Student Guide to the

Academic Community Service-Learning Experience

By Community we mean an experience that helps students go beyond their own private interests, learn about the world around them, and discover how they as individuals can contribute to the larger society of which they are a part.

— Ernest Boyer, 1990
## Community Service-Learner Checklist

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<tr>
<th>Date Completed</th>
<th>Task To Be Completed</th>
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<tr>
<td></td>
<td><strong>Complete</strong> the “Pre-Community Service-Learning Experience Survey” and turn it in to your Instructor or CCLC, 345 Fraser Hall <em>(if applicable)</em></td>
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<td><strong>Read</strong> the “Student Guide to the Community Service-Learning Experience”</td>
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<td><strong>Select</strong> a community organization based on your interest and availability <em>(see page 2)</em></td>
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<td><strong>Complete</strong> and turn in the “Community Preferences Ranking Form” <em>(if applicable)</em></td>
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<td><strong>Contact</strong> the organization to arrange your involvement <em>(see page 2 of Student Guide)</em> and complete application, interview and other organization requirements</td>
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<td><strong>Participate</strong> in the Career and Community Learning Center “Get Up, Get Into It, Get Involved” pre-service orientation <em>(see the packet of community options for dates and times on the website at <a href="http://www.cclc.umn.edu">www.cclc.umn.edu</a>)</em></td>
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<td><strong>Read, complete and sign</strong> the “Community Service-Learning Contract” and “Community Service-Learning Participant Agreement” with your community organization supervisor and turn it in to your Instructor <em>(see appendix for forms)</em></td>
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<td><strong>Record</strong> the hours you spend doing your community work on the “Community Involvement and Service-Learning Hourly Log” <em>(see appendix)</em></td>
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<td><strong>Check-in</strong> with your community supervisor mid-semester to review your progress towards your “Community Service-Learning Contract” community work and learning goals</td>
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<td><strong>Participate</strong> in Coffee Hours held by the Career and Community Learning Center throughout the semester <em>(see <a href="http://www.cclc.umn.edu">www.cclc.umn.edu</a> for dates)</em></td>
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<td><strong>Share</strong> copies of your journals, papers, photos, videos or projects involving your community-based learning experience with your community supervisor and CCLC, 345 Fraser Hall</td>
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<td><strong>Invite</strong> your community supervisor to attend the class to hear your presentation if you are doing an end of the semester presentation in class</td>
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<td><strong>Schedule</strong> a time at the end-of-the-semester with your community supervisor to evaluate your learning objective and discuss ending your commitment or continuing your community work</td>
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<td><strong>Obtain</strong> the signature of your community supervisor to verify completion of your community work hours on the “Community Involvement and Service-Learning Hourly Log” and turn it into your Instructor</td>
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<tr>
<td></td>
<td><strong>Complete</strong> the “Post Community Service-Learning Experience Survey” and return it to your Instructor or CCLC, 345 Fraser Hall <em>(if applicable)</em></td>
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The University of Minnesota is an equal opportunity educator and employer. This material is available in alternative formats upon request. Please contact the Career and Community Learning Center, 612-626-2044 or cclc@class.cla.umn.edu.
What is Community Service-Learning?

Service-learning is an approach to experiential learning, whereby students learn and develop through active participation and engage in activities that address human and community needs together. Service-learning helps foster civic responsibility, enhances the academic curriculum by connecting academic theory with real-world experience; and includes structured reflection [adapted from the Corporation for National Service RFP].

The most important thing an institution does is not to prepare a student for a career, but for a life as a citizen.

~ Frank Newman

Q: Why am I getting credit for volunteering?

A: Your instructor is not giving you academic credit for the time you spend working with an organization; you are receiving credit for the learning connected to your experience in the community. Think of your experience as a text you are learning from, but instead of reading it, you are living it. Unless you are able to articulate and connect the theories you learned from your course texts, from lectures, or from your experience in the community to the course concepts in an acceptable way to your instructor, you will not get credit for your work.

Benefits of Community Service-Learning

- Provides valuable experiential opportunities that will connect theory to practice to help you gain a better understanding of topics you’re learning about in the classroom
- Gives you a better understanding of people who are different from you in terms of age, economic means, education, physical and mental ability, background, gender identity, religion, culture and/or ethnicity
- Provides you with a way to gain greater understanding of how economic, political, and cultural structures in society effect and impact individual lives, families, and communities at large
- Helps you to examine your values, attitudes, and beliefs by engaging you in new environments
- Sharpens creative problem-solving abilities, collaboration skills, and other important leadership skills
- Allows you to develop citizenship skills to make a difference in your local/state/national and world communities
- Expands your personal and professional networks
- Fulfills requirements to be admitted into some academic programs and is looked upon highly by potential employers
- Creates opportunities to become comfortable and feel competent in a variety of social situations
- Allow you to gain an understanding of other cultures and how an individual’s own culture has shaped his/her worldview
- Fosters respect and appreciation for multiculturalism, and provides opportunities to engage in cross-cultural situations where you will gain experience in relating to people from a wide range of backgrounds and life situations
- Provides you with opportunities to interact and work cooperatively with familial and non-familial adults

“It is not a question of whether you will change the world. Every life affects the world one way or another. It is therefore a question of how you will change your particular world.”

~ Christopher Notes
Step 1: Determining Where To Work!

Assess Yourself

- What issues or causes really move me when I hear about them in the media?
- What are my motivations for wanting to participate in the community (other than a requirement for a course)?
- Do I prefer working with individuals one-on-one or would I prefer working with a group?
- What type of environment would I like to work in (consider the size, indoor or outdoor, structured or unstructured)?
- What skills or abilities do I have to share with others?
- What skills or abilities would I like to develop or nurture?

What Do I Do First?

Selecting an Organization & Setting Up Your Community Work

Once you have selected an organization to work with, contact the person identified on the handout, unless otherwise instructed in the description. In this first contact, you should identify yourself in the following manner:

“I am [your name], a student in [name of course], a community service-learning course, taught by [instructor's name] at the University of MN. I am interested in the _____________ opportunity your organization listed with the Career and Community Learning Center.”

Be clear and straight forward during this first contact in order to maximize the use of both your time and the person you are calling. The more you explain exactly what you are looking for and why you are interested, the more likely you are to have a good experience.

When you talk to the organization contact person ask about the following information if not provided:

- What are the hours and does this fit with your schedule?
- Application Procedures (do you need to fill out an application, provide references, submit a resume and cover letter be interviewed?)
- Will the organization need you to complete other requirements in order to work with them (i.e. if you are working in a hospital or with children or other vulnerable populations, criminal background checks will be required before starting and these have a one to three week processing time, etc.)
- Talk about transportation concerns (bus routes, directions, and car pooling).

Bus Information: Visit the Metropolitan Transit Commission (MTC) website at http://www.metrotransit.org/ or call 612-373-3333

Car Pooling: Although CCLC does not have a formal process to help students identify car pooling opportunities, we do have a couple suggestions:

1. Talk to other students in your class who have decided to work at the same organization
2. Ask the organization contact person who else from the University is doing their community work at the organization
3. Contact CCLC to find out if we have a list of students who expressed interest in the same organization
Step 2: Preparing for Your Work!

Your Responsibilities

- **Attend** one of the “Get Up, Get Into It, Get Involved” pre-entry training sessions sponsored by CCLC early in the semester (specific dates, times, and locations for these sessions will be provided in your course packet).
- **Make** the course learning objectives clear to your community organization supervisor by developing your individual learning objectives for your Community Service-Learning Contract with your community supervisor.
- **Enter** your community service-learning experience with an open mind, show respect for traditions and differences and avoid imposing your culture and value systems on others.

Authentically and Respectfully Entering Diverse Communities

Through many community service-learning experiences, issues of difference and “the other” surface with regularity. Although while we learn about others we also learn about ourselves, distancing oneself by focusing on “the other” rather than “the self” when in a new environment is often the easy way out. As service-learning participants working in diverse urban communities, you will be confronted with the issues of power and privilege. Multiculturalism in service-learning requires we each look at our own privileged and marginalized identities and the ways in which these identities impact our participation in communities and in service-learning.

A student working in a homeless shelter, for Sociology 1001, wrote this journal entry describing her first day at her site. For many students, service-learning experiences are new, challenging and often intimidating because students may be entering into communities that are different from what they regularly encounter.

Journal Entry #1
January 2

Today was my first day at the shelter and I’m surprised to realize how nervous I was with the thought of dealing with 250 homeless men, as well as workers who were also complete strangers to me. After finding the shelter and the entrance, I soon discovered that it was locked. Outside of the shelter with me were about twenty men also waiting to get inside and I have to admit that I was really uncomfortable waiting outside with them. So I went next door and asked the woman at the front office if she could let me inside because I was a volunteer and the door was locked. She then told me to go back to the shelter and ring the doorbell… so I headed back feeling as though all eyes were on me. I was so uncomfortable and all I wanted to do was get into the building. However, my reaction to these men is making me realize that this service-learning experience is going to be really hard. How am I going to work with a group of men when I am afraid to wait outside with them?

When entering into any community site - Ask yourself these questions:
- Why am I the way I am?
- Why do I see the world the way I do?
- How might my view of the world be limited or skewed?
- Do I see myself as a prejudiced person?
- Do I identify myself with a particular socioeconomic class?
- Do I hold stereotypes about people who are of a different gender, race, ethnicity, sexual orientation, religion, or socioeconomic class?
- How do I think about the people I will be working with in the community? Do I think I am “working with” others or “doing for” others? People who are treated as “needy” or “deficient” instead of as people who are “resourceful” with “assets” changes how people act and how they are treated by others.

“We don’t see things as they are, we see things as we are.”
~ Anais Nin
Ethical Issues: Confidentiality and Disclosures

Be aware that as a community service-learner you may know information about individuals you are working with that is covered by rules of confidentiality. Speak to your community supervisor to discuss how the obligations of confidentiality may apply to you. But when in doubt, do not reveal or discuss information about clients or patients without permission from the professionals for whom you are working. Disclosures by an individual can normally be discussed only with your immediate agency supervisor. Examples of disclosures you should report include:

- if the individual has threatened to physically harm another person
- if the individual has threatened to physically harm him or her self
- if the individual has disclosed physical or sexual abuse or neglect on the part of a caretaker or other professional

Consult with a supervisor or other professional to whom you are responsible to at the community agency or project. These situations may be new and disturbing to you, but the professionals with whom you are working have dealt with similar situations before and are in a position to take appropriate action or to give you good advice on how to handle a situation.

Remember organizational confidentiality applies when discussing the individual(s) as a part of class discussion or a written assignment:

- change the individual’s name;
- eliminate identifying characteristics (where parents work, identifiable physical characteristics, where the individual lives, etc.)
- suppress details about personal information that has been disclosed - for instance, you might state that the individual has a history of abuse by a family member, but details about who, when, and where should be kept confidential

Safety and Transportation Issues

Urban Street Smarts

- Stay alert at all times. Be aware of your surroundings and trust your instincts.
- Appear confident and comfortable and make eye contact with individuals in the community.
- Do not bring valuables or other items which make you appear as an “outsider” in the neighborhood.
- Give your schedule to a roommate or friend and include the phone number of the organization.
- Try to become a part of the community where you work - shop in local stores, eat out in the neighborhood, attend community and neighborhood events.
- Keep current on the issues and incidents affecting the neighborhood in which you work by watching the news and reading the newspaper. However, keep in mind that these sources may have biased representations of incidents.
- Develop a community safety net of resources in your assigned area: identify people, places, and things in the area that can be of assistance in the time of need (e.g., location of phones, 24-hour stores and their employees, local police, etc.).

Traveling to Your Organization

- Make sure that you research your route ahead of time and get clear directions on how to find your community site.
- Be sure to ask your organization contact where to park if you are driving or which bus stop to get off at if you are taking public transportation to the organization.
- Watch who gets on or off the bus with you. If you feel uneasy, walk directly to a place where there are other people.
- Always lock your car doors, whether you are in the car or not, and park in well-lit areas.
- If you feel that someone is following you, do not go home. Walk or drive to the nearest police or fire station, or open business for help.
- If you are uncomfortable going to your organization alone, try to arrange going to the site with other students in your class or from the U of MN.
- Ask for an escort when leaving a community agency if you feel uncomfortable alone.

Remember: The quality of your community work experience is directly proportional to the effort you put into it!
Step 3: Time to Work! What to Do at Your Community Organization

Your Responsibilities

- **Take your community work seriously!** Your attitude and the quality of your work will affect existing relationships between the University of Minnesota and local community organizations – recognize your role as an ambassador of the University of Minnesota.

- **Approach your position as you would any job;** each organization has certain policies, procedures, and expectations you must adhere to while working with their organization (e.g., confidentiality, training requirements, attendance and being on time as scheduled).

- **Never report** to your organization under the influence of drugs or alcohol.

- Learn your organization's established emergency procedures.

- **Expect uncertainty** at first. Your level of comfort will increase as the semester progresses.

- **Be Realistic About What You Can Accomplish.** Don't expect to see the same results a trained professional does during a 40 hour week, when you are putting in a few hours each week.

- **Maintain a positive attitude** and keep things in perspective, no position is 100% exciting and challenging.

- **Be flexible** and ready to adapt to changing situations. The level of intensity at community organizations is not always predictable.

Communicate With Your Site Supervisor

- **Ask about the history and mission** of the organization so you can put your work in a context.

- **Ask for feedback** from your supervisor or the Volunteer Coordinator on a regular basis. Be prepared for constructive criticism and praise. Remember that depending how long or how many hours you plan to spend with your organization often dictates the amount of time an organization can invest in you.

- Do not complain that you did not know what to do if you did not ask people what you need to do.

- **Don’t Ignore Your Feelings!** We realize that for some people new to community work there may be a conscious or unconscious level of anxiety or fear involved in doing this work. Whether you realize it or not, these feelings often surface in body language and actions you may not be conscious of doing, such as holding back and not jumping into the work. Talk to your supervisor about it, it is natural and articulating it can help lessen your apprehension.

- **Deal With Problems as They Arise!** Be up-front about your concerns or the problems. While it may be uncomfortable to discuss difficult situations with people you do not know well, confronting problems directly is more beneficial than letting a situation get out of control. If you’re uncertain how to resolve the issue, seek assistance from your supervisor, your SL Course Liaison, or discuss the situation with your instructor.

- Do not be afraid to acknowledge that you and/or the organization misjudged your involvement. Contact the volunteer coordinator to discuss your concerns with your assignment, hopefully you’ll be able to work with the coordinator to adjust the position or move into something more appropriate for you at the organization.

Be Responsible About Your Schedule

- Start early in the semester and plan extra hours in case of illness, bad weather, car trouble, semester crunch times, etc.

- Arrive on time and be prepared to work.

- Let your supervisor know when you have mid-terms, finals, or when you will be gone on breaks, especially if these may infringe on your ability to fulfill your weekly commitment. People are depending on you, so be courteous and respectful to them. If you are sick, call the organization to let them know you will not be able to make it due to illness.

- Inform your supervisor at least 24 hours in advance if you are unable to attend your normal shift.
Take Precautions to Avoid Risks and Uncomfortable Situations

- Avoid one-on-one situations that place you alone with a child, or isolate you and a child from main areas.
- Be patient when working with children; discipline is not your role.
- Respect the privacy of individuals you are working with in the community. Do not become intrusive.
- Respect people’s boundaries. While you may regularly show affection for children, recognize that each child has the right to reject displays of affection (a hug or a pat on the shoulder) if he or she feels uncomfortable with them.
- Respect your own privacy. Use common sense in discussing sensitive subjects and do not go into details of your private life.
- Don’t expose others (particularly children or elderly) to illness.
- Children will look up to you, be careful about what you say and do while you are working with them.
- Never make promises or commitments to people at the organization that neither you nor the organization can keep.
- Do not give your phone number or address to non-staff members you are working with in the community.
- Don’t offer a client a ride in your personal vehicle unless authorized to do so by the organization.
- Report any incidents, real or perceived, which make you feel uncomfortable.
- Document in writing any accidents that occur while working in the community organization.
- You are not required to participate in an activity that makes you feel uncomfortable or unsafe, however, you should discuss such situations with your site supervisor.
- Never engage in verbal exchanges of a sexual nature or behavior that might be perceived as sexual. As a service-learning student you should never initiate any form of sexual behavior. If someone from your organization—whether it be a client, another volunteer or an employee tries to have sexual contact of any form with you please report it to whomever you feel most comfortable whether it be your instructor, your CCLC contact, or your community supervisor.

Integrate Yourself Into the Environment

- Open yourself to learning from the community in which you are working.
- Orient yourself to the physical and social environments of the organization. It helps to know how the overall organization operates so you are able to understand how your role in the organization is contributing to larger organizational goals.
- Get acquainted with as many people as possible, so you will gain a broader perspective on how your organization operates.
- Observe others at work and offer to help out when you are able.
- Say hello first! You may not realize it but people who are at the site may be just as hesitant to greet you, not because they do not want to get to know you but rather because you are a new face.
- Learn people’s names! Knowing a name can go a long way so make an effort to get to know people, but be patient, it is through constant effort and time that relationships are developed.
- Do not expect that it is the organization’s responsibility to make you comfortable (they already are).
- Show Interest! Many people are used to seeing volunteers come and go so often that they may be reluctant to reach out to you.
- Establish Rapport - The values and attitudes required of the service-learning student in establishing rapport:
  - nonjudgmental and non-critical attitude
  - acceptance
  - understanding people’s rights to make their own choices and decisions
  - respect for the individual’s worth and dignity
  - empathy
  - authenticity

After weeks of working at the shelter, this student was able to overcome her anxiety about working with homeless individuals. In the case of this particular student, she learned that there are many ways to solve uncomfortable situations by taking a proactive role in creating a community environment at her organization.

Journal Entry #5
January 29

In the following weeks, I have noticed that many of the regular men who come to the shelter are very friendly to one another and have formed a social group. As a volunteer, I have begun to learn peoples’ names, which is slowly earning me some sort of connection. I have become more comfortable and look forward to seeing some of the guys who I talk to regularly. Jim, one of the regulars, and I have had some great conversations and I have really begun to question some of my past beliefs about homeless people. Where before I might have believed that the majority of homeless individuals are lazy, addicts, and jobless. However, Jim (like many of the men who come into the shelter) was laid off from work, couldn’t afford his apartment, and soon found himself homeless. He has now found a job, but the minimum wage is barely enough to save up for a security deposit, not to mention his family. I have also observed that the men at the shelter respect the staff members who are receptive to them and who show them genuine interests and respect. I realized that knowing names, asking the men about their day, and just talking about news and sports really makes a world of difference in how I am accepted. Also, I have realized that I am now more judgmental of the men who come into the shelter because I am getting to know them. In time, I have come to understand that there is no reason to judge these individuals based on how they may appear or because they have found themselves in situations that have led them into homelessness. I now understand that it is incredibly difficult to overcome the poverty that got them in their situations in the first place.

Q: How does my work contribute to the community?

A: Sometimes human beings struggle to see how our work impacts the community, especially when social issues seem overwhelmingly large. We want to ensure that our work is contributing to the organization in a meaningful way and we want to see results, but we forget that community change requires us to be in it for the long haul. While you may not automatically see how your contribution is meaningful, take a look at the larger context or ask the organization to share how what you are doing contributes to their overall mission.

The real voyage of discovery consists not in seeking new landscapes, but in having new eyes.

~ Marcel Proust
Step 4: Learning From Your Experience!

The best service-learning experiences come when you work, critically and objectively observe and then reflect on your experiences.

Observation Questions

What is the mission of the organization (e.g. the agency’s purpose)?
How does the organization fulfill that mission?
Does it do what it attests to do?
Who make up the population the organization works with?
What are the characteristics of the client population?
Where is the organization located?
What does the neighborhood look like? Smell like? Sound like?
How does the organization interact with the surrounding community?
What resources are in the community?
What is the proportion of paid staff to volunteers in the organization?
What is the structure of the organization?
How is the organization funded?
How dynamic and innovative is the organization?

“ReFLECTION” = A seeing INSIDE.
~ Yup’ik translation

Reflection On Work

The Career and Community Learning Center believes that reflection is an integral aspect of the community service-learning experience. Reflection is the key ingredient for transforming service experiences into learning. It is basic to the process of integrating service with the academic concepts presented in the classroom. In order to maximize your learning experience, reflection should occur both in and out of the classroom.

Ways to Reflect

• Attend a “Get Up, Get Into It, Get Involved” Coffee Hour Reflection Session, www.cclc.umn.edu/students/events
• Review your goals periodically to assess how well you are meeting them.
• Discuss your experience with other service-learning participants and your supervisor.
• Keep a journal to help you reflect on your experience and learning.
• Help get others involved on campus. Talk with your instructors and peers about your experience.
• Update your resume to include your service-learning experience. Sign-up for one of the Career and Community Learning Center Resume Writing Workshops or Critiques online at www.cclc.umn.edu, call 612-624-7577 or visit 135 Johnston Hall.

Action without reflection leads to burnout;
reflection without action leads to cynicism.
~ unknown

Reflection Questions

1. Describe a person you’ve encountered in the community who made either a strong impression on you, + or –
2. How has your understanding of the community changed as a result of your participation in this project?
3. Why does the organization you are working for exist?
4. How can you educate others or raise awareness about this group or social issue?
5. What are the most difficult or satisfying parts of your work? Why?
   How are your values expressed through your community work? And how you live your life?
Step 5: End of the Semester - What’s Next?

Seeking Closure: Ending Your Commitment

- **Be mindful of the commitment you made** to an organization and the person or people with whom you are working. Remember this work is highly relationship based; people are depending on you. **Do not assume the organization is aware of your departure.** You need to tell the organization when you are ending your time with them. Many organizations hope you will continue working with them once your class commitment has ended.

- As you are approaching the end of your time with an organization, **schedule a meeting with your supervisor** to review and discuss your goals and what you have learned and observed over time by working with them. This will be helpful for both parties, especially if you later request recommendation letters or references.

- By entering into an individual’s life, especially when you are working in one-on-one situations, you have made a dramatic, quite possibly lifelong impact. Never, under any circumstance “drop-out” of the individual’s life suddenly and unexpectedly. Make an effort to establish a termination date, share that date with the individual, and keep your commitment.


- At the end of your experience, the Career and Community Learning Center may ask you to complete an evaluation form about your experience.

- **Optional, but encouraged!** Share quotes, stories, testimonials about your experiences in the community and connecting that work back to your course. We want to collect journals, pictures, copies of your end of the semester papers or products you create for the organization to show future students as examples. **Please complete the “Want to See Your Name in Print?” form** available from the Career and Community Learning Center or on the web at www.cclc.umn.edu/students.

Beyond the Course: Continuing Your Community Work

1. **Talk to your community organization supervisor** or the Volunteer/Outreach Coordinator to find out how you can continue working with them. If you are interested in staying with the same organization, it may be possible for you to try out other roles;

2. **Join the Community Empowerment through Learning and Leadership (CELL) program** by emailing cell@class cla.umn.edu or by calling 612-625-3455 to let the CELL Program Advisors know you will be continuing at that organization. CELL is a student organization associated with the Career and Community Learning Center, 345 Fraser Hall. By joining CELL, you can meet other University students who believe in the value of active community engagement and who are involved with organizations working on a range of community issues.

3. **Enroll in another service-learning course** –contact the Career and Community Learning Center in 345 Fraser Hall for a copy of the “Courses that Combine Community Involvement with Learning” brochure prior to registration for the upcoming semester course offerings, or check out www.cclc.umn.edu to inquire about upcoming offerings.

4. **Pursue Faculty-supervised field work, individual research or directed study**: A student may contract with a faculty member as a means to develop an individual project in conjunction with a course, develop an independent research project, or engage in field-work, such as a service-learning internship or participate in a collaborative research project through UROP.

5. **UROP (Undergraduate Research Opportunities Program)** grants of up to $1,400 are available for students doing collaborative research projects with a faculty sponsor. If you are interested in applying for the Undergraduate Research Opportunities Programs (UROP) Grant, consider ways you could integrate your interests in the community by doing a community-based action research project. For example, a student might conduct research arranged through the Center for Urban and Regional Affairs (CURA), which works to connect neighborhood-based organizations with students or faculty interested in the research they want done. Information on UROP is available in 345 Fraser Hall (for CLA students) and in 325 Johnston Hall (non-CLA students)

continued...
6. Focus your undergraduate major on community issues by working with **CLA Individualized Degree Programs**. For more information call 612-624-8006 or come to 345 Fraser Hall. If you would like to design your own degree program using courses primarily from colleges other than CLA, contact the **Inter-College Program** at 612-624-2004 in 107 Armory.

7. Consider participating in one of the **Higher Education Consortium for Urban Affairs (HECUA)** locally-based, 16 credit program. Information about these programs is available in the Career and Community Learning Center’s Off-Campus Study program in 345 Fraser Hall, 612-626-2044.

   **City Arts**: Explore the relationship between the arts, culture and social change. This off-campus learning experience, available over Spring semester, combines fieldwork, group conversation and a dynamic Twin Cities internship.

   **Metro Urban Studies Term (MUST)**: Do you want to delve into social issues that you care about? Look into the Metro Urban Studies Term (MUST). This off-campus learning experience is available each Fall and Spring semester. MUST combines fieldwork, group conversation and a dynamic internship in the Twin Cities.

8. **Pursue Ways to be Paid for Your Work in the Community:**

   **Community Service Work Study** is a program funded by the US Department of Education through Federal Work Study (FSW).

   The **University of Minnesota Student Employment Center** provides service opportunities to eligible students who wish to work in a non-profit environment. If you want to do community service work and you have a FWS award or if you are interested in determining your eligibility for FWS, contact the Job Center at 625-2000, option 2, 100 Donhowe, 319 15th Ave. S.E., Minneapolis, MN 55455-0106. Listings of currently available FWS jobs are posted at http://data.ohr.umn.edu/student

   **NPCR, the Neighborhood Planning for Community Revitalization**, a program in the Center for Urban and Regional Affairs (330 Humphrey Center) regularly funds Internships and Research Assistantships for students interested in working with neighborhood organizations on community designed applied research projects.

9. **Explore International community-based field learning programs through the Global Campus.** Consider participating in one of several international field study programs. Except as noted for SPAN, all of these programs are administered at the University of Minnesota through the Global Campus. For more information, UMabroad@umn.edu, call 612-626-9000, or www.UMabroad.umn.edu.

   **Student Project for Amity among Nations (SPAN)**: Summer research program that allows students to design and conduct their own project in any of four countries under the direction of a faculty adviser who accompanies each group. Destinations and advisers change each year and are announced in February a year and a half before the summer abroad. Preparatory seminar precedes the overseas considered until October. Contact SPAN, 216 Heller Bldg., West Bank, 626-1083, SPAN@umn.edu.

   **Minnesota Studies in International Development (MSID)**: Fall semester or academic year in Ecuador, India, Kenya, or Senegal. Fall combines classroom preparation with month-long field placement; spring continuation consists of 25-hour-per-week internship (8 cr) plus research project (8 cr). Internships are available in fields such as women’s mobilization, public health, environmental protection, agriculture, and micro-business development. Fall is 16 credits, 32 for the academic year.

   **International programs run by HECUA**: Scandinavian Urban Studies Term, South American Urban Semester and the Environment, Economy, and Community in Latin America. These programs are 16 credits.

10. **Check out** www.cclc.umn.edu **for more extensive information.**

    We come to terms as well as we can with our lifelong exposure to the world. But eventually, our knowledge depends upon the living relationship between what we see going on and ourselves. Insight doesn’t happen often on the click of the moment like a lucky snapshot, but comes in its own time and more slowly from nowhere but within.

    ~ Eudora Welty