

Student Guide

Service Learning as an Independent Class

Center for Public Policy and Service
Director: Susan McGill
Assistant Director: Dr. Martha Bergin

Mesa Community College
1833 West Southern Avenue
Mesa, AZ 85202
Tel: (602) 461-7393/7394
fax: (602) 461-7816



 a Maricopa Community College

TABLE OF CONTENTS

Introduction.....	3
Why Do Service Learning.....	5
Benefits of Service Learning.....	6
Service Learning -vs- Volunteerism.....	7
Service Learning at Mesa Community College.....	8
Honors Students and Service Learning.....	9
Core Requirements.....	10
Learning Plan Outline.....	11
Keeping a Reflective Journal.....	14
Reflective Sessions.....	15
Analytical Paper Guidelines.....	16
Rights and Responsibilities.....	17
Drop/Add and Refund Policies.....	19
Service Learning Requirements Checklist.....	20
Student Evaluation Form.....	not available
Performance of Community Site Form.....	not available

INTRODUCTION

WHAT IS SERVICE LEARNING?

Service learning is the process of integrating volunteer community service with active guided reflection and merging it into an academic curriculum. It is designed to enhance and enrich student learning of course material.

It builds on a tradition of activism and volunteerism which was popular in the sixties but which greatly subsided during the seventies and eighties. The tradition of volunteer service saw a rebirth in the late eighties as cultural, educational, and civic leaders challenged higher education to fulfill its historic mission to promote civic responsibility.

Many colleges accepted this challenge and created a support network (Campus Compact) to develop and promote service learning as a pedagogical strategy. Service learning is now a national movement and is utilized in the majority of colleges and universities in the United States.

The academic parent of service learning is called experiential learning. As in all types of experiential learning, such as cooperative education, internships, and field placements, service learning directly engages the learner in the phenomena being studied with the hope that richer learning will result.

The critical difference and distinguishing characteristic of service learning is its twofold emphasis on both enriching student learning and revitalizing the community.

To accomplish this, effective service learning initiatives involve students in course-relevant activities which address the human, safety, educational, and environmental needs of the community.

Traditional course materials such as texts, lectures, and discussions, are replaced with

service and reflection. The service experience is then brought back to the classroom in the form of academic dialogue. This reciprocal process is based on the logical continuity between experience and knowledge.

The pedagogy of service learning represents a substantial change from the traditional lecture driven, content based, and faculty centered curriculum. Despite the fact that research has shown that we remember only 10% of what we hear, 15% of what we see, and a mere 20% of what we see and hear, these remain the basic sense modalities stimulated in most educational experiences.

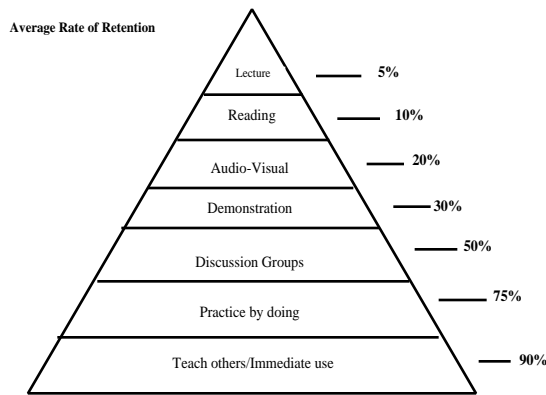
Service learning strategies recognize that we retain 60% of what we do, 80% of what we do with active guided reflection, and 90% of what we teach or give to others.

It views education as a process of living, not a preparation for life. It also rejects the notion that you are empty vessels waiting to be filled.

In a culture characterized by information overload, effective teaching must encourage information processing as well as accumulation. In a complex society, it is almost impossible to determine what information will be necessary to solve particular problems.

All too often, the content you may learn in class is obsolete by the time you finish your degree. With this in mind, it seems much more important to “light the fire than to fill the bucket.”

Service learning does this by providing you with real-life, meaningful experiences which by their very nature force critical thinking. In service, you encounter events which conflict with your assumptions.



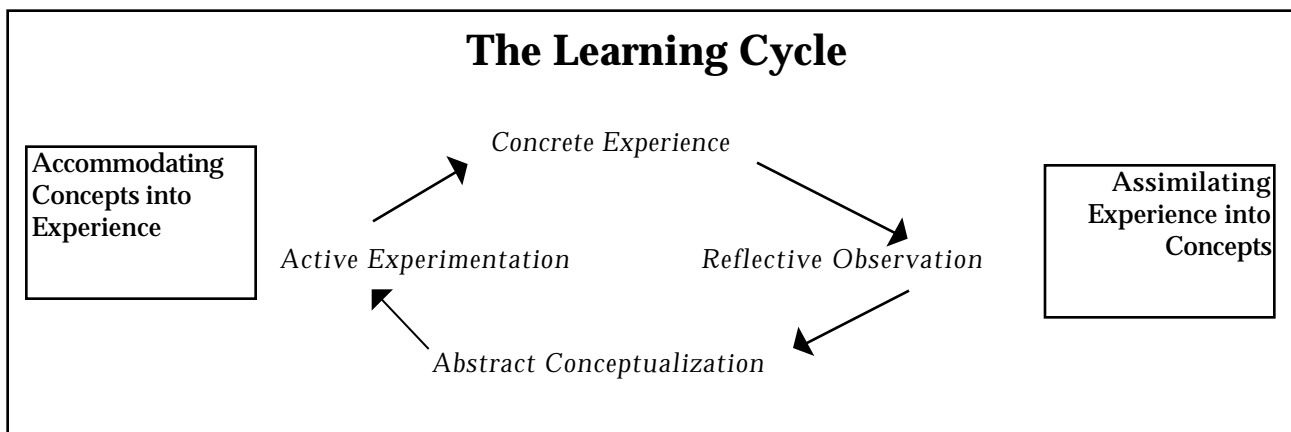
*Source:
National Training Laboratory, Bethel, MA*

You deal with issues or incidents which challenge your competency or understanding. These experiences create perplexity, or dissonance, which is often the beginning of learning.

In service learning courses, real life comes tumbling into the classroom as your service experiences provide the content for purposeful dialogue leading to real understanding of academic concepts.

Unlike most pedagogies, which are deductive, relying on presenting theory and then encouraging application to specifics, service learning is more inductive, using the experience to lead to conceptual or theoretical understanding.

Service-learning can best be understood in the context of a continuous learning cycle where meaning is created through concrete experience, reflection or assimilation, abstract conceptualization theory building, and problem solving or active experimentation.



Learning is not a predictable linear process. It may begin at any point in the cycle. you may have to apply your limited knowledge in a service situation before consciously setting out to gain or comprehend a body of facts related to that situation.

The discomfort experienced from the lack of knowledge may encourage further accumulation of facts or the development or changing of a personal theory for future application.

To assure that this kind of learning takes place however, skilled guidance in reflection on the experience must occur. This facilitation of reflection is the critical responsibility of the service learning faculty advisor.

Based on the belief that learning is the constant restructuring of experience, service learning exemplifies the continuity that exists between experience and knowledge.

By providing you an opportunity to have a concrete experience and then assisting in the intellectual processing of this experience, service learning not only takes advantage of the natural learning cycle, but also allows you to provide a meaningful contribution to the community.

This twofold emphasis on both learning and civic responsibility is the overall objective of the strategy, and our success in meeting this objective leads to the fulfillment of the general mission of higher education.

WHY DO SERVICE-LEARNING?

Networking Opportunities

Once placed at a community site, you work with people directly related to the field that you are studying. You interact, usually on a daily basis, with those who could be potential employers. This provides you with a wonderful opportunity to prove your worth and network future contacts for when you might be looking for full time employment.

When you have graduated from college and you are ready to go out into the world and find that job you have always wanted, go back to the sites where you were placed and apply for a position there. They know your creativity, dependability and your strengths, so they would be more apt to hire you rather than someone off the street who they know nothing about.

Resume Enhancement

Service-learning can be listed on your resume as employment experience, and will usually spark very interesting questions during a job interview. You can also draw on your service experience for examples of situations when answering interview questions. Once you have completed your requirements, you can also ask your site supervisor for a job recommendation.

Clarify Career Choice

If you are undecided about your academic major, this program is a great way to get hands-on/real-life experience. It can help you decide on your major before you spend at least five years of your life in college trying to make your choice.

What you have learned in the classroom comes to life at any site you choose to do service-learning. If you have already chosen a career, service-learning can help clarify whether this is the right career choice for you.

Help Your Community

The most important benefit of service-learning is that you are helping your community. You are giving your time to help your local Police Department, homeless children, or elderly residents. You are also building a stronger bond between yourself and the community in which you live.

Flexible Credit Class

The service-learning program is Open Entry/Open Exit (OE/OE). It is highly individualized and very flexible around your busy schedule. Sites are generally very willing to work with you in developing a work schedule that fits into your calendar as well as theirs.

Although we encourage students to follow the semester schedule, many students extend their work from one semester to another in order to complete their required hours. Also, students can register until three weeks before the semester ends, or register early and begin their hours early for the following semester.

Transferability to University

All of our service-learning classes are 200-level (most have a 282 prefix) and transfer to the major Arizona universities as a general elective credit.

Service learning credits show up on your transcripts and can often, "make or break" your admission into a specialized degree program to the university you may apply to.

BENEFITS OF SERVICE LEARNING

Benefits to Students

Service learning enriches student learning of course material by moving them from the margin of the classroom experience to the center. It “brings books to life and life to books.”

- Students come to see the relevance and importance of academic work in their real life.
- Enhances students’ self-esteem by allowing them to “make a difference” through their active and meaningful contribution to their communities.
- Service learning broadens perspectives and enhances critical thinking skills.
- Service learning improves interpersonal and human relations skills which are increasingly viewed as the most important skills in achieving success in professional and personal spheres.
- Service learning provides guidance and experience for future career choice.
- Service learning provides experience which can be used on a student’s resume and future college applications.
- Service learning develops student’s network of support and professional contacts.

Benefits to Faculty Members

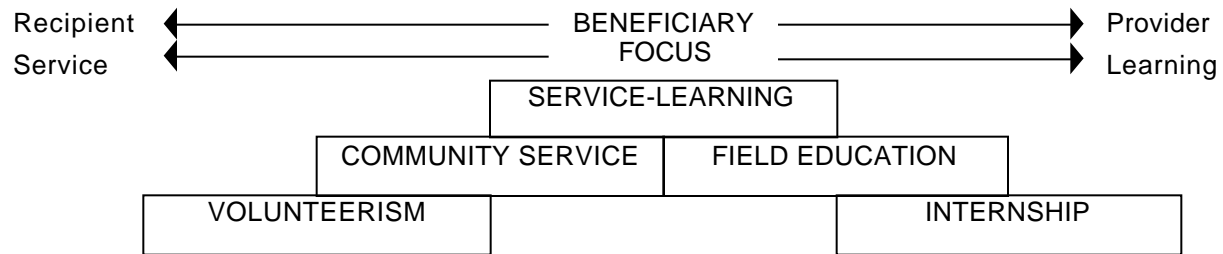
- Service learning enriches and enlivens teaching.
- It changes our role from the expert on top to the expert on tap, and with that change we enjoy a new relationship with our students and a new understanding of how learning occurs.
- As we connect the community with the curriculum, we become more aware of current societal issues as they relate to our academic areas of interest.
- We identify new areas for research and publication, and thus increase our opportunities for professional recognition and reward.

Benefits to the Community

- Service learning initiatives provide the community with substantial human resources to meet its educational, human, safety, and environmental needs. The talent, energy, and enthusiasm of our college students are applied to meet these ever increasing needs.
- Many students commit to a lifetime of volunteering after this experience, creating a democracy of participation.
- Service learning creates a spirit of civic responsibility that replaces the current state of dependence on government programs and altruism by the experts. It results in a renewed sense of community and encourages participative democracy.

SERVICE LEARNING - vs - VOLUNTEERISM

Service Learning programs are distinguished from other approaches to experiential learning in that they are intended to benefit the provider and the recipient of the service. They also involve an equal focus on both the service being provided and the learning that is occurring. There is a deliberate and explicit connection made between service and learning experiences with conscious and thoughtful preparation for, and reflection of, the experience.



Community Service

Community service is the engagement of students in activities that primarily focus on the service being provided as well as the benefits the service activities have on the recipients (e.g., providing food to the homeless during the holidays). The students receive some benefits by learning more about how their service makes a difference in the lives of the service recipients.

Volunteerism

Volunteerism is the engagement of students in activities where the primary emphasis is on the service being provided and the primary intended beneficiary is clearly the recipient.

Field Education

Field education programs provide students with co-curricular service opportunities that are related, but not fully integrated, with their academic studies. Students perform the service as part of a program that is designed primarily to enhance students' understanding of a field of study, while also providing substantial emphasis on the service being provided.

Internship

Internship programs engage students in service activities primarily for the purpose of providing students with hands-on experiences that enhance their learning or understanding of issues relevant to a particular area of study.

SERVICE LEARNING AT MESA COMMUNITY COLLEGE

Independent Module Option

Service learning at MCC is offered to students in twenty two different academic disciplines. Interested service learning students select their site options by their area of interest and receive a brief orientation at the CPPS office.

After the service learning orientation has been given, the student is linked with a faculty advisor in their discipline.

It is the student's responsibility to arrange to meet with the community site supervisor and faculty advisor to develop a learning plan for their class.

The student can then register for 1-3 credit hour, open entry/open exit class, based on 50 hours of service per credit hour.

In addition to the service hour requirement, the student must complete the following:

- Learning Plan
- Reflective Journal
- Analytical Paper
- Evaluation Forms
- Reflective Session Attendance
- Faculty Advisor Meetings

The faculty advisor maintains the files (i.e., learning plan, evaluations, papers etc.) on their students for accountability purposes.

In-Course Option

Interested faculty members are provided with a list of service sites relevant to their discipline and learn how to structure their curriculum in ways that incorporate service learning by contacting the CPPS office.

In most cases faculty members offer service learning in one of two ways:

- As an "In-Course Option" in lieu of a final exam, research paper, or some other required component of the class.
- Service Learning is required by the faculty member in their course.

Students select the site they are interested in and commit to doing approximately 20 hours of service over the course of the semester.

Students can fulfill the service hour requirement by completing the following:

- Learning Plan
- Reflective Journal
- Analytical Paper

Class time can also be used to integrate service learning experiences with course content.

Generally, the faculty member makes contact with the community sites during the semester and maintains records of students' activities for accountability purposes.

HONORS STUDENTS AND SERVICE LEARNING

To graduate from the Honors Program at MCC the honors student must meet all the same academic conditions for graduation, as well as, fulfill the following program requirements:

- Earn a minimum of 15 credits of Honors Classes and,
- Complete a one credit service learning class with CPPS.

The service learning class can be done in one, two, or three credit increments in any of the twenty-one discipline areas offered by CPPS and can either be taken for Honors credit or as a regular service learning course.

However, in order for you to receive honors credit for your service learning class, the Honors department requires students to commit to ONE of the following activities:

- A presentation to a reflective session run by CPPS, an MCC class, or community group where an accountable faculty member can be present in order to grade the quality of the presentation i.e., the Honors Program Coordinators, the Director of CPPS, or the supervising faculty member.
- Submit an additional five page paper reflecting upon your experience of service as it relates to the honors theme for that semester. If your choice of service and the honors theme for that semester do not lend themselves readily to integration, you may interview and use another service-learning student's experience whose placement site may be more relevant. This paper will be copied to the Honors Program Coordinators.
- Have something published in the MCC Bulletin, local newspapers, Mesa Legend, the various District newsletters, or any other reputable publication *subject to pre-approval* by the supervising faculty member.
- Any student-generated idea that demonstrates innovation, leadership, citizenship, etc. The appropriateness of this option will be determined by the faculty supervisor **in conjunction with** the Honors Program Coordinators.

CORE REQUIREMENTS OF A SERVICE LEARNING CLASS

Site Activities

- Job Assignments

50 hours of service must be completed for each college credit earned. Your faculty supervisor will be in contact with your site supervisor at least twice to ensure that you are completing your hours as planned, following your learning plan, etc. (see "faculty role," page 14, instructional section). Complete all the tasks you are assigned in a timely manner, and keep to the schedule you are given.

- Professionalism

Maintain a professional attitude throughout your service. This will be reflected in the way you dress (during your interview and all volunteer hours you must wear professional, site-appropriate attire), your punctuality, your attitude, etc. Respect any confidentiality rules that apply, and seek advice if you are uncertain about anything (see page 13 for more information).

Class Assignments

- Learning Plan

After registering for your service-learning class, develop a learning plan with your faculty and site supervisors. All three of you should sign off on this and you are responsible for ensuring that all three parties have a copy. Use this plan as a focus for your reflective journal (see pages 5-7).

- Reflective Journaling

Begin your reflective journaling as soon as you begin placement. Write in your journal after each session at your site. Each entry should reflect upon the day's events: what they meant to you, what you felt, what you learned. Some helpful hints and questions for journaling are available on pages 8-9.

- Analytical Paper

Write an eight to ten page (typewritten) analytical paper which is essentially a summary of your journaling and learning. Give this to your faculty supervisor at the end of the semester, or whenever you have completed your contact hours.

- Evaluation

Complete the CPPS program evaluation and return to CPPS.

Meetings

- Faculty Meetings

Schedule meetings with your faculty supervisor at least twice during the course of the semester so that they can read your journal and provide feedback/guidance to you as part of the learning process.

- Reflective Sessions

Attend a minimum of three reflective sessions (two CPPS sponsored, one student initiated/faculty approved) during the course of the semester. Attendance is taken at these sessions and copies are sent to faculty supervisors.

LEARNING PLAN INFORMATION

A learning plan can be thought of as a "blueprint" that maps out what you hope to learn/accomplish as a result of your service-learning experience. It includes specific learning objectives that provide some means of measuring progress toward completion of educational goals. Learning objectives are brief statements that define results expected in a specific period of time. They should:

- Be specific as to exactly what is to be accomplished.
- Be scheduled for accomplishment in a defined period of time.
- State results to be accomplished and state them in measurable terms.
- Be realistic, but challenging.

Discuss this plan with your faculty and site supervisors. You all should have input into this and each of you should sign it and keep a copy. It is your responsibility to ensure that this is done. If you require further assistance, please contact CPPS.

LEARNING OBJECTIVES

1. Knowledge/Understanding

Gaining Knowledge implies acquisition of information, facts, concepts, theories, or ideas. Gaining understanding implies an ability to apply this information to problem-solving situations; seeing patterns and relationships, using knowledge for reasoning, analyzing, to extend learning beyond information acquisition.

Example

To gain knowledge about how computers are used in bill collection.

To develop an understanding of the psychology used in writing fund-raising letters.

2. Skills

Gaining skills implies becoming able to do some activity; skills improve with use and practice; skills and the results of their use are observable. Skills may be mental or physical and can pertain to activities carried out with people (interviewing, public speaking, counseling), with things (sculpture, photography, artifacts, computers), or with data (analyzing or preparing reports, gathering research information).

Example:

To develop skill in interviewing clients at the Mental Health Association.

To develop skill in categorizing photographs at Tempe Historical Museum.

3. Attitudes/Values

These objectives usually involve the formulation and/or clarification of personal values or feelings. Think in terms of the personal convictions you think will be affected by this experience. What opinions, attitudes or feelings do you hope to clarify?

Example:

To clarify my opinion about the use of behavior modification in the treatment of juvenile delinquents.

To clarify my feelings about the moral issues surrounding the debate on the safe disposal of toxic waste materials.

"For things we have to learn before we can do them, we learn by doing them"
Aristotle

LEARNING PLAN

(please print the following information)

STUDENT'S NAME _____

tel. # _____ class _____ # credit hours _____

Faculty Supervisor _____ tel. # _____

Community Site _____

Site supervisor _____ tel. # _____

Dates of placement: from _____ to _____

Learning Objective:

- a) - **what** knowledge/understanding do you wish to gain?
- what skills do you wish to develop?
- what attitudes/values do you wish to clarify or formulate?

Significance:

- b) - **why** do you wish to learn this?
- how is this related to your personal and /or career goals?
- how does this fit in with classroom instruction in this discipline?
- how is it relevant to the discipline in which you are receiving credit?

Implementation

- c) - **how** will you learn this?
- describe the specific activities by which you will accomplish each learning objective
- does your site supervisor agree that this placement can provide you with these experiences?
- do you have sufficient time in which to accomplish these objectives?

List three specific learning objectives of this service learning project.
(This is to be written by the student)

1. Learning Objective:

Significance:

Implementation:

2. Learning Objective:

Significance:

Implementation:

3. Learning Objective:

Significance:

Implementation:

Signature of Service-Learning Student

Date

Signature of Site Supervisor

Date

Signature of Faculty Supervisor

Date

Department of _____

KEEPING A REFLECTIVE JOURNAL

One useful way of keeping track of what you are learning and the kind of service you are providing to the community is to keep a personal journal or log of your activities. This will force you to think about your experiences and can help provide insight into what you are experiencing and how you are feeling about it.

Your journal can take many different forms. However, a few ingredients are essential.

- Probably the most important advice to journal writers is that you do not edit as you write. Instead, you should write your thoughts freely, without regard for syntax, spelling or punctuation. Editing can be done later, if you wish. The point is not to stop the flow of your thoughts.
- Remember to observe confidentiality and use pseudonyms when referring to clients.
- Other requirements of journal writing are candor and keen use of your senses and observational skills. Not only will your writing be more interesting as you develop your senses and observational powers, but your learning from your experiences will be enhanced as well.
- Write an **objective** account of the daily events that occur. Try to remember everything that happens but just write the facts. Don't make inferences. *Keep this part of your journal to only a few lines.*
- Next describe your feelings and perceptions, questions and ideas about what happened during the day. This is your **subjective** account of the day, and should constitute the bulk of your journaling.
- You will find the journal less of a chore if you take a few minutes at the end of each day of service, to review your learning objectives and reflect upon your experiences of the day.

Remember, it is important that you NOT think of your journal only as a work log in which you itemize and record events, tasks and statistics.

Your journal is a reflective and analytical activity which allows you to grapple with problems and frustrations as well as identify your accomplishments and other positive learning experiences. The journal is your means of regularly charting your growth and development both academically and personally.

Reflective questions to be considered when writing your daily journal

- What's the best thing that happened today/this week?
- What's the most difficult/satisfying part of your work? Why?
- What do you think is your most valuable/valued contribution?
- Did you receive any compliments/criticisms? What did you learn from this?
- Tell about a person there who you find interesting/challenging to be with.
- How do people there treat you? How do they see your role? Is this congruent/in conflict with how you see your role?
- Tell about something you learned as a result of a disappointment or event a failure. (Remember "failure" is a personal growth opportunity!)
- Think back on a moment when you felt especially happy or satisfied in your placement. What does that tell you about yourself?
- Is there some situation that you had problems with that you would want to talk to your site supervisor about?
- How did you feel today? Did you just feel like you were doing your service because you had to? What charged you up?
- How is all this relevant to the readings, discussion and speakers in the Reflective Sessions?

REFLECTIVE SESSIONS

Reflective sessions are a significant part of the service-learning program. Their purpose is to a) connect what students are learning at their individual sites with broader issues affecting the community, and b) to raise their awareness of their role as citizens in a democracy. Students are given information about their legislative districts and local, state and US Representatives and Senators in an effort to promote involvement in the democratic process. The reflective sessions are organized, led and/or facilitated by the director of CPPS, along with other CPPS staff and faculty in attendance. They take one of the following forms:

- 1) Discussion among students of common and unique experiences at their service-learning sites
- 2) Exercises to help clarify values and ideas
- 3) Reading and discussion of relevant articles/excerpts on community issues (e.g. current Arizona public policy and legislative issues) and discuss them
- 4) Presentations from various guest speakers who address topical community issues (e.g. AZ AIDS project, AZ Center for Law in the Public Interest) followed by a question and answer period.
- 5) Attendance at the Community Roundtable public forum (as a reflective session), which addresses concerns of the east valley and Mesa in particular. The Community Roundtable is made up of the leadership of MCC, City of Mesa, Mesa United Way, Mesa Chamber of Commerce, and a citizens' group known as *Action Mesa!*. Topics in the past have included mass transit and transportation in the east valley and the Building a Healthier Mesa program. These Roundtables are frequently attended by state lawmakers, the City of Mesa Vice-Mayor and Council persons.
- 6) Timely electoral events such as candidate forums and proposition debates.

Several reflective sessions are scheduled for each semester, including the summer. Schedules of these sessions are available from the CPPS at the beginning of each semester.

Some things to consider:

As part of the core requirements of service-learning courses, students are expected to attend a minimum of three (3) sessions while they are doing their service-learning hours. Two sessions will be sponsored by the CPPS, one may be student initiated/faculty approved.

The reflective sessions last from one and a half to two hours. Lively discussions are frequently generated and students can gain valuable insights and new information that will help them in all aspects of their education. (Previous service-learning students have attested to their value at many levels.)

At these sessions attendance is taken and passed on to the faculty supervisor.

Attendance at three (3) reflective sessions is one of several pre-requisites for receiving a final grade unless an alternative, or other arrangement, is approved by the faculty supervisor.

ANALYTICAL PAPER GUIDELINES

Each student will complete and return an Analytical Paper to their faculty advisor by the end of the 15th week of the semester, or when the service hours are completed. This paper should essentially be a summary of your service-learning project as reflected in your journal.

The following is a possible outline for your analytical paper, however students are encouraged to meet with their faculty advisor in order to obtain the requirements for this paper.

If you refer to this outline as you journal, it will generally cover the minimum requirements of most faculty advisors.

I. Description of Service Learning Experience (approximately 2 pages)

- What were your duties or responsibilities?
- What was your work situation environment?
- What are the goals of the agency?
- What skills did you acquire as a result of your service-learning experience?
- How did the service-learning experience evolve and change during the semester?

II. Evaluation of Service Learning Experience (approximately 3 - 4 pages)

- Why are you doing service? (guilt, college recommendations, civic responsibility, giving back to own community, ...) What does service mean in your life?
- What impact do you feel you had on the community?
- What are the community needs?
- What did you learn:
 - From your service-learning experience?
 - About the agency you worked in, the supervisor(s) you worked for, the responsibilities of this office/supervisor?
 - About the strengths and limitations of this site in carrying out its responsibilities to the community?
 - About the experience of working in an agency/school/government setting?
 - About yourself - your own strengths and limitations; about how this experience affected your own personal goals and career objectives?

- How could you improve the quality of your service?
- If you were in charge of the place where you volunteered, what would you do to improve it? Would you have the volunteers do anything different from what you are doing? Would you treat them differently?

III. Integration of Service Learning Experience (approximately 3 - 4 pages)

- How has the service-learning experience changed what you thought you knew about local schools, government offices, community service agencies, or special interest groups?
- How has your experience affected your evaluation of our political system/society?
- Has this service-learning experience helped you to develop a sense of civic responsibility? (i.e. more insight into social/public policy formation and legislation, and how to advocate to make a difference). Give examples.
- What specific problem(s) or issue(s) did you encounter during your service-learning experience that either broadened your interest in our political/social system or increased your awareness of connections between community needs and policy formation?
- How has your experience affected your educational goals?
- How would you change the service-learning experience to make it a more valuable learning experience?
- Were there any conflicts between your service responsibilities and learning objectives?
- Does race and socio-economic background affect the service you are doing?
- Why is service predominantly done by females, by humanities not science majors? How can these tendencies be changed?
- How do those persons in the community who are being served perceive you and /or the site you represent?
- Has this experience helped you to integrate knowledge gained in the classroom

RIGHTS AND RESPONSIBILITIES

Student's Rights

- To be interviewed and, once accepted to be assigned to specific, varied and appropriate tasks.
- To know as much as possible about agency: policies, people, programs and activities.
- To receive orientation, training and ongoing supervision for the job expected.
- To do meaningful and satisfying work.
- To be treated as a co-worker.
- To be given an opportunity to voice opinions and ideas; if possible have these included in the planning of programs and activities.
- To be given opportunities to pursue leadership roles.
- To be evaluated and to receive letters of commendation based on quality of service.

Student's Responsibilities to the Agency

- To be open and honest at your site from the beginning.
- To respect confidentiality.
- Maintain professionalism: observe dress code, avoid gossip, etc.
- To understand commitments of time and tasks and to fulfill them.
- To share your learning objectives with the people with whom you'll be working.
- To seek honest feedback.
- If in doubt, seek advice.
- To serve as ambassadors of goodwill for the project.
- To be effective advocates for change as needed.
- To enter into service with enthusiasm and commitment.
- To participate in evaluation when asked to do so.

Responsibilities of Faculty Advisor

The role of the faculty advisor is essentially to provide guidance to the student. They are responsible for ensuring that the students are learning from their service, and for providing any support or advice that may be required along the way.

Their responsibilities are to:

- Assist students if necessary, in locating appropriate community sites.
- Work with the student and the site supervisor to develop a learning plan which will target activities appropriate to the discipline.
- Meet with the student at least two (2) times during the semester to guide their reflective journal and assess their learning and progress. **Students should initiate these meetings.**
- Provide site supervisor with the mid-semester progress report and final evaluation, and to maintain sufficient contact to ensure the student's progress according to their learning plan.
- Support the Center's Reflective Sessions by attending when possible, and by instructing students to attend a minimum of three sessions. Track students' attendance for grading and reimbursement purposes.
- Evaluate (grade) the student's final analytical paper.
- Remind the students to complete CPPS evaluation and consent form (which students return to CPPS).
- Provide all college requirements for records pertaining to registration and withdrawal. Submit a grade for the student as soon as possible after they have fulfilled their core requirements.
- Maintain files (learning plan, evaluations, journal and paper) on students for two years for accountability purposes. (These can be kept in the student's folder at CPPS, and/or can be returned to CPPS after the expiration of the two years.)

The Role of The Site Supervisor

The site supervisor plays a crucial role in determining the value of the service experience to the student's learning.

The site supervisor's role includes:

- **Planning:** As soon as the student has been interviewed, accepted and the *placement confirmation form* completed and signed, the student's position and assignments should be carefully defined. All parties should have a clear understanding of expectations in terms of productivity and educational growth. Participation in the student's learning plan will facilitate this.
- **Orientation:** This should answer such questions as: "Where do I fit in? How do I get things done? What is expected of me? How do I get information? Who can assist me if my site supervisor is not available?"
- **Training:** Inform the student of any prerequisites and training that will be necessary.
- **Scheduling:** The student's time at the site must take into account the needs of the site, availability of supervision and the student's schedule. Procedures for tracking service hours should be clarified.
- **Supervision:** Ensure that student has guidance available as necessary from a paid employee, with opportunities for questions and sharing of ideas
- **Evaluation:** Complete, sign, and obtain student's signature on mid-semester progress report and final evaluation and return to faculty supervisor. Any perceived inadequacy in student performance should be considered whenever possible as opportunities for growth. Unresolved conflicts should be discussed with faculty supervisor or CPPS.
- **Comply** with college policies on affirmative action, sexual harassment and the Americans with Disabilities Act, since the student's work is considered to be an extension of his/her education, sponsored and supported by the college.

DROP/ADD AND REFUND POLICIES

Drop/Add:

According to MCC guidelines, students dropping a class prior to the official start date or within the first seven calendar days of a 16 week course (3 Credits), must present a completed Class Schedule Change form and be dropped from the class first to establish their eligibility for a refund based on the Refund Policy.

Students wanting to change their schedule, by dropping from a 3 credit class to a 2 credit class for example, may do so with the approval from the department chair under which they are getting credit.

Students may not drop/add after the MCC semester in which the student enrolled has passed.

Refund Policy:

All students who officially withdraw from the college or individual classes (in fall, spring or summer) by the withdrawal process set forth in the Mesa Community College Catalog will receive a refund based on the following schedule.

100% refund

3 Credit Class Based on 16 weeks	Within seven (7) calendar days including the day of the official start date.
2 Credit Class Based on 13 weeks	Within seven (7) calendar days including the day of the official start date.
1 Credit Class Based on 10 weeks	Within four (4) calendar days including the day of the official start date.
or	Any time prior to the day of the official start date.

50% refund

3 Credit Class	Within eight (8) - fourteen (14) calendar days including the official start date.
2 Credit Class	Within eight (8) - fourteen (14) calendar days including the official start date.

Official Start Date:

The official start date of all Service Learning Open Entry/Open Exit classes is the Monday following registration with the records department at Mesa Community College.

REQUIREMENTS CHECK LIST
- AFTER ENROLLMENT -
(in time sequence)

1. Develop learning plan with instructional team (week 1).
2. Write your reflective journal (on-going).
3. Initiate two meetings with faculty advisor (weeks 4 and 9).
5. Attend three Reflective Sessions (throughout the semester).
6. Complete 50 contact hours for each credit enrolled in.
4. Write and submit analytical paper (week 14 or 15).
7. Complete student evaluation form (week 16).
8. Complete Performance of Community Site form (week 16).