

## **Internships, Service-Learning, and Civic Engagement**

**Goal:** to institutionalize experiential education, community service/service learning, and civic engagement as a value of a UF education.

### **Some best practices toward this goal:**

1. Academic study is connected with community and public service
  - a. Examples: service-learning courses
  - b. Provide financial incentives for faculty to rebuild their syllabus to integrate service
2. Provide a plethora of opportunities for students to do community service
  - a. One-time service, ongoing service, service immersion, Federal Work Study – America Reads
3. Students and faculty are engaged in research to serve the community → Community Based research
4. Weave service into existing programs – living learning communities in the residence halls, first year experience class, student organizations
5. Community Development – create opportunities for UF to assist in community development
  - a. Ex. Oak Hammock opportunities for nursing, physical therapy, etc. students
  - b. Ex. Urban planning classes help with the design of one-stop homeless center
6. Encourage students to receive real-life training through internships and co-ops – stress the importance of it in the 5 Undergraduate Opportunities. Work with colleges and Career Resource Center to identify opportunities.

### **Models of Good Practice:**

**Stanford University Haas Center for Public Service** <http://haas.stanford.edu/>

#### **The Haas Center's Mission**

The Haas Center for Public Service at Stanford University connects academic study with community and public service to strengthen communities and develop effective public leaders. The Center aspires to develop aware, engaged and thoughtful citizens who contribute to the realization of a more just and humane world.

*At the Haas Center for Public Service, we connect academic student with public service to strengthen communities and develop effective public leadership. We have five general program areas: fellowships, courses, research, community programs, and leadership.*

#### **Georgetown University Center for Social Justice Research, Teaching, and Service**

<http://csj.georgetown.edu/>

"In order to advance justice and the common good, the Center for Social Justice Research, Teaching and Service promotes and integrates community-based research, teaching and service by collaborating with diverse partners and communities."

These are challenging times for all of us, demanding the critical thought, strong values, and creative action that are needed to address the problems of our world."

**University of Utah Bennion Community Service Center** <http://www.sa.utah.edu/bennion/>

The Lowell Bennion Community Service Center is home to service-learning at the "U." The center also houses 44 student-directed programs, Service Politics and Civic Engagement (SPACE), Bend-in-the-River Urban Treehouse and America Reads.

Service-Learning is a method of teaching where students, faculty, and community partners work together to apply knowledge in authentic settings that address the needs of the community and meet instructional objectives using action and critical reflection to prepare students for careers and to become meaningful members of a just and democratic society.

The University of Utah and the Lowell Bennion Community Service Center's service-learning program is nationally recognized. The first courses were offered in the early nineties. More than 100 designated service-learning courses exist, taught by faculty from virtually every college on campus.

**University of Pennsylvania Center for Community Partnerships** <http://www.upenn.edu/ccp/index.php>

Through the Netter Center, the University currently engages in three types of activities: academically based community service, direct traditional service, and community development. Academically based community service is at the core of the Center's work. It is service rooted in and intrinsically linked to teaching and/or research, and encompasses problem-oriented research and teaching, as well as service learning emphasizing student and faculty reflection on the service experience. Approximately one hundred sixty courses

Penn's Center for Community Partnerships, under the leadership of Ira Harkavy, has pioneered the integration of research, teaching, and service, creating mutually beneficial relationships between the University and the community. These courses take academic programs of research and education from the classroom into local schools and the community while students and faculty work with community members to advance learning, using their knowledge towards the "betterment of the human condition." Over the past decade, the Center for Community Partnerships (CCP) has served as the model for similar programs throughout the nation and the world.

### **Academically Based Community Service**

Is **service** rooted in and intrinsically linked to **teaching** and **research**.

Encompasses **problem-oriented** research and teaching and **service learning** emphasizing student and faculty **reflection** on the service experience.

Aims to bring about **structural community improvement** including effective public schools, neighborhood development, and community organizations.

Reaffirms Ben Franklin's belief that: "**The great Aim and End of all Learning...**" is **service to society**.

Over 160 Academically Based Community Service (ABCS) courses from diverse schools and disciplines across the University have engaged in work in West Philadelphia through the Barbara and Edward Netter Center for Community Partnerships. ABCS courses involve *hands-on, real-world problem solving* and *help students become active, participating citizens* of a democratic society.

