Experiential Learning Requirement
Service-Learning Workbook

Experiential Learning Requirement Mission
The Experiential Learning Requirement (ELR) prepares students for lives of meaningful work and service. By engaging students in opportunities that integrate knowledge and experience, the ELR fosters an understanding and life-long appreciation for learning. Students engage in a process that includes preparation, action, and reflection to develop the habits of mind required to learn effectively from experience and the commitment to put knowledge into action as socially responsible global citizens. The Experiential Learning Requirement can be met through internships, leadership, service-learning, study abroad, or undergraduate research.

Name __________________________________________ Datatel # ____________________

Email ___________________________________________ Year in School _______________

Major ___________________________________________ Minor ________________________

Dates of Experience: Start _______________   End _______________   Hours/week __________

Service Agency ____________________________   Address __________________________

Agency Supervisor ___________________________   Phone Number ____________________

Description
The service-learning workbook is for any student who wishes to satisfy the ELR requirement through service, but not through an academic service-learning course. Workbooks must include a minimum of 40 hours of direct service to the community with a registered 501(c)3 nonprofit or government agency along with intentional reflection and research activities.

Process
If you wish to fulfill the ELR in this manner, you must contact the Kernodle Center at the beginning of the semester in which you wish to complete your service. Kernodle Center staff will review the workbook and process with you before you begin serving. When completed, Kernodle Center staff and students will review your work for spelling and grammar.

Please note that students will not be able to begin their ELR after Fall Break or Spring Break. Graduating seniors who wait until their last semester to complete their ELR must be approved to do so by the Kernodle Center no later than the first two weeks of the term in which they intend to graduate.
Checklist to Complete the Service ELR
1. Set up orientation with the Kernodle Center to discuss workbook, local social issues, and community partners.
2. Identify social issue and agency
3. Meet with agency to discuss volunteer opportunities
4. Begin serving and completing timesheets
5. Complete the end of service evaluation with agency supervisor
6. Submit your completed workbook to the Kernodle Center
7. Attend a final reflection session with Kernodle Center staff on the day before Reading Day each semester

Assignments to Complete the Service ELR
*Items 1 and 2 should be completed before beginning service. Items 3-6 should be completed during the first 3 weeks of your service experience. Item 7 should be completed after you finish your service.*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Completion Date</th>
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<tbody>
<tr>
<td>1. Read “Introduction to Service-Learning”</td>
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<td>2. Write a 2-3 page Service-Learning Plan</td>
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<td>3. Write a 1-2 page Annotated Bibliography with at least 3 scholarly sources related to your social issue</td>
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<td>4. Read “Leadership for Social Change”</td>
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<td>5. Write a 2-3 page Contextual Analysis Paper</td>
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<tr>
<td>6. Read “Fostering Critical Reflection: Moving From a Service to a Social Justice Paradigm”</td>
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<tr>
<td>7. Write a 4-6 page Reflective Analysis Paper</td>
<td>Day before Reading Day</td>
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<td>8. Turn in completed workbook</td>
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It is suggested that you schedule an appointment with the Writing Center to review your papers before submitting them to ensure they are to the highest level of academic standards. Kernodle Center students and staff will be reviewing your work.
Service Learning Plan
Before you begin serving, it is important to understand both your service agency and the social issue that the agency addresses. Utilize the agency’s website to help gain information on the community, the social issue, and the agency. In 2-3 pages, please address the 5 sections listed below. Utilize the prompts under each heading to help guide the writing for your section. Each section has questions meant to prompt your thinking – answer at least 2 from each section.

“Introduction to Service-Learning” Reading
- How does this reading influence your perception of service and your role as a volunteer?
- Where do you think you will fall along that spectrum during this experience?

Social Issue
- What social issue are you addressing?
- What led you to choose that issue?
- Why is this issue important to the community? How do you know?
- Describe the community in which this social issue exists.

Community Partner
- What agency are you working with? Do you have any prior experience with them?
- What is their mission statement/what do they do?
- Who do they primarily serve?
- What should you know before beginning service there?

Volunteer Role
- What do you think you will be doing on a daily basis at your agency?
- How can you best use your skills and talents to benefit the mission of the agency?
- What are you hoping to gain or learn from this experience?

Learning Outcomes
- Pick two of the learning outcomes listed below in the Learning Outcomes section that you are most interested in accomplishing, list them in this section, and explain why you chose them.
- How will you work towards that outcome during your service?
- How will you know if you have been successful?

ELR Learning Outcomes
Completing the ELR through service integrates academic knowledge with community experiences to engage students in holistic learning. By completing the service ELR:
- Students will identify as engaged citizens and scholars who partner with communities to create innovative solutions to society’s most pressing problems.
- Students will understand and appreciate the need for justice, equity, and fairness for all members of a community.
- Students will consider and appreciate the value of diverse beliefs, ideas, and worldviews.
- Students will connect the knowledge from their own academic discipline to their work with communities.
- Students will develop the necessary skills to be engaged citizens and informed leaders who contribute to our democracy.
- Students will learn how to explore and reflect on core personal values.
- Students will develop the ability and commitment to work collaboratively with communities to advance the common good and reflect on the aims and accomplishments of one’s actions.
Annotated Bibliography
Find at least 3 scholarly articles that are specifically related to the social issue that your organization addresses (hunger, affordable housing, etc.). Read the articles and create an annotated bibliography using APA formatting. Your bibliography should be between 1-2 pages.

Your annotated bibliography should include a summary of the article, an analysis of the article’s source, and the potential for you to use the information gained.

You may find articles in journals through a database search or by working with Belk Library staff. There is also a link to the “Service Learning and Civic Engagement” resource guide on the ELR page of the Kernodle Center’s website.

Contextual Analysis Paper
In your service-learning plan and annotated bibliography, you examined both your organization and your social issue. This paper will ask you to put both of those together as you think about the context (social, political, economic, historical, religious, etc.) in which your organization and social issue exist. Utilize your experience in the organization as well as resources about the local community to help gain a better understanding of its place within the broader community.

It is suggested that you conduct an informational interview with your agency supervisor to gain a more thorough understanding of their work. Questions may be far-ranging but information gained should be used in both this and the reflective analysis papers. You may choose to ask questions that draw out a personal response (What inspires you to continue to be engaged in the work of this organization?) or that focus on systemic issues (What is one thing that you wish could be changed about the social issue?).

In 2-3 pages, please create a paper that includes the 3 sections listed below. Utilize the prompts under each heading to help guide the writing for your section. Each section has questions meant to prompt your thinking – you are not expected to answer each question.

Organizational History
- Why was the organization established?
- Has it grown or changed over time? What prompted those changes?
- Have there been any recent events that have helped to shape its development?

Leadership Structure
- How is the leadership of the organization structured?
- Does the organization have a Board of Directors? If so, what is their influence within the organization?
- Have you noticed any issues with conflict, communication, or leadership during your time there?

Community Context
- How have different aspects of the community impacted the organization? What examples can you point to?
- How does this organization fit into the broader community?
- Do they work with other organizations? If so, have you seen that to be effective?
- Who are the key players involved in the issue and how might they affect change for the future?
- How does the history of the location/region impact the issue?
- Who is most affected by the issue and why?
- What are other resources (policies, laws, grassroots organizations, etc.) in the location doing to combat the social issue?
Reflective Analysis Paper (complete at the end of your service experience)

The purpose of this paper is to provide you with an opportunity to critically examine the ELR experience. Reflect on the entire experience – from your first contact with your community partner to your final visit. This should be the culminating experience of your service. Your reflection should be 4-6 pages and please create a paper that has the 8 sections listed below. Utilize the prompts under each heading to help guide the writing for your section. Each section has questions meant to prompt your thinking—you are not expected to answer each question. Your final paper will be shared with both Kernodle Center staff and your community partner.

“Fostering Critical Reflection: Moving From a Service to a Social Justice Paradigm” Reading

- How has this service experience challenged me to explore my personal values?
- How can reflection help me distinguish between acts of charity and acts of social change?
- How can reflection help inform me that students work with individuals and communities as opposed to working on behalf of them?

Outcomes for the Self

Describe your experience, focusing on issues like:

- What did I accomplish?
- What did I learn about myself during this experience?
- What can I take away from this experience?
- Was I effective in my work with the agency?
- What could I have done differently or better?

Outcomes about Communities and Cultures

- Assess your personal reactions to the experience and the community in which you worked.
- What assumptions did I make about the community or the people involved with the agency?
- Did any beliefs or preconceived notions change during my experience?
- What did I do that enhanced or diminished my effectiveness as a volunteer?
- What did I learn about the community?
- What did I learn about working with communities?
- What did I learn about different cultures?

Outcomes about Knowledge

Examine academic knowledge that might be applicable to this experience. If necessary, include citations (in APA format). You may reference sources you included in your annotated bibliography.

- How did I connect my academic work to this experience?
- What knowledge or insight did I gain?
- What gaps did I find in my knowledge? How can I fill in those gaps?
- Did my definition of service-learning change?

Outcomes about Skills

Examine skills you gained during your service.

- What skills did I gain? How will they be helpful in my academic path or career?
- What was I not good at? How can I improve?
- Did I gain skills related to the learning objectives I highlighted?

Outcomes about Values

Think about the major lessons you can take away.

- How did this experience touch upon my personal values?
- What did I learn about the world around me?
What was the most important thing I learned?

Outcomes for Public Action
Think about the ‘Now What?’
- What am I motivated to do now?
- How can I describe my experience to others and engage them with the social issue?
- Why is it important for people to be engaged in their communities and working to address pressing social issues?

Outcomes about Learning Objectives
Think back to the two learning objectives that you selected.
- What progress did I make towards these objectives?
- What specific examples can you share that illustrate your growth?
Experiential Learning Requirement
On-Site Supervisor Final Evaluation

Student Name: ____________________________________________

Supervisor Name: ____________________________________________

Supervisor Title: ____________________________________________

Supervisor Organization: ____________________________________________

Please Rate the Student’s Overall Performance
What clear strengths does the student exhibit?

What are some skills or areas the student can work to improve?

How has the student developed since the experience began?

Please Rate the Following Aspects of the Student’s Performance
(5 = exceptional and 1 = needs significant improvement)

Knowledge of organization 5 4 3 2 1 N/A

Quality of work 5 4 3 2 1 N/A

Attitude in volunteer role 5 4 3 2 1 N/A

Relationship with clients 5 4 3 2 1 N/A

Relationship with staff 5 4 3 2 1 N/A

Additional Comments

Supervisor Signature: ____________________________________________

Date: _____________