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Faculty Guide to Service-Learning



Campus Compact for New Hampshire

A Definition of Service Learning:

Service learning is an educational strategy which applies core course concepts through significant service to the community.

This integration of academic and experiential learning requires guided reflection to clarify academic, personal, and civic learning.*

Thoughts on Service Learning

I cannot ever again imagine that class (“Children and Human Rights”) without this kind of experience. Without the service learning component, the class would seem “dry” and without context. Once students began going on a regular basis to Antrim [Girls’ Shelter], our class discussions about the issues were lively and meaningful.

--Judy Jones, Professor of Communications at New England College



I think about all the needy people out there, and then I think about all the students who don’t learn a thing in their classes because they are just being lectured. I mean, what better way to learn than through experience? I have gained so much knowledge just in this class alone...proof that service learning is a good asset if used correctly.

--Angie Raymond, New England College Service Learning Honors Student



As an academic who combines scholarly pursuits with citizen activism, I encourage my students to participate in service learning. Why? Because it allows students to become active contributors to a society and when they view themselves as contributors, they begin to believe in a world which is larger than themselves. I’ve seen some quieter students blossom in a setting where simply spending quality time with a homebound senior citizen brings joy and a sense of purpose to their academic studies.

* Professor Dan Forbes, St. Anselm College Center for Volunteers

--Nancy Snow, Professor of Political Science at New England College

Development of Service Learning in Institutions of Higher Education: 5 Stages*

I. Tradition of Volunteer Service

This stage is characterized by a tradition of community service in higher education. The tradition is typically carried out through community service projects that are spearheaded by student development offices, clubs, and/or campus ministries.

II. Individual Initiatives

This stage is characterized by an awareness of the connection between service and learning by individual faculty members as part of specific courses. During this stage, it is the individual faculty member, rather than a department or school, who initiates the service-learning experience.

III. Institutional Awareness and Administrative Support for Individual Initiatives

This stage is characterized by support from the administration for individual faculty and departmental service-learning initiatives. At this stage, the administration supports demonstration projects and the procurement of grants and other funding sources.

IV. Institutional Commitment and Adoption of Service-Learning

This stage is characterized by an institutional commitment to service learning. The commitment is operationalized by 1) a mission or vision statement and strategic plan; 2) administrative, faculty, and staff support for the concept; and 3) necessary resources.

V. Full Implementation and Integration

This stage is characterized by full implementation and integration of service-learning at the school. At this stage, service-learning is a school-wide expectation that students, faculty, staff, and administrators are aware of and rewarded for participation in.

* Dr. Howard Muscott, Rivier College. Used with permission of the author.

Part One: Introduction to Service Learning

The Key Components*

I. Core Course Concepts

Service projects should be selected based on the degree to which they utilize, exemplify, or address core course concepts. Students need to be provided with a general sense of a course's academic concepts which will likely be applied in their service work. Clearly, they will make some course connections that the faculty member could not have anticipated, but having a set of core concepts to guide their focus will be beneficial. Faculty know which concepts are central to their courses, and they know which concepts students may have struggled with in the past. With all of the service learners focused on certain core concepts, faculty will be able to review how fully students understand their application. Students will bring in examples from a diverse set of service experiences, and this will likewise deepen class understanding of these concepts. Frequently, faculty will use student service learning examples in subsequent years to teach the core course concepts.

II. Significance To Community

Service learning is also at its best when the service is challenging for students and meaningful for those served. When students move beyond their "comfort zone" they will look for the course material and the faculty member to help them understand the issues and their role in responding. Significant service experiences maximize the information that will flow from the community back into the classroom, supplementing the material presented through texts and lectures. Significant service also enhances the possibility for personal and civic development, as students gain a deeper appreciation of the real needs in their community and their growing personal capacity to meet those needs.

Linking Core Concepts: Reading Buddies

Teacher education faculty Kathe Simons included the Reading Buddies program as a required service learning component of her Education 326: Reading in the Elementary School Course. The focus of the course includes "instructional strategies; literacy development; integration of reading, writing, speaking, and listening; and evaluation of reading materials." Students were required to participate in Reading Buddies, a pre-existing partnership between NEC and the Henniker Community School.

Reading Buddies volunteers are paired with a Henniker student identified by his/her teacher as potentially benefiting from additional time spent on reading and reading-related activities. Each Reading Buddies pair meets for thirty minutes twice a week. In addition, Professor Simons required students to keep a weekly reflective journal of their activities, observations, and significant experiences.

* Adapted from Professor Dan Forbes, St. Anselm College Center for Volunteers.

Significant Service Beyond Their Comfort Zone

Malcolm X Spring Break Trip

Teacher Education students experience urban education as classroom aides in a Washington DC elementary school

International Presentations

EFL students share their culture through presentations to local middle school students.

Nicaragua Trip

Engineering students study sustainable development possibilities on a trip to Nicaragua

III. Guided reflection

Reflection is where learning takes place, and it must be planned and purposeful. Academic credit for service learning projects is given for the learning, not the service. Students engaged in significant service, especially when they are out of their comfort zone, will have many questions. Service learners may know that a core course concept applies to a given service situation, but they may be unclear how to fully utilize the ideas in a way that adequately enhances their understanding. These are the very opportunities in which service learning shows its educational relevance. Students engaged in service learning frequently find that understanding takes on a new urgency. As one student discusses his/her struggles in putting knowledge into practice, the faculty member and other students can serve as resources for understanding and clarification.

Self Test: **How would you evaluate this service-learning project?**

A faculty member teaches an introductory course titled "Education and Cultural Diversity". Through readings and class lectures, students are exposed to the history of discriminatory education practices in the United States. To link this academic unit to a service project the professor contacts the downtown library to find out what community education programs they sponsor. She discovers that the library offers an English as a Second Language class for adults. The program is in need of volunteer teachers and the library staff person sounds enthusiastic at her suggestion that her students teach the class. At the next class meeting, the professor describes the library's program to her students, and offers students the option of volunteer teaching the class once a week and writing a three-page reflective paper at the end of the semester as an alternative to the fifteen-page term paper required on the syllabus. Several students are interested in this option, enough to fill the library's need for teachers. The professor gives them the telephone number and directions to the library, and eagerly waits to read her students' reflection papers at the end of the semester.

Consider this project in view of these standards of quality for service learning:*

1. Effective service learning efforts strengthen service and academic learning.
2. Model service learning provides concrete opportunities for participants to learn new skills, to think critically, and to test new roles in an environment that encourages risk-taking and rewards competence.
3. Preparation and reflection are essential elements in service learning.
4. The efforts of the participants are recognized by those served, including their peers, the school, and the community.
5. The participants are involved in the planning.
6. The service the participants perform makes a meaningful contribution to the community.
7. Effective service learning integrates systematic formative and summative evaluation.
8. Service learning connects the school or sponsoring organization and its community in new and positive ways.
9. Service learning is understood and supported as an integral element in the life of a school or sponsoring organization and its community.
10. Skilled professional guidance and supervision are essential to the success of service learning.
11. Preservice training, orientation, and staff development that include the philosophy and methodology of service learning best ensure that program quality and continuity are maintained.

* Alliance for Service Learning in Education Reform. (1995) Alexandria, VA: Close Up Foundation.

Overview: Quality Service Learning

Developing a quality service-learning project involves several stages, including planning and preparation, reflection and evaluation, recognition and support. The following is an overview of these stages and some guidelines for developing quality projects.

I. Planning and Preparation

At the initial stages of thinking and preparing to incorporate service learning into a course, the following are important issues to consider:

- Community needs must be linked to coursework.
- Actual community needs must be met in a respectful and mutually beneficial way.
- Service learning initiatives are defined, planned, implemented and coordinated in collaboration with the student, schools, and the community.
- All community partners must be trained in the key elements for service learning and how to effectively work with students.

II. Reflection

Reflection is the time for students to “make the connection” between the service experience and course topics and theory, and is thus the most crucial time for learning and growth. Reflection can also provide ongoing evaluation of the project.

- Reflection needs to be planned, purposeful, and linked to course goals
- A variety of types of reflective practices should be used so as to allow students to use their diverse learning styles
- The faculty member needs to be clear regarding what the students reflect on and why

III. Evaluation

Reflection and evaluation are closely linked. Ongoing assessment by the faculty and community partner is also essential.

- Assessment tools and process need to be fully understood by all partners
- Qualitative as well as quantitative data must be collected to determine the depth of understanding, to help plan more efficiently for future projects
- Students and community partners should be involved in and helped to develop assessment tools.

IV. Recognition and Support

Effective service learning initiatives recognize the individual and collective efforts of all participants. Also, recognition of service learning efforts is essential to strengthen community and institutional support for future projects

- Students should be helped in identifying who the participants, and determine creative ways to recognize their efforts.
- Faculty members must identify creative ways to recognize and promote their students work to the community, college campus and others.

The Types of Service

A typical difficulty in implementing quality service learning projects is the confusion of the differences between community service, service learning, and internships. Some common misunderstandings are:

“We already have a (two-credit, 30-hour, etc.) requirement for community service.”

“We allow students to do their internships in community agencies.”

“(Career Services, The Community Service Office) is responsible for doing this, not faculty.”

One way to think about this is to consider the degree to which the service experience is incorporated into a curriculum. Certainly “pure” volunteerism is a worthy endeavor and volunteers benefit from their experiences. Internships are also invaluable as capstone experiences following in-depth academic study.

*Service learning in its purest form **integrates the students’ service experiences (s) with the curriculum as a way of maximizing the potential for both in-class and out-of-class learning.***

Service Learning Curriculum Continuum*

Where do your campus’s community service and service learning efforts lie?

Co-Curricular	Example: New England College
Focus is on Service	
Volunteerism	Office of Community Service – “straight” community service placements for interested students (including workstudy placements) ¹
Special Recognition	Admissions/Scholarships/Outside Awards – (NH Volunteer of the Year JC Penney Outstanding Volunteer Award)
Required by Service or Club	Greek and other student organizations
Service as Graduation Requirement	Political Science department has a 2-credit community service requirement for majors
Curricular	
Focus is on Learning	
Independent Study or Internship	Education: Student Teachers, Career Services /Faculty sponsorship of internships with service agencies
Unit/Component of Course Education	Courses in the following departments typically have a 10-30 hours service and reflection requirement: Sociology, Psychology, Education, Writing, and General
Special Class	Service Learning Practicum in Education; Service Learning Leadership Seminar (Ideally a course curriculum would be determined by and mastered through a service learning project)
Integrated throughout Curriculum	

* Adapted from Grand Rapids Public Schools Office of Service Learning, Fritz Crabb, Facilitator

A Community Service Learning Office

A key resource for faculty and students can be a centralized campus office/center for information on service learning, existing community service partnerships, and resources (training, supervision, transportation, mini-grants). Each campus has different needs and resources for such a center; the following are key areas to consider when developing a center:

Mission Statement: solidifies goals for the center and campus community.

**Office of Community Service
New England College**

The Office of Community Service exists in order to:

- 1) Enable every member of the college community to enrich and change her or his life through service
- 2) Support NEC staff and faculty to bring service opportunities to every classroom, club, team, department, and residence hall; and
- 3) Use our power as an institution to fulfill demonstrated needs in the communities to which we belong, college, town, state and world.

Structure: details of funding, supervision, and staffing

- Typically supported and supervised by student affairs division of college
- Directed by part- or full-time faculty or staff member
- Staffing assistance from work-study and/or volunteer students and AmeriCorps members (see below)

Potential Roles: level of involvement and direction

- Provide direct leadership for on- and off-campus community service projects and programs
- Maintain and develop community partnerships and service opportunities
- Provide support for faculty engaging in service learning
- Provide support for service initiatives by other student organizations (e.g., Greek organizations)

Resources for the Campus and Community:

- Brochure of on-going projects, efforts, and resources
- Bulletin board/information listing of current community needs and requests
- Information on national and international service programs, awards, and employment
- Resource library for community service and service learning leadership, project development, etc.

Student Leadership: A Key Resource

Whether paid work-study, AmeriCorps Ed Award Only members, volunteer coordinators, or members of a service learning leadership course, students are often the best resource for strengthening service learning efforts on campus. Such student leaders require support, supervision, and training from faculty, community service office staff, and community partners. The benefits of using such student leaders are enormous, both for the students themselves and the campus and community.

What They Can Do:

Ed Award Only Members Around New Hampshire

A graduate student and Ed Award Only member at Franklin Pierce Law School created a partnership with an elementary school to develop a school wide conflict resolution programs for grades K-6. She worked with a corps of teachers to develop age-appropriated curriculum, orient teachers to the program, and teach the curriculum. This conflict resolution curriculum has been printed and distributed district-wide.

A Colby Sawyer student and Education Award Only member saw one of her ideas develop into fruition on campus as the "Survivors Garden" for victims of sexual assault was planted and dedicated on the Colby Sawyer College Campus. The garden was built entirely from donations solicited from students and staff efforts at the college. The member wants to expand the program and invite more community members and high school students to take part in the garden's development and maintenance and to spread the seeds of their message about the dangers of domestic violence to younger populations.

Another Colby-Sawyer student and Education Award Only member organized a celebration for the end of the year After School Buddy Program at the Kearsarge Regional Middle and Elementary Schools.

One Ed Award Only Member coordinated a program at the University of New Hampshire call "Durham and UNH Celebrate Spring". The event involved over 100 student volunteers participating in 10 projects around the community.

Ed Awards sponsored an Earth Day Festival at Saint Anselm College that invited over 400 students from Manchester school to a day filled with activities and crafts centering around ecology and environmentalism

Part Two: Faculty Guidelines

Planning and Preparation: “How do I Fit This Into My Course?”

How service learning is incorporated into a particular course depends on the availability of service sites which address core course concepts and are able to provide adequate supervision and training for students. Most faculty have spent several semesters developing the service learning component of their courses. Starting with an optional project and working up to a fully integrated one is a good tactic. The following models are typically used by faculty:

I. Extra credit project: Instructors accept service work, including evidence of reflection on the service experience and its relation to core course concepts, of students seeking extra credit.

A Tip: start small

Most faculty have spent several semesters developing the service learning component of their courses. Starting with an optional project and working up to a fully integrated one is a good tactic.

II. Optional project (instead of final paper/exam/etc.): Instructors allow students to conduct service projects as alternatives to more traditional coursework (e.g., research papers). Instructors may weight requirements of project vs. research paper option so that the service project option is the most desirable alternative (e.g., “conduct a service project of 15-30 hours, keeping a journal and writing a final 3-5 page reflective paper or write a 20-page research paper”).

Syllabus Example: Peacemaking Opportunities in Political Science 399:

Alternatives to Violence, Dr. Nancy Snow

Because college students are often idea-rich but experience-poor, the course will include an opportunity for active peacemaking through service to others. This could include volunteering at a soup kitchen, helping out at a homeless shelter or a house of hospitality for less advantaged people, teaching someone how to read, or providing fellowship to older members of the community.

Two papers are required (10-12 pages), each accounting for 40% of your grade. One paper should be an essay on either (required reading) books. Another essay can be on a book or research topic. A third option is to write an essay about your community service, providing it is more than a one shot visit.

III. Required project—individual: Students select a project from a list of options provided by instructor, or students design their own projects. Students relate academic course content to their personal project experiences either privately or during facilitated class discussions.

**Syllabus Example: Violence Reduction in
Psychology/Sociology 405
Professors Larry Taylor and Dennis Kalob**

We expect that as a student in this course you will learn some basic theories about the causes of violence, you will understand the complexities and difficulties faced by state officials and human services who work to combat violence, and you will know and be able to utilize some basic techniques to reduce violence in your life and community.

A Service Learning Project is a basic requirement of this course.

Grading:

Midterm = 35% Final = 35% Class Participation=10%
Service Learning Project (journal and oral report) = 20%

IV. Required project—group: A focus project is selected by the class (or smaller groups within the class), and participation is mandatory. Activities of the project enhance and reinforce academic content covered during traditional class time. As all students are participating in the same project, it is efficient to spend some class time in preparation, training, and discussion of the project.

V. +1 Option: Students who opt for an added service learning component to a course receive extra course credit. These student may meet for an additional hour weekly to prepare and reflect on their service experience.

VI. Course process: The course curriculum is project-driven. Academic goals are met through student activities necessary for project preparation, implementation, evaluation, and celebration.

Developing a Project Centered Course

1. Identify the service project
2. Clarify the academic learning to be met by project
3. Determine method for assessing academic learning
4. Prepare and complete project
5. Assess student learning

**From the Syllabus
Education/Psychology 360
Evaluation and Assessment
Dr. Bill Preble**

Students will be asked to work as a group member to choose a topic of special interest in the field of assessment and evaluation or special education. These research projects are an opportunity for students to gain more in depth understanding of an area of particular interest or concern and could become a public service to the district or school that is the focus of their research.

To earn credit for this class, you must satisfactorily fulfill the following requirements:

- | | | |
|--|---|-----|
| 1. Attendance | = | 10% |
| 2. Class Preparation and Participation | = | 15% |
| 3. Short Papers (3) | = | 30% |
| 4. Research/Service Learning Project | | |
| A. <u>Research Proposal consisting of:</u> | | |
| 1. Statement of beliefs | = | 5% |
| 2. Statement of problem | = | 5% |
| 3. Review of education or
Psychological research on subject | = | 5% |
| 4. Set of research questions | = | 5% |
| 5. Proposed action plan for
collecting data to answer | = | 5% |
| B. <u>Final Report on the Action Research Project consisting of:</u> | | |
| 1. A description of the
method actually used, who was involved | = | 5% |
| 2. Section reporting results
of the research | = | 5% |
| 3. Section discussing and
and interpreting the meaning of results | = | 5% |
| 4. Final reflections section | = | 5% |

Remember: Service Learning is NOT an add-on:

Service learning is not “an extra thing to do.” Using service learning means *using a teaching style which actively incorporates and reinforces students’ serve experiences as part of the curriculum*. What becomes important is not a predetermined list of concepts which “must be covered by the end of the semester”, but rather those concepts and skills which students need in order to address real community needs and issues. Typically, if faculty assign a service-learning project, they will decrease the number of other assignments required for the course.

Planning and Preparation: Types of Service and Student Outcomes*

The type of service activity faculty choose depends on the goals of the course. Different types of service provide different learning and skill opportunities.

Direct Service involves student action which fills the immediate needs of the community. Students learn from the experience of interaction and observation, and not necessarily from the skills required for the service.

Student Skill Development
Responsibility, dependability, problem-solving, caring for others service-specific skills

Examples: •tutoring •mentoring •counseling •soup kitchens

Indirect Service addresses community needs indirectly, typically through assessment, organization, and/or administrative action.

Student Skill Development
Cooperation, team spirit, organization, recruitment of others, project specific skills

Examples: •food/clothing drives •fundraisers •clean-ups •construction •recycling •assessment

Advocacy efforts by students result in eventual changes in the social, political, or environmental conditions contributing to community needs.

Student Skill Development
perseverance, articulation of Concerns, suggestion of solutions persuasion, duties of citizenship political process, relationships among issues

Examples: •lobbying •speaking •performing •organizing •researching

Direct Service in Education 310: Intro to Special Ed.

Students in Debra Nitschke-Shaw's course provide assistance for individuals with special educational needs, including such diverse groups as at-risk youth, brain-injured adults, and children and adults with developmental disabilities.

The following comments were made by students during a final reflection activity:

- *I have learned a lot about the process in Special Education: what the teacher has to do in order for the student to be successful, what modifications must be done in the classroom.*
- *Helping others is a great feeling. I enjoyed watching the students walk in and smile when they saw us, or when they told me that they thought it was a good lesson, etc. It has made me realize that I should appreciate my life and the capabilities that I have. People appreciate the time and efforts that you put in.*
- *The laws that protect individuals with special needs could be seen out in the field.*

* Adapted from Maryland Student Service Alliance.

Course, Community, & Student Goals and Outcomes

For service learning to be considered successful by all involved, faculty member's course objectives, student, and community partner needs and goals *must overlap*. Practices in New Hampshire have shown that a formalized process of goal-setting that includes all members of the service learning project is usually the most successful.

Community partners may have many needs, not all of which are appropriate for particular course goals. Course goals will cover many different areas, including students' intellectual development of course concepts, skill development, and personal development. Faculty may elect to use service learning to address any or all of these areas. Having students identify personal goals for a service learning project is a key to student investment in the project.

Often the best way to match student goals with those of the course and community is to offer a variety of service learning placements. The following is one example.

COURSE GOALS: *WWII History*

Develop knowledge of general historical events of WWII from a variety of perspectives.

Develop analytical skills towards historical data.

Develop personal ideas and feelings towards war, civic responsibility, and human suffering.

COMMUNITY PARTNER GOALS: *Local historical society*

Fund-raising and exhibition of local WWII residents' memorabilia and experiences.

STUDENT GOALS:

Academic success in course, acquisition of knowledge, exploration of family history, exploration of potential work environments and topics.

SERVICE LEARNING PLACEMENT:

Develop and present proposals for exhibit funding to potential sponsors.

Interview local residents to collect WWII-related artifacts and narratives.

Perform background research on and organize collection for public exhibition.

Review exhibit for publicity in local news media.

STUDENT OUTCOMES:

Apply classroom knowledge of historical events, developing presentation skills to do so.
Experience interaction within a business context.
Learn to prepare and negotiate a budget.

Develop interpersonal skills and understanding of diverse perspectives on this historical event.
Experience interaction with the elderly. Explore connections to personal and family experiences.

Develop analytical, research, and presentation skills within context of material on this historical event.

Develop analytical and presentation skills.
Explore personal understanding, attitude, and connections towards this

Planning and Preparation: Who Does What?

Overall supervision of students' service learning experiences is the responsibility of faculty. However, the community partner, the Community Service Learning Office, and student leaders can help facilitate many of the details of the project. The following is a suggested division of responsibilities.

Faculty:

- Identify potential courses and academic goals for including a service project.
- Help identify options for service learning projects.
- Insure that students are adequately prepared for service experience.
- Support students' selection of a service project.
- Guide students' reflections, incorporating student experiences into classroom activities and discussion.
- Evaluate students' performance and the service learning project in relation to course objectives.
- Incorporate celebration into course structure. Support students in initiating and implementing celebration activities.

Community Partner:

- Identify needs for volunteers, develop appropriate responsibilities and tasks for students.
- Provide on-site training, placement, and supervision of students.
- Provide feedback on student performance and success of project in meeting community need.
- Participate in and support recognition efforts.

Community Service Learning Office/AmeriCorps Members* /Student Leaders:

- Provide information on potential service sites and current community needs to faculty. Assist faculty in development of quality service learning projects.
 - Assist students in contacting agency and working out logistics of project (scheduling, funding, transportation).
 - Develop and provide resources and examples for reflection activities.
 - Develop and provide evaluation resources for faculty and community partner.
 - Document and distribute collected information on service learning project.
 - Develop and provide resources to faculty, students, and community partners for recognition. Participate in and document recognition activities.
-

Community Partners/Service Sites

Campuses often utilize the Community Service Learning Office as a “clearinghouse” for community partner sites. To develop service learning placement options for a course,

- *contact the agency directly to discuss project options, and/or*
- *contact your Community Service Learning Office, and/or*
- *work with an honors student who is capable of researching and developing potential community partners.*

A tip: Use existing expertise

Start with a project or community agency that you or other faculty are already familiar and comfortable with. It takes a while to develop partnerships with agencies to provide adequate and appropriate supervision and opportunities for students.

IT IS IMPERATIVE THAT A COMMUNITY PARTNERSHIP BE A CAMPUS-WIDE EFFORT

But how?

- Be consistent as a campus as to the community partner’s responsibilities (see “Who Does What”)
- Utilize the Community Service Learning Office as a “clearinghouse” for information on ongoing activities with each community partner
- Individual faculty may elect to be the “point of contact” for all interactions with a particular community partner: for example, all school-related partnerships would go through the Education Department
- **Communicate, communicate, communicate** with fellow faculty members about your and your students’ experiences with community partners

**REMEMBER:
COMMUNITY PARTNERS VIEW AN INSTITUTION OF HIGHER ED
AS A SINGLE ENTITY**

What your institution is doing:

Professor A’s service learning class
The Sisters of Sorority B
Community Service Program C

**What your community partner
remembers:**

College X’s students
College X’s students
College X’s students

Lessons Learned:

Service learning is a unique model in higher education in that it brings together two traditionally distinct organizations on campus: student affairs, which typically sponsors community service and other “student development” activities, and academic affairs, which is responsible for academic standards and curriculum development. When service learning efforts are first introduced by the community service office and later adopted by faculty members, it is possible for the expertise and resources of student affairs professionals to be overlooked in favor of concerns for academic standards and accountability. Likewise, service learning projects initiated by faculty members often exist in isolation from the rest of the academic and student affairs community, which poses a risk of mismanaging community partnerships with the institution as a whole. Institution-wide agreement and communication as to the role of service learning at a given institution is crucial to the success of any service learning project.

Getting Ideas: Potential Partners and Service Learning Projects Around New Hampshire

New Hampshire Coalition Against Domestic and Sexual Violence

Volunteers can perform a range of activities including: compiling statistics, creating surveys, updating a homicide list, writing and editing a newsletter, creating brochures, designing posters, making statewide contacts, working with legislative issues, assisting with a written history of the organization, and helping coordinate statewide workshops.

- ***communication, women's studies, economics, political science, psychology, sociology, human rights, history, education***

Adult Tutorial Program

Volunteers tutor in the areas of adult literacy, GED preparation, ESL course work, math, and citizenship exam preparation. Students and tutors decide on a mutual convenient time and location to conduct lessons. The agency trains volunteers to be a teacher and a friend to the student. The commitment level is two-three hours a week, and attendance at in-service workshops.

- ***education, human rights, sociology, political science***

Nature Conservancy

Volunteers will assist in outside field work, provide trail maintenance, assist in mapping the preserves, engage in curriculum development, design a fact sheet for the agency, create and paint signs, photograph various preserves, and assist in the development of a book of statewide preserves.

- ***environmental science, biology, communication, literature, fine arts***

Reflection and Evaluation

The most typical reflection activities used by faculty consist of some type of written response. Written journals, final papers, and portfolios provide students with the opportunity to improve their writing and presentation skills and evaluate themselves and their experiences, while providing faculty with tangible material to evaluate.

Reflection activities are where students' most significant learning takes place. The more systematically reflection is incorporated into students' work both in and out of the classroom, the stronger the link between their service experiences and the academic content of

*During class discussions, students would often refer to their Reading Buddies experiences. They could **see** and **hear** many wonderful examples of what we are learning and reading about in class.*

--Kathe Simons, Professor of Education

the course.

Student Journals

- Provide structured questions for students to answer in each journal entry.
- Depending on the frequency of the service learning assignment, faculty may elect to collect and respond to journals on a weekly or monthly basis. Journals are an opportunity for faculty to monitor students *during* their service experience rather than *after*.

Example: Journal assignment for Education 326:
Reading in the Elementary School, Professor Kathe Simons

"Make a weekly journal entry. Reflect on your week's sessions and answer the following questions:"

1. What book (s) did you read together this week? Who read?
2. What activity(ies) did you follow up with? How did each activity go? If needed, how did you adapt the activity?
3. What growth did you notice this week on the part of your Reading Buddy? What specific behavior did you note?
4. What was significant about the time spent this week with your Reading Buddy and why? What surprised you?
5. What plans did/will you make for next week when you meet and why?

Excerpts from one student's journal:

Week 2: *He is not hesitating at words he previously had to sound out. He felt a little calmer this week. We talked about other things that are not related to school and he was asking me some questions.*

Week 3: *He was happy to see me. He was interested in reading something that did not relate to pets. He is usually quiet when I first see him, usually the first five minutes. He was in an up mood and excited to go read. I think we will move on to*

a

higher level of reading, make it a little more challenging.

Response from Professor Simons *It's absolutely fine for him to practice his reading with lots of easy books--If you pick something too hard and ask him to read it, you might discourage him. You could have him read some easy books, and you could read the harder ones.*

Final Papers

Final papers should be the culmination of a series of reflective discussions or assignments. Often students use the “data” they have collected (their thoughts, specific episodes during their service, etc.) in their journals as a resource for a more general, summary reflection on their experience.

*Final papers assignments can have many different formats. Consider some of these:**

- Problem Solving Papers
- Theory Application Papers
- Case Studies
- Self-Assessment
- Agency/Organizational Analysis

Portfolios

Portfolios can include:*

- documents students wrote or received written analyses, journals, assessments, reports
- finished projects (videos, charts, photos, graphs)
- performance evaluations by supervisor(s) lists of projects completed, presentations made
- annotated bibliography of reading related to knowledge objectives of course and service learning placement

**Education 399:
Malcolm X Urban Ed. Experience**
*Professor Debra Nitschke-Shaw provides
the following portfolio guidelines
for students in her syllabus:*

**Your semester portfolio for the Malcolm X
experience is to include:**

- your notebook and journal
- samples of materials you have used, copies of materials provided to students, photos of bulletin boards or classroom displays
- photos of classroom activities providing you obtain consent from the principal

Other Reflection Activities*

Be creative! Some students may present their ideas and experiences better through other media than writing. Consider the following:

- Graffiti Wall: Students share and comment on their ideas and experiences on a large sheet of paper or blackboard.
- Bumper Stickers: With a partner, students create a bumper sticker which captures the “essence” of what they have learned.
- Skit/Story: Create and perform skit or write a story which highlights some aspect of a group’s service experience.

Evaluation Alternatives*

* Adapted from *A Practitioner’s Guide to Reflection in Service-Learning: Student Voices and Reflections.*, by Janet Eiler and Dwight Giles, 1996. **This book is available at the NHCUC office.**

* Adapted from *A Practitioner’s Guide to Reflection in Service-Learning: Student Voices and Reflections.*, by Janet Eiler and Dwight Giles, 1996. **This book is available at the NHCUC office.**

** Adapted from Carol Myers, Project Leadership-Service and Scott Bauserman, Indiana Department of Education

In addition to reflection assignments, consider the following ways to evaluate students' service learning experiences:

- demonstration of a skill
- community partner [supervisor] evaluation
- observation of student in simulation
- personal interview
- oral presentation
- service learning plan/contract/self-assessment

Assignment:

Keep a weekly journal (one double-spaced, typed page per week minimum) of your service experience. Note any significant observations and experiences, and discuss any connections you see between these experiences and the class readings and discussions.

Journals will constitute 20% of your final grade and will be evaluated as follows:

- A: Consistent, well-organized discussion of service experience, with frequent, thoughtful connections to class discussions and readings.
- B: Consistent, organized discussion of service experience with connections to class discussions and readings.
- C: Discussion of service experience with minimal connections to class discussions and readings.
- D: Inconsistent, incoherent, or incomplete discussion of service experience with no or unclear connections to class discussions and readings.

Head, Heart, Hands, & (Shackled) Feet: A Final Reflective Evaluation Activity

Professor Debra Nitschke-Shaw has used this activity for the final meeting of courses incorporating service learning. Students are asked to identify in writing what they feel they have learned through their service experiences. At the end of class, students share their reflections with the rest of the class. The written reflections become valuable information for Debra to assess not only what her students have accomplished, but also the success and problems of the service learning component of her course.

Head: What have you learned intellectually? In what way was what you learned in class reflected in your service placement? What new knowledge have you gained? What "ah-ha's" did you have?

Heart: What did you learn about yourself? What did you learn emotionally? How have you changed as a person?

Hands: What did you learn about helping others? What have you learned about volunteerism? How has volunteerism influenced you?

Feet: What challenges have you faced? What did you do about them? How did you overcome them?

In Their Own Words: Student Reflections*

Head: *I have learned to come up with new ideas to ensure everyone is happy and enjoying what they're doing.*

Feet: *Understanding what doesn't work as a way to understand what DOES WORK.*

Heart: *I have learned not to make a judgment on someone just by what they looked like. The people I worked with were some of the most caring, intelligent, and outgoing people that I know, but many people would judge them by their disability, not personality.*

Feet: *I had the most trouble with believing in myself. Believing that I had the ability to make a difference.*

Heart: *It feels great to help out someone in need. A bond is formed between the people involved in service projects*

Head: *I have learned how to adapt and modify my plan to benefit my buddy.*

Heart: *Helping others is a way of helping myself feel important.*

Feet: *I have faced the challenge of time organization--learned to be persistent!*

Hands: *I have learned more from other people than I think they have learned from me--or just as much! By working and helping others I have opened my mind and my heart to the world-I want to be able to relate to it and understand it!*

* These reflections were collected from students in Debra Nitschke-Shaw's Introduction to Special Education and Service Learning Practicum courses at the end of the Spring, 1997 semester. They are included here anonymously with the students' permission.

Celebration

Celebration doesn't need to be fancy, expensive, or time-consuming. What is important, however, is that time is given to recognize students' and community partners' efforts and successes. Consider the following simple acts of recognition.

- **Certificates**

Certificates are not just for kindergarten! What is important is not the gold sticker, but the brief moment of applause and recognition for each individual.

- **Awards**

If your class has done a group project, consider making up a special award for each person: "Fastest Soup Kitchen Ladler" "Champion Nail-Pounder" "Most Cheerful" "Dr. Seuss Expert"

- **Group Photo**

The simple act of bringing together all individuals long enough to take a photo is cause for celebration, and people will admire and reminisce about the photo for as long as it hangs on your wall.

- **Exhibition**

If the service learning project involved the creation of something (portfolios, collages, a marketing report, nature trail guides, etc.), show it off in one large (public invited) exhibit!

- **Journal Read-Aloud**

Invite students to select their favorite or most meaningful passage from their journals and share it with the rest of the class.

- **Treats**

For college students, food is always a good standby. Nothing elaborate needed--eating lunch together in the dining hall, providing a grab bag of candy the last day of class, or be more decadent: an ice cream sundae toppings potluck! Whatever the treat, the basic message is: "you've done a good job and are deserving of recognition."

- **Celebrate with your Community Partners!**

Recognizing that community partners contribute to students' learning process as well as meeting community needs is important and paves the way for future positive collaboration. Invite your partners to your final class meeting, have students write thank-you letters, or give awards.

PR Resources On and Off-Campus

On-Campus:

- student newspaper
- yearbook
- student radio/TV station

If students are writing a final report on their service learning project, consider having them write it in a format appropriate for submission to any of the above.

- photography and communication arts students
As a service learning project to the rest of the college community, consider using the services of photography and communication arts students to document and publicize service learning efforts.
- Community Service Learning Office bulletin board, publications, etc.
- weekly faculty, staff or all-campus bulletins

Off-Campus:

Check with your Campus Relations/Communications Office. Also, consider which of the following locations might be appropriate for your project and publicity goals:

- Alumni magazine
- Parent newsletters
- Letter to Board of Trustees
- local and state newspapers, TV and radio stations

Recognition and Awards

On-Campus Awards

- *Scholarships for students demonstrating high achievement and/or leadership in community service/service learning*
- *Service learning award for senior awards/honors ceremony*

Outside Awards and Fellowships

There are many local and national awards available to current and graduating students. Your campus career services and Community Service Learning offices may be good resources for more information. Here are only a few examples:

- *New Hampshire Volunteer of the Year*
- *JC Penney “Golden Rule” Award*
- *Corporation for National Service Fellowship*

Developing and Using a Service Learning Support Network

Consider doing the following on your campus:

- **MONTHLY FACULTY LUNCHEES**

A chance for faculty to meet informally and share ideas and information as well as strengthen campus-wide coordination.

- **FACULTY MENTORING**

Bring someone new on board! Share a service-learning project between two departments: the work of creating a town nature trail could be shared between a business class (budgeting and fundraising) and an environmental science class (planning the trail and trail information). Visit each other's classes, share reflection activities and assignments, or even co-teach a course.

- **STUDENT LEADERSHIP**

Having students with successful service learning experiences "recruit" new faculty is a great way to broaden support.

Support Resources Around New Hampshire

New Hampshire College and University Council: *Learn and Serve Higher Education Project*

About the project: The NHCUC Learn and Serve Higher Education Project is designed to: 1) enhance school success through a variety of K-12/higher education partnerships, and 2) infuse service learning throughout our education system, kindergarten through post-secondary. Now in its second, three-year grant from the Corporation for National Service, the NHCUC Learn and Serve Higher Education Project continues to support service learning efforts and partnerships around the state. Highlights for the 1997-1999 grant include:

- faculty development grants for reflection and assessment resources
- Teacher Education Faculty Scholar stipends for statewide service learning advocacy
- Faculty Leaders stipends for development of problem-based learning models
- resource library (see list of available publications in Appendix B)
- technical assistance with service learning projects via AmeriCorps member support
- documentation and evaluation resources

Campus Compact for New Hampshire

(see page 3)

Appendix A: Additional Resources

1. Rubrics for Evaluation*

Evaluating students' performance on non-traditional academic work can be challenging. One way to do so is to create rubrics, with specific descriptions of different levels of achievement, for the various skills and activities required as part of the service learning project.

The following are sample rubrics for common service learning assignments.

Assignment: Work as a cooperative member on a group project

Academic goals:

- Student uses communication strategies and skills to work effectively , including managing conflict.
- Student uses listening and observation skills to gain understanding (listens, checks for understanding).

Performance

Criteria

- | | |
|-----------------|--|
| 4. Exemplary | <ul style="list-style-type: none"> •Demonstrates extensive skills in effective listening, paraphrasing, questioning, and speaking to communicate with team members •Consistently and purposefully assumes a role within the group/project, and makes significant and meaningful contributions to the group. •Consistently and positively cooperates and contributes to group decision-making. |
| 3. Proficient | <ul style="list-style-type: none"> •Demonstrates proficiency in listening, paraphrasing, questioning, and speaking skills to communicate with team members. •Assumes identified role within group/project, and makes a positive contribution to group. •Consistently cooperates and contributes to group decision-making. |
| 2. Intermediate | <ul style="list-style-type: none"> •Demonstrates partial skill in listening, paraphrasing, questioning, and speaking skills to communicate with team members. •Agrees to and completes assigned role at request of team members. •Generally cooperates and sometimes contributes during group decision-making process. |
| 1. Novice | <ul style="list-style-type: none"> •Demonstrates lack of skill in listening, paraphrasing, questioning, and speaking skills to communicate with team members. •Partially completes assigned role at request of team members •Sometimes does not cooperate and does not contribute during group decision-making. |

* adapted from Dr. Len Campbell, ESD 112, Vancouver, WA

Rubrics, cont.

Assignment: research a community need or issue and develop a project to address that need

Academic goal 1:

Student accesses information on an identified issue or community need

<i>Performance</i>	<i>Criteria</i>
4. Exemplary	<ul style="list-style-type: none"> •Shows extensive access of information and varied perspectives, using relevant materials and a variety of resources. •Consistently and purposefully uses technology to access information.
3. Proficient	<ul style="list-style-type: none"> •Shows thorough access of information and perspective, using relevant materials from more than one resource. •Consistently uses technology to access information.
2. Intermediate	<ul style="list-style-type: none"> •Shows partial access of information and limited perspectives, using useful materials and limited resources. •May or may not use technology to access information.
1. Novice	<ul style="list-style-type: none"> •Shows incomplete access and/or inaccurate information. •Does not use technology to access information.

Academic goal 2:

Student organizes information and “solution” to issue/community need for service learning project.

<i>Performance</i>	<i>Criteria</i>
4. Exemplary	<ul style="list-style-type: none"> •Organizes and synthesizes research and brainstormed ideas to select relevant project and provide for real community need. •Designs extensive service project with designated roles and responsibilities and details steps and timeline for completion.
3. Proficient	<ul style="list-style-type: none"> •Organizes research and brainstormed ideas to select relevant project to provide for a community need. •Designs extensive service project with appropriate roles and responsibilities and outlines steps and timeline for completion.
2. Intermediate	<ul style="list-style-type: none"> •Uses research and brainstormed ideas to select a service project. •Provides minimal participation in design of a service project.
1. Novice	<ul style="list-style-type: none"> •Does not research information or community need to determine a service project. •Does not participate in design of a service project.

Rubrics, cont.

Assignment: keep a reflective journal, recording and evaluating your service experiences

Academic goals:

- Student effectively analyzes and evaluates their experiences.
- Student expresses ideas clearly.

<i>Performance</i>	<i>Criteria</i>
4. Exemplary	<ul style="list-style-type: none"> •Independently analyzes quality and growth of own learning and makes appropriate inferences for improvement. •Clearly and consistently reflects on self, taking ownership for learning and achievement.
3. Proficient	<ul style="list-style-type: none"> •Examines quality and growth of own learning and generally makes appropriate inferences for improvement.
2. Intermediate	<ul style="list-style-type: none"> •Examines quality and growth of own learning and makes inappropriate inferences for improvement.
1. Novice	<ul style="list-style-type: none"> •Makes few inferences for improvement. •Seldom or inappropriately reflects on own work with no ownership for learning or achievement difficulties.

Assignment: Provide one-on-one tutoring and mentoring in reading for younger students

Academic goals:

- Student understands and uses different skills and strategies to read with younger students.
- Student listens and observes younger student for comprehension.

<i>Performance</i>	<i>Criteria</i>
4. Exemplary	<ul style="list-style-type: none"> •Utilizes several word identification and word meanings to correctly tutor and assist younger students. •Asks probing questions to monitor understanding and clarify content.
3. Proficient	<ul style="list-style-type: none"> •Utilizes several word identification and word meaning skills to assist younger students. •Listens to younger students read; generally able to determine correct word pronunciations and expression.
2. Intermediate	<ul style="list-style-type: none"> •Partially utilizes word identification and word meaning skills to tutor and assist younger students. •Listens to younger students read. •Asks partially appropriate questions to monitor understanding and clarify content.
1. Novice	<ul style="list-style-type: none"> •Seldom utilizes correct word identification and word meaning skills to tutor and assist younger students. •Partially listens to younger students read •Seldom asks appropriate questions to monitor understanding or clarify content.

2. Service Learning Contract*

COURSE _____ PROFESSOR _____
 STUDENT _____
 SERVICE LEARNING PLACEMENT SITE _____

Learning Goals:

To be completed by the student and professor, in consultation with the placement site supervisor.

- 1.
- 2.
- 3.

Student Responsibilities:

1. Arrive on time for every session.
2. Call and inform the site ahead of time if you are unable to work when scheduled. (Plan ahead so you will know your schedule.)
3. Define an appropriate set of responsibilities for your service learning experience.
4. Be patient, and be productive! Make the best use of your time at the agency.
5. Complete the number of hours required by the class and/or agency.

 Student's Signature

 Date

Placement Site Responsibilities:

1. Help the student develop a consistent schedule.
2. Provide information to the student about the agency and its services to the community.
3. Ensure a system is implemented to track the student's hours each week.
4. Effectively monitor the performance of the student.
5. Contact the Office of Community Service immediately if efforts to resolve problems with the student are unsuccessful.
6. Complete an evaluation for the student at the end of his/her term of service.

 Placement Site Supervisor's Signature

 Date

* adapted from St. Anselm College Center for Volunteers, Service Learning Contract

3. Assumption of Risk Form

Such a form will not be necessary for all service learning projects. Check for specific information on liability issues at your institution. Typically, signed assumption of risk forms are kept on file for at least 7 years following the service project.

The _____ (service learning project) is, by its nature, emotionally and physically demanding. Therefore, all participants must be free of medical or physical conditions which might create undue risk to themselves or others who depend on them. All medical concerns that may affect your participation must be stated in writing to the trip leader before the beginning of the project.

The participant will be subjected to certain stresses inherent in any intensive experience. The participant is expected to make personal decisions consistent with the mission and purpose of the project and considerate of the needs of others.

The participant further states and affirms that he or she is aware of the fact that even under the safest conditions possible, projects may be hazardous: and that he or she assumes the risk of any and all loss of or damage to property and/or bodily injury, including death, however caused, resulting from, arising out of, or in any way connected with _____ (service site) and **[your institution]**. Furthermore, the participant releases **[your institution]**, its faculty and agents from all liability for personal injury resulting from the failure of the undersigned participant or other students involved in the project to obey safety regulations and directions of the supervisor, or resulting from the exercise in judgment by the supervision in good faith in response to emergencies and exigencies which occur during the project.

Further, the participant states and affirms that he or she is of legal age and is competent to sign this assumption of risk, waiver of claims, and release of liability, and that he or she has read and understands all the provisions contained herein.

Signed:

Date:

If the participant is a minor, a parent or legal guardian must sign below. Signing this form is an affirmation that the participant and parent/guardian understands the risk involved in participation in this program.

Signed:

Date:

4. Student Goal-Setting and Self-Evaluation Tool

The following activities are used by Debra Nitschke-Shaw at the beginning and end of a service learning course.

I. Goal-Setting *(to be done during the first weeks of the course. Students identify and write their goals for their service learning placements.)*

- A. What do you expect that you will contribute [in your service placement]?
- B. What do you expect that you will learn about people?
- C. What do you expect that you will learn about yourself?

II. Self Reflection *(to be done at the end of the semester. Students reexamine their goals and reflect on the impact of their service learning experience.)*

1. What did you envision for this service learning experience and how have those expectations changed?
Rating Scale: 1=significant change, 2=moderate change, 3=slight change, 4=no change noticed

A. What were your beginning expectations about how you would contribute, and how have these changed?
 Rating: ____

B. What were your expectations about what you would learn about people, and how have these changed?
 Rating: ____

C. What were your expectations about what you would learn about yourself, and how have these changed?
 Rating: ____

2. What impact has service learning had...
Rating Scale: 1=significant impact, 2=moderate impact, 3=slight impact, 4=no impact noticed

A. on your decisions regarding courses or a major? Rating: ____ Explain:

B. on your future aspirations with work or services? Rating: ____ Explain:

C. on your beliefs about what is desirable, important, and good? Rating: ____ Explain:

D. On your connections with people? Rating: ____ Explain:

E. On your understanding of the world? Rating: ____ Explain:

F. On your awareness of your personal strengths and areas in which you can improve? Rating: ____ Explain:

3. Do you anticipate future work with students? ____ Yes ____ No Explain:

4. Would you participate in another service learning course? ____ Yes ____ No Explain:

5. Would you recommend service learning to a friend? ____ Yes ____ No Explain:

6. Please add additional feedback regarding your experience this semester.

5. Selected Information Resources

Websites

National Service Learning Cooperative Clearinghouse
<http://www.nicsl.coled.umn.edu>

“Service Learning Files” *contains many examples of syllabi*
[http://csf/colorado.edu/sl/index.html](http://csf.colorado.edu/sl/index.html)

Corporation for National Service
contains information on current and future national grants for service learning
<http://www.cns.gov>

Gophers

National Service Learning Cooperative Gopher
gopher.nicsl.coled.umn.edu

Listservs

The following email “discussion groups” can be a great resource for your questions or to keep abreast of current issues in the field.

Service Learning
send an email message with text subscribe SERVICE-LEARNING to:
listproc@csf.colorado.edu

America Reads Initiative
send an email message with text subscribe americareads to:
majordomo@etr-associates.org

References Available at the CCNH Office

A Practitioners Guide to Reflection in Service Learning: Student Voices and Reflections. Janet Eiler and Dwight Giles, Vanderbilt University, 1996.

Curriculum Based Alternative Breaks. Zac Willete, 1994.

Efficient Evaluation of Individual Performance in Field Placement . Guides for the Improvement of Instruction in Higher Education, No. 14

Higher Education and the Future of Democracy. Alexander Astin, UCLA, 1994.

Light One Candle--Quotes for Hope and Action. 1991

Standards of Quality for School-based Service-learning. Alliance for Service-Learning in Education Reform.

The Bookbuddy Program--Literacy/Mentoring at Dartmouth College.

- The Call of Service--A Witness to Idealism. Robert Coles, 1993.
- Yes! Project and Portfolio Handbook--Introduction to Intergenerational Service Learning. Generations Together, 1994.
- Building Sustainable Programs--A Guide to Developing and Maintaining Service Learning at Community Colleges. Campus Compact Center for Community Colleges.
- Models of Service and Civic Education--An Occasional Paper of the Project on Integrating Service and Academic Study. Keith Morton, 1993.
- New England Regional Institute on Integrating Service with Academic Study Resource Book. Compiled by Massachusetts and Maine Campus Compacts, 1993.
- Redesigning Curricula, Models of Service Learning Syllabi. Katherine Jackson, Editor, 1975.
- Rethinking Tradition: Integrating Service with Academic Study on College Campuses. Tamar Y. Kupiec, Editor, 1975.
- History and Rational for Experiential Learning. Resource Paper #1
- Legal Issues in Experiential Education. Resource Paper #3.
- Prefield Preparation: What, Why, How. Resource Paper #4.
- Monitoring and Supporting Experiential Learning. Resource Paper #5.
- Learning Outcomes: The Measurement and Evaluation of Experiential Learning. Resource Paper #6.
- Performance Appraisal: A Guide to Better Supervisor Evaluation Processes. Resource Paper #7.
- Combining Service and Learning--A Resource Book for Community and Pubic Service, Vol. I, II, and III. National Society for Internships and Experiential Education, 1990.
- Service-Learning Reader--Reflections and Perspectives on Service. Gail Albert, Editor, University of Vermont, 1994.
- Praxis I, A Faculty Casebook on Community Service Learning. University of Michigan Office of Community Service Learning, 1993.
- Praxis III, Voices in Dialogue. University of Michigan Office of Community Service Learning, 1993.
- Principles of Good Practice for Combining Service and Learning. Wingspread.
- Using Portfolios of Student Work in Instruction Assessment. Judith Arter and Vicki Spandel, Northwest Regional Educational Laboratory, 1992.

Campus Compact--National Office

For resources, list of publications, and ordering information, contact:

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 tel: 401-863-1119
 fax: 401-863-3779