



Three Mandatory Meetings:

May 28 @ 5:00-6:15 p.m.

June 13 @ 5:00-7:00 p.m.

Jul. 1 @ 5:00-7:00 p.m.

in 410 Stevenson

Make Arrangements Now!

Service Learning in Peacebuilding (PEAC 550)

“Everyone can be great because everyone can serve.” (Dr. Martin Luther King Jr.)

Checklist for PEAC 550, "Service Learning in Peacebuilding"

1) Enrolling in PEAC 550: PEAC 325 and 350 are prerequisites. Students may be permitted to enroll for a future term while they are completing these prerequisites. To receive permission to enroll, write the Director of PJCT, specify the term and teacher for completing the prerequisites, and also provide your student i.d. number. The director will send you a *sample* syllabus, which includes helpful information from the past. (Specific details may be revised from semester-semester and PEAC 550 teacher-teacher.) Although students often enroll the semester they plan to graduate, doing so earlier is recommended--especially for students with a heavy course or work load their final semester. Every year some students express *their* deep disappointment in dropping 550, their final requirement for the PJCT certificate because of unexpected demands on their time.

2) **Because students meet as a class only a few times across the term, each is mandatory and cannot be made up.** Specific dates and times are listed on the course schedule when you register. Make plans early to adjust your work and school life accordingly. If you cannot attend on the mandatory dates, plan to enroll in a different term.

3) **Research and select your service learning site now!** You will find a long roster of these in the sample syllabus. Some suggestions:

- Follow your passion in researching and selecting a site.
- You are expected to provide a signed "Application for Service Learning" at the first meeting at the beginning of the term. That means you should contact the organization *early*. Do so at the time you seek permission to register, i.e. well before the start of the term. Most organizations are over-worked and under-funded. Answering inquiries from students they do not know is not their top priority. Be patient. Some organizations require a criminal background check, which can take a month to complete; you will likely not be permitted to begin until this is done, which means you will have fewer weeks to complete your service hours *if* you begin late.
- Many organizations require training before you may begin. Sometimes the training is scheduled quickly, sometimes not. Some organizations have a set monthly schedule for these. Time for training counts as service hours. **Starting early reduces anxiety and uncertainty!**

- Be mindful of the organization's hours of operation and how these fit your schedule. Most organizations are closed on the weekends, and some have limited office hours. Be certain that your schedule mesh with the organization's so that you can complete the required service hours: **plan ahead!**
- Students may *propose* a site that has not been previously approved, but it must be off-campus and they will be expected to explain to the director or teacher why and how this site is engaged in peacebuilding. See definition in syllabus. There are many valuable ways and places to volunteer, but not all constitute peacebuilding.
- If you have trouble finding a site, consult the teacher or director.
- With prior permission, you *may* be able to begin your service learning before the term begins.
- **Keep track of your service hours weekly by having your supervisor sign the time sheet weekly.**
- Consider that service learning is an opportunity to build new skills and address weaknesses. Don't build only your strengths.

4) Make entries in the required service learning journal regularly and thoughtfully. The journal is not a diary of facts and events. Students should *reflect* on their service learning experiences and apply their critical thinking skills to the service, the organization, and themselves. Students who use the journal to deepen their understanding and to reflect on themselves will find this extremely helpful for their capstone paper.

5) **Choose your elective** and provide PEAC 550 teacher with an electronic copy of the syllabus **no later than the second mandatory class meeting**. You will find the full roster at [electives](#) Most students have several to choose among. Select a course you found to be engaging and that also bears on your service learning experience. The capstone paper requires you to include a section that addresses your elective. Occasionally, students wish to change the elective over the course of the semester when they have new and deeper experiences with their service learning. This is usually possible with prior approval of the teacher.

6) **Final Paper:** Students bring different kinds of past experience to writing a paper as substantive as that expected for the capstone of the PJCT certificate. For some, it is familiar, a new iteration of a previous research paper. For others, it marks the first time they have been expected to write so thoroughly about a series of interrelated experiences. As a help to all students, the syllabus provides a thorough explanation of what is expected. It also includes sample outlines drawn from past students. Students should assume that both the writing style and substance of their capstone paper is important. They are also encouraged to think of the paper as a permanent record of their observations and insights about an experience that most students find intrinsically meaningful and a significant accomplishment near the end of their college education.