

Student Procedures & Resource Guide For Service Learning



Office of Civic Engagement & Service Learning

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Office Hours

Monday-Friday 8:00am to 5:00pm

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Student Service-Learning Procedures

Congratulations! You have registered for a service-learning course.

Step 1 Attend the service-learning orientation as scheduled by the professor (may be during your class time, online, or by appointment) to complete the required forms:

- **Service-Learning Student Information Sheet**
- **FSU Waiver of Liability**
- **Pre-Evaluation**

If you are absent from class on the day of the scheduled orientation, please contact the Office of Civic Engagement and Service Learning (CESL) for an appointment to complete the orientation prior to beginning service.

Step 2 If you are in a service-learning class in which the community partner and service learning project has been pre-determined by the faculty member, **skip to step 3**, otherwise see steps A-D.

- A. Choose a service-learning project from the CESL office service learning opportunities page.
- B. Contact the CESL to schedule a time to interview with a community partner representative or schedule service-learning hours.
- C. During your placement interview, complete **the Placement Confirmation Form** with the community partner representative (signed by the student and site supervisor).
- D. Return the form to the CESL office. **Do not begin service until this form is submitted to the CESL office.**

Step 3 Complete the **CESL Timesheet** to include the site supervisor's initials at each incidence of service.

Step 4 Regularly submit timesheets to the CESL (with your site supervisor's signature at the bottom of the timesheet). Suggested submissions are on the 1st and 15th of each month regardless of the number of entries. Additional blank timesheets are available at the CESL office upon request. Reports are sent to the faculty member at their request, at midterm and end of semester. **In the event of an absence or tardy from service, inform the site supervisor prior to the absence or tardy.**

Step 5 Complete the student post-evaluation of your service-learning experience.

If you want your service-learning hours documented on your co-curricular transcript, register for Bronco Advantage and join the Office of Civic Engagement and Service Learning page (see page 7) in order to include your service-learning hours on your co-curricular transcript.

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); If you need accommodations, please call 910-672-1203.

Office of Civic Engagement & Service Learning Mission

The mission of the Office of Civic Engagement & Service Learning (CESL) at Fayetteville State University is to support student engagement in civic life and academically based service learning to promote ethical and social responsibility and university engagement that provides public service and outreach in compliance with FSU Core Curriculum, FSU Strategic Plan, and UNC Strategic Directions.

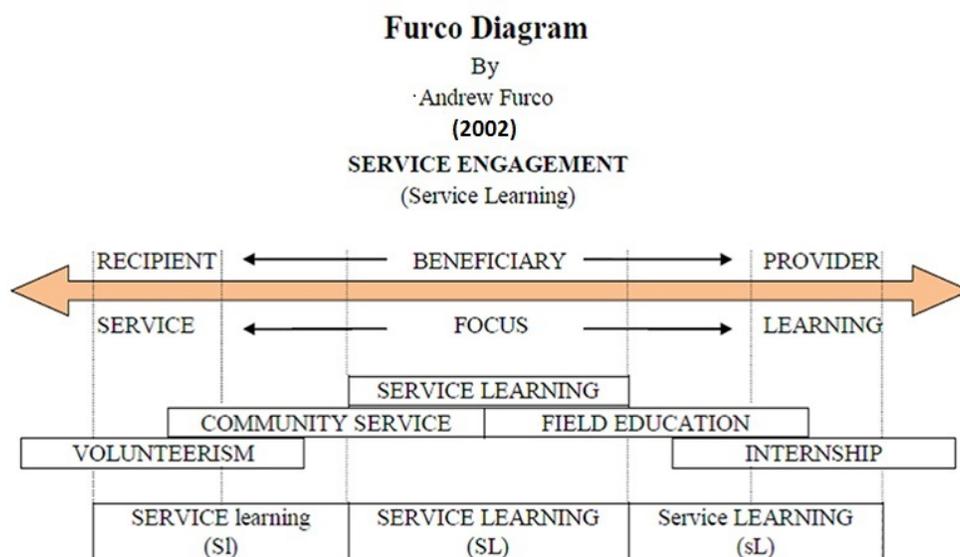
Definition of Service Learning

Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities (Learn and Serve America National Service Learning Clearinghouse).

Service learning is a process of involving students in **community service activities** combined with a facilitated means for applying the experience to their academic and personal development. It is a form of **experiential education** aimed at enhancing and enriching students' learning of course material. When compared to other forms of experiential learning like internships and cooperative education, it is similar in that it is student-centered, hands-on and directly applicable to the curriculum.

The critical difference and distinguishing characteristic of service learning is its reciprocal **and balanced emphasis on both students learning and addressing real needs in the community**. Course learning objectives are linked to meaningful human, safety, educational, and environmental needs that are co-determined with community partners and service recipients. Course materials such as lectures, readings, discussions, and reflection activities supplement the students' service. In turn, the service experience is brought back to the classroom to **enhance the academic dialogue and student comprehension**. Students work on real problems that make academic learning relevant while simultaneously enhancing their social skills, analytical ability, civic and ethical responsibility, self-efficacy, and career development.

At Fayetteville State University, service learning can be incorporated into courses by offering students **individual service opportunities** with community agencies, or by **creating project-based service activities for a group of students or for the entire class**. *The most meaningful service-learning activities are developed through partnership and dialogue between the University and the community organizations with whom our students serve.*



Distinctions Between Service Learning & Volunteerism

Service learning and volunteerism are two different concepts. At FSU, the CESL office defines service learning as service done in conjunction with class work to enhance a student's educational experience. Volunteerism is done outside of a curriculum-based course during the student's own time.

Volunteerism

- Does not carry academic credit
- Often done for personal growth or group bonding
- Planning is often the responsibility of those providing the service
- Viewed as a project, program, or experience, rather than a pedagogy
- While student learning is likely to occur, it is not an intentional or primary focus for the service.

Service Learning

- Integrates academic study with meaningful service within our community in a way that makes learning more intentional (e.g., through reflective writing, group discussions, and other activities)
- Incorporates the concept of "mutuality" (i.e., faculty, students, and those being served are included in the planning of the program)
- Fosters participant learning about the larger social issues that are driving the need for service
- Frames service in terms of social justice instead of in terms of charity
- Emphasizes the importance of reciprocity
- Uses service as a tool and academic credit is awarded to students for their academic learning through the service-learning activity, not just completion of service hours.

Types of Service Projects

Direct Service— Students provide service directly to the clients of a community-based organization.

This may include:

- tutoring children,
- assisting elderly residents in a nursing home
- serving meals at a homeless shelter.

Indirect Service— Students serve at an organization and/or on behalf of an issue/population by providing administrative assistance for various organizations that may include:

- developing fundraising programs
- creating marketing plans
- participating in painting/construction projects.

Social Action Research— Students conduct research on a particular issue identified by a community organization. The research project is designed to address informational needs of the organization and to apply classroom theory/knowledge and enable students to integrate theory in practice. Typically, only service learning students complete these types of projects. For example:

- Service-learning students have performed research in order to create area maps for a community partner.
- Service-learning students have conducted needs assessment research for local organizations.



Office of Civic Engagement and Service Learning

Guidelines and Conduct Expectations for Students in Service Learning

Please remember that you will be a representative of FSU in the community. As such, we ask you to carefully read and abide by the following guidelines created to assist you in having the most productive community service-learning experience possible.

1. **Ask for help when in doubt.** Your site supervisor understands the issues at your site and you are encouraged to approach him/her with questions or problems as they arise. They can assist you in determining the best way to respond in difficult or uncomfortable situations. You may also consult your faculty member or the Office of Civic Engagement and Service Learning.
2. **Be punctual and responsible.** Although you are completing service-learning hours on your own time, you are participating in the organization as a reliable, trustworthy and contributing member of the team. Both the administrators and the people whom you serve rely on your punctuality and commitment to completing your service hours/project.
3. **Call if you anticipate being late or absent.** Call your site supervisor or the CESL office if you are unable to come in as planned or if you anticipate being late. The site depends on your contributed services and will be at loss if you fail to report as scheduled. Be mindful of your commitment; people are counting on you!
4. **Respect the privacy of all clients.** If you are privy to confidential information with regard to persons with whom you are working (i.e. organizational files, diagnostics, personal stories, etc.), it is vital that you treat this information as privileged and private. You should use pseudonyms in referring to this information in your course assignments. For instance, refrain from any use of identifying information.
5. **Show respect for the agencies for which you work.** Placement within community programs is an educational opportunity and a privilege. Remember, not only are you serving in the community, but the community is serving you by investing valuable resources in your learning.
6. **Be appropriate in attitude, manners, and appearance.** You are in a work situation and are expected to treat your supervisor and others with courtesy and kindness. Dress neatly, comfortably, and appropriately (check with your site supervisor for specific conduct and dress codes). Use formal names unless instructed otherwise. Refrain from cell phone use. Set a positive standard for other students to follow as part of FSU's ongoing service learning program.
7. **Be flexible.** The level of intensity at the service site is not always predictable. Your flexibility to changing situations can assist the partnership in working smoothly and in producing positive outcomes for everyone involved.

In addition to the above expectations, as a participant in the community service learning experience, you are also responsible for adhering to the following:

NEVER...

- Report to your service site under the influence of drugs or alcohol.
- Give or loan money or other personal belongings to a client.
- Make promises or commitments to a client that neither you, the organization, nor FSU can keep.
- Give a client or organizational representative a ride in a personal vehicle. DO NOT transport a child by yourself.
- Tolerate verbal exchange of a sexual nature OR engage in behavior that might be perceived as sexual with a client or agency representative. Please report any instances of this nature to your faculty member or CESL office staff.
- Tolerate verbal exchange OR engage in behavior that might be perceived as discriminating against an individual on the basis of age, race, gender, sexual orientation, or ethnicity. Please report any instances of this nature to your faculty member or CESL office staff.

Other safety Issues:

- Keep your automobile a non-attraction. Do not leave items visible in the car's interior. Place valuable articles in the trunk prior to arrival. Lock your vehicle doors.
- If you take the bus, be sure to know the route and the bus fare.
- In case of a breakdown or transportation problem, carry enough money to get you home.
- Develop a community safety net of resources in your placement area.
- Get to know your site supervisor at the agency. Ask him/her questions about the area and get suggestions on what you should do if you find yourself in trouble.
- Familiarize yourself with people, places, and things in the area that can be of assistance in times of emergency (e.g. the location of phones, 24 – hour stores, police station, etc.).
- Give the phone number of the agency where you'll be serving to a roommate, friend, or relative before leaving for your placement site.

**Please contact the Office of Civic Engagement and Service Learning
if you have any questions or concerns.**

About BRONCO ADVANTAGE

The **Bronco Advantage Co-Curricular Transcript** recognizes “out of class” experiences tied to learning and professional development. The **Bronco Advantage Co-Curricular Transcript Program** enables students to **Document** their campus and community involvement as well as individual achievement and professional development in preparation for future professional opportunities.

A co-curricular transcript is an official record of:

- **extra-curricular involvement,**
- **community service activities, and**
- **leadership accomplishments,**
- **professional/educational development opportunities.**

Bronco Advantage How To:

- 1) Go to **FSU home page**
- 2) Click on **Bronco Advantage** link on the bottom left side of page: <http://uncfsu.collegiatelink.net>
- 3) Click **Sign In** at the top right corner
- 4) Enter your FSU username and password
- 5) If this is your first time signing on to Bronco Advantage, you may need to update your profile.
- 6) Click in the **Search bar** in the center of the page and type **Civic Engagement**.
- 7) In the list that appears, click **Office of Civic Engagement and Service Learning**
- 8) Once on the Office of Civic Engagement and Service Learning home page click “**join organization.**” This does not hold any attendance or dues obligations but will help to ensure academic class-related information reaches you.
- 9) Do this for any organizations you want to join. Be sure that you have contacted that organization and know their requirements before joining on Bronco Advantage.
- 10) Explore Bronco Advantage!

For questions, contact Monique Broadhurst at tbroadhu@uncfsu.edu or (910) 672-2460.