#### In the program's first year, Engaged Scholar-Activist students:

- Spoke directly with students in various classrooms, orienting them to Service Learning and Community Based-Learning
- Located and set up new opportunities for students to engage within the community
- Mentored Service Learning students in finding appropriate service placements for the semester
- Lead discussions in numerous classes so students could meaningfully reflect on their service experiences
- Arranged an immigrant/refugee panel for a healthcare class
- Organized and led a group to students to Washington, D.C. for an Immigration Conference
- Facilitated bringing a community speaker into a class to address environmental racism in Denver
- Helped run a 24-hour Urban Plunge Retreat to introduce participants to homelessness in Denver
- Helped set-up meetings at local coffee shops for students to meet with homeless veterans
- Educated students about microlending organizations and met with various faculty members to discuss creating a microcredit club on campus

To learn more about this program or to find out how you can become involved, please contact:

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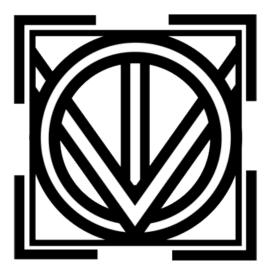
### REGIS COLLEGE CENTER FOR SERVICE LEARNING

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## REGIS COLLEGE CENTER FOR SERVICE LEARNING

# The Engaged Scholar-Activist Program



NEA OPE SE OBEDI HENE Symbol of Service & Leadership

WE BELIEVE STUDENTS ARE POWERFUL

### What is the Engaged Scholar-Activist Program?



In the 2008-2009 school year, the Center for Service Learning began to shift the focus of its work by implementing a new

program called the Engaged Scholar-Activist Program. This is program based on the nationally recognized "Student as Colleague" model suggested by Campus Compact, which is currently functioning in various colleges and universities around the country.

This program utilizes the knowledge and power of students across all class standings and through various disciplines in order to further the work of the Center for Service Learning (CSL) in Regis College.

The aims of this program are for students to enhance the work of the CSL in three areas: through working directly with faculty and departments to help plan and implement effective service learning in the classroom; through serving as mentors and resources for students working in the community; and by acting as direct liaisons between CSL and community organizations in Denver.

#### Some descriptions of ESAs' work include:

- Serve as a conduit between the CSL and the one's designated academic department(s)
- Meet with faculty and the designated academic department(s) to brainstorm, create, implement, and evaluate curricular and/or co-curricular Service Learning (SL)/Community-Based Learning (CBL) opportunities
- Research potential SL/CBL opportunities to match particular academic goals and seek actual SL/CBL placements where viable match is determined
- Collaborate with CSL staff to write CBL curriculum pertinent to particular academic goals
- Introduce SL/CBL component to classrooms engaged in SL/CBL
- Locate and provide educational resources to determined classes engaged in CBL/SL
- Mentor students seeking CBL/SL site placement for CBL/SL classes
- Facilitate in-class debriefs on CBL/SL activities or small-group sessions outside of class
- Invite relevant guest speakers to classes, facilitating the full process of introducing them to the faculty and introducing them in class
- Serve as liaisons between the CSL and designated community organizations
- Participate in SL/CBL experiences and service immersions as relevant to students' specified pro-
- Brainstorm, plan, implement, and evaluate curricular and co-curricular SL/CBL immersions in the Denver community (and potentially beyond)

### We see this new focus in the CSL as important, as it:

Calls upon ESA students to act as role models for their peers, take accountability and charge for their own education, and explore the responsibility that comes with working with faculty, departments, and community agencies.

Enhances the learning of students that enroll in SL/CBL classes, not only giving them the opportunity to learn experientially, but with direction and enthusiasm from their fellow students, who often can bring their own relevant experience to renew the energy of service learning

Strengthens the education teachers offer in their classrooms, by bringing in fresh perspectives and interactive methods of class teaching, facilitation, and learning

Benefits the community in that students are better prepared to engage in the community through service orientation from the classroom,

and can better comprehend and analyze larger social issues from the experiences in the community, learning both their place in these struggles and how they can become agents of positive social



change for local and global justice.

"No one is born a good citizen; no nation is born a democracy. Rather, both are processes that continue to evolve over a lifetime. Young people must be included from birth. A society that cuts itself off from its youth severs its lifeline."

-Kofi Annan