

Service Learning Career Ladder . . .

As we plan ahead, the following forms an outline for our goals for the career ladder.

Year 1 (Fall 2008), Semester 1:

(i) Journey of Transformation in conjunction with service learning: We will be inviting 10 faculty to incorporate SL into their course in the Fall, from 7 the past year. This represents an increase to approximately 200 SH students who need to be placed with a Community Renaissance Partner, serving approximately 500 individuals. The scope for much further growth is, of course, vast and exciting, if not also a little daunting!

Year 1 (Spring 2009), Semester 2:

(i) Journey Further: Students who wish to volunteer at their site for another semester will be encouraged to do so, once they have demonstrated the commitment to do so. In many cases, individuals from the community such as young struggling students need stability, care, and guidance from their mentor. We must create this opportunity if we are to be visible for the long term among our partners. All parties can benefit from this matching. SH students would receive additional tutoring / mentoring / leadership training workshops from guest speakers and CCRE Director.

(ii) 50 hour ceremony: This year, CCRE established a 'student service learning advisory board', questions were asked regarding what would be meaningful incentives for students. Suggestions made were:

- a. Graduation pin
- b. Written mention on transcript of hours logged
- c. Milestones of service recognized

This 50 hour milestone will represent the hours of service that students record, and will be recognized at a lunch toward the end of the semester.

Year 2 (Fall 2009):

(i) Site Coordinators: This idea forms an integral part of a grant we are applying for that will allow us to expand the number of SH students we provide sites for. As mentioned, 10 faculty will be invited to incorporate service learning freshmen courses, representing an increase of 3 faculty and approximately 100 students requiring placement. We are responding to this increase by increasing the number of school sites we work with from 3 to 6. This will necessitate the development of new site coordinator positions at each school. These will be part-time paid positions, filled by experienced undergraduate or graduate students, whose responsibility will be to report directly to the Project Coordinator.

(ii) Mentor-freshman mentee: This initiative is being developed in conjunction with the Leadership Studies Program in an attempt to match community leaders and Seton Hall alumni with emerging student leaders that have been identified through their service learning experiences. In this way, our student mentors will themselves become mentees, giving them the opportunity to reflect on their service learning and how to become a better servant leader.

(iii) Non-profit internship: Students may wish to work individually with non-profits having spent time the previous year on project development. This internship opportunity

would allow them to hone their skills in an environment more directly tailored to their specific interests.

(iv) 100 hour ceremony, special guest

Year 3 (Fall 2010):

(i) Substitute Teacher: As mentioned by Assistant Principal Carlo from Newton Street, students have the option to pursue part-time employment as a substitute teacher once they have accumulated 60 credits. This will allow them to earn over \$100 a day while improving their skills at working with children.

(ii) Stand alone Programs, eg, run sports program or environmental AS program:

(iii) CCRE interns and special projects

(iv) Non-profit internship

(v) 200 hour club

Year 4 (Fall 2011):

(i) Substitute Teacher

(ii) Non-profit part-time hire: Representing a career ladder, this will provide a paid opportunity for students who have spent almost 2 years with a non-profit to actively engage in paid part-time employment. This is predicted to occur based on the students' demonstrated dedication and leadership over an extended period of time.

(iii) Alumni Mentoring and special project

(iv) Graduating Pin

(v) 300 hour club

(vi) Service Transcript : It would be beneficial to students who have dedicated extensive time during their undergraduate education to receive official recognition on their transcript. CCRE will take steps to gauge the possibility and obstacles to this.

(vii) Graduation Pin