Serve InDEED

**THE TENNESSEE JOURNAL OF
SERVICE-LEARNING & COMMUNITY ENGAGEMENT**

Edited by: Chip Harris, Ed. D. and Terry Silver, Ed. D.

Peer Review

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SAVE THE DATE:

The 2018 Tennessee Conference on Volunteerism and Service-Learning will be held March 11-13 at the Franklin Marriott, Cool Springs.

The eighth annual Tennessee Conference on Volunteerism and Service-Learning aims to increase service and volunteerism across Tennessee. The conference will encourage service leaders and participants to collaborate to address needs in Tennessee while utilizing service as a vehicle for education and change.

We are challenging participants to understand the impact of utilizing service as a vehicle for community change. Where do you fit in? How can your share your expertise and collaborate with others to provide quality service opportunities that transform volunteers and communities across Tennessee?

- Service-Learning Practitioners (P-16+)
- Non-Profit and Volunteer Management professionals
- National Service Programs
- Corporate Social Responsibility Leaders
- Government Leaders
- Tennessee Students

The *2018 Tennessee Conference on Volunteerism and Service-Learning* will be held Sunday March, 11 through Tuesday, March 13, 2018 at the Franklin Marriott Cool Springs. Sunday will include the Tenth Annual Governor's Volunteer Stars Awards (ticketed event), Student Track sessions, and registration will open. Monday will offer a full day of workshops and speakers. Tuesday will include a full morning of workshops, and then the conference will conclude after the lunchtime plenary.

TN. Volunteer Tennessee will bring together service leaders from across the state to share best practices and methods within the areas of service-learning in higher education and K-12 settings, nonprofit management and volunteer management, and national service programs.

► Registration for the 2018 conference, *click here*.

Conference registration includes entry to workshops, showcases and exhibits, plenary speakers, a service project, and designated meals.

► For the 2018 Conference Program Guide and workshop info, *click here*.

► For Corporate Social Responsibility workshops and info, *click here*.

Follow the Tennessee Conference on Volunteerism and Service-Learning on *Facebook* and *Twitter* for the latest updates.

Tennessee Conference on Volunteerism and Service-Learning

2018 Conference Agenda

All events and times are subject to change - check back regularly for the latest schedule and details about conference events.

Sunday, March11, 2018

1:00-3:00p.m.	10th Annual Governor's Volunteer Stars Awards
3:30-4:00p.m.	Student Track Registration
3:30-5:30p.m.	Volunteer Centers Meeting (closed meeting)
4:00-6:00p.m.	Student Track Conference
4:00-5:30p.m.	Main Conference Registration Open / Exhibit booth setup

Monday, March12, 2018

7:00-9:00a.m.	Showcase & Exhibit Booth Set-Up
7:00-9:00a.m.	Registration Open
8:30-9:00a.m.	Breakfast
8:30a.m.-4:00p.m.	Corporate Social Responsibility Track (Closed)
9:00-9:45a.m.	**Opening Plenary**
10:00–11:15a.m	**Workshop Session #1**
	Service-Learning Dolphin Tank†
	Volunteerism in a Digital-Oral World:Telling Compelling Stories that Preserves CommunityDignity
	So You Think You Can Lead?
	Change the Culture of Your School and Community Through Volunteerism*
11:15-11:45a.m.	Showcase Exhibits
11:45a.m.-12:45p.m.	**Lunch Plenary**
12:30-4:00p.m.	Volunteer Tennessee AmeriCorps Program Director Meeting (Closed)
1:00-2:15p.m.	**Workshop Session #2**
	Service-Learning Links to the Curriculum†
	How to Create Meaningful Group Volunteer Experiences
	Shaping Global Citizens, Creating Sustainable Communities
	Why Can't We Just All Work Together?*
2:00-2:30p.m.	Showcase Exhibits & Coffee Break

2:30-3:45p.m.	**Workshop Session #3**
	The R.A.R.E. Model: A 4-point Plan for Revolutionizing Curriculum and Instruction through Volunteerism and Service-Learning†
	Intergenerational Volunteer Management
	What You Gain & What You Give: Volunteer Matching and Effective Community Partnership
2:30-3:30p.m.	Corporate Giving & Community Relationships: Successful Community Relationships
2:30-3:15p.m.	Wanted: Service-Centered Superheroes (Part1)*
3:15-4:00p.m.	Wanted: Superheroes. Break Down Barriers. Realize the Truth. Unleash Harmony. (Part2)*
3:30-4:00p.m.	Showcase Exhibits
4:05-4:30p.m.	**Student Track Closing**

Tuesday, March 13, 2018

7:30-8:00a.m.	Breakfast
8:00-8:45a.m.	**Morning Service Project**
9:00-10:15a.m.	**Workshop Session #4**
	Designing Development: Human-Centered Design as a Tool for Innovative Social Change†
	American Job Center Volunteerism 101
	Teapot Diplomats
	Building Sustainable Community Relationships
10:30-11:45a.m.	**Workshop Session #5**
	Writing Towards Change: Empowering Student Advocacy through Service-Learning in English Composition Courses†
	Youth Leadership: Making a Difference Through Policy and Dance!
	Mission and Message: Growing Great a Great Volunteer Organization from the Ground Up
	Living Into Our Stories
12:00-1:00p.m.	**Closing Lunch Plenary**
1:00-1:30p.m.	Showcase Exhibits

†Denotes the workshop as part of the Tennessee Service Learning Consortium (TN-SLC) Faculty Track
*Denotes the workshop as part of the Student Track

THOUGHTS TO AGRICULTURE STUDENTS AND INSTRUCTORS FROM DR. JOHN RICKETS

Agricultural education is a perfect setting for service-learning. It requires students to learn through action, reflection, and helping meet the needs of others. In fact, the Career and Technical Student Organization (CTSO), Future Farmers of America (FFA), has as its motto, "Learning to Do, Doing to Learn, Earning to Live, and Living to Serve." Living to serve is a lofty goal, but one that is sought by agriculture teachers and their students every day. Richie and Roberts (2015) even argued that service learning is shaping the identify of agricultural education. National FFA has its annual Days of Service, and many of FFA's strongest programs have service-learning as a cornerstone of the curriculum.

What does "Living to Serve" look like in your community, school, or FFA chapter? It can take so many different forms as long as service is an action and involves reflection, application, and new knowledge through helping others. Listed below are some examples of service learning, but we want to hear from you. Let's learn from each other. Let us know if you have a service learning experience that others should not only know about, but also try on so that people in their community can benefit and so that students in their school can learn at the levels of your students.

- Small Animal Care class washes and grooms pets for teacher appreciation week
- FFA Officers provide Parliamentary Procedure training to other club leaders in school who want to operate their meetings more effectively
- Agriscience students assist farmers with water sampling and testing for Food Safety Modernization Act (FSMA) documentation
- FFA upperclassmen preparing youth for and then judging county 4-H public speaking contests
- Horticulture students develop and maintain a community garden that is visited by community members on the weekend
- Tech-savvy FFA members assist local entrepreneurs with social media marketing
- FFA chapter works each summer to update facilities at State FFA Camp

There are many other opportunities for FFA chapters and AG classes to engage in service-learning and we want to hear from you. This is a challenge to all Agriculture programs to submit articles about your service-learning activities for publication. The articles can be from the instructor, a student or a group of students. If your project included multiple classes, that is great. The articles can be student reflections on their activities and learning. Be sure to include pictures taken as a part of your service.

In your article, tell the readers what you did, how you selected the project/activity, why you selected the project/activity and what did you do to plan the project/activity. How did the project/activity go? What did you do well and what could you do better next time? Most importantly, what did you learn and how was your project beneficial to others? What are the others?

Your articles can be sent to Dr. Ricketts at ***tsuaged@gmail.com***
or directly to the journal at ***journal.serveindeed@gmail.com***
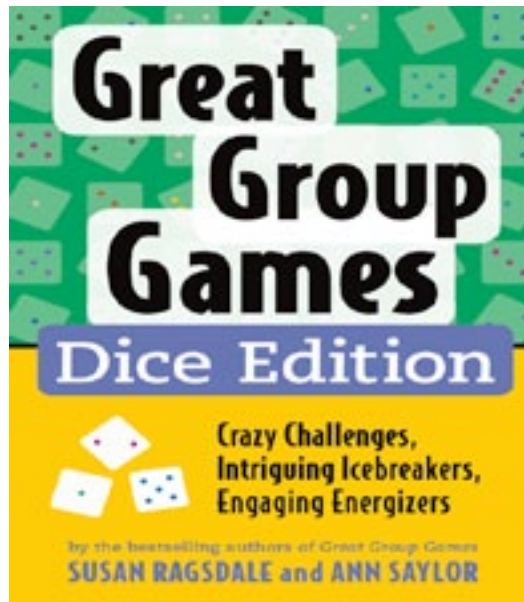
Ragsdale & Saylor Roll the Dice to Challenge Youth to Grow

Best-selling authors of Great Group Games, Susan Ragsdale and Ann Saylor have added another book to the arsenal of "play with purpose" resources for youth practitioners. Great Group Games Dice Edition: Crazy Challenges, Intriguing Icebreakers, and Engaging Energizers hones in on dice centered games that serve the dual purpose Ragsdale and Saylor provide in all their work: to have fun and connect with meaning.

In this case, the resourceful e-book focuses on building skills youth need to navigate relationships, enhance teamwork, overcome challenges (problem-solving and SEL), and tap creativity. These spirited games include easy-to-read instructions as well as Going Deeper reflection questions that connect game play to relevant life lessons. The games will generate laughter, friendships, and a positive sense of self!

These games are perfect for after-school settings, classrooms, retreats, family time, camps and church gatherings. Games are designed for groups of children and teens, but adding adults could offer an intergenerational team-building experience. Great Group Games Dice Edition is ideal for a game leader's space and budget challenge, because homemade or purchased dice are pretty much all that is needed to play these games!

Daniel Horgan, CEO of D. G. Horgan Group says, "They have done it again - Susan and Ann have delivered another great resource for the youth development field. I believe so much in the power of purposeful play, and the activities in this book can be easily used and adapted in so many settings with youth and adult leaders. I applaud their creativity in identifying so many fun ways to use dice!"

Another Amazon reviewer says, "Very engaging, dynamic activities for all ages! Fantastic "Going Deeper" reflection questions truly maximize group relationship building and communication. The digital format makes it possible to have this great tool in your back pocket (literally) at all times on your Smartphone or tablet. "

You can email the authors at *team@WriteCreationsGroup.com* to receive a free resource packet about leading games as a way to promote positive youth development. Great Group Games Dice Edition: Crazy Challenges, Intriguing Icebreakers, and Engaging Energizers can be purchased at amazon.com.

GETTING READY FOR SERVICE-LEARNING: DISCOVERY PARK OF AMERICA AND HONORS 200

Terry Silver, Ed.D.

INTRODUCTION

In January of 2018, 24 honor students enrolled in Honors 200 Service-Learning embarked on a one of a kind journey. Students who enroll in an honors course at the University of Tennessee at Martin are required to carry a GPA of 3.25 or higher. In the Spring Semester of 2018, a new course was created and offered specifically geared toward UT Martin's honor students. Interestingly, students were enrolled in a plethora of majors. Some of which included: Mechanical Engineering, Agriculture Communications, Geosciences-Geology, Agriculture Engineering, Wildlife Science, Animal Science, Exercise Science and Wellness, Nursing, Management, Animal Science: Veterinary, Criminal Justice: Forensic Science, Organismal Biology, Electrical Engineering, and History. The challenge was to find a Community Partner which could offer meaningful service to this wide variety of majors.

The instructor met with the CEO and Education Director of Discovery Park of America, located in Union City, Tennessee to discuss forming a potential partnership. Discovery Park has more than 70,000 square feet of galleries and interactive exhibits with a focus on nature, science, technology, history and art. In addition, there are 50 acres of outdoor space which feature a Blue Angels plan, a beautiful garden and a 100-year-old chapel. The Discovery Park staff were delighted to work with my students and it was decided they would come and make a presentation to the students.

COMMUNITY BUILDING ACTIVITIES

The first-class meeting was filled with community building activities. Most of the students did not know one another and so an interview of a peer with an introduction to the class was utilized. Each student was paired with someone they did not know and each interviewed the other. After the interviews, the students introduced their peer to the class. This community building activity helped the students to not only get to know one another better but also helped everyone to feel a relaxed tone to the class.

Next, the students were randomly grouped into four groups of six. Each group was given 15 balloons and a roll of tape. They were instructed to build a free-standing balloon wall. The tallest one would be the winner. The students engaged one another in the task. During the reflection, it was noted that some groups took time to think about how the wall would work and others started right away. It was also brought up that some students took a leadership role right off the bat while others were happy to follow the leader. Some decided they were better at blowing up the balloons while others preferred to tie the balloons; and yet, others wanted to tape and build. All students found their place and were able to complete the task. It was amazing that the groups were cohesive and did not seem to struggle with the task or power.

The second community building activity was a Survival Game. The students were randomly placed in six groups of four and given a scenario. The students were given a list of items to rank for importance and use in the given scenario. There were thirteen items to rank. Each group choose difference items based on the scenario details. The group reflected together on individual roles during the process, characteristics that stood out to the group and ways they worked together to accomplish the task. They were asked to complete a What? So What? What Now? Reflection before the next class.

PREPARING FOR PARTNERSHIP

The following class, Mrs. Polly Brasher presented a PowerPoint to the class on Discover Park of American. Students were then interviewed in groups of six for positions to serve and learn at Discovery Park. There were two staff members from Discovery Park which met with the students and asked general questions regarding their experiences, skills and interests. Below is a list of the questions:

1. What do you like about Discovery Park of American (DPA)?

2. What talents do you bring to DPA?

3. Describe your biggest fail.

4. Describe your biggest success.

5. When is it okay to go against instructions/orders/rules?

Both leaders were observing for the following chacacteristics of the students:

Assertive	Ambitious	Anxious	Impulsive	Talkative
Quiet	Gregarious	Leader	Competitive	Timid
Comedian	Creative	Helper	Well-Dressed	

Students were then given a box of 200 building blocks and were told to "build the tallest structure with the given blocks". They were given six minutes. Next, the group was divided into groups of two and were told to build a bridge in five minutes with their partner. Again, the observers were looking for signs of the traits listed above. A debrief occurred with all students and then the next group arrived for their interview.

After much reflection and discussion, DPA and the Instructor talked about possible placements for each student based on their career choices, interests and abilities to serve in particular situations. Discovery Park of America offers a wide variety of activities during the week and weekend. Such activities require lots of volunteer workers and our students would be able to be utilized for some of the activities. The activities include:

- Saturday Morning Science
- Historical Theater Academy
- Artist Showcase Reception
- Pottery Class
- Nature's Ninja's VIP Dinner (Fundraiser)
- Wine and Paint
- Family Education Series – Firefighting History and Science
- Kids Create
- Cork and Fork (Wine pairing dinner – Fundraiser)
- Superhero Day

During the third class, students were presented with community partner contracts, availability documents, and a student evaluation for the community partner to complete upon completion of the service-learning. Students also completed a pre-service survey which will measured preconceptions of students regarding their service. Respondents answered a variety of questions about their perceptions about the service and its impact.

	Strongly Disagree	Disagree	Not Sure	Strongly Agree	Agree
The community service aspect of this course will help me to see how the subject matter I will learn can be used in everyday life.	0	0	4	9	7
The community service I will do through this course will help me to better understand the lectures and readings in this course.	0	0	4	11	5
I feel I will learn more from this course if more time is spent in the classroom instead of in the community.	6	7	5	2	0
The idea of combining service in the community with university coursework should be practiced in more classes at this university.	0	0	5	5	10
I am already volunteering in my community before taking this service-learning course.	0	10	0	2	8
I feel that the community service I will do through this course will benefit the community.	2	1	4	7	6
I probably won't volunteer or participate in the community after this course.	8	4	3	4	1
The community service involved in this course will help me to become more aware of the needs in my community.	2	0	5	9	4
My interactions with the community partner will enhance my learning in this course.	0	1	3	7	9
I have a responsibility to serve my community.	0	0	3	10	7
Performing service in the community will help me clarify which major I will pursue.	2	6	3	4	5
The community service I will perform in this class will enhance my relationship with my professor.	1	4	5	5	5
The work I will accomplish in this course will make me more marketable in my chosen profession when I graduate.	1	0	2	5	12
The community service involved in this course will make me more aware of my own biases and prejudices.	1	2	2	8	7
The service I will perform in the community will enhance my ability to communicate in a "real world" setting.	1	0	3	10	6
The community service aspect of this course will help me to develop my problem-solving skills.	0	0	7	7	6
Most people can make a difference in their community.	0	0	0	12	8
This service-learning course will help me become more comfortable working with people different from myself.	0	0	2	9	9
The community service I will perform in this course will help me learn how to plan and complete a project.	0	0	5	10	5
Participating in the community will help me enhance my leadership skills.	0	0	4	10	6
I can make a difference in my community.	0	0	3	9	8
I would like to enroll in additional service-learning courses at UTM.	0	7	7	6	0

Students were given choices as to how and where they would conduct reflections, and what assignments would be completed at the midterm and final points of the course. The students decided to complete reflections after each 10 hours of service. The Instructor would provide the questions for each reflection using the What? So What? Now What? Reflection methods. All reflections would take place on www.edomodo.com (an educational technology platform for collaboration and communication). In addition, the students decided to complete a Infographic for midterm.

Below is an image created by the instructor on *www.padlet.com* as a sample.
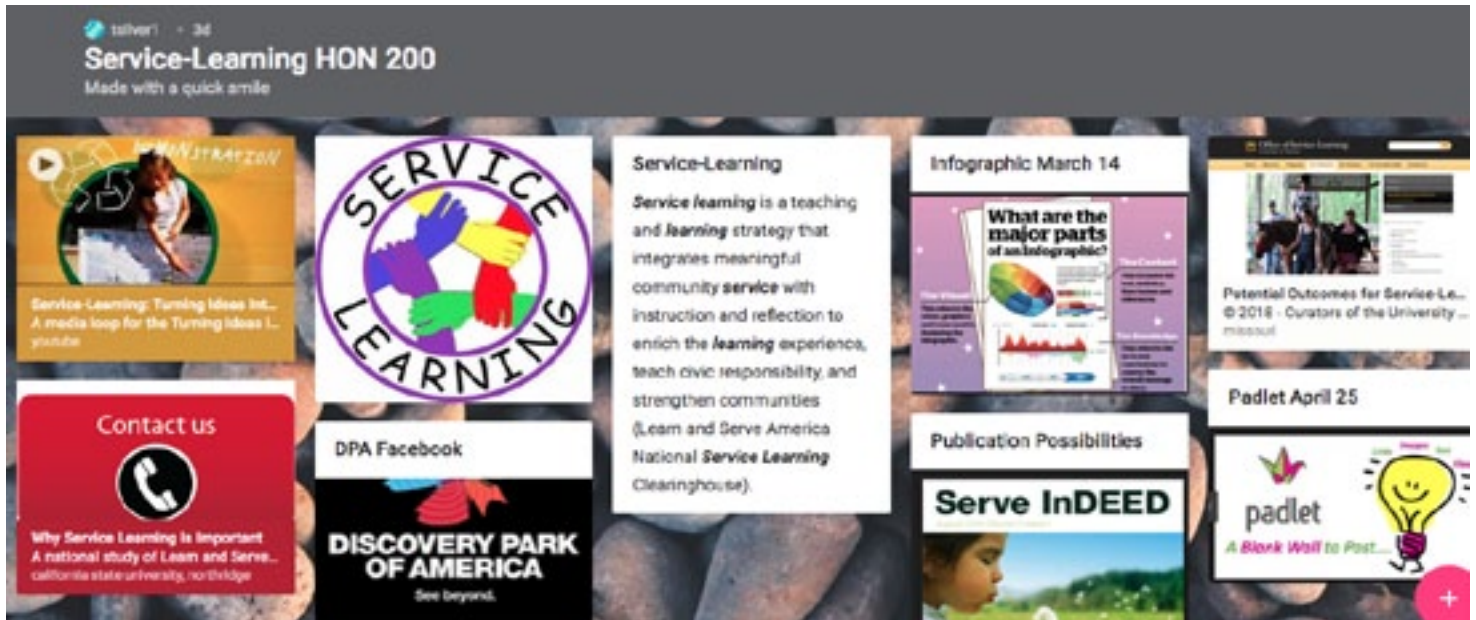
Lastly, the students decided to showcase their experiences with service-learning by the use of *www.padlet.com*. They are to add videos, pictures and other materials which will chronicle their experiences during service-learning. The service-learning project will take place between February 14 – April 25. More information regarding this partnership will follow in the next issue of ServeInDEED.

Graphic courtesy of McHenry County College, Crystal Lake, Illinois

This issue of ServeInDEED, continues the concept of a focus point for the journal. In this issue, the focus is service-learning in higher education. What follows are a series of articles all service-learning efforts at the university level. There are articles from both undergraduate and graduate level classes/projects. All of the articles come from Tennessee State University. The cohort of authors from these articles represent two colleges, four academic departments and two centers at the university.

ServeInDEED welcomes any group to submit for a special section just like the one in this issue. It can be from higher education (any campus is welcome to participate), K-12 (a series of articles from one school/system or just a series with K-12 focus), community agencies (partners) and any other group that has a service-learning interest.

We are most anxious to have student articles. We will do a special focus section for students from one school, representing K-12, representing one or more college campuses or any other grouping that chooses to submit. It would be wonderful to see articles focused on the workshops of the Student Track of the 2018 TN Conference on Volunteerism and Service Learning. We also look forward to a number of AG students and instructors taking up the challenge set by Dr. Ricketts to create a special AG focus edition.

To have a focus, there will need to be a minimum of six articles from one school or grouping. We will review the articles (for higher ed. we use a peer review process) and publish a special focus edition as needed. We hope you enjoy the higher education focus section here and look forward to many more and different focus options in the future.

<div align="center">The Editors</div>

A SERVICE LEARNING PROJECT TO IMBUE STRATEGIC THINKING IN A UNIVERSITY GRADUATE LEVEL STRATEGIC MANAGEMENT COURSE

Bill Johnson, Ph.D.
John Mark Hunter, Ph.D.
John David Tiller, Ed.D.
Chip Harris, Ed.D.
Linda R. Guthrie, Ph.D.
Nicole Kendall-Arrighi, Ed.D,
Carole de Casal, Ed.D.
Eric L. Vogel, Ph.D.

STRATEGIC THINKING VERSUS STRATEGIC PLANNING: A PRIMER

Conventional approaches to thinking strategically tend to focus on the teaching/training function, and they use some variation of a planning model that results in a "product" – a master plan supported by incremental action plans. While there is nothing wrong with planning – it brings plenty of benefit – it is only one side of the strategy coin. Julia Sloan (2006) in her book Learning to Think Strategically points out that "Learning to think strategically involves different functions, different processes, and very different performance outcomes".

Many university faculty and strategy consultants have become intent on the teaching aspect of strategic thinking, without first addressing the underlying learning supposition of thinking strategically – something that is nonlinear and far more independent than the traditional teaching approach. Many want to "produce" strategy rather than generate or create a learning process for sustainable, innovative re-creation capability (2006, Sloan). As Sloan cautions in her book "Learning to think strategically is hardly a quick, easy, or step-by-step learning process. Rather, the process rubs against the conventional grain and raises questions about much of what most of us have learned and been taught in traditional strategy courses. Yet the long-term return on investing in the learning process (versus a specific planning model) pays dividends by creating sustainable, innovative, and adaptive organizational strategic capacity that creates and re-creates winning strategies" (2006, Sloan).

The intentional design of this course pays heed to her advice, and is firmly anchored upon the premise that what leaders need is the ability to think strategically – all the time – rather than to learn the techniques to produce some evanescent "strategic plan" filled with bullet points, marketing jargon, and sound bites.

DESCRIPTION OF THE CLASS

HPSS 5800 Strategic Management is a required course for the master's degree in human Performance and Sport Sciences with a concentration in sport management. HPSS 5800 examines the processes for planning, growth, development, expansion and management in sport through technical and professional applications of strategic management principles. This course introduces the key concepts, tools, and principles of strategy formulation and competitive analysis. It is concerned with managerial decisions and actions that affect the performance and survival of business enterprises. The course is focused on the information, analyses, organizational processes, and skills and business judgment managers must use to devise strategies, position their businesses, define firm boundaries and maximize long-term profits in the face of uncertainty and competition.

As Strategic Management (HPSS 5800) is a graduate level integrative and interdisciplinary course, it assumes students are able to effectuate a broad view of the environment that includes buyers, suppliers, competitors, technology, the economy, capital markets, government, and global forces and views the external environment as dynamic and characterized by uncertainty. In studying strategy, the course draws together and builds on all the ideas, concepts, and theories from your functional courses such as Accounting, Economics, Finance, Marketing, Organizational Behavior, and Statistics.

Central to this class is the conduct of a strategic analysis and development of a strategic plan for an actual organization. The organization selected for this term was the College of Health Sciences at Tennessee State University. The College is comprised of eight academic departments: Dental Hygiene; Public Health, Health Administration and Health Science; Human Performance and Sport Sciences; Nursing; Occupational Therapy; Physical Therapy; Respiratory Care and Health Information Management; and Speech Pathology

and Audiology, and comprises nearly one third of the total student enrollment at the university.

The College of Health Sciences (COHS) had just received a new Dean and Assistant Dean and was very interested in advancing its role in the health care community and academic community. At the same time the university was participating in an update to its strategic plan.

SERVICE-LEARNING METHOD

In the conduct of this course the iPERCED model of high quality service-learning was applied which emphasizes investigation, preparation, engagement, reflection, connection, evaluation, and demonstration/celebration (Center for Service-Learning and Civic Engagement, 2015). For your review, the components of the iPERCED model are listed below:

Investigation - Process of identifying community needs, exploring potential community partnerships, and determining if/how community engagement fits into course learning goals and objectives

Preparation - Action steps to identify expectations, responsibilities, and to prepare faculty, community partners, and students for service-learning

Engagement - Meaningful engagement with the community in a way that is of value, as indicated by community partner needs

Reflection and Connection - Structured opportunities for students to think critically and make connections between their engagement in the community and course learning goals and objectives

Evaluation- Methods to determine the outcomes of the community engagement experience and students' learning

Demonstration/Celebration - Strategies to share the results of community engagement as well as celebrating accomplishments with community partner, and other constituents

As the students worked primarily independent of the community partner, the service learning mode is Indirect. In the indirect mode of service learning the student provides a service that is a benefit to the environment, a group of individuals, or community as a whole but is not engaged directly with those being served. As such, this article focuses on Indirect Service activities, where the students do not have (in-depth) direct contact with the recipient of the service, but do plan to have the materials utilized at a later date to serve the recipient.

THE ASSIGNMENT

Students were given a charge by the Assistant Dean of the college to conduct an in-depth strategic analysis of the college and were provided access to internal university and college datasets, as well as, direct access to the leadership members in the college (department chairs and program coordinators). Students were tasked with preparing a comprehensive strategic plan for presentation to the Dean of the College. The strategic analysis was to include the following elements: a SWOT (strength, weakness, opportunity and threat analysis) a PESTLE (political, economic, social, technological, legal, environmental analysis), and was to include a graphic depicting the central findings of the analysis. The students conducted individual interviews with the college leadership, selected faculty members, students, and college of health leadership at other local, regional and national institutions (both traditional and online). The students identified over 177 questions to be investigated and carefully reviewed college productivity measures for the previous 6 years (i.e., number of courses taught, number of students served, number of declared majors in each program, number of students in the recruitment pipeline, faculty to student ratios, graduation rates, licensure and certification pass rates, number transfer students, geographic composition of the college student body, persistence to graduation figures, employment data, as well as, alumni and employer satisfaction data.

THE DELIVERABLE

At the end of the semester students made a formal presentation to the Dean of the college and provided a written report which the dean shared with the college leadership and the vice president of academic affairs.

Additionally, the work product produced by the students served as a catalyst for a college wide restructure discussion and multiple strategy session led by the

SAMPLE SWOT SUMMARY TABLE

STRENGTH

- Well established relationships with outside assisted living groups, hospitals, clinics, agencies, and professional sport teams
- On site job training through internships and co-ops
- Faculty commitment to the students and department
- After hours student study support is available if they need assistance from professors
- Strict cohort curriculum (Nursing, PT, OT)
- Data trend monitoring of classes (Nursing)
- Team clinics (Nursing)
- Students go directly into clinical (Dental Hygiene)
- Excellent employment placement (Nursing, PT, OT, Dental Hygiene)
- Programs impacted (excess demand- Nursing, PT, OT)
- High level of faculty/student engagement
- Highly respected program (PT)

WEAKNESS

- Budget limitations
- Unable to meet demand for academic/licensure programs
- Multi-centered advising does not serve student well
- Inability to accurately identify and track student progress
- Technology infrastructure does not support "world class" teaching
- Present instructional, clinical and laboratory spaces are inadequate to meet quantity and quality programming needs
- Too many concentrations and foci among students and tracks (perhaps narrow focus to rehab and prevention)
- Students enter the university and do not establish common foundation from which to specialize in upper division
- Perception of "Double admission" into programs

OPPORTUNITY

- The Nashville health care industry contributes an overall economic benefit of nearly $30 billion and more than 200,000 jobs to the local economy annually.
- Globally, Nashville's health care industry generates more than $70 billion in revenue and more than 400,000 jobs.
- More than 250 health care companies have operations in Nashville and work on a multistate, national or international basis.
- Fourteen publicly traded health care companies are located in Nashville. HCA's 2011 return to Wall Street marked the largest-ever U.S. private equity-backed public offering.
- The health care industry is Nashville's largest and fastest growing employer, directly employing over 110,000
- "Obama Care"
- Increase in elderly percentage of population

THREAT

- Tennessee Promise
- Decreasing state support
- Low enrollment / persistence (freshman class)
- Faculty vacancies – unfilled
- Increasing competition from surrounding universities
- Maximum enrollment reached
- Class size – 36
- Faculty teaching "overloads" in order to meet demand of current program operations
- Lack of faculty involvement in research activity
- Lack of faculty involvement in professional community/agencies
- Poorly prepared students admitted into the university
- Competing university's programs higher caliber
- Lack of certificate programs (HPSS)

Dean. In addition, the strategic analysis conducted by the students served as an impetus for the Dean's proposal to secure funding for the establishment of a COHS Center for Health Disparities and Nutrition and related college research center. A sample of the SWOT summary table is included.

WHAT DID THE STUDENTS LEARN?

A central focus of the college's graduate programs is the direct application of theory in "real life" or clinical settings. This strategic thinking, analysis, and planning project is yet another example of this theme of direct and immediate application of theory and practice that our students, alumni and employers greatly value. Many of the students in this class have gone on to conduct strategic thinking and planning sessions with their employers and community organizations. One of the students from this class has expanded on his learning and experience in this class and has developed a startup business plan that was successfully funded.

In summary, note that the Service-Learning project, though it utilized the Indirect Mode, provided a tangible product that was immanently useful. Additionally, at a time when bullet-pointed "strategic" plans are often crafted with token input from stakeholders, this project provided front end assessment that fed the development of a rich, shared, and contextualized strategic plan. Finally, Sloan's (2006) commentary is heeded by making systematic progress in the strategic plan by not putting the cart before the horse.

While everyone benefited in this project, the long-term winners are the students who developed a mature and complete sense of what it means to do strategic learning. Using service learning to involve students in this holistic approach to strategic planning provides them knowledge and skills that they would not develop in a classroom based scenario. Rather than disjointed and incomplete understanding that often characterizes the pursuit of SP, these students developed a tempered and connected sense of the full scope of strategic planning.

REFERENCES

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THE DUAL ROLE OF SERVICE-LEARNING IN HIGHER EDUCATION: CURRICULUM DEVELOPMENT AND PROFESSIONAL DEVELOPMENT

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The September 2017 edition of Serve in DEED (vol. 5 no. 1) featured a compilation of articles by a number of professors and administrators at Tennessee State University who related their experiences regarding the application of service-learning strategies being incorporated into various graduate level courses of study – primarily within the College of Education's Departments of Educational Leadership and Teaching & Learning. Each of the articles clearly acknowledged how service-learning courses:

- enriched student learning by allowing students to actively participate and become advocates in their planning, developing, and executing the learning process,

- heightened instructional effectiveness by allowing the course professor to integrate critical thinking, data analysis, and problem-solving skills as course skill objectives as opposed to focusing predominately on academic discipline knowledges/competencies; and,

- encouraged participants to "identify and analyze different points of view … gain [an] understanding of multiple perspectives …. [and] develop interpersonal skills in conflict resolution and group decision-making." (NYLC, 2008, p. 2)

This article presumes all of the above and extends the discussion to one that demonstrates how a learning environment can be created such that an individual student accrues the benefits of the service-learning experience rather than a specific group, community, or organization. In particular, this article demonstrates that the course professor can not only create a service-learning activity to accommodate the attainment of specific course objectives but can, simultaneously, utilize the service-learning activity to address and rectify a self-proclaimed deficiency of the learner.

We begin with the premise, as with previous articles, that service-learning is an instructional strategy that promotes learning and the attainment of course competencies by:

- allowing students to engage directly with the learning process that they, themselves, define;

- having their level of performance assessed against an independent, appropriate, and substantial standard of practice; and,

- validating the acquisition of course competencies through the production of a benefit that sanctions and serves the needs of a particular constituency.

With these guiding principles in mind, a course in the higher education doctoral program at Tennessee State University, EDAD 7910 – Independent Study, was designed to attend to two primary areas of academic concern:

1. To provide an opportunity for students to address a skill set deficiency perceived by the learner to be critical to one's professional marketability at the doctoral level; and,

2. To provide an alternate means for completing the requirements of a course when a student encounters a hardship that necessitates the taking of a specific course "out-of-sequence with one's program of study.

EDUCATIONAL PURPOSE

The EDAD 7910 course, Independent Study, is a prescribed alternative course option available to doctoral students who, due to some extenuating circumstance, were unable to register for the course during the regularly scheduled semester the course was offered. A student of mine who had a

medical emergency with a subsequent treatment and recuperation period that extended beyond the standard semester, sought to complete the requirements of EDAD 7420, Curriculum, Faculty, and Students in Higher Education, through the Independent Study option.

The EDAD 7420 course, along with all the doctoral courses in the curriculum, incorporates "a service-learning component which requires the completion of a "formal" research project. This particular component of the course is designed to provide an intellectually challenging student centered and managed learning environment where each student "discovers" the quality of his/her own personal level of performance through on-going discussions each week (on-going reflection) when individual progress reports are reported and collectively assessed by the group." (Vogel, et.al., 2017, p. 30). The student taking EDAD 7910, in addition to being a doctoral graduate student, is a faculty member in the Department of Social Work at Middle Tennessee State University (MTSU) in Murfreesboro, Tennessee.

With respect to completing the requirements for EDAD 7420 course, the student was engaged in a service-learning activity designed for her to experience and learn how to:

1. Evaluate a University's marketplace relative to a determination of marketplace needs.

2. Evaluate a University's strategic positioning, needs, and available resources relative to the development, advancement, and maintenance of its curriculum.

3. Develop, advance, evaluate, and promote a department's programmatic curriculum.

4. Develop and evaluate a course within an interrelated programmatic environment.

5. Develop an understanding of the role and function of those who are the primary drivers of a course, which includes faculty and students at the institutional level; and, policy developers at the systems level.

6. Apply advanced critical thinking skills required to determine the positioning of a course within the broader context of a University's service to its marketplace through workforce development.

7. Monitor and maintain the University's curriculum development process within a framework that incorporates issues relating to student:

    •   Characteristics;

    •   Recruitment;

    •   Retention;

    •   Accountability; and,

    •   Placement

While the learning objectives of the EDAD 7420 course are sufficiently comprehensive to cover a broad spectrum of curricular topics and concepts at the doctoral level, it is also malleable in that the professor can moderate the syllabus to direct the service-learning research project to accommodate specific skill sets or competencies in which the student recognizes a deficit or has little or no knowledge. In doing so, the project may be viewed as having a "professional development" component in addition to a curricular component.

ORIGIN OF THE SERVICE-LEARNING ACTIVITY

The student enrolled in the EDAD 7910 course during the Spring 2016 semester as an independent study student. She met with the professor for the course to discuss an appropriate research project that would satisfy the EDAD 7420 course requirements. Much of the discussion reflected a concern that there was a need for creating additional elective course options for students majoring in the Department of Social Work at MTSU. Additionally, there was a need to expand the number and improve the quality of courses available to students in the department through alternate instructional formats; in particular, distance education (on-line) courses. This discussion was subsequently corroborated with the student's department chair, and she

gained her support for pursuing this option with the course professor at Tennessee State University (TSU) as a service-learning activity that would enhance the unit's educational pedagogy from the traditional instructional style (conventional lecture) to an instructional delivery comprised of totally online, hybrid, and/or web enhanced courses. The MTSU Department Head was most supportive of this project as distance education was viewed as a means of sustaining a diverse student culture, providing options for improved access to higher education, and increasing retention rates among current and future students in the department.

A secondary but equally desirable outcome of this service-learning research project, as articulated by the student, was that it afforded the opportunity to thoroughly research and master the skills needed to become the Department's resident "expert" on curricula development and non-traditional instructional delivery methods. As such, the student would be prepared to assume a leadership role in the department as mentor to her colleagues who may, concurrently, realize the value and benefit of gaining professional skill and expertise: (a) in their academic discipline, (b) in service-learning, and (c) in curriculum development.

The final disposition of the discussion between the TSU course professor, the doctoral student, and the MTSU Department Head was that the social work program of studies lacked an elective course that focused on health organizations. Subsequently, it was decided the student would develop a course, SW 4640: Health Organizations, Policy, and Ethics. A target date of Summer 2016 was established to have all material ready for transfer on to the LMS (Learning Management System) online platform.

EXECUTION OF THE SERVICE-LEARNING ACTIVITY

The service learning research project was characterized by an overabundance of specificity and record keeping. The basic driver for assuming this position of excess clarity and oversight underscored one of the purposes of the service learning research project – to

develop an internal expert/trainer/mentor for other faculty in the department to grow professionally, improve competency in their academic roles, and respond to the needs of their students with pride, purpose, and high expectations of student performance. Succinct but detailed documentation of the process was an essential measure for determining sustainability and reflecting on progress over the long term.

The student created a number of definitive (singular) and tracking (on-going) documents. Table 1 defines the Project Description and Table 2 records the Independent Study Project Activity Plan. Additionally, a Planning & Operations Manual was developed and maintained over the course of the project's implementation. In general, the Planning & Operations Manual documents the role and scope of responsibility and activity of the student as she planned and integrated the proposed curricular solution within the Department of Social Work. As such, this document contained, in part, the curricular content for the program of study (major), identification of course competencies and placement within the course of studies sequence for the proposed new online course (the course matrix, course modules, readings, assignments, syllabus, etc.); and, the alignment of course objectives and standards with the national certification test required for licensure in the academic discipline. In addition, the document detailed all contacts and communications that transpired to record the nature, purpose, and results associated with the implementation of the service-learning research project (i.e., minutes of meetings held, phone calls made, emails sent/received, etc.).

Over the course of the service learning research project, the student meet with both the course professor and her department head on a weekly basis to discuss progress, resolve pending or projected issues, and prepare for the final presentation of the project's results.

STUDENT REFLECTION

In general, the student reflected on this process and her experiences in the following context:

This course project afforded me many

TABLE 1
EDAD 7910: Independent Study
Independent Study Project Description

Independent Study Supervisor: Eric L. Vogel, Ph.D.

Tennessee State University   Term: Spring
College: Education
Department: Educational Administration   Year: 2016

Project Title:

Independent Study Information
Location of Research Project (Name of University):
Address:
City, State, Zip:
Project Supervisor:
Title of Project Supervisor:
Duration of Independent Study Project:

General Description of Independent Study Project
Need/Problem Addressed:.

Purpose of the Project:

Personal Leadership Skills to Gain, Reinforce, or Refine:

Specific Goals & Objectives for the Project

Expected Deliverables for the Project

Project Student	Date
Project Supervisor	Date
EDAD 7910 Course Professor	Date

TABLE 2
EDAD 7910: Independent Study
Independent Study Project Activity Plan

(NOTE: Complete 1 sheet for each goal if multiple goals are pursued during a specific week. Expand each row to accommodate additional objectives and/or information to expound on the work accomplished for the week.)

TODAY'S DATE: FROM:
WEEK #   (Month/Day) to (Month/Day)

GOAL #

Objectives
Tasks Planned
Assessment
Documentation
Timeline for Completion

Project Student	Date
Project Supervisor	Date
EDAD 7910 Course Professor	Date

benefits. As a faculty member, it has allowed me to practice academic freedom; it provided a solution for an unmet curricular need; and, it revealed to me what it is like to be an engaged, focused, and truly active participate in my learning. Having the opportunity to navigate two university systems simultaneously has greatly enhanced my academic growth, knowledge, and skill set. Learning and gaining guidance from academicians who think outside the box was breathtaking. The opportunity to functionally connect to TSU's motto of *Think, Work, Serve* was monumental, and I have come to internalize this philosophy. The service learning research project created a learning environment unparalleled to that associated with "traditional" teaching and instruction. *As a participant in my own learning, I created the institutional context that allowed me to interface with administrators, colleagues, and students for purposes of "serving" these constituencies and myself in a real, meaningful, and impactful way.* I experienced, in part, the opportunity to:

- work with administrators, faculty, and students from two higher education institutions and observed/participated within their administrative academic units to initiate a new course of study;

- research, select, and secure departmental approval for the textbook proposed by the new course;

- develop the course syllabus, assignments, additional readings, website resources, and PowerPoints;

- structure the syllabus to meet accessibility standards and position the course within the proper sequence of the student's academic program of study;

- develop a course matrix that included the topics per module, chapter readings, and linkage of the course objectives to program's accrediting body competencies/learning outcomes;

- successfully navigate and complete the detailed and systematic approval process for the inclusion of a new online course through the university's distance education department;

- work hand in hand with a university mentor in developing the course for the LMS online platform and develop the online course shell; and,

- position myself as an internal "consultant" able to assist my colleagues and others in the department in becoming more resilient and responsive in their quest to develop as highly competent academicians who intentionally create and deliver effective and relevant courses of study for their students.

EPILOGUE

The SW 4640: *Health Organizations, Policy, and Ethics* course was first offered during the 2017 summer session and is scheduled to be offered again during the 2018 summer session.

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SUPPORTING 21ST CENTURY INSTRUCTION THROUGH SERVICE-LEARNING

Peer Review

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The desire to improve K-12 schools is the most commonly addressed social issue with higher education service-learning courses in the United States thus making service-learning a perfect companion to teacher education curriculum (Campus Compact, 2012). Like most proponents of service-learning, we know that if done thoughtfully, engaging college students in deep, meaningful, collaborative service-learning partnerships can potentially challenge their worldview (Coffey, Harden, Brown, and Williams, 2017). Through careful and intentional planning of educational experiences teacher education candidates can not only develop their pedagogical knowledge and skills, but gain a greater awareness of the professional realities in the classroom, as well as, positively impact the environment and effectiveness of the public-school setting.

BACKGROUND

The integration of technology in the K-12 schools has been a complicated process when one factors in funding, teacher training, infrastructure, and the growing divide between teacher and student use. Although technology integration has been an element of teacher preparation programs since the "introduction of ditto machines and opaque projectors", it is highly likely that teachers are not as comfortable nor fluent with tools and materials that incorporate technology effectively in the curriculum. A significant feature of classroom technology integration is the transition from teacher-centered tools to student-centered experiences that support the application of digital resources as a part of the learning experience. For the past nine years, teacher education candidates enrolled in EDCI 4190 - Technology in the Schools developed student-centered technology units to support digital integration in the K-12 sector. At Tennessee State University, EDCI 4190 is a "near capstone" undergraduate "technology focused" course that is required of all students seeking initial licensure prior to their final student teaching semester and is heavily embedded with a service-learning component as a key course project. During their service-learning component, it is the desire of the licensure candidates that their projects will demonstrate, assist and engage other practitioners in promoting critical thinking, student and teacher instructional engagement, and curricular enhancements through effective technology integration.

THE COURSE

The design of the course, requires the teacher education candidates to discover and identify, free or inexpensive, technology tools that are available to support learning and to demonstrate how they may bolster the academic experience. In the early phase trial years (2008 – 2012), in-field practitioners submitted academic unit topics to the course instructor and the candidates would select focus units from a master list. Currently, (years 2013 - 2017) candidates customize academic unit activities selected in concert with the classroom teacher that can be accommodated in their actual field placement classroom setting. Each candidate is required to provide a technology enhanced unit rationale addressing the following four (4) parts:

- The problem: Why would / do learners have difficulty understanding the topic/ content? (discuss- prior knowledge, prior data results, diversity issues, learning modalities, etc.)

- The learner: What tools and experiences (traditional and digital) can you identify and provide to resolve the problem?

- The society: How is the topic (academic knowledge or skills gained) relevant and applicable in the larger society (beyond the school setting)?

- The subject matter: What standards (State / Common Core, and International Society of Technology in Education (ISTE) – Student) are being supported through the unit? And how are they confirmed?

PROCESS

Acknowledging the utilization of technology early in the planning phase, both the in-field practitioners and teacher education candidates are better able to demonstrate and apply a broad knowledge-base of digital mediums and skills that are available to enrich their instructional content and pedagogical experience. As a result of these teacher candidate-classroom teacher interactions, a consequential "intentional instructional planning approach" to the identification and selection of pedagogical technique, of assignments and technology support tools has shifted each lesson from the traditional "grade and go-away" perspective to one of learner effectiveness, engagement, application, utility, and experience. This aspect of the service-learning experience has helped the teacher education candidates to better communicate with their cooperating teacher the value of leveraging technology in the instructional setting.

PRACTITIONER INPUT

The in-field (or cooperating) teachers assist in the review the various technology projects and apply their expertise to provide recommendations on the candidate's proposed instructional format, technology inclusions, and pedagogical appropriateness. Their input assists the teacher candidate in better understanding the full scope and sequence of the individual units and how they work together to form a curriculum strand. Most importantly, the engagement between the candidate and the classroom teacher has resulted in both parties looking for ways to enrich each lesson, each activity, and

how to best engage students, on a daily basis. While the university course instructor offers feedback and guidance on the use of the technology and the development of the projects, the experience has enabled candidates to reflect more thoughtfully and thoroughly about the intended audience (the K-12 student), and less about a university course grade for themselves.

COURSE DYNAMICS

As one would expect, the teacher candidates reported that the EDCI 4190 course assignments took longer because of the intentionality of the curriculum and technical details being assessed. Students had to create well-defined lesson objectives to cultivate their knowledge of state-adopted curriculum standards. Course discussions explored the challenges of school internet filters and network access to free/inexpensive resources for use by in-field teachers. Teacher candidates were able to see the imbalance of student-centered technology over the highly-accessible teacher-centered technology.

Additionally, licensure students debated how teacher perceptions of technology integration shaped their use of digital media in their curriculum planning.

DEMONSTRATION/CELEBRATION

While the university course instructor encourages recommendation for the in-field classroom teacher to introduce technology concepts that may not yet be present in the school setting, it is felt that the increased awareness of "what is available" is an important component in assisting the publics schools with the conduct of an ongoing technology needs assessment and the subsequent identification of pedagogical enhancement tools. Each of the completed "technology rich" academic units (lessons) are compiled into a booklet and shared with partnering schools, in-field cooperating teachers, and teacher education alumni who attended Tennessee State University. The goal set by the university course instructor, is to increase advocacy of 21st century technology savvy instruction and promote the values of teacher-created content that support the uniqueness of their classrooms, as such, we have created an avenue for in-field educators to retrieve "classroom-ready digital lesson/projects". To date, one hundred and ninety (190) technology units have been compiled into eight booklets, and have been made available.

QUOTES FROM TEACHER CANDIDATES

"In an ever-growing technology based society it is important for educators to incorporate new advancements and utilize the variety of instructional opportunities available. Today's 21st century classrooms are highly diverse and therefore the instruction needs to be as well. In order for technology in the classroom to be effective, there must be a specific purpose and objective when using it. If implemented correctly it can greatly enhance student engagement, participation, and development." (C. Lake, Spring 2015)

"Technology and the rapid evolution of technology within the past decade is something that our educational predecessors did not have to face. As modern teachers, our only realistic choice when it comes to technology is to embrace and utilize it in our teaching, with our learners, and within our school and local community. Used correctly, technology can help propel ordinary teachers and lessons into extraordinary learning experiences." (B. Conley, Spring 2016)

"In terms of integrating technology in the classroom, there are responsibilities that teachers must take on to ensure student learning is efficient. Preparation, both personal and environmental, is one of the key ways to do this. Educators must make sure that they, themselves, have a strong grasp on the auxiliary resources they are bringing in the class to be used. Being knowledgeable about the materials will promote confidence in a teacher and their ability to teach the lesson as well as the students' confidence in their teacher and concept being taught." (S. Brewer, Spring 2017)

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"Used correctly, technology can help propel ordinary teachers and lessons into extraordinary learning experiences."

(B. Conley, Spring 2016)

SERVICE-LEARNING AS CAREER DEVELOPMENT

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R
Peer Review

Meeting the needs of the labor market has institutions of higher education moving to prepare students in becoming more "career mature" (career ready). Although academic service-learning has little research in its ability or role in career development, skills gained from the experience overlap with those identified by employers as being what they seek in job applicants. The following discussion provides evidence of how career development can be enhanced through one service-learning project in a mass communication class, its benefits to students, "clients", and the public alike. The topic requires additional research to determine the best timing of such courses to maximize the benefits of service-learning to career readiness.

Over the last 25 years, much research has been conducted to determine the potential benefits of academic service-learning across disciplines. The results of these studies have found that faculty, students, and the community are positively benefited as a result. Specifically, for students, advantages of participating in academic service-learning are great and provide value for them well beyond graduation. Identified benefits include increased retention, content knowledge, and skills (e.g., Astin, Vogelgesang, Ikeda, & Yee, 2000; Holland, 2005; Lockeman & Pelso, 2013), improved critical and higher order thinking skills (e.g., Callister & Hobbins-Garbett, 2000; Sedlak, Doheny, Panthofer, & Anaya, 2003), development of positive attitudes toward social and civic responsibility (e.g., Callister & Hobbins-Barbett, 2000; Strage, 2004), career development (e.g., Prentice & Robinson, 2010), and personal and leadership skills (e.g., Astin, et al., 2000; Callister & Hobbins-Garbett, 2000; Ejiwale, 2008; Sedlak et al., 2003).

A number of degree programs in higher education have undergone changes due to meeting the demands of the labor market (Dougherty & Lombardi, 2016). Grubb and Lazeron (2005) refer to this shift as "professional education for the masses" as there is a push for college students to be prepared to compete for jobs immediately upon graduation. Nearly every state in the United States has proposed or advanced a plan for increasing workforce ready graduates and an accompanying accountability strategy for their states' schools and college graduates (Klein, 20017). And how, you may be asking, does this shift pertain to academic service-learning? Fortunately, the benefits gained through service-learning are transferrable and consistent with career readiness preparation (Brown, 1998) and develop a more, well-rounded, job-ready individual (Peter D. Hart Research Associates, 2006). Service-learning students exit colleges with a portfolio of real-world theory application and concrete experience which is what employers are clamoring for – "Day One" job ready employees.

Service-learning is a learning tool which provides students the opportunity to learn, further develop team-work skills, apply their academic knowledge, problem-solve, and face actual workplace related issues (Brown, 1998). Although academic service-learning is not automatically considered a career development tool, it has been found effective for a number of disciplines (e.g., business, health care, engineering, education, and agriculture) (Bowen, 2007). Bloch (2005) has described how career development occurs through academic service-learning as "interweaving education with community needs" while students participate and explore potential careers in their field. One might note that the majority of service-learning students become more certain about their choice of career immediately after completing service-learning projects. A few students may realize that their career choice is not what they anticipated, giving them time to rethink their major and/or career choice before becoming too financially invested (Simons & Cleary, 2006). In either case, the exposure and engagement serves our students well.

CAREER DEVELOPMENT THROUGH SERVICE-LEARNING IN A MASS COMMUNICATION COURSE

Mass Communications is an ever-changing field that includes journalism, broadcast media, and public relations. At Tennessee State University, in order to better prepare students for career-readiness, faculty structure opportunities and activities to help students gain experience in media production. The upper-division COMM 4800 Independent Study course, Producing for Clients, has been built around a service-learning assignment that requires enrolled students to actually produce a professional quality product for a client. Although COMM 4800 is not a required course, TSU mass communication majors are required to take a number of upper-division 3000 or 4000 elective courses. COMM 4800 Producing for Clients has become one of the most popular elective courses offered in the Mass Communications Department. Taught during "Maymester" (the brief intersession between the end of the spring semester and the beginning of the summer semester), the course is designed for career skills development such as team building, increasing listening skills, communicating with a client/s, scheduling a production, presentation of ideas, increasing adaptability, and developing a video presentation based on client's wants and needs (Day, 2017). This course challenges the students to use the skills they have developed in other Mass Communication courses (e.g., production and marketing) in a "real-time" compressed environment, just as they would experience in the media/communications industry.

Beginning with the first day of class, students are given an overview of the course expectations and are to consider what they will gain through this experience (preflection). Editor's note: "Preflection" is a strategy designed as a tool to enhance and enrich the reflection process. It is actually a reflective session that is held prior to the service experience. It is very clear from the beginning that the goal of the class is to create professional quality projects which will be used by their clients in a "real world" venue. Students enrolled in the course are divided into teams of three or four depending on the number enrolled (Day, 2017). Teams are each assigned a client and projects are to be specifically designed for the individual client. Previous clients have included the TSU Office of Student Conduct and Judicial Affairs, the TSU Emergency Management Division, and non-profit organizations such as Project Return and Book'em.

The core assignment for each team is to work directly with the assigned client to develop the content for a finished product. Teams are to meet with the individual clients approximately three times: 1) The client is introduced to team and provides information concerning the desired product; 2) The team presents/ "pitches" ideas to the client for review, suggestions, and approval to move forward; 3) The team presents their video to the client for review and acceptance. In between the formal, face-to-face meetings, emails and telephone calls are employed for students to clarify any questions regarding the project.

Between meetings with clients, students are engaged in the "nitty-gritty" of producing a professional quality video. A schedule is developed with specific deadlines for the writing, storyboarding, location scouting, permitting/approvals, casting, rehearsal, music, graphics, production, post production, administration, and deliverables (Day, 2017). After the final production meeting with the client, where the team presents their "rough project", the team completes the post-production work of final editing of the visuals, addressing any timing issues, and working on the sound design. When postproduction is completed, the finished video is showcased to the client, and after it is approved, the client receives the video on a flash drive and/or by email and is now ready for distribution. All of the previous video projects created by COMM 4800 students' have been used and are currently being used in promotional and informational settings (e.g., trade shows, websites, and other TSU classes).

EXAMPLES OF MASS COMMUNICATION SERVICE-LEARNING PROJECTS

Client Example 1. A non-profit organization dedicated to training and providing service dogs to veterans suffering the effects of PTSD requested a three to five-minute video to garner public support. This client has used the video on the internet and for promotions on local television stations with great success. The student team that developed this video also created 15, 30, and 60 second promotional features highlighting the agency.

Client Example 2. The TSU Office of Student Conduct and Judicial Affairs, recognizing that freshmen are not necessarily aware of consequences of some behaviors, requested a video addressing unacceptable behaviors that could lead to suspension and/or other disciplinary actions. The student team pitched several ideas to the client who liked all the ideas. The client suggested that the team find a way to blend each of the ideas into a single video. The team set about to use all the ideas, wrote a script, planned and shot the footage, edited the video, and created the sound for the 6-minute video. The client was very pleased with the final product and their feedback was highly positive. Today, that particular video is viewed by all new TSU students during their orientation classes.

Client Example 3. In an effort to better promote healthy eating, smoking cessation, and the benefits of exercise for campus-wide attention on health issues, a grant recipient client requested three separate, one minute videos that would individually address each topic. As in the previous examples, the student team came up with specific ideas for each video theme after meeting with the client to clarify the main audience. The student team was enthusiastic, applied very creative approaches to each of the video concepts, and successfully developed a series of videos that effectively met the demands of the client while presenting the information in an age appropriate and appealing format. This video series is also being used in various classes across the TSU campus including in

Freshman Orientation (a course that is required of all new students).

BENEFITS GAINED

The service-learning assignment has produced numerous benefits for clients, the many people served by the clients, and in particularly the students involved (Day, 2017). As noted by the course instructor, these COMM 4800 projects "connect to all categories of service-learning" (Day, 2017). There is a direct benefit to the client, an indirect benefit to the public, they are often advocacy based, and even research based. The many benefits for the clients and those served are identified in previous discussion. For the students, career development was foremost. While there were benefits from gaining more experience in using their productions skills, the interaction with a "real" client/boss provided valuable practice for a professional world scenario in meeting the needs and desires of the client. Students were able to refine their listening and direct communication skills as a result of these projects and were able to overcome the many challenges associated with video production and group work.

Through this assignment, students gained the invaluable lesson of what it really means to work under a compressed schedule. This project stresses the importance of employing strong organizational skills, becoming more disciplined in order to meet firm deadlines, and the understanding of the importance of teamwork and reliance on team members. As this project serves to migrate the student from a simulated client (a classroom based project) to an actual client (with real world, professional interactions, expectation and all the accompanying time, financial, and performance pressures), it is designed to emphasize the importance of establishing strong and clear communication with clients and among team members. An additional important lesson learned in this class is the ability to identify the strengths and weaknesses of team members and the ability to leverage each other's strengths and minimize their weaknesses for the good of the project (Day, 2017).

When projects are completed, the client has the opportunity to provide specific feedback to both the instructor and the student team regarding their experience and the quality of the work produced. Students also have the opportunity to reflect upon the experiences, to identify how they may have benefited, the things that they have learned, their expectations being met or not, and the types of challenges they faced. Typically, in college media production programs, students learn to create video and audio content based on their own ideas and preferences. This service-learning course raises expectations to a higher standard as students are required to meet a client's wants, needs, and professional product addressing a topic which may not be in a primary topic area of interest or preference of the student. The experience serves to move them closer to career readiness.

SUMMARY

As previously stated, much research has been conducted investigating service-learning benefits. For years, it has been theorized that service-learning enhances a student's understanding and application of course content (Eyler & Giles, 1999). More recent research supports this theory as study participants have indicated the ability to apply classroom lessons to the real world (Simons & Cleary, 2006). Little of that research has addressed the role of, or benefits, of service-learning in career development. What information that has been found as to the benefits of service-learning is that of positive personal and interpersonal development, increased writing, problem-solving, leadership skills, social justice awareness, increased self-efficacy, and a greater appreciation of their chosen field of study (Simons & Cleary, 2006). Simons and Cleary (2006) also found that one benefit of service-learning can lead to confirmation or disconfirmation of career choice. There is growing evidence that trade associations, journals, conferences, and funding sources are recognizing the greater "career maturity" of students who have completed service-learning courses (Wienberg, 2002). Further, recent college graduates have indicated that service-learning engagement enhanced their sense of career options, possibilities,

and (most importantly) competence (Peter D. Hart Research Associates, Inc., 2006).

Of note is, that in evaluating the skills of job applicants, business executives emphasize the importance of teamwork skills, critical thing and problem-solving skills, and communication skills, all of which are skills that are found to be associated with service-learning benefits. The value of service-learning engagement in the academic preparation of professionals is not to be overlooked or undervalued for both recent graduates and employers emphasize the need for higher education to increase students' access to applying knowledge and skills in real-world settings (Peter D. Hart Research Associates, Inc., 2006). Adding an academic service-learning component to applicable existing college courses would seem a simple, yet effective, means to achieve the wants and needs of students and employers alike.

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TEACHER CANDIDATES' YEARLONG CLINICAL RESIDENCY AS DIRECT SERVICE-LEARNING

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INTRODUCTION

The student teaching experience has long been the highlight of the teacher preparation program. It is the time of apprenticeship and being mentored by strong, experienced classroom teachers for preparation of the teacher candidate to have their own classroom. Past practices during the student teaching experience have focused on the teacher candidate spending their initial weeks in silent observation and gradually assuming the role of teaching until they solo for the last weeks of their experience. While the length and expectations of student teaching vary widely across programs, the traditional model has not changed significantly since the 1920's (Guyton, 1990). As there is a continued move toward accountability in education, it is critical that we prepare tomorrow's teachers with the best training for their increasingly diverse classrooms. Highly effective teachers in today's classroom find it advantageous to collaborate with other classroom teachers, paraprofessionals, parent volunteers, special educators and community members to meet the academic needs of their students. (Brownell, 2002)

In 2007, the Tennessee Board of Regents (TBR), in an effort to better prepare teachers in the state of Tennessee, dramatically redesigned its educator preparation programs based on the Tennessee Teaching Quality Initiative (TQI) Report. As part of this educator preparation redesign, the TBR's TQI and subsequent Ready2Teach initiatives established a yearlong (two consecutive semester) teaching residency in place of the state required one semester of student teaching. This yearlong teaching residency was designed to intentionally establish a collaborative relationship between the master "classroom" teacher and the student teacher "resident" through the application of the co-teaching model.

The purpose of this article is to describe how the yearlong clinical residency for a teacher candidate directly aligns with the service-learning criteria found in IPADRE and the Standards for Quality Service. To better understand the close association between the activities of the yearlong residency using the co-teaching model and the activities of service-learning, a brief primer about the history and teaching strategies associated with co-teaching is appropriate.
Co-Teaching is defined as two teachers (a cooperating teacher and a teacher candidate) working together in a classroom with groups of students; sharing the planning, organization, delivery and assessment of instruction, as well as the physical space. Both teachers are actively involved and engaged in all aspects of instruction.

CO-TEACHING: A PRIMER:

The history of co-teaching in U.S. Schools can be traced back to the 1960's, when it was popularized as an example of progressive education. In the 1970's, co-teaching was advanced by legislated school reforms and the need to modify instruction for a more diverse student population. By the 1990's, studies of the effectiveness of school-based collaborative activities, with co-teaching as one model, appeared in the research and practice literature. Benefits included improved academic and social skills of low-achieving students, improved attitudes and self-concepts reported by students with disabilities and more positive peer relationships. This "collaborative teaching, and its subsequent resurgence as co-teaching was a common pedagogical method primarily used when teaching students with special needs, usually applied in "inclusion" settings. The traditional model of co-teaching involves the general education teacher and the special education teacher implementing a range of co-teaching options, see table 1- Co-Teaching Strategies. In each of these models, both teachers remain in the classroom throughout the entire lesson. The obvious advantage to the traditional model of co-teaching is the availability of continual support for students with disabilities throughout the period, as well as providing an

opportunity for the special educator to maintain ongoing continuity with the curriculum and instruction. Research on the applicability and effect of extending the co-teaching model beyond special populations classrooms and into traditional classrooms was conducted by St. Cloud University, where they expanded the model used by Kansas State University, in 2001-2002 with the training of over 200 mentor teachers to use co-teaching with their teacher candidates during their student teaching experience. (Bacharach, Heck, & Dahlberg, 2006). They found that in classrooms where the co-teaching model was applied, there were increased student gains in the areas of reading and math compared with students in classrooms with either one teacher or non-co-taught classrooms (St. Cloud, 2010)

A twofold goal for the year of residency is: 1) that teacher candidates: spend more clinical teaching time in the schools; gain real-world experience and heighten their skills; learn to more meaningfully collaborate with their master teacher and other teachers in the school; deepen their mastery into the curriculum; realize and more fully leverage cross discipline content in their lessons and planning; establish strong and meaningful professional relationships with the school community, faculty, staff, parents and students; develop a deeper sense of competence in their ability to prepare, teach and deliver impactful lessons; see the academic and social growth that students experience across an entire academic year; exit the residency as high-quality teacher candidates who are "ready to teach" on day one of

their fulltime employment; and 2) that the classroom master teacher: gain awareness of, and experience with, new and novel pedagogical tools and methods to enhance the learning of their students; leverage the support of the teacher candidates and other classroom teachers in providing focused instruction for students with academic needs.

THE YEARLONG RESIDENCY

At Tennessee State University (TSU), a teacher candidate begins preparation for residency by participating in service-learning activities in the pre-residency year (junior year). The candidate takes course work that includes structured field experiences. These field experiences combine focused observations and directed experiences by K-12 mentor teachers in assisting students with instructional tasks. This pre-professional course work combined with the field experiences is designed to preparing the candidate for the rigor expected during the yearlong clinical residency.
The teacher candidate is placed with a mentor (master) teacher for the entire school year by the Office of Teacher Education and Student Services in consultation with the district, principal and master teacher. During the first semester of residency, the candidate continues to take on-campus methods courses while co-teaching with a mentor teacher for approximately 150 hours. During the second semester, the candidate is in the public-school classroom full-time under the guidance of the mentor teacher while using the co-teaching model.

The teacher education program at TSU defines Co-Teaching ... as two teachers (cooperating master/mentor teacher and teacher candidate) working together with groups of students, sharing the planning, organization, delivery and assessment of instruction. Table 2: IPARDE Aligned with the Yearlong Clinical Residency, shows relationship between the Service-Learning Cycle – IPARDE (Investigation, Preparation, Action, Reflection, Demonstration, Evaluation) and the yearlong residency activities of a teacher candidate.

Table 1: Co-Teaching Strategies

One Teach, One Observe – The key is to focus the observation-where the teacher doing the observation is observing specific behaviors. It is important to remember that either the mentor teacher or the teacher candidate could take either role.

One Teach, One Assist – This is an extension of one teach, one observes. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.

Station Teaching – The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station.

Parallel Teaching – Each teacher instructs half the students. The two teachers are addressing the same instructional material, using the same teaching strategies.

Supplemental Teaching - This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.

Alternative (differentiated) Teaching - Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students how've the avenue for getting there is different.

Team Teaching – Well-planned team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson.

Soloing – The teacher candidate teaching and plan the whole experience for the students and the mentor teacher could leave the room at this time. There is no prescribed time for this.

Adapted from: Co-teaching in student teaching. (2010). Teacher Quality Enhancement Center. MN:

Table 2: IPARDE Aligned with the Yearlong Clinical Residency	
IPARDE – Six Steps for Service-Learning	**Service-Learning in Yearlong Clinical Residency**
INVESTIGATION: students and/or the instructor identify the community to be served.	The Office of Teacher Education and Student Services (TESS) in the College of Education partners with local education agencies (LEA) to identify potential sites for clinical practice.
PLANNING AND PREPARATION: service aligns with learning goals and establishes a reciprocal partnership with the identified community.	TESS works with methods instructors, TSU supervisors, and school administrators in selecting mentor teachers to support teacher candidates in course assignments and classroom experiences per TN-Department of Education guidelines. Mentor teachers are provided with materials and training in Co-Teaching
ACTION: the actual service-learning takes place	Teacher candidates serve in PreK-12 classrooms during the yearlong clinical residency, fully participating in all aspects of the planning, delivery, and assessment of instruction.
REFLECTION: reflection occurs at every step and throughout the service-learning in a variety of ways.	Weekly reflection logs are key assignments in all methods courses and during the full-time student teaching semester. Candidates, mentors, and university supervisors participate in frequent debriefing and reflection sessions regarding the candidate progress.
DEMONSTRATION: demonstrate their service-learning through a wide variety of ways.	Teacher candidates collaborate with mentor teachers and progress from observing classroom procedures, assisting with small group instruction, to full classroom control as they cycle through the co-teaching strategies during the yearlong residency to plan instruction and assess students' academic progress.
EVALUATION: Students are evaluated based on the learning and not on the service.	Journaling and lesson analysis are the means of reflecting on classroom experience in collaboration with the mentor teacher. The TEAM evaluation rubric is used to orient the candidate to the professional expectations of a supervising principal. In addition, teacher candidate completes and submits an edTPA capstone portfolio for review by an outside agency.

THE DELIVERABLE

The primary service-learning deliverable for a candidate participating in the yearlong clinical residency is the positive impact on the school, it's community, the classroom teachers and the students in the school, specifically the social development, school community engagement, cultural valuing and awareness, and academic growth of the students as a direct result of the interaction and activities of the teacher candidate during their year of residency. A second deliverable is the professional development impact upon the mentor (master) teacher, and on the many other teachers that the teacher candidate collaborates with during their year of residency. A third deliverable are the lessons learned, and shared with the community of teacher candidates and university supervisors and professors as they meet each week for their Educational Seminar class, as well as any academic programming or pre-residency education that needs to occur.

The Memphis University Center for Research in Education Policy (CREP) reports from 2015 and 2016 (Goldfeder, E., King, M., and Vanelli, L. (2015 / 2016) included the following positive

comments from school partners: The mentor teacher's saw the greatest benefit from the (year of residency) service-learning, in that the classroom students received more individualized attention than could have been provided with only one teacher in the room.
As a result, the students made great academic and social gains because of it. These findings are congruent with earlier studies by Bacharach, N., Heck, T.W., and Dahlberg, K. (2010) and Bacharach, N. and Heck, T.W. (2012).

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DEVELOPING SERVICE-LEARNING SKILLS TO SERVE THE INTERNATIONAL PK-12 STUDENTS

Peer Review

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The key elements of service-learning in the higher education classroom setting requires several components. It must, at the very least: a) provide a service that is directly related to the course standards; b) be meaningful for the students who are providing the service; c) be of an appropriate intensity for the level of the class; and, d) be measurable as to the learning taking place.

The concept of Service-Learning is an excellent method to develop skills and enhance knowledge in the higher education setting. As an instructional strategy, it can be adopted in a class in one of four ways: a) Direct Service, where the student(s) has a direct contact with the recipient of the service; b) Indirect service where the student(s) do not have direct contact with the recipient of the service; c) Advocacy service where the student(s) promote a concept, policy, rule or law; and, d) Research service where the student(s) conduct research as a part of a study for a community or educational partner. It is anticipated that this research will lead to an advantageous outcome for the partner. This article focuses on the application of Indirect service-learning activities, where the graduate student(s) do not have direct contact with the recipient of the service but will have the materials they developed made available for use by PK-12 educational systems.

At Tennessee State University (TSU), an increasing number of the students in the Ed Leadership program are international PK-12 educators or administrators at the higher education level in their home country. At TSU the EDAD 7150 course is the Advanced Legal Problems class for doctoral students in the Educational Leadership Department within the College of Education. This course has two sections, one focusing on PK-12 issues, and the other on Higher Education issues in Leadership Development. This article highlights the activity of those students focusing on PK-12 level issues.

International students bring another perspective on education to the classroom. This is often the first exposure many TSU students have to an international perspective on education, most certainly that of international law as it pertains to education. Additionally, this presents the course as a considerable challenge for those without any educational law, or and most certainly presents a formidable learning curve for those students who have limited or no US or US educational law familiarity in their background.

THE ASSIGNMENT

Students were asked to pick a legal topic as part of their Indirect Service to the schools that was related to an important legal issue for school administrators in the PK-12 setting in the public schools. The topic was to be researched and a half-day professional development presentation was to be created, appropriate to the level of professional administrators they may have to address. Sample topics included: Search and Seizure in the schools, Section 504 Compliance, Discipline for Disabled Students, School Policy and Immigrant Student Status, etc. Students were encouraged to choose a topic that would significantly enhance their knowledge of US education law, as well as, be of relevance and value to their work site.

As this project was designed as an indirect service-learning activity, the Educational Leadership students were expected to anticipate and prepare for the activity/presentation to be utilized/deliverable by them in a school setting, thus transitioning from indirect to an Active Service Learning activity at some later date. With that in mind, each presentation was required to include a pre/post-test, both group work sessions and individual exercises to be completed during the session, handouts for participants to take with them containing critical information, a copy of the power point used in the presentation, and an evaluation of the session. Each class member received a complete set of materials from each presentation for inclusion in their own "professional development tool box". The sharing of oral and written knowledge is an important aspect of leadership development.

TOPICS CHOSEN

As stated above, the topic must be one related to an issue of law in their individual educational setting. It is to be a topic the students are working with in their education position, one for which they believe they are in need of more information, or one in which they may be curious about developing more knowledge. Students were given the entire semester to research and prepare the final presentation package. While this was not the only assignment the students had during the semester, it was the most comprehensive and as such, carried the most weight in determining the final grade.

EVALUATION

The evaluation process is two-fold. In addition to Evaluation Panel, students provide a self-evaluation of their peers and their own presentation as well. An evaluation for the audience to whom it is presented is part of the evaluation to be included in the package of materials prepared. This particular semester, the Evaluation Panel was composed of an Assistant Dean from an area involved in educator and administrator preparation from outside the College of Education; an administrator responsible for a division that prepares Career and Technology Education teachers and administrators; a senior professor from the higher education administration program; and a senior professor from the Department of Curriculum and Instruction. The course professor did not evaluate the students as individuals on this assignment, but averaged the scores of the Evaluation Panel as an unbiased outside perspective on their work. When reviewing the scores with the students, the students' self-evaluation was used as a point of comparison and as an exercise in learning about conducting performance evaluations and the importance of self-evaluation for student reflection.

LEGAL ISSUES ADDRESSED

As stated above, students choose their own legal topics for presentation based upon their own legal knowledge interests and growth needs by areas they work in, and their own needs to explore current legal issues they may be dealing with in their positions at the various levels of education. The area

involved with PK-12 education level to be addressed in this article focusing on international students is Special Education Law in Saudi Arabia and its comparator in US education law.

SPECIAL EDUCATION LAW IN SAUDI ARABIA

This topic was of special interest to two students (who worked together on this project) as each is a Professor of Special Education in their home country of Saudi Arabia. Additionally, each of the students is developing their dissertation on this subject area as well.

The professional development package developed for this presentation included: a Pre/Post Test (included); a power point; several scenario based exercises to be completed by the participants during the professional development in-service; and, this package of materials would be provided and discussed during the Professional Development In-Service. Examples of several of these items are included.

Objectives

After this presentation, you will be

1. knowledgeable about a model, used at TSU, for a themed doctoral seminar

2. aware of the outcome of involving doctoral students in researching, exploring, and proposing solutions to issues related to international special education

3. acquainted with gaps and significant challenges for individuals with disabilities on a global basis and the need for solutions.

Disabilities in a Global Context

*   Approximately 15 per cent of the world's population, or estimated 1 billion people, live with disabilities. They are the world's largest minority.

*   This figure is increasing through population growth, medical advances and the ageing process, says the World Health Organization.

*   Eighty per cent of persons with disabilities live in developing countries, according to the United Nations Development Program.

*   In most Organization for Economic Co-operation and Development

    (OECD) countries, women report higher incidents of disability than men.

*   Ninety per cent of children with disabilities in developing countries do not attend school, says United Nations Educational, Scientific and Cultural Organization (UNESCO).

Source: http://www.un.org/disabilities/default.asp?id=18

Utilizing service-learning activities for doctoral students learning is not only a pedagogical technique to actively involve the students in realistic, real-time learning activities in which they are the leaders of their own learning, but also an excellent manner to prepare the students for real world activities in which they will be involved post-graduation. We find that students who are prepared to deliver professional development workshops on current legal topics to their constituents in the educational setting are better prepared to take leadership roles as they enter their new professional assignment. As our educational environment becomes increasingly global, the need for a broader understanding, not only of the students entering the educational system, but also of the systems from which to students come, the education background experience they are bringing into the U.S. schools, as well as a broader understanding of the cultural milieu from which they are coming, becomes more critical for leaders entering the educational environment. The Service-Learning activities imbedded into this course provides an avenue in which the students can advance their research skills, better understand and apply current legal concepts in the real-world setting, and design and deliver the much-needed professional development into the educational work setting.

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History and Current State of the Education Policy of Saudi Arabia (sample portion of power point)

- Special education services began in 1958 with services only provided to those with blindness. In 1960, the first boys school for the blind (Al-Noor Institute) was opened. Girls were provided education services in their own institute in 1964.

- Between 1987 and 2000, the number of special education schools increased to four (Al-Mousa, 2010).

Between 1990 and 2000,
Policy changes mandated changes in the environment where students with disabilities would receive their instruction. Depending on their disabilities, special education students were moved from separate day schools to either special education classes within public schools, or general education classes with resources and room assistance.

Present:
Currently the types of disabilities served are as follows:

- Mild to moderate learning disabilities are served in the general education classroom with resources and room assistance (sponsored only by Ministry of Education-Department of Special Education).

- Moderate, profound and severe disabilities including intellectual, Autism, deafness-blindness, multiple disabilities, and physical disabilities are served in special day schools (sponsored by Ministry of Education-Department of Special Education and Ministry of Social Affairs).

In 2001, the Rules and Regulations of Special Education Programs (RRSEP) was instituted into policy to protect the rights of special education students and give them greater access to special education programs. This includes transition, associated services, early intervention programs and individual educational programs, as well as appropriate and free education (Alquraini, 2010)

Kingdom of Saudi Arabia
SPED Law 224 in 12-20-2000

- This law includes 16 Sections.
- It clarifies definitions and the services that is supported by the government.
- It emphasized the rights for people who have disabilities.

(Excerpt of) Kingdom of Saudi Arabia

SPED Law 224 in 12-20-2000
Second Section

- Second: The government committed to provide the following services & it encourages the private sector to provide services people with disabilities:
  - 1- Health services.
  - 2- Educational services
  - 3- Work support.
  - 4- Social services.
  - 5- Sports and culture aspects.
  - 6-Rehabilitation services.
  - 7- Media aspect.
  - 8-Other services like transportation.

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A Call for Papers for Serve InDEED

Submissions accepted for publication in the following categories:

• Reflective Essays
• Research Based Articles
• Best Practices

We seek to share ideas within all communities of service learning. Submissions are due no later than May 1, 2018.

Goals of Serve InDEED, the Tennessee Journal for Service-Learning and Civic Engagement:
1. Share ideas and/or resources in order to bring together all communities under the umbrella of service.
2. Learn from one another regardless of rank or position, non-profit, faith-based, K-12 or Higher Education, volunteerism or service-learning.
3. Include students (K-16) as important contributors to the body of research in service-learning.
4. Share reflective experiences which foster dynamic change in beliefs, biases, and judgments in order to move us toward a more peaceful society.
5. Contribute to the growing body of academic research in service-learning, civic engagement and volunteerism.

Manuscript Submission Process:
The journal follows a blind review process outline below:
1. Submission of article in APA formatting, Ariel, 11 pt. font, double-space, 5-12 pages should be sent to the editors at Journal.Serveindeed@gmail.com. Include in the subject box of the email the Word Submission and the category for which you want to be considered. The categories are listed below.
2. Include one page abstract due with the article.
3. Submit paper with Title page including author(s) contact information (title, organization, and email address or phone number).
4. Do not include names in the manuscript. Articles that are under review by another publication should not be submitted.
5. Place figures, tables and/or graphics at end of text and include where it will be placed in manuscript.
6. At the end of the manuscript, please include References in APA style.
7. The manuscript will be sent to the blind reviewers for consideration. Authors will be notified by editors upon submission.
8. The review process will normally take 6-8 weeks. Manuscript responses may include acceptance, acceptance with revisions, acceptance for later publication or not in line with goals of journal.

SUBMISSION GUIDELINES
This journal seeks submissions from any of the following:
In the subject line of the email, indicate which type of article you are submitting from the following list:

• K-12 Service-Learning
• Higher Education Service-Learning
• Community Partnerships in service
• Community-based organizations in service
• Non-profit organizations in service
• Faith-based organization in service
• The arts and service
• Government agencies involved in service endeavors
• Reflective essay
• Research-based issue
• Best Practice
• Social and Emotional Learning
• Community Building Project
• Volunteerism
• Service-Learning Pedagogy

Student Submissions:
The Journal welcomes submissions from K-16 students involved in service-learning and volunteerism.

You may email your submissions to: *Journal.Serveindeed@gmail.com*