Service-Learning Description and Guidelines

The mission of Service-Learning at Centenary University is to create a climate for experiential learning by facilitating service opportunities in the classroom that will reinforce academic learning outcomes and promote a culture of service.

What is Service Learning?

While both service-learning and other forms of community service are important to the life and culture of our campus, service-learning stands out in one important way: the service is directly related to course content. This will help students make real life connections between their classroom work and the needs of the community, turning academic work into a meaningful way to contribute to the broader society.

Requirements for formal Service-Learning designation:

1. Explain how your service component will meet the SL learning outcomes
2. Demonstrate how a service component will advance the learning outcomes of the class
3. Service component is planned in adherence to the standards for community partners
4. Administer pre and post SL surveys to your class provided by the Office of Service-Learning
5. SL completion form submitted to SL coordinator

Resources Available to SL Faculty and Students

The Service-Learning coordinator is available to assist faculty in development and implementation of service components in the following ways:

- Contacting a community partner
- Coordinating service activities with community partners
- Administering assessments to community partners
- Connecting faculty with resources or people from other institutions to guide them in course development
- Working with students to help them complete independent service requirements if the course calls for it
- Developing and administering student assessment or reflection

Program Learning Outcomes

Category	Core Values	Outcomes	Description/Examples
Social and Community Responsibility	4, Social and Community Responsibility	• Considers own values, motivations, and passions when working to create change in society. • Gain further insight into social issues in their political, sociological, cultural, and historical contexts and their root causes. • Reflect on one's own commitment to ethical behavior, and the social responsibility required for a diverse democratic society (4).	• Reflection on personal motivations and how they affect one's own active citizenship • Examine how selected partner addresses social problems • Work with partner to create strategies for addressing social problems
Cultural Competency	4, Creative Expression and Creative Self Cultural Understanding in a Global Context	• Analyze and question one's own beliefs, values, and assumptions while developing an understanding of the beliefs and values of others. • Recognize and appreciate cultural difference. • Reflect upon cultural, intellectual, or political changes over time, in particular as they pertain to histories of oppression, inequity, and privilege (4). • Develop an understanding of the diversity and fluidity of cultural identity across borders in a global society (4).	• Hear, consider, and engage points of view that are different from our own • Work within a community that is different from their own • Enter a community (unlike one's own) as an effective supporter. • Enter and exit a community in ways that do not reinforce ethnocentrism or systemic injustice.
Local and Global Citizenship	4, Cultural Understanding in a Global Context Social and Community Responsibility	• Understands the impact of race, class, gender, sexual orientation, and culture on democratic participation. • Recognize connections between local and global issues • Reflect upon one's place in a global network (4) • Explore aspects of the nature and function of a democratic society (4)	• Examine social issues connected to SL project in a local and global context
Integrative Learning	1, BEI Nature of Work	• Cultivate aptitude to think in interdisciplinary terms and integrate service-learning experiences with academic learning. • Apply the frameworks of academic disciplines to situations outside the classroom • Engage in active learning and self-examination that connects academic work to life experiences and career choices (1)	• Apply course learning to service project • Incorporate Resume update with new skills and experiences gain in coursework/SL project

		• Apply complexities of history--especially regarding race, class, gender, sexuality, and other diversities--in addressing course topics (1).	

Choosing a Service Project/Community Partner

One of the following criteria must be met for an SL component to be legitimate:

- Supervised on or off campus activities benefiting a non-profit, charitable or government partner organization

- Organized activism or advocacy for a social justice cause or charitable organization

- Supervised volunteering to benefit the community in partnership with Centenary University

Standards for Community Partners

- Partner is a charitable non-profit or civic organization (or service activity relates to a qualifying organization)

- Partner benefits from either capacity building or direct service activities

- Partner is directly involved in development of SL project

- *Partners receive Pre and post needs assessment either from SL coordinator or faculty member

- Faculty and students understand the partners mission and respect their volunteer guidelines

*Community partners will receive a pre and post needs assessment from the SL coordinator unless the faculty member is the primary contact.

If you have any questions, please contact the Service-Learning Coordinator:

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