

SERVICE-LEARNING

STUDENT HANDBOOK AND DIRECTORY OF COMMUNITY PARTNERS

2006 – 2007



*"From what we get, we make a living;
what we give, however, makes a life."*

~ Arthur Ashe

Center for Service-Learning
Carroll Community College
www.carrollcc.edu/studentlife/servicelearning/
Phone: 410-386-8413
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Welcome to the Center for Service-Learning

Dear Service Learner,

Congratulations on making a commitment to serve your community while enhancing your education. We are delighted that you will be participating in the service-learning program here at Carroll Community College. We believe that your experience will be rewarding, with many opportunities to grow and learn more about your course subject and yourself. We are here to serve you, your instructors and our community partners to ensure that the service-learning experience benefits everyone. Contact our office if we can do anything to help provide you the best service-learning experience possible.

Good Luck and enjoy your Community Partnership Project.

"During my Service-Learning project, I saw that the Therapeutic Riding Program is a fantastic opportunity for the riders and their families to come together and to see they are not alone. I believe I was able to make a real contribution to this program."

– Nursing student



SERVICE-LEARNING at Carroll Community College

Mission

The mission of Carroll Community College's Center for Service-Learning is to enhance student learning through the integration of academic and co-curricular learning with active service to community partners while encouraging civic engagement, community awareness and personal leadership development.

What is service-learning?

Service-Learning is a method by which students learn and develop through active participation in thoughtfully organized service that:

- is integrated into and enhances academic and co-curricular learning
- is conducted in and meets the needs of the community
- is coordinated with an institution of higher education and community partners
- helps foster civic responsibility
- includes structured time for the students to reflect on the service experience.

What does service-learning look like?

Service-learning can be an assignment in an academic course, service performed by a student club or organization, or service as part of a co-curricular event or activity that incorporates learning and reflection with the service experience. At Carroll Community College, service-learning that is integrated within an academic credit course is known as a *Community Partnership Project*.

The Center for Service-Learning is the proud recipient of a Corporation for National and Community Service Higher Education Learn and Serve grant.

For more information, contact
Center for Service-Learning, room A118
Phone: 410-386-8413 * Fax: 410-386-8446



WHAT IS A Community Partnership Project?

Curricular service-learning offered as an assignment within an academic course is known as a *Community Partnership Project*. Community Partnership Projects integrate hands-on service experiences in the community with academic classroom learning objectives.

Benefits of community partnership projects for students

- Enriches learning by moving course material beyond the classroom and into the real life of the community.
- Enhances interpersonal, communication and human relation skills.
- Broadens perspectives and understanding of varied and diverse cultures and lifestyles.
- Promotes critical thinking and problem solving skills.
- Increases sense of self-worth through meaningful contribution to the community.
- Fosters a sense of social and civic responsibility.
- Allows for exploration of career options.

“My time at the South Carroll Senior Center was one of the more enjoyable college experiences in which I have taken part. Rather than read and write about these topics, I have experienced them first hand and applied the psychology. I recommend this assignment over any other to incoming Carroll students.”

– Psychology 210 student



Benefits of service-learning for faculty

- Brings a fresh approach and new energy to course content.
- Enlivens and enriches teaching and learning.
- Addresses a variety of learning styles.
- Deepens faculty/student relationships by allowing students and instructors to become partners in the learning process.
- Creates new opportunities for research and publication.

Benefits of service-learning for community partners

- Provides short term volunteers to meet community needs.
- Provides potential long-term volunteers and potential recruits for agency employment.
- Increases awareness of agency services and societal issues within the community.
- Expands opportunities for participating in educational partnerships.

THE THREE PHASES of Service-Learning

Preparation-----> Action-----> Reflection

PREPARATION

As you prepare for your service, you want to understand your course learning objectives, the need your service will address, your personal expectations and attitudes of your involvement in service learning and the community.

ACTION (SERVICE)

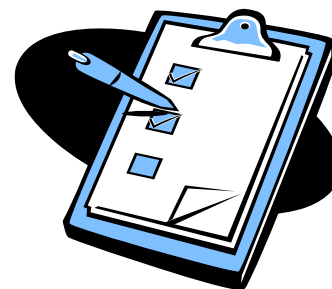
These activities bring you face-to-face with the people you are helping and can be immensely gratifying. You could be tutoring a child, planning activities at a senior center, mentoring clients at a group home, cleaning up a pond, creating a marketing brochure, helping disabled horse back riders or discussing a book with seniors.

REFLECTION:

This phase allows you time to think about your service and how it ties into your learning objectives, as well as the impact your service has had on the community. Your professor will guide you through reflection activities.

What action did you perform?
How did your action benefit individuals in the community?
What did you learn about yourself as a result of your actions?
What did you learn about the community you live in as a result of your service?

PREPARATION PHASE: Student Placement Checklist



Below are the step-by-step instructions for students seeking a placement with a community agency as part of a Community Partnership Project. The Center for Service-Learning is available to help and guide you through the process to enable everyone to have the most successful experience.

Step 1

Familiarize yourself with the Service-Learning assignment in your course.

Review the objectives of your service-learning assignment in the course syllabus and discuss the Community Partnership Project requirements with your instructor. Be sure you understand the service-learning objectives for your project. You will need to communicate these objectives to your desired Community Partner when setting up your placement. If the Community Partner does not offer activities to meet your learning objectives, then that site is NOT a good match for your assignment!!!

Step 2

Pick up a Service-Learning Student Handbook and Community Partner Directory.

Once you decide to explore the service-learning assignment further, you should pick up copies of the Directory of Community Partners and a Service-Learning Student Handbook in the Center for Service-Learning or access them on the web. This Handbook and Directory contains information on Community Partners as well as the forms needed to complete the service-learning assignment.

Step 3

Select a Community Partner.

Review the Directory of Community Partners and select a few potential service sites that meet both your course objectives AND look interesting to you. If you can't find an agency in our Handbook OR if you have other ideas for potential placements, let us know. You MUST have these sites approved through the Center for Service-Learning in advance.

Step 4

Contact the Community Partner.

Call or email the agency. Let the Volunteer Coordinator know what kind of experience you're looking for and what you hope to learn from the experience. ***You will need to clearly articulate your learning objectives to the community agency.*** Most agencies will require you to visit in person and complete volunteer paperwork. A visit also allows you and the volunteer coordinator to determine if the agency is an appropriate match for you and your learning needs!

Step 5

Complete the Service-Learning Placement Agreement.

Once a placement has been confirmed with an agency, complete the Service-Learning Placement Agreement form. This form must be signed by all parties and turned into the Center for Service-Learning (or to your class instructor). Students who do not return this form will not be eligible to receive credit for the Community Partnership Project. ***You must select an agency that has a partnership agreement with Carroll Community College.***

Report any placement problems to the Center for Service-Learning as soon as possible so the office may assist you with your service-learning assignment.

All Service-Learning Forms are available at the Center for Service-Learning web site:
www.carrollcc.edu/studentlife/servicelearning

CONTACTING YOUR COMMUNITY PARTNER

Common Questions

1. Who do I talk to?

When calling an agency, always ask to speak with the contact person identified by your instructor, or the contact listed in the Directory of Community Partners. If that person no longer works at the agency, ask to speak with the Volunteer Coordinator.

2. When should I call?

Always try to call the contact person during the times they have identified as the best time to reach them. If you must leave a message, identify yourself, why you are calling, your phone number and the best time the contact person can reach you. Be sure to be persistent in your efforts, as oftentimes non-profit agencies may be very busy providing services to the community! You might have to make SEVERAL attempts before you are able to reach your contact.

3. Should I try email instead?

Sometimes folks respond quicker to email. If you haven't heard back from your contact by phone, maybe try following up with an email. Most community partners have an email address included in their contact information in the Directory of Community Partners.

4. What do I say?

Hi. My name is _____, and I am a student at Carroll Community College.

As part of my involvement in a (name of course) course, I have been asked to complete a service-learning project. As part of this project, my instructor wants me to learn: (give the main learning objective of the project).

I would need to complete (number of hours your instructor requires/or project required) by (state your deadline).

I would like to know if you have any service-learning opportunities where I might be able to help your organization while also meeting my project's requirements.

5. What do I ask?

- What will I be doing?
- What times can I come?
- Where will I be working?
- Will I be trained?
- How do I get there?
- Where can I park?
- What should I wear?
- When can I start?



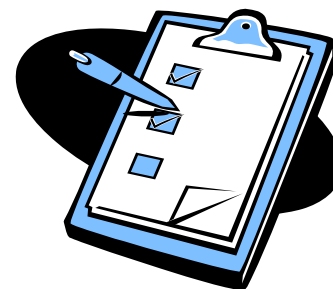
5. At your first meeting:

- Be sure to walk through the Placement Agreement with your Site Supervisor.
- Communicate your learning objectives. Do the activities help you meet your objectives?
- Find a schedule that works, but also allows you to participate in the activities that meet your needs.
- Find out when your orientation and training will be (if applicable).
- Complete required paperwork for the agency.
- Be sure to confirm your next steps (when do you start, who do you meet, where do you go, etc).
- Stay in touch! Communication is key!
- Once the Placement Agreement is complete, be sure to return it to the Center for Service-Learning or to your class instruct

ACTION PHASE:

Student Service Checklist

As a service learner at a community agency, it is important to remember that you are representing not only yourself, but also Carroll Community College. As such, please carefully review the following guidelines to help ensure a positive and successful service-learning experience.

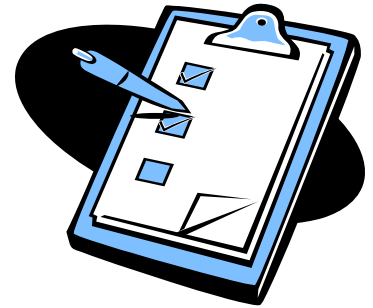


- Treat your service as you would treat paid employment. Make sure you arrive on time. Tardiness is unprofessional and inconvenient to the site supervisor.
- Set a schedule with your supervisor for your service and stick to it. If you have to make changes, be sure to communicate well in advance with your supervisor. Agencies are depending on you to help meet their needs, don't let them down.
- Clothing should be neat, professional and appropriate for the duties required. Ask what the dress code is at your site if it has not already been mentioned.
- Develop and maintain a good professional rapport with those with whom you work. Be trustworthy, respectful and non-judgmental.
- If you are working directly with individuals who are served by your community agency, make sure to obtain and maintain professional communication. Educate individuals about your role at the site and how long you will be there. Remember, this is a professional relationship.
- Communicate with your site supervisor and your instructor. If any situation arises that you have questions or concerns about, be sure to address them before the situation becomes unmanageable. Ask questions if you don't understand something or want to learn more about it.
- Perform the duties and responsibilities assigned to you in a complete and professional manner as if you were an employee.
- Keep track of your service hours on your hours log. This log must be turned in to your instructor.
- Always keep in mind how you can link your course objectives to your service-learning experience. Recognize that your site supervisor is a partner in the educational process along with your instructor.
- Be sure to always maintain the confidentiality of clients and employees at your community site. If you ever have questions about what information can and cannot be shared, ask about the policy. Don't ever give out specific information about another person.

REFLECTION PHASE: Post-Service Checklist

Structured reflection connects and reinforces in-class work, text book readings, and civic engagement experiences. It provides an opportunity to think critically about civic experiences, examine and challenge personal values, beliefs, and opinions. It provides a platform for students to ask questions, share ideas and experiences, challenge current solutions to community issues and develop plans to address community needs.

Below are the step-by-step instructions for activities you should be sure to complete following your service-learning commitment.



Step 1

Complete and submit a Service-Learning Hours Log

After completing the required hours for your service commitment, you should have Service-Learning Hours Log signed by your Site Supervisor. Keep a copy for yourself and give the original to your instructor.

Step 2

Provide your Community Partner with a Student Evaluation Form to complete

You should provide your Community Partner Site Supervisor with a Student Evaluation Form. Your supervisor should complete the form and either return to you or fax to the Center for Service-Learning. You should show this form to your instructor and then forward it to the Center for Service-Learning.

Step 3

Complete the Course Assignments and Reflection Activities

Reflection activities will be assigned by your instructor to help meet the objectives of your particular course. The purposes of the reflection activities are to help you develop a deeper understanding of the course subject matter outside of the traditional classroom environment. Reflection activities also help to promote interpersonal communication, problem solving skills, self-awareness, and a sense of civic responsibility.

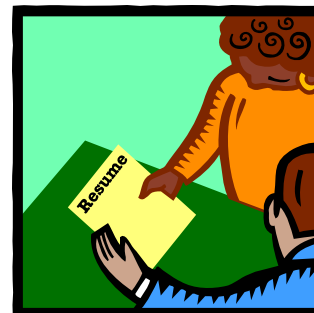
Step 4

Complete any post-service surveys required

As part of the Center for Service-Learning's goal to make the service-learning experience as valuable as possible, you may be asked to complete one or more post-service surveys.

INCORPORATING SERVICE-LEARNING on your Resume

When creating or updating a resume, your service-learning experience can be just as important as work experience and education. Service-learning involves both work and education, therefore, providing a unique experience. Students may list their service-learning experience as Campus & Community Involvement, Volunteer Experience, or Professional Experience.



Here are a few suggestions of how to list your service-learning experience on a resume:

COMMUNITY INVOLVMENT

Math Tutor - Boys & Girls Club of Westminster, MD (Spring 2005)

OR

VOLUNTEER EXPERIENCE

4-H Therapeutic Riding Program, Westminster, MD, Spring 2005

- Riding Coach for disabled clients.
- Created a training brochure on how to handle clients with seizures.

OR

PROFESSIONAL EXPERIENCE

Mentor/Coach, ARC of Westminster, MD, Spring 2005

- Served as a job coach for mentally disabled clients of ARC.
- Organized social outings for clients.
- Assisted director with special events.

“To actually get to work with kids and apply the teaching methods we are learning in class at the Boys & Girls club has given me a chance to see if I would really like being a teacher or not.”
– Math 110 student



CARROLL COMMUNITY COLLEGE

Service-Learning Prohibited Activities



Due to the nature of the Learn & Serve Higher Education Grant, students engaged in service-learning at Carroll Community College may not engage in the following activities as part of their service-learning experience.

I. Service Learning students may not:

- a. Engage in any activity that may influence legislation.
- b. Organize or engage in protests, petitions, boycotts or strikes.
- c. Assist, promote, or deter union organizing.
- d. Impair existing contracts for services or collective bargaining agreements.
- e. Engage in partisan political activities or other activities designed to influence the outcome of an election to any public office.
- f. Participate in, or endorse, events or activities which are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation, or elected officials.
- g. Engage in religious instruction; conducting worship services; provide instruction as part of a program that includes mandatory religious instruction or worship; construct or operate facilities devoted to religious instruction or worship; maintain facilities primarily or inherently devoted to religious instruction or worship; or engage in any form of religious proselytizing.

II. Fund Raising

- a. A Service Learning Student's service activities may not include organized fund-raising, including financial campaigns, endowment drives, solicitation of gifts and bequests, and similar activities designed for the sole purpose of raising capital or obtaining contributions for the organization.
- b. Service activities that raise funds or in-kind contributions while generating, involving and/or encouraging community support may be considered appropriate and allowable, such as service-a-thons, to the extent they are in direct and immediate support of an acceptable direct service and provided that they are not the program's primary activity or involve significant amounts of the service-learning student's time.

APPENDICES: Forms and Directory

I. SERVICE-LEARNING FORMS

- Service-Learning Release Form
- Service-Learning Placement Agreement
- Service-Learning Hours Log
- Student Evaluation
- Service-Learning Outcomes Survey

II. DIRECTORY OF COMMUNITY PARTNERS



“I am only **ONE**,
but still I am **ONE**.

I **CANNOT** do **EVERYTHING**,
but I **CAN** still do **SOMETHING**.

And because I cannot do **EVERYTHING**,

I will not refuse **TO DO**
the **SOMETHING** that I **CAN** do.”

~Helen Keller