

Service-Learning

Service-Learning Community Manual

"Never doubt that a small group of thoughtful, committed citizens can change the world, indeed it's the only thing that has." Margaret Mead



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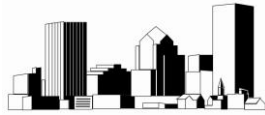
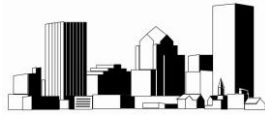


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PREFACE

This handbook has been created for Rochester schools, agencies, organizations and businesses who have self-defined needs that will be addressed by Monroe Community College service-learning students. It includes general guidelines, expectations and forms associated with the service, and is intended to assist you in providing a meaningful experience for yourself and your MCC student service-learner(s).

The Center for Service-Learning Mission:

The Center for Service-Learning will enrich Monroe Community College student learning and address community-defined needs through student civic engagement.

"Service-Learning means a method under which students learn and develop through thoughtfully organized service that: is conducted in and meets the needs of a community and is coordinated with an institution of higher education, and with community; helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students enrolled; and includes structured time for students to reflect on the service experience."

American Association for Higher Education (AAHE): Series on Service-Learning in the Disciplines (adapted from the National and Community Service Trust Act of 1993)

The Center for Service-Learning at Monroe Community College will provide as much support as possible to faculty, students and community partners. The Service-Learning Coordinator will be in contact with your agency on a weekly or bi-weekly basis throughout the semester unless otherwise specified. The Coordinator will make visits to the site as needed and is available to answer questions about service-learning and offer suggestions. The Coordinator serves as a liaison between students, faculty and community partners, as needed.

If you have any questions about this manual, faculty associated with the course or if you wish to discuss a student's progress, please feel free to contact the Center for Service-Learning at 585-262-1713.

More information can be found at the Service-Learning website:
<http://www.monroecc.edu/depts/servicelearning/>

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"Tell me and I forget, Teach me and I remember, Involve me and I learn" - Benjamin Franklin

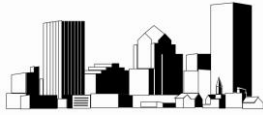


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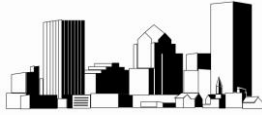
GUIDELINES FOR COMMUNITY SITE

On-Site Orientation

All community sites must conduct an on-site orientation. This is an opportunity to provide information and instruction to the student(s). It is important that students become familiar with your agency and staff, understand their responsibilities, learn about your policies and attend any necessary training. The more information that you can cover during the on-site orientation, the more prepared student(s) will be to work at your agency. Please encourage them to ask questions and give them feedback about appropriate behavior at the site.

The following are some suggestions for what you may want to include in your on-site orientation:

- 1) Agency Information: Educate the student(s) about your organization: Whom do you serve? What are the demographics? How are you funded? What is your mission? What is your philosophy?
- 2) Staff: Who are some of the staff and what are their positions? Is there any jargon or language generally used by staff that students would want to know?
- 3) Provide a List of Contacts/Numbers: Please list people/agencies that will be useful for students in doing their work.
- 4) Responsibilities: What is expected of the student(s)? Describe the role student(s) play in your agency. How will their performances be appraised?
- 5) Policies: Sign-in/out, dress code, office rules.
- 6) Training: If any is needed, what kind and when?
- 7) Final Product: What is the final goal for your agency that is expected from the student(s) by end of service?
- 8) Scheduling: What are your agency's hours of operation? When should students complete their service? When will you meet with students during the semester to review work they have done independently?



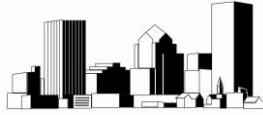
GUIDELINES FOR COMMUNITY SITE

(Continued)

- 9) Supervision/Interpretation: It is important that all service-learning students have a contact person at the community site who will supervise them. The amount of time each student will need supervision will depend on the project or service activity. Students may be allowed to work independently without specific activities assigned each visit. When structured this way, supervision time can be more effectively used for questions and feedback. If the assigned site supervisor will not be available for any reason, please make sure the student has another site representative available if needed. Additionally, throughout the assignment, the site supervisor should help the student interpret the experience he/she is doing and the work of the agency and the others.

It is important to remember that students are not volunteers. Students are here to meet community needs, but they are also using this experience to enhance their learning of the college course material. Students are receiving academic credit for learning through their service efforts. Your assistance in helping service learners think about what their experience means to them and how it relates to their coursework is very valuable.

- 10) Sign-In Procedure: Students are required to have a sign-in time log completed every time they come to your agency. We ask students to have their site supervisor or someone from your agency initial their time log during each visit.
- 11) Identification: Provide students with identification from your agency or require students to have their MCC identification available.
- 12) Modeling: The site supervisors become part of the student's image of what it means to be a professional in the world of work. Often the interpersonal relations that develop between a supervisor and a student are among the most significant parts of the student's experience. Taking an interest in the student, his/her activities and sharing feelings and interests beyond the work situation can be very helpful.
- 13) Student Documentation: Your service-learning student(s) may ask you to verify service hours spent at your site by initialing his/her Student Time Log. If a student requests that you initial their Time Log, please do so for any hours that you can verify. Students completing a project off-site are not required to obtain a site supervisor signature.



GUIDELINES FOR SERVICE-LEARNING STUDENTS

As a service learner it is important to remember that you are not only representing yourself as a student, but you are representing Monroe Community College.

Treat your service as you would treat paid employment. Make sure to arrive on time. Tardiness is unprofessional and inconvenient to the site supervisor. Clothing should always be neat and professional. Ask what the dress code is if it has not already been mentioned.

If you are working directly with individuals who your community site serves, make sure to obtain and maintain professional communication. Educate individuals about your role at the community site and for how long you will be there. Remember, this is a professional relationship.

Make sure to take notice of the strengths in the community and how those strengths can be adapted to meet needs in the community.

Develop and maintain a good professional rapport with those you work with. Be trustworthy, respectful and non-judgmental.

Communicate with your site supervisor and your professor. If any situation arises that you have questions or concerns about, make sure to address them before it becomes unmanageable. Be proactive!

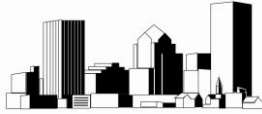
Always keep in mind how you can tie course objectives to your service-learning experience.

Plan a schedule with your site supervisor and stick to it. Any changes in your scheduled hours should be communicated with your site supervisor.

Keep track of the number of hours you are at your site on your time log. This log must be turned into your professor.

Ask questions at your site if you don't understand something or want to know about it.

Confidentiality! Make sure you maintain it. If you have questions about what information can and cannot be shared, ask about the policy of the community site. Don't ever give out specific information about another person.



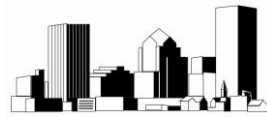
BENEFITS OF SERVICE-LEARNING

For Students

- Increases relevancy of education by bringing academic instruction to life
- Enhances learning of values, citizenship, and leadership skills
- Applies concepts from the classroom to their service
- Provides knowledge and expertise from the community
- Provides platforms to analyze and discuss civic values
- Prepares individuals to participate in internships and research
- Allows exploration of career options
- Develops a sense of community and civic responsibility
- Develops contacts within the community
- Teaches workforce skills
- Provides opportunities to accommodate different learning styles
- Develops connections with people of diverse cultures and lifestyles
- Increases a sense of self-efficacy, analytical skills, and social development
- Develops meaningful involvement with the local community

For the Community

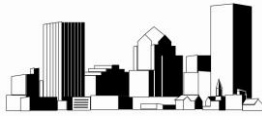
- Enhances positive relationships opportunities with the college
- Provides awareness-building of community issues, agencies, and constituents
- Helps to develop a sense of citizenship
- Provides affordable access to professional development
- Develops short and long term solutions to pressing community needs
- Creates ways to expand current services
- Increases human resources for problem solving
- Provides opportunities for participating in the educational process
- Enriches roles for supervisors
- Contributes to positive exposure in the community



BENEFITS OF SERVICE-LEARNING (Continued)

For the College

- Furthers the goals of Monroe Community College's strategic plan
- Drives the college as an active, engaged partner in the community
- Facilitates teaching, research and program development
- Increases student retention
- Enriches the quality and relevancy of the education provided
- Allows for faculty to mentor students
- Increases College's awareness of societal issues as they relate to academic areas of interest
- Assists in the development of innovative approaches to instruction
- Provides opportunities for collaborative community research and project development
- Engages faculty and students in local and state community issues
- Provides opportunities to extend College's knowledge and resources
- Increases development and preparation of college graduates



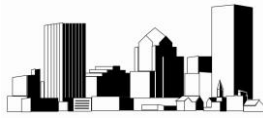
EXPECTATIONS OF SERVICE-LEARNING OFFICE, FACULTY, STUDENTS AND THE COMMUNITY

Center for Service-Learning is expected to:

- Inform the community site of the goals and objectives of the course
- Inform the faculty and students of the community site's needs
- Approximate the number of students involved
- Distribute Student, Faculty and Community Site Evaluations at least two weeks before the end of the semester
- Assist faculty in developing or revising curriculum to include service-learning component
- Develop community placements by surveying community for needs
- Maintain and share a current roster of service-learning faculty and courses
- Act as a liaison between the students, community sites and faculty
- Develop assessment tools for all partners and students
- Distribute Student, Faculty and Community manuals to all involved in service-learning
- Maintain database of service hours accumulated by each student

Faculty are expected to:

- Describe service-learning activity and its relation to the course objectives in the course syllabus on the first day of class
- Explain service component of the course
- Be available to the community site regarding service projects
- Explain the evaluation methods employed in the course
- Familiarize themselves with the service site and monitor student progress through reflection (i.e. discussions and journal assignments, progress reports, etc.)
- Provide individual and group forums for students to reflect on what they are learning from the experience and how that learning connects to the course objectives
- Incorporate information gained through the service-learning evaluations into any redesigning of the course for subsequent semesters
- Collect and review Service-Learning Agreement form
- Collect Student Time Logs and forward a copy of the Time Log to the Center for Service-Learning at the end of the semester
- Provide Center for Service-Learning with information on your course, so it can be included in information provided to students and our community partners



EXPECTATIONS OF SERVICE-LEARNING OFFICE, FACULTY, STUDENTS AND THE COMMUNITY (Continued)

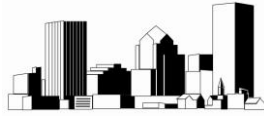
Students are expected to:

- Have respect for the community site environment
- Be open to learn about the community and agency within that community
- Be prompt, respectful and positive at the community site
- Arrange hours with community site during the first two weeks of class (or as directed by professor)
- Fulfill all agreed upon duties and responsibilities at the community site
- Reflect on the service-learning experience and how it pertains to the course learning objectives
- Speak with their site contact person if the uncomfortable or uncertain about what they are to do
- Respect confidentiality of people served
- Participate in the evaluation process

Community partners are expected to:

The community site is the service partner that identifies the needs of the community. This site is the location where all three aspects of service-learning can come together: the community needs, the professors' requirements and an educational environment for the student.

- Provide adequate training for assigned tasks
- Provide feedback to faculty about student's performance
- Orient students to the agency or project mission and goals so that they may better understand their role within the agency/project
- Provide work that is significant and/or challenging to the student
- Provide training, supervision, feedback and resources for the student to succeed in the service
- Ensure a safe work environment and reasonable hours for the student to perform their service
- Complete an evaluation form at the end of the service period and return to the Monroe Community College, Center for of Service-Learning
- Sign student time log (provided by student)



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