1 LEARNING SITE

The below named student will perform their service-learning experience at:

Name of Learning Site: ________________________________

Name of Site Supervisor: ________________________________

Learning Site Address: ________________________________

Site Phone: __________________ Site Email: ________________________________

Student’s Position Title: ________________________________

Academically relevant tasks student will complete: ________________________________

I agree to oversee the student’s service work at the agency, to approve the student’s timesheet, and to complete an evaluation form for the service-learning student under my supervision.

Signature of Learning Site Supervisor: __________________________ Date: ________________

2 STUDENT

Name: __________________________ M#: __________________________

Email: __________________________ Phone: __________________________

3 Hour Course Code (designate): __________________________ 1 Hour Service-Learning Course Code (component): __________________________

I have elected to enroll in the above service-learning component course for one-credit hour in conjunction with the above designate course. I agree to devote 40 hours of service in Spring 2020, to the above Learning Site placement. To receive academic credit for this service-learning experience, I agree to complete all service-learning-related course requirements set forth by my service-learning professor and site supervisor. I understand that I will be graded not only on the completion of the 40 hours of service but also on the learning I achieve by integrating the classroom component with the service component. I further understand that if I do not complete the 40 hours of service, I may receive an “F” in the service-learning component class. I understand that I will receive one-credit hour for my service-learning experience. Further, I understand that my work with my Community Partner is not considered employment and I will receive no compensation.

The student’s learning goals are as follows: ________________________________

______________________________

Signature of Student: __________________________ Date: ________________

3 1-CREDIT (SL COMPONENT COURSE) PROFESSOR

Service-Learning Professor Print Name: __________________________

Service-Learning Professor Signature: __________________________ Date: ________________
Critical Thinking
By the end of the course and/or service-learning experience, students will know how to:
1. identify problems/social-justice issues in the community.
2. understand the root cause of the problem/issue identified.
3. generate alternative solutions to address the problem/issue.

Communication
By the end of the course and/or service-learning experience, students will be able to:
1. demonstrate the effective use of oral, written and listening communication skills.

Career and Teamwork
By the end of the course and/or service-learning experience, students will:
1. demonstrate strong leadership skills.
2. be able to work well in teams and with others.
3. obtain the skills to work in a career that will make contributions to society.
4. recognize that what they do in their jobs or work might have implications beyond the local community.

Civic Responsibility
By the end of the course and/or service-learning experience, students will:
1. understand the importance of contributing to their community.
2. be concerned about local community issues and problems.
3. identify ways in which they could improve their neighborhoods in the future.
4. believe they can have a positive impact on local social problems.

Public Affairs Mission
By the end of the course and/or service-learning experience, students will:
1. recognize the importance of contributing their knowledge and experiences to their own community and the broader society.
2. recognize the importance of scientific principles in the generation of sound public policy.
3. recognize and respect multiple perspectives and cultures.
4. articulate their value systems, act ethically within the context of a democratic society, and demonstrate engaged and principled leadership.

Sustainability
By the end of the course and/or service-learning experience, students will:
1. understand how their work is connected to sustainable efforts (social, economic, environmental) to addresses problems/issues in the community they serve.

Academic Development and Educational Success
By the end of the course and/or service-learning experience, students will be able to:
1. identify they learn better when courses include service-learning experiences.
2. understand the connection between their academic learning at this university and real-life experiences.
3. be committed to finishing their educational goals (either completing a degree or taking all of the classes that they had planned on taking when they first enrolled at this university).

Outcomes were adapted from the AACC-Improving Student Learning Outcomes with Service-Learning, and include the Missouri State University Public Affairs Mission course outcomes.

The Service-Learning Student and Faculty Survey Instrument to assess the Service-Learning Student Outcomes incorporates the above outcomes and includes the MSU Public Affairs Scale developed by Chantal Levesque and Jef Cornelius-White, Provost Fellows, Missouri State University.