

Office/Department: Community Service-Learning

Director: Steve Grande

Mission Statement: Community Service-Learning prepares the JMU community to be educated and enlightened citizens committed to positive social change by providing critically reflective experiential opportunities with diverse community partners.

Functional areas included in this office/department: Alternative Break Program (January, May, Spring, Weekend), America Reads, Community Based Federal Work Study, Service-Learning courses, individual and group community engagement, clubs/student organization service projects.

1. **Students who participate in this experience will gain understanding of student affairs as a profession and the influence student affairs has on contemporary higher education through the following tasks and activities:**
 - Supervising/building/developing student staff
 - Planning and implementing staff training
 - Understanding and practice of Service-Learning theory
 - Designing and implementing reflection and educational programs to connect academic and life experiences to service experiences and social issues
 - Assisting with departmental programs (e.g. Service Fairs, Alternative Break meetings)
 - Monitoring student hour and budget reports
 - Participating in departmental committees and projects
 - Attending departmental and divisional meetings
 - Facilitating opportunities for students to translate theory to practice
 - Managing change
 - Practicing organizational communication
 - Using technology such as web based applications, MS Access, MS Excel

2. **Students who participate in this experience will be exposed to the purposeful application of the following student development, career development, counseling and/or organizational theories:**
 - Psychosocial Developmental Theories: (Chickering, Erikson)
 - Cognitive Developmental Theories: (Perry, Kohlberg, Belenky, Gilligan)
 - Typology: (Jung, Myers-Briggs)
 - Counseling Theories: (Reality Therapy, Person-Centered Therapy)
 - Career Development Theories: (Super, Holland)
 - Identity Development Theories: (Racial, White, Minority, Sexual, Gender, Ability, Religious, Social Class, Multiple)

3. **Students assigned to this site will be able to participate in the following assessment and/or evaluation projects:**
 - Program/event surveying/evaluation

- Periodic research projects
 - Supporting the development of departmental wide student learning objectives
- 4. Students who participate in this experience will be evaluated and provided on-going feedback in the following ways:**
- Weekly one on one consultation meetings with direct supervisor
 - Written performance evaluation each December and April
- 5. Specific expectations of students assigned to this site include:**
- Supervise and facilitate the development of student staff including regularly scheduled one-on-one meetings to facilitate personal, professional, and leadership development
 - Hold regularly scheduled student staff planning meetings to support community engagement efforts
 - Provide critical support to the community engagement process including connecting students, course and community partners in the Service-Learning process each semester
 - Assist with the CS-L student staff hiring process.
 - Support the planning, preparation, and implementation of all student staff training
 - Assist in the development, facilitation and coordination of individual and group reflection for Service-Learners
 - Participate actively in regularly scheduled one-on-one meetings with supervisor and professional staff meetings
 - Others duties as assigned

Contact Person (*temporarily*)

Steve Grande, Director
Community Service-Learning
2nd Floor, Student Success Center
(540) 568-6366
grandese@jmu.edu