

# Learning and Internships in the Community

Connecting Your Classroom to the  
Heritage Language Community

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# Agenda

- Context and definitions
- Chancellor's "*UCLA in LA*" Initiative
- Center for Community Learning: theory and practice in support of faculty, students and community partners
- National resources
- Questions, comments and feedback

# A continuum of community-based or experiential learning

- Altruism, community service, volunteerism (which can be done at any time) *for the community's benefit*
- Service learning= equal parts service + learning, *reciprocal benefit*, connected to curriculum, academic credit and faculty involvement
- Internships: *for the student's benefit* as he or she is about to graduate.

# A long history of internships for college students

- Internships: credit-bearing, volunteer or paid
- When earning academic credit, no class to attend. “Independent study” courses with a faculty mentor or sponsor.
- Multiple benefits and goals: networking, mentoring, career exploration, letters of recommendation, finding a job, resume building

# More recent developments

- Service learning movement in higher education in mid-1980s with the formation of Campus Compact.
- Membership organization of 1100 in 2008.
- Intentional transformation of teaching and research to include a service ethic and a lifelong habit of civic engagement as the mark of a college graduate.
- Implications for faculty?

# What is service learning?

- Active participation
- Meaningful work
- Pre-planned and structured roles developed collaboratively between faculty and community partners
- Community partners as co-educators
- Service as “text”
- Connections to graded assignments, class discussions and required readings
- Motivations: pedagogy, improved learning outcomes, values clarification, diversity education, leadership development, social justice or activism, examination of policy issues.

# The development of new pedagogy



- Research-based methods for best practices
- Revision of syllabi (e.g. reflection and analysis)
- Models, standards and definitions
- Implications for faculty, students, community partners and institutions

# *“UCLA in LA”*

- Since 2002: Chancellor’s initiative
- Transform the faculty culture to include engaged scholarship and teaching
- Change the face of UCLA in the communities of LA
- Part of the teaching and research mission



# Philosophy and values

- Replacement of the former “charity” model
- Development of engaged scholarship that advances knowledge while improving the quality of life for community residents
- Articulation of the role that universities (particularly public universities) can play
- Examination of the contributions of academic knowledge and neighborhood knowledge in the various disciplines.

# Center for Community Learning



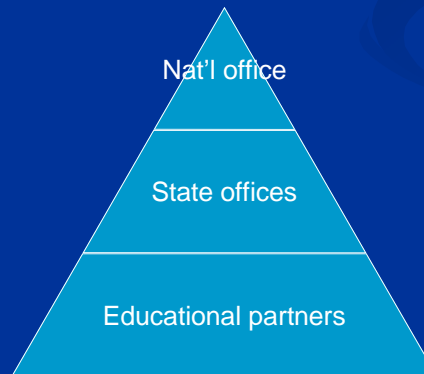
- Support for service learning faculty
- Support for students and academic departments: internships
- Portal to the campus for community partners
- Two undergraduate minors: civic engagement and disability students
- AmeriCorps scholarship programs

# National resources

- Campus Compact: Brown University
- National Service Learning Clearinghouse
- CCPH: information on university-community partnerships
- Housing and Urban Development (HUD):  
Federal government information on  
partnerships

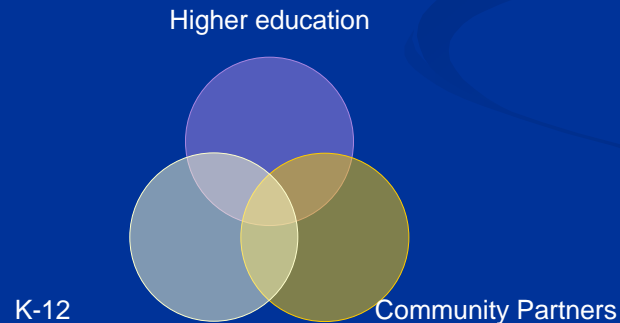
# Campus Compact

- <http://www.compact.org/>
- Campus Compact is a national coalition of more than 1,100 college and university presidents — representing some 6 million students — dedicated to promoting community service, civic engagement, and service-learning in higher education
- Initiatives, publications, resources
- California Campus Compact: <http://www.cacampuscompact.org/>



# National Service Learning Clearinghouse

- <http://www.servicelearning.org/>
- Library and publications
- Discussion lists
- Fact sheets and monthly newsletter



# CCPH: Community-campus partnerships for health

- <http://depts.washington.edu/ccph/>
- **Principles of Good Community-Campus Partnerships**  
*Adopted by the CCPH board of directors, October 1998*
- Through conference sessions, focus groups, surveys, interviews and literature reviews between January 1997 and April 1998, CCPH involved its members and partners in developing principles of community-campus partnerships. The principles were discussed at the April 1998 CCPH conference and approved by the CCPH board of directors in October 1998. The principles are translated into Spanish and Portuguese.



# HUD: Housing and Urban Development



- **University-Community Partnerships: Current Practices Volume III** (*January 1999, 268 p.*)
- From HUD's Office of University Partnerships: celebrating the growing number of colleges and universities working with communities.
- Colleges and universities are redirecting their economic and intellectual resources and other assets to benefit their communities.
- Service Learning (service activities for credit as part of their coursework); Service Provision (Noncredit student and faculty initiatives in long-term projects); Community in the Classroom: (nondegree, noncredit courses for local residents); Applied Research: Research that contributes to improving conditions within the community.

# Additional HUD Resource

- **Lessons Learned From the Community Outreach Partnership Centers Program** (*March 2002, 144 p.*)
- COPC is HUD's primary vehicle for engaging colleges and universities in community development.
- This publication distills lessons about the challenges and contributions of campus-community partnerships.
- How are programs and courses being institutionalized by colleges and universities? This report presents the results of that review and analysis.
- [http://www.huduser.org/publications/commdev/lessons\\_complete.html](http://www.huduser.org/publications/commdev/lessons_complete.html)

# Questions, comments and feedback



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