should be addressed before the students start the project. This orientation time is important, since students may have varying degrees of work/service experience, may be unfamiliar with the culture of the organization, or be new to service-learning projects. (See page seven of this manual for more information on preparing students.)

- The definition and purpose of service-learning as a pedagogy
- The purpose of their specific service-learning project in relation to the class
- The criteria upon which they will be graded and other project logistics
- Expected behavior while working in/with the community
- Brief history of the community group or organization
- The needs and people in the community which the organization serves
- The significance of this project to the organization
- Culturally significant issues to be prepared for or aware of (for example, a class working with the local food shelf should be aware of the stereotypes they hold about “poor” people or students designing playground equipment should be aware of access issues for differently-abled children)

Other topics to prepare for or discuss: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Step 6: Provide reflection opportunities to assess learning outcomes.**

*The project is not a service-learning project unless it includes reflection.* Often, this is how the professor determines if the learning objectives were met and therefore, what grade the student will receive. Methods of reflection include journals, group discussion, one-on-one meetings between the student and professor, art projects, skits, etc. (See page nine of this manual for more information on reflection.)

In the space provided, list methods of reflection you will use to assess student learning.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Step 7: Revise your syllabus and adjust for the service-learning project.**

If the service-learning components are simply an “add-on” to a syllabus, the experience may not be meaningful and it could actually mean more work for the faculty member. Suggested strategies for incorporating service-learning into the syllabus include using the service-learning project in place of an existing requirement, deleting existing activities, using class time to work on the project, etc. It may also be valuable to consider the time commitments of other course activities, projects, papers, etc. This checklist of suggested syllabus changes can assist in your revisions.

- Include service-learning in the course description.
- Clarify, in the course requirements,
  - the purpose of the project,
  - service commitment,
  - learning objectives, and
  - reflection expectations.
- In the course schedule, include
  - an orientation to the project,
  - regular reflection assignments and/or activities, and
  - the actual service time commitment .
- Considering the time commitments and grading weight of other course components, integrate assessment of the project into the grading scale.
- Provide time for celebration (at the completion of the project or even during the spring Service-Learning Showcase) for students and community partners.

In the space provided, list other changes necessary to make service-learning a fully-integrated component of your syllabus.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Step 8: Celebrate and evaluate.**

Celebrating the impact of the project can help students see the benefits of being an active citizen in their community. It can also provide an opportunity for the community partner(s) to visit the class, receive the final product, and feel in complete partnership with the university.

List ways that your students and community partner(s) can celebrate the success of a service-learning project: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evaluation of the project is critical. It can help determine if service-learning was an effective learning tool and give participants the opportunity to express their thoughts and experiences. Evaluation may include self-reflection by the faculty member, formal or informal feedback from students, discussions with the Service-Learning Coordinator, etc.

List ways that you can evaluate the service-learning project, being careful to include many perspectives: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Service-Learning Ideas Across the Disciplines

### Accounting

- Work with residents of low-income neighborhoods to put on workshops about household finances, budgeting, savings, etc.
- Support local non-profits with grant writing, investments, budgeting, etc.
- Offer a free tax preparation and counseling service in the community.
- Investigate patterns of loan/credit discrimination.
- Offer accounting assistance to an inexperienced agency.
- Organize an energy audit team to prepare cost estimates for improving energy efficiency in neighboring homes.
- Establish a community credit union.

### Architecture

- Help elderly persons with home improvements or winterization.
- Organize retired carpenters to winterize homes.
- Plan the renovation of older homes for public use.
- Design energy saving plans for homes in poor neighborhoods.
- Assist energy/environmental groups with cost and feasibility studies for solar recovery units.
- Investigate the need for improved or low-income housing (using community meetings, door-to-door canvassing, etc.).
- Find emergency and permanent housing for community members in need.



Students in Wendy Cox's Architectural Design Studio were invited by The Keene Community Trust to find creative solutions to the site development and planning issues facing the town of Keene, New York.



Photos by NU Public Affairs Office

### Biology and/or Sports Medicine

- Work with the Red Cross to educate the community about HIV/AIDS and STDs.
- Design a botanical park as part of a community center.
- Organize groups to lobby for adequate medical attention for low-income persons (young adults, the elderly, those below the poverty line, etc.)
- Assist neighborhood groups with non-contaminating pest control programs.
- Document need for dental care in low-income neighborhoods.
- Plan health and nutrition activities that can be used in Head Start programs.
- Organize a community health fair.
- Plan sports workshops for the Boys and Girls Club.
- Identify major health trends in the community and brainstorm ways to address the needs.

### Business

- Students evaluate and analyze the operations of small companies or non-profit organizations in the area and offer recommendations for improvements.
- Design strategic plans for local agencies and serve as consultants throughout the implementation.
- Assist high school students in selling their art/shop class work by creating a business plan and/or opening a small shop.
- Publish a consumer rights column in the local paper. Students could answer letters or educate the readership on products.
- Research and publicize food and drug store prices in low-income neighborhoods compared to higher-income neighborhoods.
- Start a food co-op.
- Organize a neighborhood credit union.

### Chemistry

- Assist in the counseling of substance abusers.
- Publish information about the dangers of alcohol, nicotine, and other drugs in a community newsletter.
- Study and publicize the effects of artificial foods on emotional and mental states.
- Develop rooftop gardens, community gardens, and inexpensive methods of fertilization.
- Monitor levels of pollutants in local air and water; bring pressure on polluting industries to abide by regulations.

### Computer Sciences

- Design software for local non-profits to better manage volunteers, resources, finances, inventory, etc.
- Tutor senior citizens on the basics of using computers.
- Volunteer time at the library to help visitors unfamiliar with computers or the computerized card catalogue system.
- Help disadvantaged youth or minorities in the discipline explore careers in computer sciences.

### Economics

- Encourage businesses and industries to open job positions to those who have been chronically unemployed.
- Form a consumer protection service.
- Encourage participation of low-income persons in local/regional economic development plans.
- Arrange workshops for potential employers to familiarize them with the skills of local citizens and encourage them to hire locally.
- Start a work referral network for teens.

### Education

- Assist area teachers in the classroom.
- Apply to be a mentor with the Norwich University Youth Mentoring Program.
- Tutor adults in a literacy program.
- Tutor students through NU programs, Northfield Boys and Girls Club, etc.
- Plan and implement age-appropriate play/recreation environments.
- Learn about service-learning as a pedagogy and then educate local teachers and assist them in implementing projects into their classes.
- Work with local school boards to develop educational programs appropriate to all community residents.
- Organize resources to provide educational experiences to prison inmates.
- Provide plant, art, and exercise therapy in nursing homes.

### Engineering

- Increase the self-reliance of community cooperatives by building compost makers, solar energy panels, or waste-recycling units.
- Develop equipment, devices, or services for disabled persons.
- Build a playground for the physically disabled.

### English

- Help start a book club at the Northfield Senior Center or Mayo Healthcare.
- Complete writing projects for a community agency (newsletter articles, instruction manuals, posters/flyers, press releases, FAQ sheets, etc.).
- Practice writing persuasive letters/essays for non-profit/community causes to alert citizens and media.
- Write grant proposals with community agency staff.
- Create a newsletter for a community agency that would like one. Teach them the skills to continue the production after the end of the semester.
- Compile a “Guide to Access to Buildings” for the disabled.

### Foreign Languages

- Work with local media to develop programs using foreign languages.
- Translate consumer information.
- Work as a bilingual aide in public schools.
- Translate community agency materials for clients.

### History

- Interview and collect documents from area residents who lived through a certain time period being studied.
- Teams of students study the history of homelessness in the surrounding community. The research can aide shelters, government agencies, and social service agencies.
- Develop a cultural journal that reports on unique aspects of the local community.
- Provide research to politicians and policy makers to inform them of the history of an issue and possible strategies for resolving the issues.

### Music

- Develop a music therapy program.
- Stage concerts or other musical performances at nursing and retirement homes.
- Work with local musicians to find ways to provide music lessons to low-income children who could otherwise not afford lessons.
- Organize an instrument drive for local schools.

### Philosophy

- Students perform community service at an agency in combination with more theoretical course readings on democracy, civic engagement, citizenship, etc.
- Students participate in conflict resolution activities while learning about the possibilities and limits of forgiveness and reconciliation.
- Through community service, students examine the role of community as a foundation for social justice.

### Physics

- Develop devices that help persons unable to do household activities, such things as opening food cans.
- Develop solar heating systems for installation in retirement homes.
- check and repair the wiring in homes of the elderly.

### Political Science

- While serving needs in the community, students examine service as alternative politics (or as an alternative *to* politics).
- Provide research or lobbying support on issues current in the legislature while studying the legislative process.
- In groups, students form non-partisan watchdog groups for community agencies. Or, students can publicize information on candidates, associations, bills, etc.
- Conduct voter registration drives as voter turn-out is examined.
- Provide travel assistance to people who would otherwise not get to polling locations.

### Psychology

- Study citizen's behavior around and changing attitudes toward a certain issue (for example, recycling), while advocating for/against the issue.
- Provide assistance to grassroots groups already conducting research.
- Establish or support a crisis hotline.

### Sociology

- Introduce students to human service agencies, during which they could be required to examine different aspects of the agency structure, personnel, clientele, needs, etc.
- Working with a livable wage campaign, students couple class readings on social and economic stratification with first-hand experience.
- Work with a drug abuse clinic to counsel teenage drug users.
- Establish local connections to services for victims of domestic violence.

Adopted from: "Faculty Guide to Service Learning," Malcolm X College Service Learning Program, "101 Ideas for Combining Service & Learning," Florida International University, and "Service Learning Training Manual," Murray State University, Broughton, Weiss, Rogers, 2004.

## Example SL Syllabus

**FR331A Advanced Composition, Conversation, and Translation I Automne 2006**

**Professeur :** Dr. Frances Chevalier

**Webb007 l/me/v 12:00 12:50**

**Bureau:** Webb 204 ; **courriel :** fchevali

**Webb 209 laboratoire\***

**Heures de bureau:** ma/j 9h à 10h; 11h45 à midi; ma/j 8h30 à 9h ou sur rendez-vous: 485-2430

*Course objectives:* The objective of this course is to have you interact with each other, the professor and members of the community, using the French language so that you will continue perfecting both your written and oral French and increasing your knowledge of French culture and heritage in North America. Combining written, oral, research and translation skills in French, the class will also prepare two service-learning projects during the term. Grammar, reading, and research assignments are designed to stimulate group discussion and develop further your knowledge of French culture as well as to develop more fluidity in your own French-language expression. Your perspective and insights count, so be sure to carefully prepare the assigned materials before coming to each class. To master vocabulary it is essential to organize new words and expressions in a clear, retrievable format. Students are expected to prepare an active database of useful vocabulary and expressions learned during this course.

The service-learning projects are designed to assist the following area communities:

- 1) The Festival of Nations celebration held at Crown Point, NY on September 15/16, 2006. Activities for this project include:
  - a. Researching French-language resources to learn about the establishment of New France in the Champlain Valley region, the contributions of Samuel de Champlain, the life style of the early French settlers, the interaction of the early French explorers and settlers with the native American tribes in the area, and other aspects of French-heritage of the region
  - b. Preparation of English to French translations and visual materials for the Festival
  - c. Preparing word lists and basic French lessons for middle-school and high school students at the Festival of Nations
  - d. Greeting visitors in French and providing historical information at the Festival of Nations
- 2) The Battered Women's Shelter and Services of Washington County, VT. Activities include:
  - a. Researching French-language resources to study domestic violence and services to assist victims in Quebec and France, then:
  - b. Translating a brochure and Web-site text from English to French

*Attendance policy:* Your participation is critical to the success of this course and to your progress in French. Therefore the maximum allowable number of unexcused missed classes to pass this course, including lab assignments, is set at three. Per University policy stated in the Academic Regulations, section 7, item 4 (Class attendance, sub-para. 4: "Instructors may assign a grade of "F" to students whose total absences, EXCUSED OR UN-EXCUSED, equals or exceeds 15% of the class meetings, if this policy is stated on the syllabus. You are expected to be present for all tests and quizzes. **If an emergency arises and you are unable to attend class, please leave a message before class by calling extension 2431. No make-ups will be**

**arranged for unexcused absences** and the grade assigned will be a **zero**. (See *Academic Regulations*, <http://www.norwich.edu/about/policy/academic/section7.html>)

*Assignments:* **Reading, research, translation, grammar and composition assignments** are to be completed before the class to which it is assigned. (Please verify your grammar, vocabulary and spelling, as the quality of your language usage contributes to your performance evaluation and grade.) At times approaches to translation and compositions will be discussed in class in a workshop-type atmosphere, where students and the professor comment on each other's work. The purpose of this exercise is for you to get and provide quick feedback on projects. This allows you to work on them and develop approaches to further apply them outside of class on your own thereafter. Translations and compositions will be collected, reviewed and returned to you with suggestions for improvement (if necessary). You may then resubmit your work for a second grade. Make sure to hand the work in on time or 10 points will be deducted for each day the work is late. Grammar assignments are designed to improve accuracy in language expression. **Proficiency in conversation is based on the ability to use the vocabulary assigned in the homework to participate actively in class and in community-based Service-Learning projects.** You will be expected to have mastered the terminology to communicate your ideas, and to recall cultural information presented in class and assigned for homework.

The student's participation will be graded according to the following criteria:

**A** - brings materials to class; has prepared homework; is attentive and negotiates meaning with other students in French; is responsive, volunteers regularly in discussion and elaborates spontaneously, giving more than asked for; works on pronunciation; uses circumlocution to compensate for unknown vocabulary and communicates meaning clearly, despite some errors in grammar, using complete sentences. Attends lab and completes lab assignments regularly as assigned. Takes a leadership role in Service-Learning projects.

**B** - brings materials to class; has prepared homework; is attentive and responsive, volunteers and tries to elaborate, and even if not always successful at this, still succeeds in communicating main message using complete sentences. Works on pronunciation. Attends lab and completes lab assignments on time as assigned. Completes the Service-Learning projects assigned.

**C** - does not always arrive to class prepared and this lack of preparation affects ability to participate in classroom activities. Misses class, and/or participates minimally and/or only when required to by the instructor; resorts to English when stuck and/or has considerable difficulty getting message across with little attention to form; uses fragments rather than complete sentences. Does not attend lab regularly as assigned. As a result is behind in class for discussion session. Participates minimally in Service-Learning Projects.

**D/F** - excessive absences and/or unprepared, fails to bring materials to class, or makes little/no effort to participate during class discussion and small group activities, makes little/no effort to speak French and/or has extreme difficulty communicating or correctly responding. Rarely attempts to use FRENCH as a medium of communication- uses English to ask questions and to ask for clarification. Misses two or more consecutive lab assignments. Does not complete or does not participate in Service-Learning projects.

*Grading Policy/Gestion des Notes.* The final grade is calculated as follows:

30% Conversation (Class participation, projects = 20%; final = 10%)

30% Composition (Assignments handed in and in-class compositions = 20%; final = 10%)

30% Translation (Assignments handed in and in-class compositions = 20%; final – 10%)

10% Grammar (homework and quizzes)

The final exam will include an interview discussing one of five topics covered in class during the semester, a composition dealing with one of the topics covered in class, and a translation (with dictionary) of a topic covered in class.

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## FR331A *Materials*

### **B. Ressources utiles:**

#### **1) Samuel de Champlain et la Nouvelle France :**

- a. Roy, Pierre-Georges. *Hommes et choses du Fort Saint-Frédéric*. Montréal, Quebec: Éditions des Dix, 1946. Voir : <http://www.ourroots.ca/e/toc.aspx?id=3315>
- b. <http://perso.orange.fr/alain.perron/Champlain.htm>
- c. <http://rs6.loc.gov/intldl/fiahtml/fiatheme.html#track2>
- d. <http://www2.marianopolis.edu/quebechistory/encyclopedia/Abenakis-Abenakis-IndiensduQuebec-HistoireduQuebec.htm>
- e. <http://www.nouvellefrance.qc.ca/costumez-vous>

#### **2) La violence conjugale et maisons de refuge :**

- f. <http://www.vtnetwork.org/orgpages/bwss.html>
- g. [http://www.sosfemmes.com/violences/violences\\_menu.htm](http://www.sosfemmes.com/violences/violences_menu.htm)
- h. <http://www.cidf22.org/violence-conjugale.html>
- i. <http://www.sosviolenceconjugale04.org/>
- j. <http://sosviolenceconjugale04.org/guideprolvc.pdf>
- k. <http://www.code9-1-1.com/policeqc/Dossiervc/liens.html>
- l. [http://www.ladauphinelle.org/html/l\\_aide.html](http://www.ladauphinelle.org/html/l_aide.html)

#### **3) Le Vocabulaire:**

- a. Robert, Paul. *Le nouveau petit Robert : dictionnaire alphabétique et analogique de la langue française*. Paris : Dictionnaires Le Robert, 1994. (Kreitzberg Ref : 443.1 R642n 1994)
- b. Robert, Paul. *Le Grand Robert de la langue française*. Paris : Dictionnaires Le Robert, 2001. (KREITZBERG REF 443 R642g 2001)
- c. Dictionnaire français de synonymes : <http://elsap1.unicaen.fr/cherches.html>
- d. Dictionnaire sommaire: <http://dictionnaire.tv5.org/>
- e. Lebaut, Genevieve. *The Oxford-Duden Pictorial French and English Dictionary*. 2<sup>nd</sup> ed. Oxford Press, 1996. (1ere edition au laboratoire de langues)
- f. Robert, Paul et al. *Le Grand Robert des noms propres : dictionnaire universel alphabétique et analogique des noms propres : illustré en couleurs*. Paris : Le Robert, 1984. (Kreitzberg Ref : 443 R642di)
- g. Larousse et al. *Le Grand Larousse Universel : [avec actualia]*. 15 vol. Paris : Larousse, 1995. 11038 pp. Kreitzberg Ref. Hall: 034 G751e 1995)

#### 4. La Grammaire:

- a. <http://www.nv.cc.va.us/home/lfranklin/grammar.htm>
- b. [http://globegate.utm.edu/french/globegate\\_mirror/gramm.html](http://globegate.utm.edu/french/globegate_mirror/gramm.html)
- c. Ollivier, Jacqueline and Martin Beaudoin. *Grammaire française*. 3 ed. Toronto: Nelson/Thomson Canada, 2004. (Laboratoire de langues)
- d. Bescherele. *La Conjugaison pour tous*. Paris: Hatier. (Bookstore)
- e. Gac-Artigas, Priscilla et al, *Sans Detour*, Prentice Hall 2000. (Bookstore)
- f. Grévisse, Maurice. *Le bon usage, grammaire française*. Gembloux : J. Duculot, 1964. ( 445 G838b)
- g. Hoffman, Léon-François. *Essentiel de la grammaire française*. NY : Scribner, 1964. (445 H699e 1964 et au laboratoire de langues)
- h. Médias disponibles au laboratoire et à l'Internet :
  - a. Télé
    - SCOLA informations
    - TV5 –
  - b. Presse
    - *Journal Français d'Amérique* - French-language newspaper
    - <http://www.lesclesjunior.com/>
    - <http://www.lexpress.fr/Express/Info/France/>
    - Ambassade de France aux Etats-Unis : <http://www.ambafrance-us.org/fr/>
    - Diplomatie: <http://www.diplomatie.gouv.fr/fr/>
    - <http://www.lemonde.fr/>
  - c. Langue Française et Variétés :
    - i. <http://www.utm.edu/departments/french/french.html>
    - ii. Cybercartes françaises: <http://www.cybercartes.com/>
  - d. La Louisiane francophone :
    - i. <http://www.lewrockwell.com/orig2/saucier6.html>
    - ii. <http://www.codofil.org/francais/index.html>
    - iii. <http://www.festivalinternational.com/site7.php>
  - e. La Francophonie en Amérique : <http://www.cvfa.ca/>
  - f. La Francophonie dans le monde : <http://www.francophonie.org/oif/pays/statut.cfm>
  - g. L'État majeur des Armées françaises : <http://www.defense.gouv.fr/sites/ema/>
  - h. Saint-Cyr : [http://www.st-cyr.terre.defense.gouv.fr/index\\_1024.html](http://www.st-cyr.terre.defense.gouv.fr/index_1024.html)
  - i. Radio française en ligne directe : [http://www.comfm.com/live/radio/?rech\\_avancee=1&tpays=fr&theme=vide&al=&debit=vide&type=vide&page=1&x=22&y=7](http://www.comfm.com/live/radio/?rech_avancee=1&tpays=fr&theme=vide&al=&debit=vide&type=vide&page=1&x=22&y=7)

Translation Document A: *Festival of Nations, World List*

Words for the beginner-French lesson to be offered during Fête des Nations:

English

French

Abenaki Indian

army

bake oven

barracks

bastion

boat

bread

British

cannon

Colonial

crown

empire

fort

fossils

French

general

gun powder

history/historic

invasion

king

lake

limestone

military

militia

musket

nation

navy

officer

peninsula

redoubt

ruin

settlement

Seven Years War (French and Indian War)

ship

soldiers

War for American Independence

windmill

Festival of Nations

Fri., Sept. 15, 2006 Festival of Nations: Canada, France, Great Britain,  
Sat., Sept. 16, 2006 Native American Indian tribes, United States, with  
elements of national heritage, including music & food  
& crafts & dance & games & family activities &  
clothing & folk life & customs & entertainments

The event hours are:

9:30–2:30 [esp. for schools] *and* 4:30–6:30 on Friday (9/15),  
plus 9:30–4:30 on Saturday (9/16).

- **CROWNings: *Miss Lake Champlain* contest & *Mr. Lake Champlain* contest.**
- **Singer/musician Linda Russell will perform concerts of 18<sup>th</sup> century songs at 1:00 p.m. on Friday, 9/15 and at 10 a.m. on Saturday, 9/16. She will use a penny whistle and dulcimers to present British and early American music.**
- **Chimney Point State Historic Site hosts: Atlatl Workshop on Fri., Sept. 15 and Northeastern Atlatl Competition on the weekend of September 16-17.**
- **Hear lots of live, highly entertaining, beautiful French and Canadian music: from Déjà Nous (French Music Hall-style performance) at 6:30 Friday evening, from Va-et-Vient (music of Quebec and France) on Saturday, and from versatile accordionist Ron Tomocik both days!**

*A \$5-per-vehicle fee is collected at Crown Point 9:30 a.m. – 5:00 p.m. on Sat. & Sun.*

This festival is co-hosted by the historic landmarks on both sides of the Lake Champlain Bridge:  
**Crown Point (NY) State Historic Site** and **Chimney Point (VT) State Historic Site.**

For information you may contact Crown Point State Historic Site  
at 518-597-4666, or 739 Bridge Road, Crown Point NY 12928-2817  
Thomas.Hughes@oprhp.state.ny.us

Festival of Nations

## Example SL Syllabus

Ed 234 – Learning Strategies  
Fall 2003 – 296 Cabot &  
Roxbury School

Asst. Professor Diane Byrne  
203 Ainsworth – Office Hours Posted  
x2364 or 485-8577 (home)  
dbyrne@norwich.edu

Text: Classroom Teaching Skills 7<sup>th</sup> edition James M. Cooper General Editor

Course Description: This course includes an overview of the most commonly used strategies in elementary and secondary classrooms. Topics include planning, instructional objectives, media and computer applications, common learning strategies (lecture, discussion, cooperative learning, role playing, questioning, discovery learning) and evaluation and assessment of learning. All students participate in microteaching situations, do 10 hours of field observations, and 10 hours of a Service Learning Component.

### Course Objectives:

- Develop an understanding of the process that is involved in the successful planning, implementation, and assessing of student learning.
- Identify the types of planning required for lessons.
- Identify effective practices for teachers.
- Identify and observe different teaching styles and learning styles.
- Identify and observe classroom management techniques.
- Identify methods for the assessment of student learning.

Principles for Vermont Educators Met by Learning Strategies  
Learning – Principle 1  
Professional Knowledge – Principles 2, 3, 4, 5, 7, 8, and 9

### A. Course Requirements & Evaluation

You are expected to attend class! The Norwich University Policy for Attendance will be strictly enforced. Regular class attendance is expected. However, in an emergency causing the student to be absent, it is the student's responsibility to initiate arrangements with the instructor to complete missed work. The instructor decides if the student should be permitted to make up work missed or, in case of excessive absences, if he or she should be administratively withdrawn. Normally, excessive absences are defined as being absent more than twice the number of class hours each week. See the attached sheet on Norwich University's Attendance Policy. You are expected to participate in class discussion and activities. Remember Learning is a reciprocal activity!!! Academic Integrity is expected at all times within the class and in your writing. Due dates are not negotiable. Assignments that are handed in late will not be graded! If an emergency does come up, you are expected to contact the instructor immediately. During this course, your skills in structured reflection will be refined.

### B. Field Experience

Each student will be required to do 10 hours of classroom observation. The student will do a one page, double spaced reflection paper on each classroom observation. Margins should be 1 inch

and you should use 12 point font. The goal is for you to see as many different teachers and their techniques as possible.

### C. Homework Assignments

There will be assorted written homework assignments for the assigned chapters.

### D. Service Learning Component

You will volunteer a total of 10 hours in either an elementary or secondary classroom for the purpose of helping the teacher in classroom instruction, classroom management duties, grading, tutoring, etc. \*I will discuss this in further detail. I want you to volunteer the majority of hours at the grade level where you think that you will ultimately be teaching. You will be asked to do a 5 page double spaced paper reflecting upon and summarizing your Service Learning Component. You are expected to use 1 inch margins and 12 inch font. It is to be free of mechanical errors. At the end of this experience, you will receive a Service Learning Certificate verifying your work. This can go in your portfolio.

### E. Standards Based Unit with a Microteaching Experience

You will be asked to develop a Standards Based Unit with five sequential lesson plans. One of these lesson plans will be used for your microteaching experience. Everyone will be videotaped. You will assess and critique your teaching and write a reflective 2 –3 page portfolio entry. This should be double-spaced using 1 inch margins and 12 inch font. It should be free of mechanical errors.

### Final Exam

There will be a final exam. The final will be based on the main topics covered in class. There will be 25 multiple-choice questions and 4 essay questions. It will be an open book exam.

### Grading Scale

The grading scale is as follows:

Observation Paper – Each paper is worth 10 points

Homework Assignment – Each Homework Assignment is worth 10 points

Service Learning - Reflective Summary Paper is worth 50 points

Standards Based Unit – 75 points

Microteaching Experience – 25 points

Reflective Paper on Microteaching Experience – 25 points

Final – 125 points

NORWICH UNIVERSITY  
DEPARTMENT OF CIVIL & ENVIRONMENTAL ENGINEERING  
CE 480 SENIOR DESIGN

## INTRODUCTION

The purpose of this course is to integrate the engineering concepts and design methodologies developed in other courses into the design of a major Civil Engineering project. In the other courses, the analyses and design have focused on the course topic while the connection with other aspects of Civil Engineering has been treated cursorily.

If a set of construction project documents were perused, one would recognize components from each of the Civil Engineering courses. Plans would include site layout, provisions for storm drainage, road and transportation facilities, structural steel and concrete members, water supply and wastewater lines as well as foundation plans. Upon closer examination, one would see the integration of these elements needed not only to meet the owner's requirements but those of codes and other regulations and how various constraints influenced the final plans.

The Accreditation Board of Engineering and Technology (ABET) requires that a capstone design course be included in the Civil Engineering curriculum. The department faculty strongly believe that such an experience will better prepare students for their profession.

Another aspect of this project is working together as a team. In an engineering firm, one individual does not do the entire design of a project; it is a team effort. The individuals' strengths are utilized to complete the project on time and within budget. The same attitude must prevail in this course also.

## PROJECT DESCRIPTION

In June 1998, a thunderstorm drowned central Vermont with up to 8 inches of rain in about 6 hours. The resulting runoff washed out several roads, bridges, homes and businesses and caused other serious damage. Four instances of this damage are slope and stream bank failures in the Town of Royalton, Vermont. The engineering firm of DuBois & King (D&K) was engaged by the Town of Royalton to design measures to repair these failures, then prepare plans and specifications. It was expected that the Federal Emergency Management Agency (FEMA) would fund both the engineering and construction costs. However, FEMA later determined that these failures were not eligible for Federal disaster funding and all engineering work was halted.

This project resumes where D&K stopped at two locations, the Russ Hill Road and Mill Road sites. Topographic and soil boring data are available for both sites. The project is to examine several possible remedial measures, provide preliminary designs, perform cost estimates for each and then a final design for the remedial measure having the least cost.

## WORK PRODUCT

Perform a reconnaissance of each site to determine the current conditions and obtain necessary information for design purposes. Coordinate with the Town of Royalton selectboard and road supervisor.

Develop a task list to complete the project and prepare manpower estimates, task allocations and scheduling for completion of the project. The schedule will be presented in the form of a GANTT chart.

Investigate applicable Federal and State regulations that will impact the remedial measures.

Prepare preliminary designs and cost estimates for the remedial measures.

Prepare final design plans and specifications for the measure having the least cost.

Present plans to Town of Royalton selectboard.

#### PROJECT ADMINISTRATION

The faculty member in charge of the project is Prof. John B. Stevens.

The group must submit a time sheet each Friday by 2:11 PM which gives the number of hours worked, by element, by each member of the group. A single-sheet summary of progress to date must also be submitted with the time sheet.

The group must make an oral presentation to the faculty and Civil Engineering students the week of 16 April 2001.

The grade elements and corresponding weights are:

Oral Presentations	20%
Group Manpower Estimates, Scheduling and Allocations	10%
Plans and Drawings	30%
Calculations and Report	40%

#### SCHEDULE

The following are milestone dates for this project.

19 Jan	Manpower Estimates, Allocations and Scheduling
23 Feb	Poster Presentation at E-Week Banquet.
16 Apr	Presentation to Faculty and Students
20 Apr	Presentation to Town of Royalton Selectboard.
25 Apr	Complete Project Submission NLT 3:59 PM

We, the project team, have read and understand the project requirements. Our failure to complete this project in satisfactory manner by 25 April 2001 will result in failing the course.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Example Project Contract**

Teacher Education  
Licensure Candidate  
Service-Learning Contract

I, \_\_\_\_\_, agree to offer to the Northfield School District my services as part of the ED 234: Learning and Teaching Strategies course, taught by Professor Diane Byrne. I agree to commit to a minimum of one hour per week and a maximum of two hours per week, over the course of five weeks, to a designated teacher/class in the Northfield School District.

The goals of this service-learning project are to enable teacher education licensure candidates the opportunity to observe the many dimensions of the teaching process and to actively involve students in the class in which they are placed, while providing assistance to Northfield elementary and secondary teachers.

**ED 234 students are responsible for:**

- Scheduling appointments with site teachers,
- Being on time to the site,
- Dressing appropriately for classes,
- Contacting the site teacher if one cannot make an appointment,
- Asking for clarifications from site teacher on duties assigned,
- Completing tasks assigned by site teacher in a timely and professional manner,
- Becoming actively involved in the class, and
- Providing transportation to and from the site.

**ED 234 students are NOT responsible for:**

- Doing personal errands of site teachers.

**Northfield School District teachers are responsible for:**

- Providing active classroom experiences to ED 234 students,
- Providing adequate instruction as to the duties assigned, and
- Contacting students promptly if there is a change in the schedule.

**Northfield School District teachers are NOT responsible for:**

- Transportation to and from the site.

\_\_\_\_\_  
ED 234 Student Signature

\_\_\_\_\_  
NU Professor Signature

\_\_\_\_\_  
Site Teacher Signature

\_\_\_\_\_  
Student Name (please print)

\_\_\_\_\_  
NU Professor Name (please print)

\_\_\_\_\_  
Site Teacher Name (please print)

\_\_\_\_\_  
Phone Number

\_\_\_\_\_  
Phone Number

\_\_\_\_\_  
Phone Number

## **Frequently Asked Questions (and Answers)**

### **Q. Where can I find program models of service, service-learning, and civic engagement programs?**

A. Campus Compact has recently revised and expanded its program models database ([www.compact.org/programmodels](http://www.compact.org/programmodels)). Additional online resources include:

- UVM's Service-Learning Research project: <http://www.uvm.edu/partnerships/>
- Castleton College's Center for the Support & Study of the Community: <http://www.csc.vsc.edu/communityservice/>
- Service-Learning at Green Mountain College: [http://www.greenmtn.edu/learning/service\\_learning/index.asp](http://www.greenmtn.edu/learning/service_learning/index.asp)
- Johnson State College's Center for Service Learning: <http://www.johnsonstatecollege.edu/studentlife/209.html>
- Middlebury College's Alliance for Civic Engagement: <http://www.middlebury.edu/offices/ace/>
- AAHE's Models of Good Practice: [www.aahe.org/service/models.htm](http://www.aahe.org/service/models.htm)
- The University of Pennsylvania has a searchable database of their service and service-learning programs at <http://www.upenn.edu/csd/csd.html>
- Colorado's service-learning site includes a list of university programs: <http://csf.colorado.edu/sl/academic.html>
- UCLA's list of model programs: <http://www.gseis.ucla.edu/slc/modelp.html>

### **Q. Where can I find service-learning syllabi on the web?**

A. For a searchable collection of service-learning syllabi, see Campus Compact's syllabi project at <http://www.compact.org/syllabi/>. Additional online syllabi resources include:

- Massachusetts Campus Compact: <http://www.tufts.edu/as/macc/articles1.htm>
- PHENND (Philadelphia Higher Education Network for Neighborhood Development) online syllabi swap at <http://www.upenn.edu/ccp/PHENND/syllabi.html>
- The National Service-Learning Clearinghouse: [http://www.servicelearning.org/resources\\_tools/syllabi/index.html](http://www.servicelearning.org/resources_tools/syllabi/index.html)
- Second Nature's syllabi site: <http://csf.colorado.edu/sl/syllabi/index.html>

### **Q. Where can I find these and other statistics about community service and service-learning on the web?**

A. Statistics on service and service-learning are available on the following websites:

- Results from the Campus Compact Annual Members Survey (<http://www.compact.org/newssc/highlights.html>)
- The Chronicle of Higher Education ([www.chronicle.com/stats](http://www.chronicle.com/stats), note that you have to be a subscriber to access this information)
- Learning In Deed (<http://www.learningindeed.org/research/slresearch/slrsrchsy.html>)
- The National Survey of Student Engagement (NSSE) (<http://www.indiana.edu/~nsse/>)
- National Service-Learning Clearinghouse features reports and many useful links to online statistical reports (<http://www.servicelearning.org/index.html>)

Excerpted from <http://www.compact.org/resource/SLres-faqs.html>