**Service Learning Focus: Homelessness in Atlanta**

 *Honors Service Learning (HON 3280)*

 *Joe Feinberg, Middle and Secondary Education*

With a focus on service-learning, Honors College students will engage in a broad examination of the nature of homelessness through relevant literature and guest speakers. We will also learn from people experiencing housing insecurities and establish a dialogue with them rather than acting on preconceived notions and stereotypes. Students will evaluate the local homeless needs of Atlanta, learn from guest speaker presentations, and positively impact the local community through service. Hands-on service projects will engage students to serve with people experiencing homelessness at Central Outreach & Advocacy, Gateway Center, HOPE Atlanta, or other agencies. Each service experience can be tailored to fit with a student’s major. In addition, advocacy projects are encouraged through this colloquium.

# College Prep and Service Learning

*Honors Service Learning (HON 3280)*

*Tracy McKinney, Educational Psychology, Special Education and Communication Disorders*

Private schools often graduate students who go on to college seamlessly. However, there are pockets of students in some public high school populations, who struggle with the road to college. They are often smart enough, but lack motivation and purpose. These are the students who ‘fall through the cracks.’ This course will work with local high school officials to identify students who fit this criterion. Once identified, GSU students will create a number of presentations designed to motivate the students to see college as a true option. These presentations will include, but will not be limited to, information about preparing and taking the SAT, writing college entrance essays, what college courses are really like, how to choose your major, various jobs related to a major, and financial aid. Some presentations will require the GSU students research topics to ensure accurate presentation content. This preparation will take place over the first half of the GSU semester. For the second portion of the course, the GSU students will deliver the presentations and provide mentoring to the students at their high school. I expect this to be a mutually beneficial relationship. The GSU students will learn about and actively participate in mentorship. They will also learn or become better acquainted about various topics related to college. The high school students will become better prepared and more familiar with college ready topics. Research has shown that engaging students in their own learning, in this case college readiness activities, helps keep students more connected to their learning increasing their learning outcomes (Warren, 2012).