Together We Grow Stronger: Further Ideas for Embedding Service-Learning Assignments in Your Courses

(Adapted from Campus Compact website, http://www.compact.org/syllabi/syllabi-index.php)

**Anthropology**

- Find a community service organization that enables you to apprentice (training) and then you begin assistance to that organization. In exchange, as an anthropology student you are provided an available social environment for your field study project. This opportunity provides you with insight into “real world” problems and issues that can provide a valuable perspective for your individual field study.
- CITIZENSHIP EDUCATION – Help long-time community residents become American citizens by providing citizenship tutoring services
- TEEN AND EARLY LITERACY - Take care of "created kin." Develop reading for fun skills in teenage and younger siblings, "brothers, sisters and cousins." Also a great opportunity for future teachers.
- LONG-TERM CARE - Become like an "extended "family member" by helping to meet the needs of the growing number of multicultural elderly. A great opportunity for future nurses and health care specialists.
- JOURNALISM IN SERVICE "Represent, Construct Deconstruct, Problematize"
- Hospice care

**Biology**

- Research of a specific topic within the "Biology" discipline; an action in the community that applies the research topic to people, animals, plants, the environment etc; reflection as to the value of the action for the community and to the student.
- Evaluating the diets of a defined student group, determining areas of deficiencies in their diets, and offering suggestions for improvement if students are interested in your advice. Identifying particular nutritional problems in this population, such as anorexia, obesity, or alcohol abuse is possible, and the offer of assistance
- Evaluating the diets of student athletes, using the same approach as above. In this case, coaches may be interested in the data generated in your study.
- Offering nutritional counseling/posters/seminars on nutrition, diet, fitness and health to the general Merrimack community through the Sakowich Recreation Complex. This service need not be limited to nutritional information. Be creative!! Students would be encouraged to offer information about body fat/BMI and overall fitness and exercise. You may wish to set up a health and fitness group interested in weight loss. (1-2 groups of Nutrition students)
- The service-learning component this year replaces the "typical term paper." We will work with 4th and 5th graders at Cascade Brook School (CBS) in Farmington, to teach them skills in wildflower and fern identification, and then to help them implement a nature trail, which will be accessible to the greater Farmington community. Your own learning should be enhanced through the teaching of your new skills to others.
**Business/Management**

- **Accounting:**
  - Help with bringing in clients by preparing the returns for at least 6 people you have personally contacted about VITA. Two of these 6 people (or their information) must be brought in during the first two weeks of the program.
  - Work at least 28 hours in the VITA centers during the quarter (i.e. 4 hours per week).
  - This semester’s focus area is internal control in private nonprofit organizations. During the semester, you will learn about the specific issues of internal control that relate to nonprofit organizations, the desperate need in these organizations for individuals with accounting expertise, and the valuable career benefits available to you from volunteering in these organizations.
    - You will either pick your preferred or be assigned a local nonprofit organization. You will research this organization to become familiar with its mission, its long and short-term strategies, its current activities and services, and its current system of operation. You will volunteer time in the office of this organization to help with their accounting needs.
    - You will present a mini-lecture on Internal Control in Nonprofit Organizations to your organization's board of directors or finance committee. This presentation will be conducted with state-of-the-art presentation technology. The course lectures and handouts will provide you with a strong foundation for your presentation.

- **Business Ethics:**
  - Each student is to do a Social Responsibility Project (SRP). The SRP has two components: (1) social responsibilities audit (SRA); and (2) a community service experience (CSE). A 12-15 page written report will follow completion of the project.
  - SRA: Ideally the SRA will be done with regard to the firm for which you are currently working. If that is not feasible, you may choose to audit an arm of the University of Maryland. Begin by informing yourself of what your firm does to make the world a better place, other than to sell its goods and services. For example, what social policies does it follow regarding employee issues, community development, environmental waste; etc, etc, etc? During the audit, think about ways that your firm might more effectively meet its social goals.
  - Volunteer at least eight hours of your time working for an eleemosynary agency or organization of your choice. Perhaps this agency or organization is one, with which your firm already has or potentially could have meaningful contact. While working for the eleemosynary agency, think about ways you personally and your firm could help the agency meet its goals more effectively.
  - Three to four member groups are to implement a social change program within an organization of their choosing. This could include a wide range of options, from instituting a recycling program at a community business to convincing local hotel management to make excess room capacity available to the homeless to workplace AIDS education program implementation.

- **Managerial Accounting:**
  - This project consists of donating your time to work in the accounting offices of specific non-profit organizations that have been selected for this purpose. These
entities have been provided with a detailed list of the requirements for this class and they have agreed to give you the necessary assistance to complete your project. The total time of your work is 20 hours. Reflection sessions will be conducted in class, thus the analysis of your assignments should correspond with the material you have learned in class. At the end of your project, a written paper, describing your experience and the strengths and weaknesses that you noticed, must be prepared. Professional and ethical behavior should be maintained at all times in your place of service.

**Chemistry**

- Students will determine the prevalence of lead metal in house paint in the lower "Avenues" neighborhood of Salt Lake City. As many as 80% of the lower "Avenues" homes are thought to have been painted with lead paint. However, only a dozen children in Salt Lake City have been identified as suffering from the effects of elevated blood lead levels. This fortunate paradox raises an interesting question: Are fewer homes actually contaminated with lead paint than has been speculated?
- The service-learning activities in this class will focus on teaching chemistry to elementary school students. By exploring chemistry with elementary school students several times throughout the semester, students in this class will improve their understanding of chemistry and their ability to communicate concepts that we will cover in the class.

**Computer Science**

- The purpose of the Service Learning component is for students to provide software development computer system consulting services for a nonprofit or social service organization (hereafter referred to as the community partner). The software engineering practices studied in CSC 450 will be applied to a real-world software development situation, providing a valuable learning opportunity.
- Team Project Web Site Development for Bay Area Organization/Community Service Learning Component
  - Students, working in teams, will be required to complete a Web site design and development for an organization located within the greater Bay Area. The student team will meet with the organization - develop the time line for achieving the goals and produce the organizations' Web site. The time spent on the Web site design will be a minimum of three hours per week in addition to regular scheduled class time.
  - In addition to keeping a Project Book documenting your team project, you will be required to provide in-class updates on the organizations Web site - discussing issues experienced. At semester end, you will give an oral and written report detailing your work on the organizations Web site and reflection upon the organization itself. The above components will be incorporate into the your grade for Team Project and Field Work participation.

**Economics**

- The community has expressed a need for statistical analysis of data. Agencies such as the Richmond Chamber of Commerce, the Small Business Development Corporation, and the Economic Development Corporation of Wayne County undertake projects for the community, which involve research design, sampling and data analysis. They conduct wage and employment surveys, as well as general attitude/opinion surveys.
designed to provide feedback to decision makers regarding location of business or other facilities, and spending priorities for the community, etc. They need volunteer support especially with regard to data analysis. Student involvement in such community projects would be mutually beneficial to both the agencies and the students.

- Students may work individually, or in teams, for 8 hours during the semester on a project for one of these agencies. They will be involved in one of the following: research methods, sampling design and data analysis. Assignments used to facilitate and assess the learning process include: 1) a brief summary or outline of the project undertaken and its objectives, 2) a proposed action plan; this may include research design, sampling method chosen or a prepared questionnaire, along with the justification for the chosen method or design, 3) a critical reflection paper on the service-learning component to be prepared by each student, 4) a written document summarizing the results of the project and 5) a presentation of the results and implications of the study to be presented to the class and the agency involved.

- For this class, you will have to complete at least 10 hours of service learning hours related to one or a number of the choices listed below:

<table>
<thead>
<tr>
<th>Polsky Personal Investing in Equity Mutual Funds to Achieve Financial Independence past age 100 (Up to 15 students)</th>
<th>Entrepreneurship Assistance: Sponsored by Kauffman Center for Entrepreneurial Leadership (Up to 30 students) ---No reflection paper needed.</th>
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<tr>
<td>Economics in Action: Database of Economic Indicators (Up to 15 students) ---No reflection paper needed.</td>
<td>VISA U.S.A., Inc. Responsible Use of Credit Week. (Up to 5 students)</td>
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<tr>
<td>Teach a Child About Business</td>
<td>Others</td>
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**English**

- This project asks you to engage the questions that define individuals and communities in everyday life. It asks you to do field research among a variety of communities in this region by placing you in a community service position. Whether you work with homebound clients of the public library, at-risk adolescents in a residential treatment setting or nursing home residents telling life stories, listen hard for the multiple ways in which individuals find their voices and build communities.
  - Reflect on how your understanding of early American literature can be enhanced by involvement with the communities in which you find yourself. What questions and issues raised by American writers are still addressed in 21st-century communities? What contemporary community dynamics deepen your understanding of literature?
  - Several community partners have agreed to work with us to develop our project this semester. Each of them has a use for our services, and we will link with them to serve their needs while we enhance our own learning. Here's the roster of partners:
    - Columbine Care Center, a nursing home
    - Fort Collins Public Library
• Fort Collins Senior Center
• Rancho Vista Equine Therapy Center
• Turning Point, a residential treatment facility for adolescents with substance abuse problems
• Each of you will be part of a team that works with a local non-profit agency to produce a written document that serves the mission of the agency. Examples include: Brochures, interviews, grant proposals, web pages. There will not be a specific due date for this assignment but all work must be done by the end of the semester. Each of you will visit the site at least once and participate in an orientation.

**Foreign Language**

- Students will do work on a volunteer basis in an area that will be linguistically challenging and therefore will show improvement in French language skills. We also expect, on the part of the student, an increased cultural awareness and heightened sensitivity for French-speaking Canadians. These learning aspects will be enhanced through the connection that will exist between the professor, the student, and the internship location.
- The goal of the project is to assist in the integration of Hispanics into the predominant community, specifically in Unicoi county, one of the counties targeted by the Kellogg III grant. Since the project's inception we have discovered that the boundaries delimited by counties are fluid, as is the population, so some of our projects are expected to affect a larger community. The three major efforts begun during 1999 involve faculty and students in the department of Foreign Languages, the department of Communications, and the Center for Appalachian Studies, as well as members of the community from Unicoi, Erwin and Johnson City. The projects include:
  - Coordination with WETS-FM's Ritmo Latino/Latin Rhythms program (Sundays 7-8pm, 89.5) to include Public Service Announcements and five minute interviews with Hispanics on topics of local interest.
  - A bilingual newspaper is being prepared by students of SPAN 3013/3113, and JOUR 3130/3160 that will be published by Erwin Record late Spring 2000
  - A translation service that is in its formative stages, and seeks to help Hispanics who are not fluent in English to bridge the language gap.

**Health**

- A total of 60 lab/Service Learning hours is required for the course which is four hours per week for the 15 week semester. These Service Learning experiences will mostly occur in community health/social service settings and school settings. You will write goals and objectives for each service setting. This should be done in conjunction with the agency supervisor and then approved by the classroom instructor. You may spend a few hours in each agency before writing your objectives. From your service learning experience, are you able to identify any underlying or overarching issues that influence the problem? What could be done to change the situation? How will this alter your future behaviors/attitudes/and career choices? How is the issue/agency you're serving impacted by what is going on in the larger political/social sphere?
- Using service learning as one of the primary pedagogical methods, and in collaboration with a community partner (the Village Health Care Center), the instructor and students will design a research instrument that will explore the tenets of positive aging in a nursing home environment. This instrument will be administered to residents of the nursing home setting, and the results will be compiled into a useable and attractive
written product that can be utilized by anyone wishing to learn how to be supportive of older persons as they face the challenges of nursing home placement. Students will also learn to communicate their findings verbally by conducting an in-service training at the Village Health Care Center.

- The course also includes a Community Service Learning module intended to introduce and integrate course content as well as educational, professional, and career expectations and opportunities to students pursuing the Dietetics & Nutrition and Health Fitness programs at Keene State College using field experience and service learning. Provided with a supervised practice environment, appropriate orientation and training, and an opportunity for critical communication and reflection, the student will be able to:
  - Observe, respond, apply, and evaluate the role of pre-professional and professional nutrition and wellness focused practice in the community.
  - Cooperate and collaborate with individuals and team members, seek and examine opportunities, manage their time, integrate their classroom and field experiences, and adapt as professionally appropriate to the environment.

- Students will work in groups of 2 - 6 and select 2 to 3 of the following activities: direct focus groups for elderly where they will provide specific disease/medication information, participate in brown bag sessions where they will provide individualized medication information, flu vaccine clinics providing vaccine and post-care information, preparation/distribution of food boxes through the Food Bank and conduct a nutrition assessment, participate in American Diabetes Association sponsored activities.

**History**

- I will help pair you with an immigrant and facilitate transportation and other details. Begin simply by getting to know this person. You are there to help him or her learn English, so to speak simply and slowly as you gauge your informant's ability to understand. Make arrangements to meet every week so there is continuity to the relationship. Please keep a log of your visits.
  - As the semester proceeds, try to learn what you can of the immigrant's experiences. What made her leave? What did she find when she arrived? How has her experience been? How has life changed from the old country to the new? What are her dreams for the future? Keep notes on this in your log as you go.
  - Over time you and your informant will get a sense of a particularly powerful or important story to tell. Figure out - together - what story your informant wishes to tell, and how to do it. It can be a written narrative with photographs, a short video, an oral history, or anything else you devise.

- Every student will work in a group on a public history project. There are many projects available. The two that strike me as the most interesting and important are:
  - Untold histories—The students in Marne Isakson's English class at Independence High School in Provo have begun an oral history project. In their first effort they collected the stories of immigrants in Provo. We would partner with them, and with Joan Dixon, the Director of the Timpanogos Community Network to collect more oral histories, work with the students at Independence to mount an exhibit about the oral histories, publish the oral histories, and establish a city-wide oral history project where people who attend local festivals would share their stories in a storytelling booth. For an example of a similar, larger-scale project, go to www.storycorps.net
The history and future of Provo's River—Communities in the west arise where they do because of the availability of natural resources. Provo is no different, growing along the Provo River, which provided water to the community. Provo has long since overwhelmed the river, but it still runs through the city. In this project we would research the history of the city's relationship with the river and use that history to propose ways to revive the city's relationship with it. Some of that work may be together with Provo High School, which has adopted some of the urban river.

**Library Science**
- The culminating project is to develop a collection of materials on a topic or theme of your choice, designed to fill a “gap” in the collection of a real library, St. Thomas the Apostle School. This assignment will give you a chance to contribute to a worthy organization and to learn about students’ lives and the life of a librarian from a view different from that which you might get form a regular classroom experience. Reading levels range from third grade to adult; interest levels also cover a broad spectrum.

**Math**
- Select a nonprofit service agency that requires statistical research for program evaluation, public needs assessment, or public relations and support. Assist the agency, based on its needs, in developing a survey tool, organizing and/or conducting the survey, compiling and analyzing data, or some combination of these or some other statistical undertakings. The following components must be completed:
  - Complete entrance and exit surveys and a reaction form. Keep a record of time spent at the volunteer site and time spent on this project.
  - Make at least one visit to the agency; speak with the supervisor. Make a list of objectives the agency needs to meet as a result of this research project.
  - Plan a project to meet the program objectives. Obtain instructor advisement and approval. Be prepared to defend your plan and answer questions. Clear the plans with the agency.
  - Prepare the project, conduct the research and compile results as appropriate to the nature of the project. Report to the instructor; report to the agency if requested to do so.
  - Prepare a written report consistent with agency requirements and subject to instructor approval. Submit to the instructor.
  - Make necessary revisions and submit the final product to the agency.

**Music**
- The Pianist and the Community: Career Development and Volunteerism teaches students that community service is a vital aspect of any musical career. The skills of job placement, development of vitas and press kits, and fund raising are taught, In addition students volunteer to teach piano lessons to children at at-risk schools and also perform monthly recitals for the children.
- Each semester, all students in Opera Workshop, in addition to presenting performances on campus, will participate in the School Outreach Program, which performs as "Opera Viva". In this program, the students present from four to six performances of the semester's production on tour in Missouri schools. A forty five minute selection is prepared and performed with the appropriate costumes, props and set. Cast positions include vocalists, pianists, a stage director, and a stage manager. The SMSU students
benefit not only from these performance opportunities but learn to share their love of music and creation with the community. In addition, special lesson plans are prepared for the school children and given to the teachers in advance of the presentation so the children are prepared for what they will see.

**Nursing**
- CSH focuses on student generated projects/activities that directly or indirectly relate to the care and/or teaching of obstetric and/or pediatric patients within the community. Requirements for this segment include 27-31 hours. Each student must also participate in at least one Health Fair. Health Fair dates and times will be announced by the Faculty and will be posted on the Community Health Nursing Calendar. Hours of participation at the Health Fair will be counted as part of the total Community Service Hours required for this course.
- To develop, deliver and evaluate a wellness fair given to the campus of the New Hampshire Technical Institute based on assessment and collaboration with the NHTI community. Employ goal directed communication when interacting with clients, support persons and members of the health team. Coordinate resources to assist clients in maintaining their environment. Upon completion of this service learning project the student shall be able to:
  - Identify health education materials appropriate for the campus population
  - Describe the steps to health fair implementation
  - Communicate information regarding health maintenance and prevention of common health deviations to the NHTI community
  - List at least five community service agencies and explain how they impact the community that they serve.
  - Evaluate the effectiveness of the health fair utilizing:
    - Students will work together as a team to develop a health fair for the NHTI community. Students will review evaluations from past NHTI Health Fairs to aid in planning. Students will develop objectives for the wellness fair and evaluate the fair based on these objectives and also the evaluations from the fair attendee.
- The student will create a health related brochure for a target population of their choice. The student will meet with the instructor at the beginning of the semester for approval of the topic and objectives created by the student. The student will present the brochure to the target population and will also evaluate the effectiveness of the brochure utilizing a student developed evaluation tool.
- Teams consisting of two or more students per team will develop an innovative, health oriented exhibit for the PSC Health Fair. The Fair will be held in October. Exact date will be announced in September. The student will develop a presentation incorporating client involvement. Students will write specific objectives for their exhibit and develop a participant evaluation tool to use to evaluate their work. Students will meet with the instructor at the beginning of the semester for approval of their topic and objectives. On the day of the fair, the student will interview at least five community agencies attending the fair.
- The student will attend a tuberculosis workshop to be held at NHTI and will be given by the New Hampshire Department of Public Health, Bureau of Disease Control. The student will then administer Mantoux skin tests to all NHTI students and faculty who are currently taking or teaching a clinical course (after written consent for implantation and interpretation is obtained) and are in need of a Mantoux skin test. The workshop is has been approved for 3.5 contact hours by the New Hampshire Nurses Association.
**Philosophy**
- Each student is required to engage in a 18-20 hour Service-learning project to experience the praxis of justice and social responsibility and to promote sensitivity to diversity and multiculturalism. The service-learning project will enable students to critically reflect on the philosophical and ethical principles inherent in the praxis of justice.
- Discuss the Corresponding Contemporary Moral Issues
  - Description of Organization: Your description should demonstrate an insider's point of view. In other words, do not just provide statistics, facts, etc. that could be acquired from a website. Your description should in some way convey that you understand your organization and its current needs. You also need to explain how the needs were assessed. For instance, if you interviewed the leader of your organization and s/he told you that their top two needs are x and y, then how were you able to confirm those needs based on your service learning experience. Given your perspective, were their other needs that you felt were more important than the ones mentioned? Overall, you must convey the strengths and weaknesses of your organization, the group that they are trying to help, and why outsiders should care.
  - Theoretical Assessment of Organization: Would you classify your organization in terms of a Kantian, Utilitarian, or Aristotelian framework? Use arguments and passages from the relevant text to justify your classification.
  - Formulation of Action Plan: Explain your action plan in detail so that it is clear how it is designed to help solve one of your organization's pressing needs. What obstacles/problems do you expect to encounter?
  - Possible Objections: Theoretical, Applied, Practical
    - Theoretical Objection Use Kant, Aristotle, or Mill
      1. Anticipate a possible theoretical objection to your plan
      2. Refute the objection
    - Applied Objection Use a Contemporary Moral Theorist
      1. Anticipate a possible applied objection to your plan
      2. Refute the objection
    - Practical Objection How would a non philosopher object to your plan?
      1. Anticipate a possible applied objection to your plan
      2. Refute the objection
  - Final Evaluation of Project
    - What issues did you encounter while implementing your plan? How did you resolve these problems?
    - What lessons did you encounter? What would you do differently if you were in the same situation again?

**Political Science**
- Students are expected to spend 15 hours volunteering in the Merrimack Valley Area. For this project you are expected to volunteer at a location relating to a public policy that we will be studying in this class and will need to keep a journal of your experiences.
- The value of the service experience is in finding an appropriate service organization. Each student works in an organization concerned with a specific policy area, such as:
  - Human Rights Policy
    - Women's Center
- Migrant Community Project
- Health Policy
- Adopt-a-Grandparent
- Columbia-Montour Area Agency on Aging
- American Cancer Society
- COMPEER - to be a fiend to someone with a mental illness
  - **Education Policy**
    - Bethesda Day Treatment Center
    - Head Start – Millville
    - Big Brothers/Big Sisters
    - Juvenile Probation

**Psychology**
- Each student must volunteer (can be paid) for at least four hours a week (60 hours total) in an agency that provides some emotional or social service to the regional community. The level of student involvement must be directly related to the specific objectives of this course AND the mission, goals, and objectives of the agency.
- A major focus in this course is to help you understand people with psychological problems and how they are helped or hindered by various approaches in society. By participating in a community setting, you will be able to obtain insights that are not possible by reading the textbook. Students in previous semesters who participated in service-learning reported that it was one of the most important experiences in college; many students made career decisions based on their experiences in the community. The service project involves a commitment of time (around 22 hours) at the community site as well as four short reflection papers during the semester.
- In some instances, I will ask you to focus your paper upon a specific assignment or activity. Otherwise, these brief papers are to focus specifically upon the week's reading assignment and its relation to our community field work, other readings, and personal experience and observations of yours. Your goal is not to summarize the readings. Rather, you should analyze and critically reflect upon a couple significant issues raised in the readings. To reiterate, ideally you will critically reflect upon those readings by linking them with other material we have covered in our course (readings, discussion), community field work you have done, and other aspects of your experience and knowledge (e.g., personal history, issues observed in the media, other courses, etc.). We will discuss and practice "reflection" activities in class at the beginning of the semester to help you feel more comfortable and prepared for these reflection papers.

**Public Policy**
- A review of contemporary social policy alternatives and an examination of the macro and micro level social policymaking processes. Students complete an applied social policy project which might take the form of a policy paper, a grant proposal or written legislative testimony for a community agency.
- Project Community is a unique learning opportunity that pairs sociological theory with community service. In other words, through your involvement in Project Community, you are constantly making the link between your "lived" experiences in the community and the concepts and theories presented in this, and other, courses. This, in a nutshell, is what C. Wright Mills means when he talks about developing a sociological imagination, and yours will be fine tuned by the end of the semester!
There will be a weekly journal assignment aimed at exploring the sociological implications of issues arising at site. You are expected to incorporate both the weekly readings and your site experiences in these assignments.

The final will be an Action Project designed, implemented, and written up by your seminar group. The project and paper should be a thoughtful reflection and critical analysis of the assigned material, your service learning experience, and the action project implemented.

**Sociology**

- Community service projects are required as well, for instance helping to prepare meals at a local soup kitchen, preparing personal care packages for the homeless at Loaves and Fishes or assisting in organizing the clothes closet or working in the Saturday School at Aunt Maggie's. There are many opportunities for short-term service that students can complete and more details will be given in class. Reflections on your community involvement will be kept in a journal.
- In order to complement the classroom discussions, all students participate in an experiential learning process through working on a civic engagement project. Our class will do this as a group project. First, you will receive training on how to moderate deliberative dialogue forums. Then, working in teams, we will be moderating forums for students at nearby schools. Each student will write a 3 page paper reflecting on this experience (Guidelines will be provided later in the semester.)
- Brookhaven Apartments, Greenville, South Carolina
  Work with the Brookhaven Apartments Residents’ Association
  Major areas: strengthen this organization, empower this organization to help itself and the residents; continue efforts re Landscapes for Learning, with at least the accomplishment of Community Wildlife Habitat; and, help residents find resources in general, and to help with specific challenges such as sustaining their New Horizons after school program.
  - Academic areas: empowerment theory; community strengthening; leadership.
  - "Products" might include brochures, booklets, garden
- Truancy Prevention Internships, with the program "It's Your School, Too!"  
  Serve as mentor, role model, listening ear to very at risk children and youth. Assist caseworkers to ease the labor intensive nature of this program
  - Academic areas: truancy prevention, youth empowerment, youth engagement, schools as communities; communities in schools.
  - "Products": a brochure about IYST; gardens; children and youth who are academically successful and do not drop out of school, become truant, or get arrested.
- SC Leadership in Public Service Pilot Project
  Hone your leadership capacity and community building skills; learn about resources for leaders and leadership resources in South Carolina.
  - Academic areas: leadership; community building
  - "Products" a compendium of leadership resources for South Carolina available in paper form and on a web site.
  - This project may involve participating in one retreat on leadership.
- South Carolina Beyond Me: Legacies of Land and Natural Resource Use
  Help identify the key issues surrounding our personal lifestyles, land and nature resource use and the legacies we are leaving or could leave for the generations beyond us. Find positive efforts being made to leave legacies of which we can be proud.
Help put together a symposium on Legacies of Land and Life; video shorts also can be included. Help host this symposium.
  - Academic areas: land use; natural resource use; sprawl and its impacts on community; community preservation.

We’re sure you can add to the list. Let us know about your service-learning assignments and projects. Together we can make a positive difference.