

CLAFLIN UNIVERSITY  
DIVISION OF STUDENT DEVELOPMENT AND SERVICES  
PROGRAM FOR SERVICE LEARNING AND COMMUNITY SERVICE



SERVICE-LEARNING  
&  
COMMUNITY SERVICE  
FACULTY AND  
STUDENT GUIDE

"THE WORLD NEEDS VISIONARIES"

"SERVING THE COMMUNITY, LEARNING TO MAKE A DIFFERENCE"

# Table of Contents

<b>The Claflin Vision, Mission, and Guiding Principles.....</b>	<b>3</b>
<b>Program for Service Learning and Community Service Mission.....</b>	<b>4</b>
<b>SECTION I: Theory and Concepts - “Service Learning and Community Service”</b>	
<b>Origin of Service Learning.....</b>	<b>6</b>
<b>Learn and Serve America.....</b>	<b>7</b>
<b>Five Standards of Service Learning.....</b>	<b>8</b>
<b>Frequently Confused Terms.....</b>	<b>9</b>
<b>SECTION II: Student Requirements and Commitments</b>	
<b>Student Requirements.....</b>	<b>11</b>
<b>Ethics and Commitments.....</b>	<b>12</b>
<b>SECTION III: Required Forms and Evaluation Tools</b>	
<b>SECTION IV: Service Learning Curriculum and Procedures</b>	
<b>Service Learning Course Component for Freshman Orientation.....</b>	<b>21</b>
<b>Timeline of Service Activities.....</b>	<b>23</b>
<b>SECTION V: Virtual Assignments and Frequently Asked Questions</b>	
<b>Virtual Community Service Assignments.....</b>	<b>26</b>
<b>Frequently Asked Questions.....</b>	<b>29</b>
<b>Notes.....</b>	<b>30</b>

## **The Claflin Vision**

Claflin University will be recognized as a leading 21st Century institution of higher education that develops a diverse and inclusive community of globally engaged visionary leaders.

## **The Claflin Mission**

Claflin University is a comprehensive institution of higher education affiliated with the United Methodist Church. A historically black University founded in 1869, Claflin is committed to providing students with access to exemplary educational opportunities in its undergraduate, graduate and continuing education programs. Claflin is dedicated to providing a student-centered, liberal arts education grounded in cutting-edge research, experiential learning, state-of-the art technology, community service, and life-long personal and professional fulfillment.

Claflin is a diverse and inclusive community of students, faculty, staff and administrators who work to cultivate practical wisdom, judgment, knowledge, skills and character needed for globally engaged citizenship and effective leadership.

## **The Guiding Principles**

At the center of everything we do is a system of values informing and guiding all policies and programs. These values, expressed through our decisions and actions, are defined by five over-arching guiding principles:

**Commitment to Excellence:** We will strive for excellence through creativity, innovation and efficiency that allow for optimization of resources.

**Commitment to Valuing People:** We will value people by providing a safe, wholesome and healthy environment that fosters mutual respect, diversity, and inclusion.

**Commitment to Being Student Centered:** We will focus on all aspects of student life including student-centered education by embedding skills and praxis that foster life-long learning and independent problem solving and also translate their needs and expectations into actions that embody exceptional service.

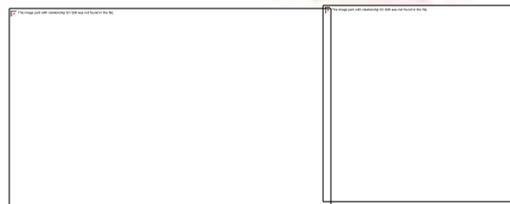
**Commitment to Exemplary Educational Programs:** We will provide exemplary educational programs and an effective learning community by ensuring that they represent the highest standards of academic excellence and by continuous quality improvement.

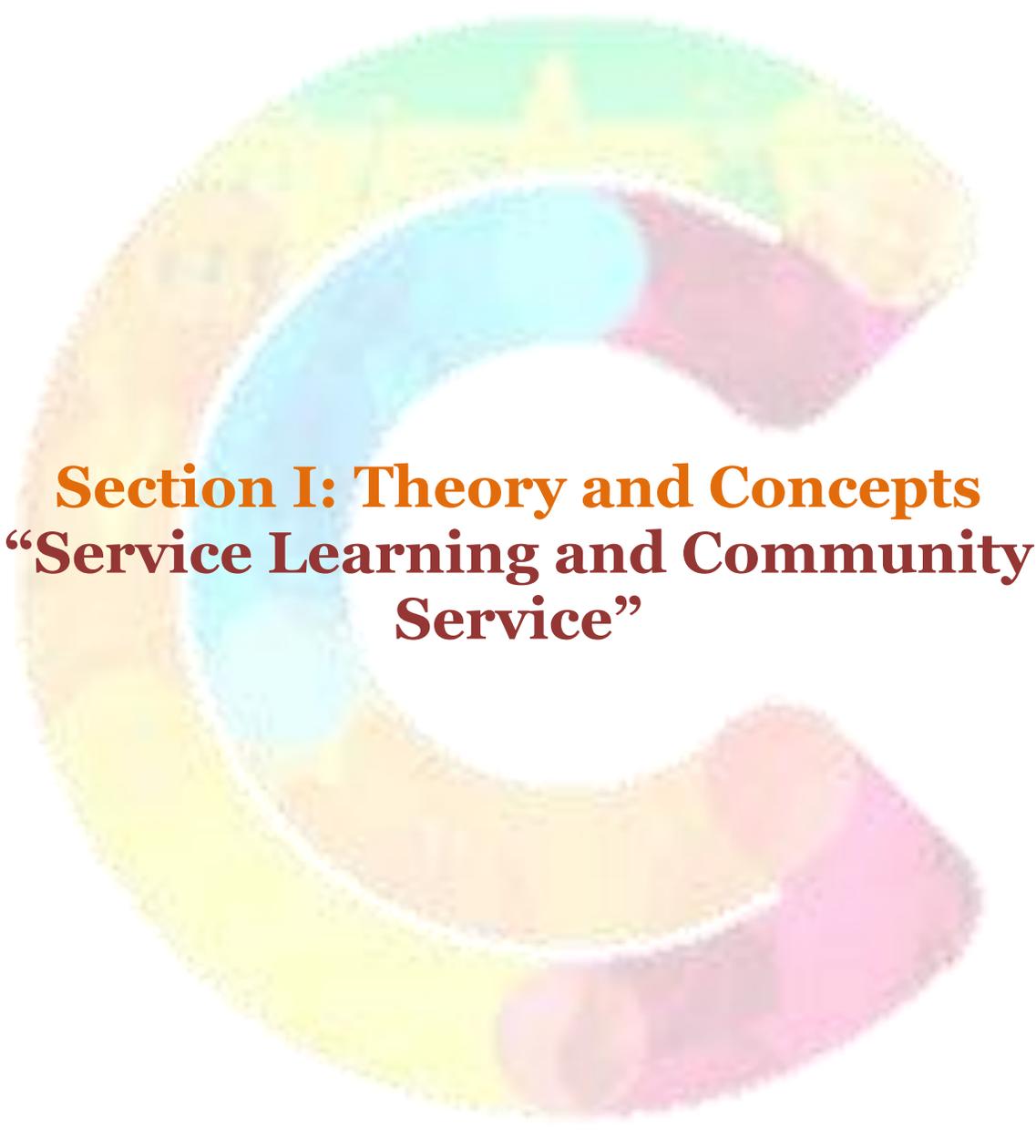
**Commitment to Fiscal Accountability:** We will commit to financial accountability by promoting and fostering a culture of compliance, integrity, and fiscal responsibility throughout the University.

The Program for Service Learning and Community Service developed this manual as a guide for exploring our core mission for service to the community, while enhancing the educational opportunities for Clafin University students.

## **Our Mission**

The Program for Service Learning and Community Service has been implemented through the Office of Career Development to aid in the enhancement of community alliances and to forge the commitment of students through service actions. Through this endeavor, students will gain leadership skills, societal insight, and the necessary experiences needed to achieve job skills and human relations. Community service and service learning, help to build the bridge between serving and learning, while establishing the link between the community and higher education.





**Section I: Theory and Concepts**  
**“Service Learning and Community Service”**

# Origin of Service Learning

The origin of service learning renders back to President Bill Clinton's National Community and Service Trust Act of 1993 that gave future collegians \$5,000 in tuition credits and more as compensation for a year of community service. More broadly, service learning is part of the movement in higher education for linking academic principles and content with experiential learning. More simply, "service learning programs integrate academic and professional skill development with service to the community.

Since learning is the goal, the experience is basically raw data that requires reflection, which is often accomplished through writing or presentations. Ideally, everyone involved has some say in shaping the activity. Benefits of service learning include increased attendance and possibly development of critical thinking and problem-solving skills, particularly students from disadvantaged backgrounds.

Service-learning offers a unique opportunity for America's young people -- from kindergarten to university students -- to get involved with their communities in a tangible way by integrating service projects with classroom learning. Service-learning engages students in the educational process, using what they learn in the classroom to solve real-life problems. Students not only learn about democracy and citizenship, but they also become active contributing citizens and community members through the service they perform.

## **Why is Service-Learning Important?**

A national study of Learn and Serve America programs suggests that effective service learning programs improve grades, increase attendance in school, and develop students' personal and social responsibility. A growing body of research recognizes service-learning as an effective strategy to help students by:

- Promoting learning through active participation in service experiences;
- Providing structured time for students to reflect by thinking, discussing and writing about their service experience;
- Providing an opportunity for students to use skills and knowledge in real-life situations; Extending learning beyond the classroom and into the community;

Service-learning also strengthens both education and local communities by:

- Building effective collaborative partnerships between schools or colleges and other institutions and organizations
- Engaging parents and other adults in supporting student learning
- Meeting community needs through service projects
- Providing engaging and productive opportunities for young people to work with others in their community



# Learn and Serve America

Learn and Serve America has its roots in Serve America, a program created under the National and Community Service Act of 1990 to distribute grants in support of service learning in order to simultaneously enrich the education of young people, demonstrate the value of youth as assets to their communities, and stimulate service-learning as a strategy to meet unmet community needs.

In 1993, President Bill Clinton signed legislation creating the Corporation for National and Community Service, bringing a full range of domestic community service programs under the umbrella of one central organization. Serve America was integrated into the new Corporation, along with AmeriCorps and Senior Corps, and is now known as Learn and Serve America.

## **Impact of Learn and Serve America**

Learn and Serve America impacts both the service participants and the communities they serve. Performance reviews, research, and policy analysis help develop and cultivate knowledge that enhances the overall effectiveness of Learn and Serve America and service-learning. A number of independent studies evaluating Learn and Serve America and assessing the program's impact on the participant have been undertaken over the years. All have come to the same conclusion-Learn and Serve America has a positive impact on participants' civic attitudes and involvement in volunteer service.

# Five Standards of Service Learning

## **I. Preparation**

Instructors and students set clear academic and personal goals for service-learning projects. Instructors accept responsibility for ensuring that service-learning programs follow rigorous standards and match service experience to academic standards. Instructors help students develop skills (academic, social, and work) required to address real world problems through the integration of service-learning into the instructional process.

## **II. Implementation**

### ▪ The Learner

Instructors create a quality learning environment in which students play an active role in developing leadership skills.

Instructors provide experimental learning opportunities to promote academic, social, and personal growth.

Instructors help students understand their civic responsibilities as school and community members.

Instructors model and help students develop an understanding that all individuals have the ability to make worthwhile contributions.

Instructors provide experiences which help students internalize concepts such as honesty, integrity, and personal and civic responsibility.

### ▪ The Community

Instructors establish strong links with community agencies to help students plan and implement successful service-learning projects.

With positive partnerships, community agencies benefit from the knowledge, creativity, and enthusiasm students contribute to the project.

## **III. Reflection**

Instructors use various ongoing reflection strategies in the instructional process. Instructors use authentic assessments (journals, portfolios, papers, e.g.) to help students maximize the service-learning experience.

Instructors help students identify connections between the service experiences and other learning situations to facilitate the transfer of knowledge to other settings.

## **IV. Celebration**

Instructors, students, and community partners will provide opportunities for students to celebrate their service achievements annually.

Instructors formally recognize the achievement of students in classroom, school, and/or community.

## **V. Evaluation**

Instructors and students are actively involved in evaluating the effectiveness and quality of service-learning activities, projects and programs.

# Frequently Confused Terms

**SERVICE LEARNING** is a method of teaching that enriches learning by engaging students in meaningful service to their schools and communities, and integrating that service with established curricula or learning objectives.

**SERVICE** refers to helping an individual, organization, cause, or community. Effective service-learning practice supports a basic understanding of the cultural contexts of service.

**VOLUNTEERISM** refers to the act of performing some service or good work without pay; usually with charitable institutions or community agencies.

**COMMUNITY SERVICE** is often a form of volunteerism, but it can also have a punitive meaning in the context of the judicial system. It is done within a defined community, which could be a classroom, school, town, or city. Typically, it does not have any intentional ties to learning; the emphasis is strictly service.

**COMMUNITY BASED LEARNING** is a term used for any learning experience that occurs in the community. Common forms of community-based learning are field trips, internships, and apprenticeships, which offer important experiences for students to master skills within real-life settings, but have no formal service dimension.

## Service Learning vs. Community Service

### Is there a difference?

With community service there is no official learning or reflective piece that ties the service with learning. Community service can easily be performed by dropping off can goods during a food drive and that is all it entails. On the contrary, service-learning is organizing a canned food drive, meeting the recipients of the drive, and reflecting upon the experience after the service venture is completed.





## **Section II: Student Requirements and Commitments**

# Student Requirements

Through the mission of Claflin University, the program for service-learning and community service will enhance the overall vision of preparing students for academic progression and real world engagement. To honor this commitment, the university has implemented a service-learning and community service requirement for all freshmen, sophomore, and assigned Work-Study students. The intention of this program is to bring "reality to the classroom", and to make class coursework more engaging and significant.

---

## **Freshman Students**

As a component of the freshman orientation course, all freshman leveled students will be required to perform the following:

- 10 hours per semester of service learning and/or community service activity at a virtual agency of preference
  - Read and complete all virtual correspondence given from the service-learning coordinator and Freshman Orientation instructor
  - Abide by all rules and guidelines specified by the university and community agencies
  - Sign up for an account and submit all digital records via volunteer management database, GivePulse
  - Complete an evaluation at the end of the service learning activity
  - Complete a reflection assignment for each impact entry, on experiences throughout their service activity (via GivePulse)
- 

## **Sophomore Students**

As a component of the sophomore, Second Year Experience course, all sophomore leveled students will be required to perform the following:

- 20 hours, in the assigned semester, of service learning and/ or community service activity at a community agency of preference (Fall Semester: Last names beginning with A-J; Spring Semester: Last names beginning with K-Z)
- Read and complete all virtual correspondence given from the service-learning coordinator and Second Year Experience (Assembly) instructor
- Abide by all rules and guidelines specified by the university and community agencies
- Sign up for an account and submit all digital records via volunteer management database, GivePulse
- Complete an evaluation at the end of the service learning activity
- Complete a reflection assignment for each impact entry, on experiences throughout their service activity (via GivePulse)

# Ethics and Commitments

Your service learning and/or community service project entails important responsibilities. You have committed to fulfilling those responsibilities as you provide needed services to local community residents. The following ethics and commitments are guidelines for assuring that you have a productive and positive experience, and that the community service/service learning program accomplishes its stated goals on behalf of those you serve. In the course of your community service/service learning endeavors, bear in mind that your sincere investment of your time and ability is greatly appreciated by the community and reflects well upon you and Claflin University as a whole.

As a Claflin Representative:

- I agree to conduct myself with integrity at all times. This includes being honest, professional, and showing respect for individuals at all times.
- I commit to be drug and alcohol free while participating in community service/service-learning activities.
- I will be committed to maintaining a positive attitude to enhance interactions that are meaningful and beneficial to those I serve.
- I will commit the time and effort to help improve the lives of others. In doing so, I will gain satisfaction in knowing that my efforts, no matter how small in capacity, will be a testament towards those I serve and my own self-worth.
- I will be open-minded and tolerant of any constructive criticism or suggestions during my service activities.
- I will actively participate and use every situation as an opportunity to improve learn and serve throughout my endeavors.

## **Responsibility**

It is imperative that all Claflin University community service/service learning participants carry out all assigned tasks related to their service activities. Your commitment to serve will bestow upon you a great and wonderful responsibility. The people and agency you serve are relying on your expertise and professionalism as a college student; however, it is inevitable that emergencies will sometimes arise that may prevent you from meeting an obligation. It is your responsibility to put forth the efforts to contact your site supervisor (or client, if applicable), as soon as possible to reschedule any missed commitments.

## **Commitment and Time Management**

You must utilize good time management. Carefully plan your time so that your various responsibilities do not conflict. Establish a regular schedule with your agency site supervisor, and strive to stick to it. Agencies are aware that you are a student and will work with you on scheduling. You are not expected to participate in community service/service learning activities during official school breaks, but may do so if you choose.

## **Community Agency/Organization Policies and Procedures**

All students should be knowledgeable of and act according to agency policies and procedures. If these policies and procedures are not specified or clearly stated, please consult with your site supervisor for further assistance.

### **Agency Training**

Some agencies will require pre-service training/orientation as it relates to your duties at the agency. It will be mandatory that you attend all training activities scheduled for your community service/service-learning assignment.

### **Background Checks**

Some agencies may require that you have a background check performed for security purposes. You will be notified ahead of time if this will be a prerequisite for the site selection.

### **Confidentiality**

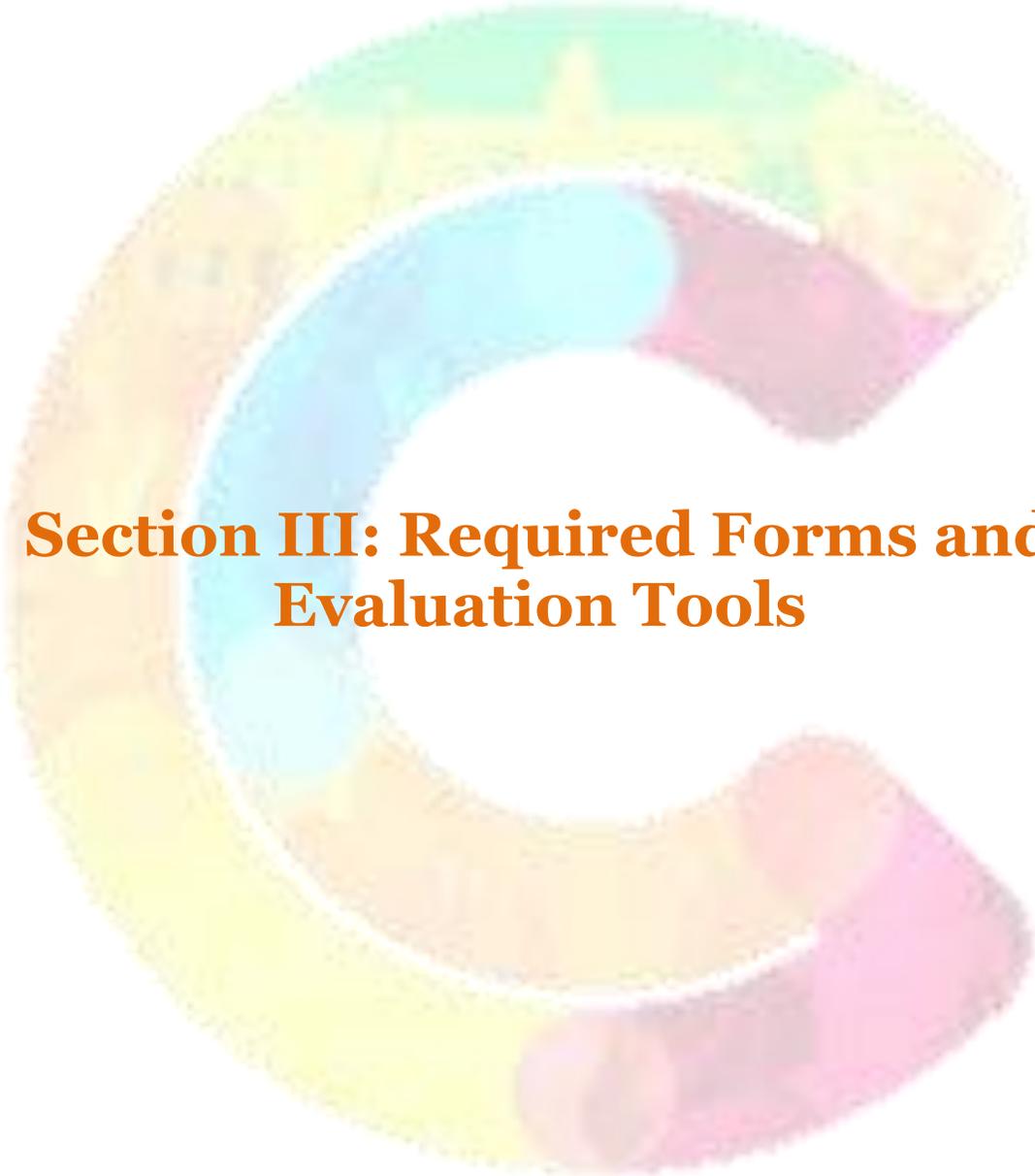
Clafin University students will respect the clients they serve and abide by all confidentiality regulations. This includes keeping confidential client(s) names, addresses, phone numbers, personal or family information, places of employment, place of residence, and all other things that clients may discuss or you learn while at your site. If a situation arises which merits notification of a higher authority, such as suspicion of abuse or illegal behavior, you are to seek assistance from your site supervisor.

### **In the Event of a Problem**

Notify your site supervisor immediately. However, if problems occur with your site supervisor, if you are unhappy with your service assignment, or you feel as though you have been unfairly treated while carrying out your service assignment, please contact the community service/service learning office at your university.

### **Suspected Child Abuse**

You are required by law to report any suspected child abuse or neglect to the proper authorities.

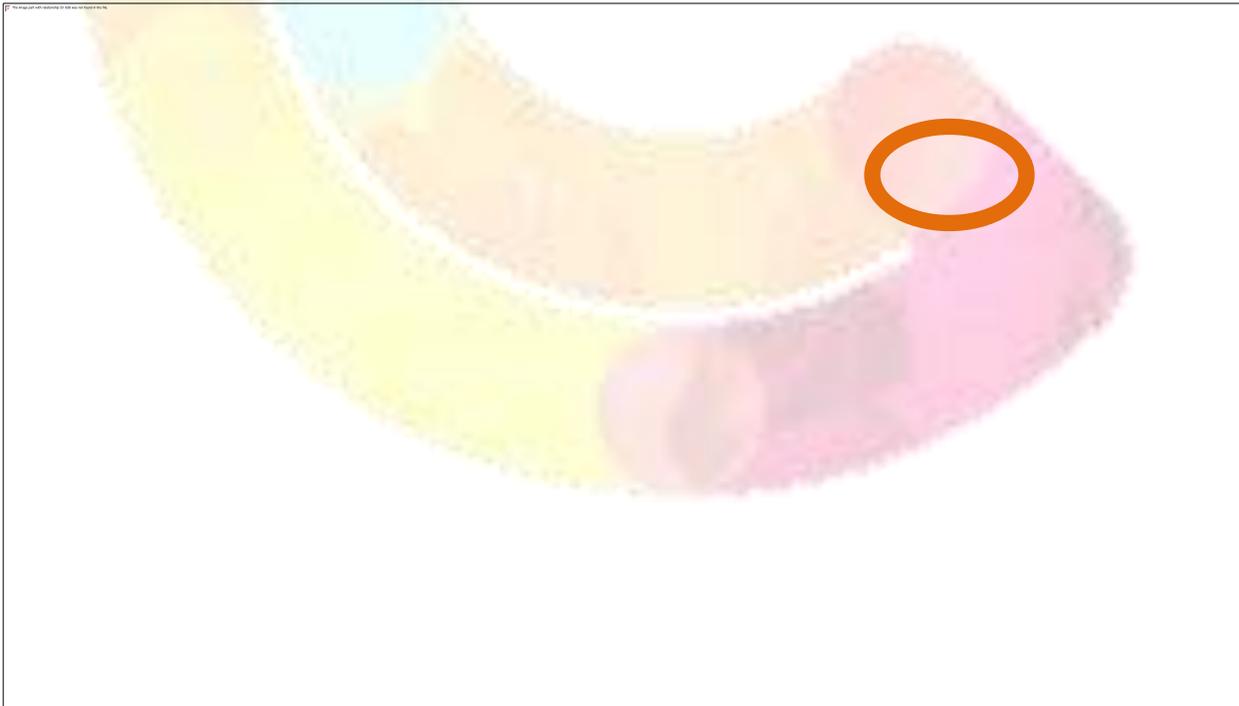


**Section III: Required Forms and  
Evaluation Tools**

# GivePulse

## Sign Up for an account

1. Go to [www.givepulse.com](http://www.givepulse.com) and click sign up.



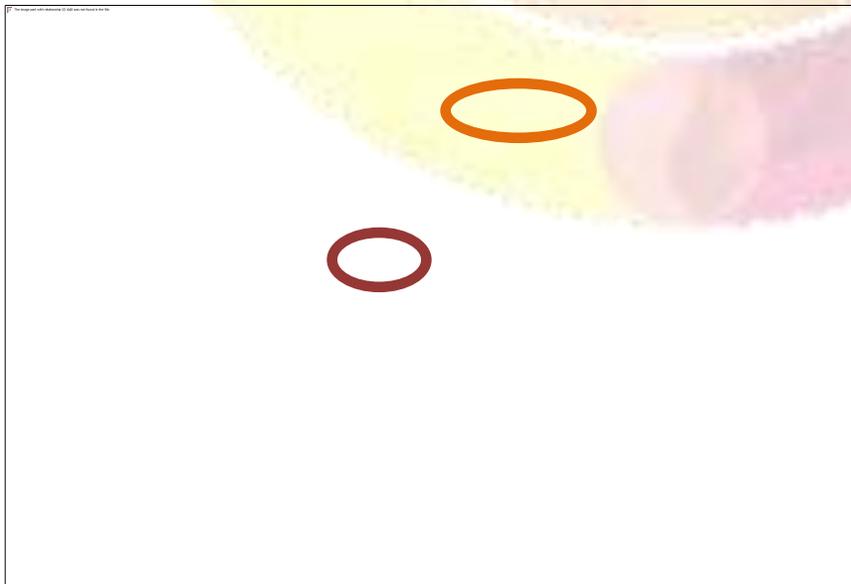
2. Ensure that you are a member of the existing Claflin University group.
3. If you are not on the “Groups” tab please search “Claflin University” and on the group page click “Become Member”. You will be prompted to enter a verified **clafin.edu** email address to join this group. Upon submission, an email to verify your address will be sent.
4. Once this process is complete, an approval will be pending.

### **Adding Impacts/Logging Service Hours and Activities**

1. Go to your Dashboard.



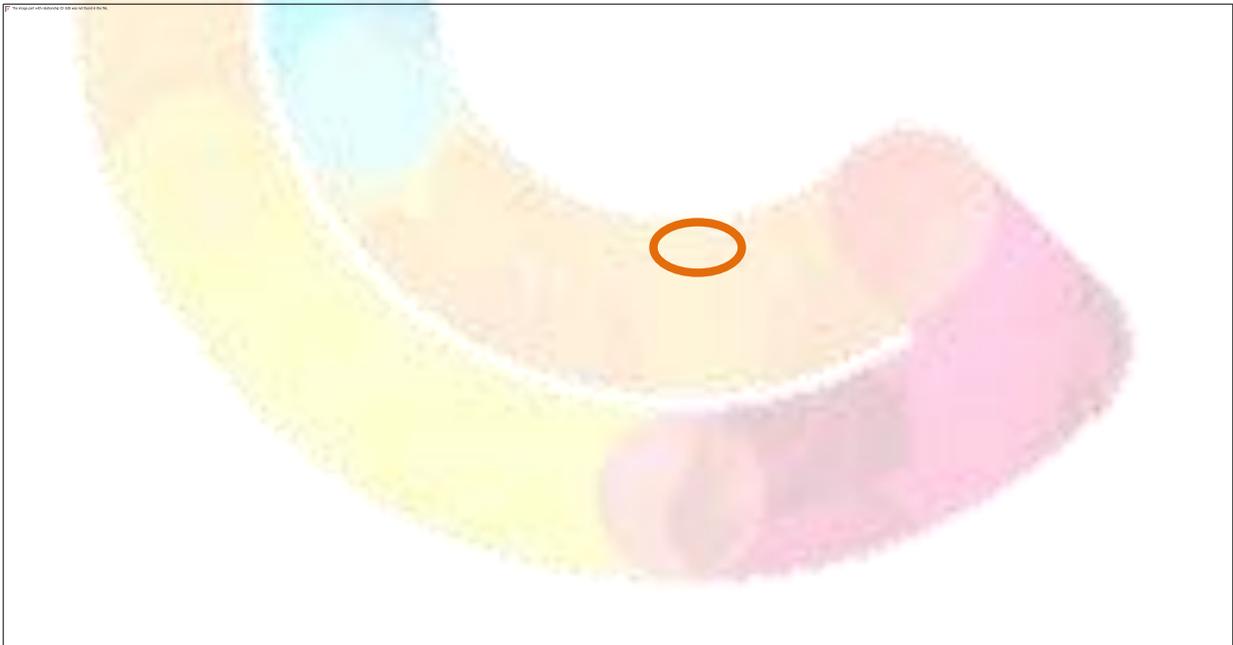
2. In the upper right hand corner, there will be a “My Activity” menu with drop down options. In the drop down menu, select “Impacts”



3. On the “Impacts” page, click the green “Add Impacts” button.



4. **You will manually enter all impacts!** On this page you will click the blue “Can’t Find It” button.



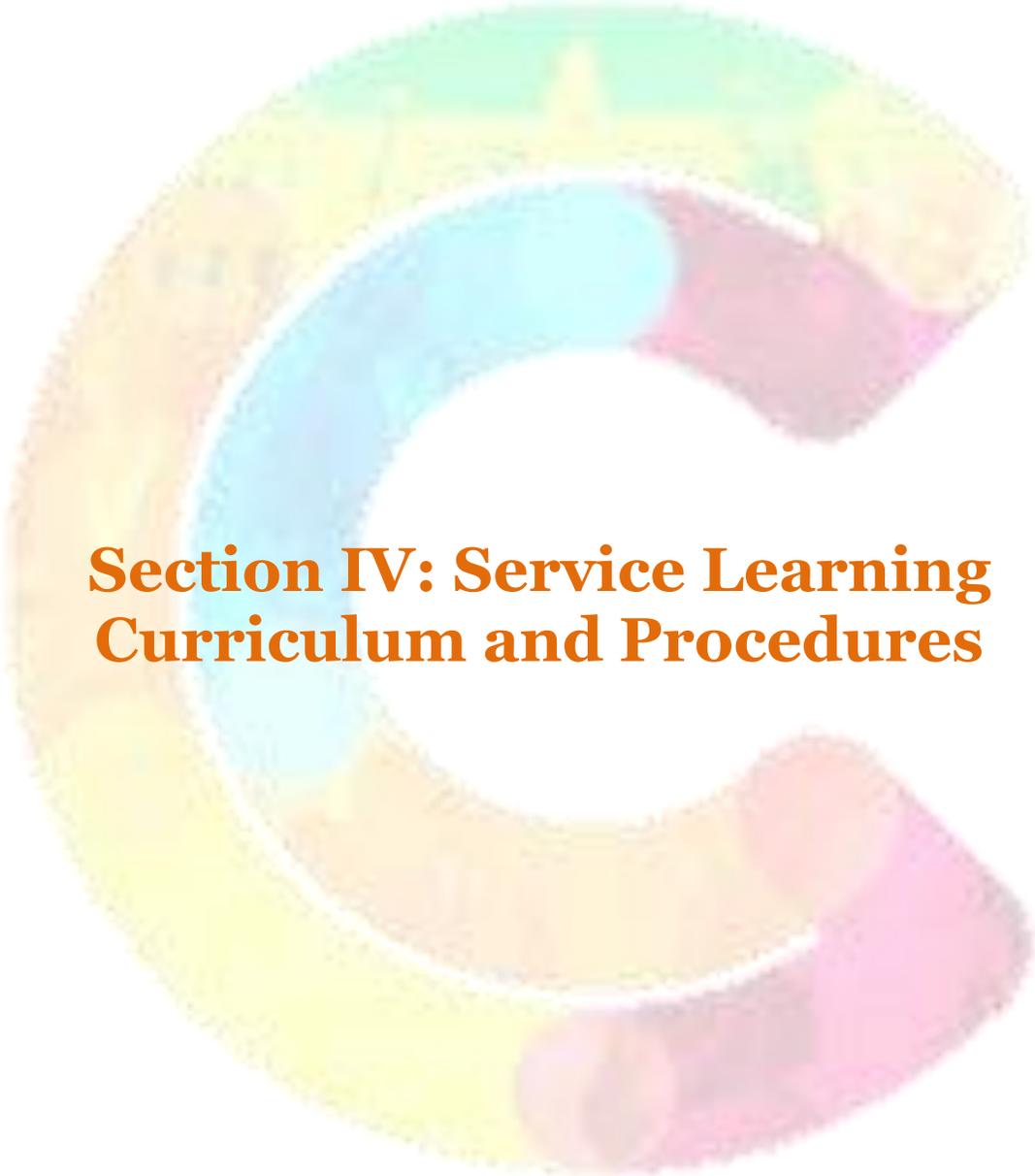
5. On this page you will be required to enter information into **ALL** fields.

**YOU ARE REQUIRED TO:**

- Select the impact type from the drop down menu.
- Rate and include a three-sentence minimum reflection.
- Attach screenshots after your activities are complete. If you do not, your hours are subject to denial and no re-entry.
  - Please note that cumulative entries will be denied. Impact entries should be for each time an activity is completed.
- Keep impacts set to public for approval.

6. Click submit for approval.





**Section IV: Service Learning  
Curriculum and Procedures**

# **Service Learning Course Component for Freshman Orientation**

## **Theory**

Research shows that service learning is important to personal and academic growth, especially when introduced at the very beginning of students' college careers. Effective service learning is the students' assessment of community needs. Student engagement increases when they determine the needs. Through curricula-based service learning, students will not just look at the community and simply see that something is wrong, but rather see a problem and immediately begin figuring out how to take corrective action while utilizing individual academic disciplines.

## **Curriculum and Pedagogy**

Assignment: Each freshman orientation class will choose a service learning community project and facilitate service actions or require community service hours from each student.

Time Commitment: 20 hours per semester

## **Learning Objectives**

- To become familiar with service learning concepts
- To plan and implement a comprehensive service initiative for assigned service projects.

## **Service Activities**

- I. Research the demographics of individual service projects.
- II. Develop a comprehensive service plan that enhances the mission of the service site.
  - a. Each student will use his/her academic discipline to establish his/her role within the project. (i.e. mass communication students could create brochures, or public service announcements about illiteracy; art students could create paintings or murals to enhance decor)
- III. Implement service activities at prospective service sites.
- IV. Develop a journal to reflect on the process of developing a service plan.

---

## **EVALUATION OF SERVICE**

### **Service Project Assessment**

- Receive feedback from faculty, students, and community site intermittently throughout the service project.

- Perform an end of semester survey with faculty, students, and community site to assess service activities.

### **Student Assessment**

- Performance will be evaluated by the instructor's assessment of individual student performance and participation.
- Journals will be evaluated for methodology and consistency.
- Students will complete evaluation forms
- Course instructors will determine student achievement by reviewing journals, service hours and evaluations.

### **Student Service Journals**

Service learning is graded by assessing what is learned through service. Keeping a journal of experiences is a valuable method for documenting your progress in reaching academic goals. Through journal writing, you describe, reflect, and process your involvement in service. A journal serves as a useful record of both service activities and what was learned.

A journal is not a log of events. It is a method to analyze the activities students are engaged in and the new things that are being learned. In a journal, important events and activities can be related to the overall objectives.

### **Grading and Attendance**

Students who meet all of the requirements (see Student Requirements; pg. 11) will earn a passing grade for the service learning component of the orientation grade.

Attendance is very important to ensure an effective relationship with our community partners. Only situations that would excuse you from taking an exam (e.g. family emergency, serious illness) are acceptable. Any student having more than two unexcused absences from his or her service site will not earn a passing grade.

### **Transportation (**suspended until further notice**)**

Transportation will be arranged for all students to attend service sites. It is imperative that students are on time and at the pick-up and drop-off sites ten (10) minutes prior to their start and end service time. The campus pick-up site for all service activities will be in front of Corson Hall.

---

### **SERVICE ACTION PLAN**

- I. Freshmen orientation classes will select a service project from the service site.
- II. Each class will form groups by academic discipline.
- III. Each group will follow the five standards of service learning while implementing service projects:
  - a. Preparation

- b. Implementation
  - c. Reflection
  - d. Celebration
  - e. Evaluation
- IV. Project planning time should be executed for approximately 20 minutes per class period.
- V. All projects must be completed by the deadline week of the fall/spring semester.
- VI. Transportation to perform the service activities will be coordinated through the service learning coordinator.
- VII. Each orientation class will complete the required evaluations during the mid-term and final periods.

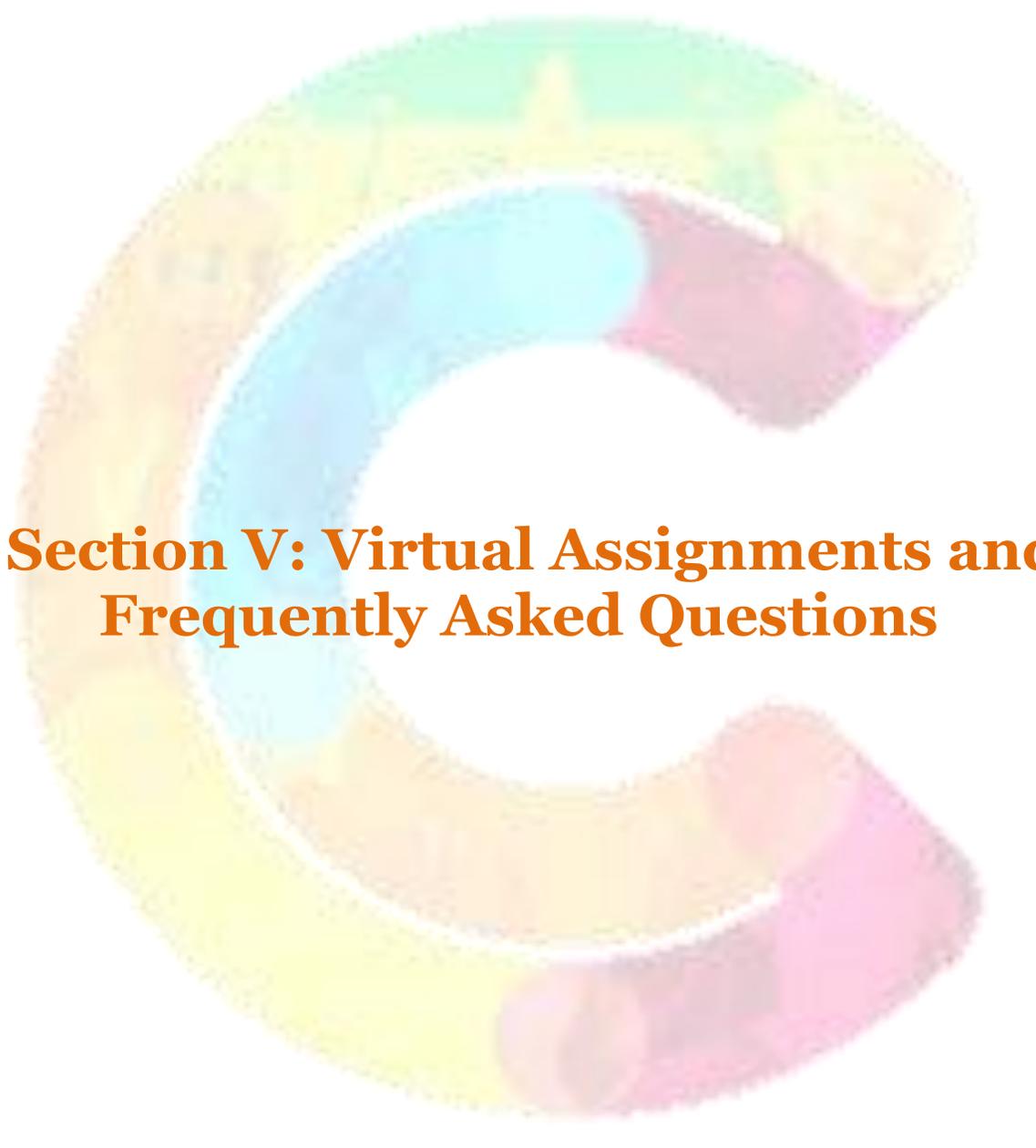
## Timeline of Service Activities

### FALL SEMESTER

Week(s)	Activity
Week 1	Introduction of service learning requirements
Week 2	Overview of service learning concepts
Week 3	Introduction of service project a. Organize groups b. Create service initiative
Week 4	Group planning and preparation
Week 5	Group planning and preparation
Week 6	Group planning and preparation
Week 7	Midterm Assessment a. Mid-term evaluations due b. Journal manuscripts due
Week 8	Mid-Term Examinations
Week 9	Site Visit/ Service Activity
Week 10	Site Visit/ Service Activity
Week 11	Site Visit/ Service Activity
Week 12	Site Visit/ Service Activity
Week 13	Service Celebration
Week 14	Final Assessment a. Final evaluations due b. Journal manuscripts due

## SPRING SEMESTER

<b>Week(s)</b>	<b>Activity</b>
<b>Week 1</b>	Introduction of service learning requirements
<b>Week 2</b>	Overview of service learning concepts
<b>Week 3</b>	Introduction of service project c. Organize groups d. Create service initiative
<b>Week 4</b>	Group planning and preparation
<b>Week 5</b>	Group planning and preparation
<b>Week 6</b>	Group planning and preparation
<b>Week 7</b>	Midterm Assessment c. Mid-term evaluations due d. Journal manuscripts due
<b>Week 8</b>	Mid-Term Examinations
<b>Week 9</b>	Site Visit/ Service Activity
<b>Week 10</b>	Site Visit/ Service Activity
<b>Week 11</b>	Site Visit/ Service Activity
<b>Week 12</b>	Site Visit/ Service Activity
<b>Week 13</b>	Service Celebration
<b>Week 14</b>	Final Assessment c. Final evaluations due d. Journal manuscripts due



**Section V: Virtual Assignments and  
Frequently Asked Questions**

# Virtual Community Service Assignments

Virtual assignments will act as a catalyst for community change, civic action, and readiness by offering critical support, guidance, and training to a range of nonprofit organizations, initiatives, foundations, government agencies, and social entrepreneurs with innovative ideas for building communities. In exchange these assignments will work to invest in our students' critical roles in achieving a just, vibrant, and civil society. Listed below are our virtual sites that we will utilize to fulfill service requirements for the 2020-2021 academic year:

## Database/Multi-Opportunistic

### **1. Catchafire Virtual Volunteer Opportunity Database**

[https://www.catchafire.org/volunteer?name filter=&type filter=1&type filter=2&page=1](https://www.catchafire.org/volunteer?name%20filter=&type%20filter=1&type%20filter=2&page=1)

Catchafire strengthens the social good sector by matching people who want to donate their time with nonprofits who need their skills. Student will be assisting nonprofits to provide critical support to communities who are in need.

### **2. The National Voluntary Organizations Active in Disaster (NVOAD) Volunteer Opportunity Database**

<https://www.nvoad.org/volunteer/>

National VOAD promotes cooperation, communication, coordination and collaboration, and fosters more effective delivery of services to communities affected by disaster. Students will be able to provide aid to and participate in many different crisis response opportunities. While not all are virtual, there are often needs for administrative or online work.

## Skill-Based

### **1. Smithsonian Institute Digital Volunteer Program**

<https://www.si.edu/volunteer/DigitalVolunteers>

Digital Volunteers can now take on important assignments to expand access to the Smithsonian's massive collections, and can participate in a variety of research programs. Some roles require special knowledge or skill, but many do not. Either students will be able to be immersed in the Smithsonian Transcription Center Experience or the Smithsonian Wikipedia Volunteer Program (WikiProject).

### **2. Translators Without Borders**

<https://translatorswithoutborders.org/volunteer/>

Translators without Borders depends on volunteers to translate millions of words, but also to help them run the organization. They work with volunteers who have

all kinds of great skills – and many learn new skills that they can use in their jobs. Students will be able to volunteer with TWB if they are fluent in at least one other language or if they are willing to fulfill roles such as project manager, graphic or web page designers and fundraising coordinators.

### 3. LibriVox

<https://librivox.org/pages/volunteer-for-librivox/>

LibriVox volunteers read and record chapters of books in the public domain (books no longer under copyright) in the USA, and make them available for free on the Internet. Practically, this means students will record books published 95 years ago or longer. Students do not need prior experience; however, they will need their voice, free software, their computer, and a microphone. Project types include:

- collaborative: many volunteers contribute chapters of a long text
- solo: one volunteer reads an entire book
- short works (prose and poetry): short works and poetry!
- dramatic works: “actors” record parts, all edited together.
- other languages: projects in languages other than English

In addition to our volunteer readers, proof listeners and book coordinators, a few more experienced volunteers are called upon as needed to take on the following roles:

- meta coordinators (MCs): support the readers and BCs while books are in production and complete the cataloging tasks when they are complete
- moderators: help the forum run smoothly and keep the peace when necessary
- admins: Maintain the project records and catalog database and try to make sure everyone has what they need to keep making more public domain audiobooks

## Miscellaneous

### 1. 6FTCloser

<https://www.6ftcloser.com/>

Students will use 6FTCloser to send messages of goodwill, gratitude, and recognition to someone they’ve never met. Soldiers and veterans who’ve fought for our freedom, teachers who inspire our future leaders, medical professionals who keep us healthy, parents who love and support us, and friends who are with us through thick and thin.

### 2. Be My Eyes

<https://www.bemyeyes.com/>

Be My Eyes is a free app that connects blind and low-vision people with sighted volunteers and company representatives for visual assistance through a live video call. Students will use this platform to help others achieve goals which are

How it works:

Blind or low-vision person requests assistance > Sighted volunteer receives video

call

### 3. Claflin Cares: Service Jumpstart (Month of July 2020)

<https://claflin.amploadvance.com/pages/home-2169>

Graduway is the online student management portal which allows students to connect with mentors in the sector in which they wish to be employed in. A component of this site will allow students to jumpstart their community service activities in the month of July by donating to specified organizations such as:

- The American Heart Association
- The National Kidney Foundation
- The Sickle Cell Foundation
- March of Dimes
- Black Lives Matter
- Packin' and Snackin'



# Frequently Asked Questions with Answers

## **1. What is Service-Learning?**

Service-Learning is a method of teaching and learning that combines academic work with service to the community. Students learn by doing through a clear application of skills and knowledge while helping to meet needs in the school or community.

## **2. What is the difference between Service-Learning and Community Service?**

**Service-Learning** is a **method of teaching** which connects classroom content to the community in a way that is helpful to others. The primary emphasis is on enriching the community in a way that happens as students apply their knowledge to a community context. In doing so, service-learning lays the foundation to examine ourselves, our society, and our future. **Community service**, in contrast, is **providing service to the community through formal or informal consultation** with local nonprofit, governmental, and community-based organizations to improve the quality of life for community residents. The most important distinction of service-learning is the **reflection** component where students utilize their personal experiences throughout the service activity to better understand and extend the formal learning from the service experience. With community service there is no official learning or reflective piece that ties the service with learning. Community service can easily be performed by dropping off canned goods during a food drive and that is all it entails. Service-learning, however, is organizing a canned food drive, meeting the recipients of the drive, and reflecting upon the experience after the service venture is completed.

## **3. What if I do not have transportation?**

The university will arrange a transportation schedule with you so that you will be able to travel to and from your community site placements. This information will be assigned during your initial registration process by the Program of Service Learning and Community Service coordinator. **(Due to COVID-19, all community service travel will be suspended until further notice)**

## **4. Can previous volunteer hours be used to fulfill new service-learning and community service hours?**

No. The hours you will be performing will be new hours for a set program. You will not be able to use previous hours from another volunteer experience.

## **5. Will I need to get a background check?**

Yes. Some community service sites will require a background check. Depending on your site, you will be informed if this is required.

**6. How many hours will be required per semester?**

Freshman= 10 hours per semester for a year total of 20 hours.

Sophomore=20 hours (depending on your last name you will complete 20 hours in the designated semester and Assembly course; A-J, ASMB 201-Fall Semester and K-Z, ASMB 202-Spring Semester)

Junior=0 hours (Pending Freshman and Second Year Experience Requirements are met)

Senior=0 hours (Pending Freshman and Second Year Experience Requirements are met)

Honors' College=All classifications are required to complete 70 hours of community service per year with a minimum of 35 hours of community service each semester.

Transfer=Depending on the credits in which a student transfers in with, their classification will indicate how many hours they will need to complete.

**7. Can students complete their hours at one site?**

Yes, which is beneficial to build a rapport with persons at the site.

**8. Must students perform service activities only within their academic majors?**

No. However, you may get more out of the experience when it relates to your field of study, but you are not limited to only those sites.

**9. How will students keep up with their service hours?**

All students will **ONLY** log their hours at [www.givepulse.com](http://www.givepulse.com).

**10. Can service activities be continued after required hours?**

It is our hope that you continue to serve at your placement site in order to gain experience and connections with agencies; however this is not a mandatory requirement for the program.









# STAFF

LOCATED IN CORSON HALL, OFFICE OF CAREER DEVELOPMENT

## **MS. CAROLYN R. SNELL**

ASSISTANT TO THE VICE PRESIDENT FOR STUDENT DEVELOPMENT AND SERVICES  
DIRECTOR OF CAREER DEVELOPMENT  
803.535.5338 | CSNELL@CLAFLIN.EDU

## **MR. JABIAN M. COOPER**

PROGRAM COORDINATOR FOR SERVICE  
LEARNING AND COMMUNITY SERVICE  
803.535.5466 | JCOOPER@CLAFLIN.EDU

## **MS. TONYETTA MCDANIEL**

ADMINISTRATIVE ASSISTANT  
ASSISTANT PROGRAM COORDINATOR  
803.535.5333 | TONYETTA.MCDANIEL@CLAFLIN.EDU

## **MR. LINDSEY L.E. BARNETTE**

ACADEMIC STUDENT SUPPORT COORDINATOR  
WORKFORCE DEVELOPMENT  
803.535.5003 | LIBARNETTE@CLAFLIN.EDU

## **MR. DOUGLAS BARNES**

EMPLOYER RELATIONS  
CAREER COUNSELOR  
803.535.5012 | DOBARNES@CLAFLIN.EDU



CLAFLIN UNIVERSITY  
EST. 1869