

Community Partner Resource Guide For Service-Learning



Central Piedmont Community College • Service-Learning Center

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What is the Service-Learning Center?

The Service-Learning Center serves as a liaison between instructors, students, and service placement site coordinators that provide service opportunities for students. The Center is an on-campus resource for information about faculty development and training opportunities related to service-learning teaching methods.

In addition to curriculum based service, the Service-Learning Center sponsors, supports, and coordinates additional service opportunities for students outside the classroom. The programs include Alternative Spring Break, Service in Action!, and efforts to address hunger and homelessness.

The Service-Learning Center Mission

The Service-Learning Center initiates and supports curricular and co-curricular activities that enhance student learning, promote civic responsibility, and respond to the critical needs in our community through collaborative campus and community partnerships.

Why do you need a Resource Guide?

The Service-Learning Center has continued to grow over the past four years as a direct result of the support from students, faculty, and community partners. We want to foster more partnerships between the Service-Learning Center and community organizations and we feel it is important for community organizations to gain a better understanding of how the Service-Learning Center operates and how we help students. This handbook will act as a guide to lead you through the process of service-learning and how it is a useful education tool for all parties involved.

Additional Resources & Services for Community Partners

North Carolina Campus Compact: www.elon.edu/nccc/

National Campus Compact: www.campuscompact.org

Community College National Center for Community Engagement:
www.mc.maricopa.edu/other/engagement/

CPCC Academic Calendar

In order to assist your organization with the planning and development of service projects that may involve CPCC students, these are the important dates for the CPCC academic year.

2010

Fall Semester begins: August 16th

Fall Break: October 11th and 12th

Fall Semester ends: December 11th

2011

Spring Semester begins: January 10th

Spring Break: March 7th through 11th

Spring Semester ends: May 10th

Notable Service-Learning Center Events

Service in Action!– (Fall & Spring) series of one day service events available to all CPCC students, faculty, and staff. Projects begin two or three weeks after classes begin and occur once per week, focusing on a wide range of topics (homelessness, poverty, hunger, education, etc.)

Alternative Spring Break- (Spring) Students participate in a week-long service trip with a focus on hunger/homelessness in a regional location. Past destinations include Wilmington, Charleston, and Washington, DC. One day projects in Charlotte are also offered.

MLK Challenge- (January 17th) full day of service to honor Dr. Martin Luther King, Jr. CPCC students work in groups to tackle service projects that are posed as “challenges.” With limited resources and funds, students must work together and rely on problem-solving skills to complete their assigned tasks on time

Poverty Simulations– held at CPCC in within the CharMeck community. Participants are asked to spend a month (four 15-minute weeks) living in poverty with a family group. Last about 2 hours and dates and times vary from PS to PS.

Tips for Recruiting & Retaining students

Recruitment:

- A Placement Site may send the Service-Learning Center any NEW service opportunities at any time during the year. Please complete a Project Description form for each service project and it will be entered into the database for students to review.
- Provide the Service-Learning Center with updated service opportunities for students at the beginning of each semester.
- Make the Project Descriptions as interesting as possible. In other words, sell the project to students by including duties that encourage them to utilize their unique skills in challenging ways.
- Establish a contact person who recruits, coordinates, and trains CPCC students. If you have more than one person who does this, please specify the main contact person for each project on the Project Description sheet. This minimizes confusion for students.
- Let the Service-Learning Center know when projects have been completed or are no longer available.
- Introduce the student(s) to everyone at the agency– make them feel like part of the team.

Preparation and Training:

- Train them and be clear about your expectations of them as service-learners. Please don't assume they know everything. Provide students with some context about your organization and help them understand how their responsibilities as a service-learner fit into your organization's mission.
- Talk with them about importance of responsibility, commitment, confidentiality, and regular communication.

During Service Experience:

- Give students some challenging tasks. Utilize their skills and talents and help them to understand how this experience will help them with their future career (if applicable).
- Encourage students to set a regular schedule with their service time. Become acquainted with CPCC's semester schedule so you know when to be flexible with students.
- Check-in with students regularly and make yourself available for any questions they may have.
- Give students constructive feedback. If you have an exceptional student, please let the Service-Learning Center know so we can recognize them for their work.
- Thank the students!

Service-Learning Definitions

Service-learning is a process of involving students in community service activities combined with a facilitated means for applying the experience to their academic and personal development. It is a form of experiential education aimed at enhancing and enriching student learning in course material. When compared to other forms of experiential learning like internships and cooperative education, it is similar in that it is student-centered, hands-on and directly applicable to the curriculum. The critical difference and distinguishing characteristic of service-learning is its reciprocal and balanced emphasis on both student learning and addressing real needs in the community.

Course learning objectives are linked to meaningful human, safety, educational, and environmental needs that are co-determined with community partners and service recipients. Course materials such as lectures, readings, discussions, and reflection activities supplement the student service. In turn, the service experience is brought back to the classroom to supplement the academic dialogue and student comprehension. Students work on real problems that make academic learning relevant while simultaneously enhancing their social skills, analytical ability, civic and ethical responsibility, self-efficacy, and career development.

At Central Piedmont Community College, service-learning can be incorporated into courses by offering students individual service opportunities with community agencies, or by creating project-based service activities for a group of students or for the entire class. The most meaningful service-learning activities are developed through partnership and dialogue between the College and the agency “partners” with whom our students serve.

How Service-Learning is defined across the country:

- *Community College National Center for Community Engagement: “Service-learning is a teaching method which combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. Service-learning programs involve students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility, and commitment to the community.”*
- *Corporation for National Service, 1990: Service-learning is “a method under which students learn and develop through active participation in ...thoughtfully organized service experiences that meet actual community needs, that are integrated into the students' academic curriculum or provide structured time for reflection and that enhances what is taught in school by extending student learning beyond the classroom and the community.”*
- *The Research Agenda for Combining Service and Learning in the 1990s: Service-learning has been defined as “both a program type and a philosophy of education. As a program type, service-learning includes a variety of ways that students can perform meaningful service to their communities and to society while engaging in some form of reflection or study that is related to the service. As a philosophy of education, service-learning reflects the beliefs that education must be linked to social responsibility and that the most effective learning is active and connected to experience in some way.”*

- *National Service-Learning Clearinghouse: "Service-learning combines service objectives with learning objectives with the intent that the activity change both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content."*
- *Jane Kendall, NSEE, 1990: "Service-learning programs are explicitly structured to promote learning about the larger social issues behind the needs to which their service is responding. This learning includes a deeper understanding of the historical, sociological, cultural, economic and political contexts of the needs or issues being addressed."*

Distinctions between Service-Learning and Volunteerism

Service-Learning and volunteerism are two different concepts. At CPCC, the Service-Learning Center defines service-learning as service done in conjunction with class work to enhance a student's educational experience. Volunteerism is done outside of a curriculum based course on the students' own time.

Volunteerism

- Does not carry academic credit
- Often done as a co-curricular activity for personal growth or group bonding
- Planning is often the responsibility of those providing the service
- Viewed as a project, program, or experience, rather than a pedagogy
- While "student learning" is likely to occur, it is not an intentional or primary focus for the program

Service-Learning

- Integrates academic study with community service in a way that makes "learning" more intentional (e.g., through reflective writing, group discussions, and other activities)
- Incorporates the concept of "mutuality" (i.e., faculty, students, and those being "served" are included in the planning of the program)
- Fosters participant learning about the larger social issues that are driving the need for service
- Frames "service" in term of social justice instead of in terms of charity
- Uses service as a text and often rewards academic credit to students who use this text in academically significant ways



Community Partner benefits through:

Who Benefits from Service-Learning?

- Access to college resources
- Positive relationship opportunities with the college
- Awareness-building of community issues, agencies, and constituents
- Opportunities to contribute to the educational process
- Short and long term solutions to pressing community needs

- Hands-on use of skills
- Opportunities that accommodate different learning styles
- Interaction with people of diverse cultures and lifestyles
- Increased sense of self-efficacy, analytical skills, and social development

Students benefits through:

- Valuable and competitive career guidance and experience
- Opportunities for meaningful involvement with the local community
- Increased civic responsibility
- Personal sense of fulfillment and accomplishment

Faculty benefit through:

- Inspiration and innovation of teaching methods
- Increased student contact through greater emphasis on student-centered teaching
- A new perspective on learning and an increased understanding of how learning occurs
- Connecting the community with curriculum and becoming more aware of current societal issues as they relate to academic area of interest
- A sense of professional and personal renewal

What is expected of me and my service-learning partners?

Community Partners are expected to:

- Orient students to the organization's mission, goals, and structure so they will better understand their role within the agency/project
- Provide tasks that are significant and/or challenging to CCCC students
- Provide training, supervision, feedback, and resources for students to succeed in their service work
- Ensure a safe work environment and reasonable hours for students to perform service

Service-Learning staff is expected to:

- Respond with resources and consultation when requested
- Maintain a menu of placement sites, with position descriptions and contact information
- Provide student orientations
- Maintain and share a current roster of service-learning faculty and courses
- Resolve problems related to student placements as needed

Students are expected to:

- Be prompt, willing, respectful and positive at their service placement
- Arrange hours with placement sites at the beginning of the semester (or as directed by the instructor)
- Fulfill all agreed upon duties and responsibilities at the community site
- Provide feedback about the service experience and its relevancy to the course material and participate in course discussions
- Be open to learning about cultures and lifestyles that are different than their own
- Speak with their supervisor if uncomfortable or uncertain about what they are to do
- Respect the confidentiality of the people served
- Participate in an evaluation process
- Resolve problems related to student placements as needed

Faculty are expected to:

- Describe the service-learning activity and its relation to the course objectives in the course syllabus
- Provide reflection activities that help students connect the service experience with academic learning
- Serve as a liaison between students and the Service-Learning Center staff throughout the process of orientation, placement, tracking, and evaluation of service experience

Say What?!?

*"This was my **third time** doing Service-Learning and it has meant so much that I could **help people** out in their time of need. I enjoyed my experiences."*

*"My SL experience has meant a lot to me. I thoroughly have **enjoyed volunteering** at Crisis Assistance. I have recommended it to others and **continue to volunteer there**, even though I have completed*

*"It made me feel **blessed** for what I have since so many people can't even feed themselves or their families. It really touched my*

*"It meant a lot in that I **gained experience** working with young children*

*"My service learning experience was very rewarding. I wish it was **incorporated into more college courses.**"*

*"Service-learning was one of the best and **most rewarding experiences** that I have had at CPCC."*

What students are saying about Service-Learning:

*"I started my experience with a lot of mixed feelings but the experience has really **opened my eyes** and I have learned so much. It has helped me to **grow as an individual.**"*

*"This experience opened my mind and helped me **'to step out of my box,'** to see others as they are and to help **make a difference.**"*

*"It was made me more **aware of cultural/social differences.** Also, it has **strengthened my desire to help** and work with the community and organizations."*



*"I have always known the importance of volunteering and the effect it has on society. I **really appreciate CPCC** giving me this opportunity because it was such a **fulfilling** experience. If I take another psychology course or class that offers SL, I will participate."*

*"I enjoyed my time and the agency and I felt that it was very **worthwhile and self rewarding.**"*

Confirmation Placement For Service-Learning Students

Please print a copy of this form to give to your instructor.

Your Information

Name ID#

Address City Zip

Home Phone # Work Phone #

E-mail Age Male Female

Are you a member of Phi Theta Kappa? yes No What campus is your class at?

Service-Learning Course Information

Instructor Course (ex: ACA 118) Section (ex: 01)

Degree Program

Agency Information

Placement Site

Address City Zip

Site Supervisor Title

Site Supervisor Phone # _____

Site Supervisor E-mail _____

Estimated Date to Complete Service _____

Please read before completing this form: I agree that the following information is true to the best of my knowledge. I further agree that my instructor is aware and has approved that I will be doing my service at the agency referenced above.

I Agree I Disagree

COMMUNITY SERVICE ASSUMPTION OF RISK STATEMENT

The undersigned, being over the age of 18 years or in the capacity of legal guardian for a person identified below, does hereby acknowledge that there are risks of physical harm and injury inherent in service activities including but not limited to, working with people, participating in sports and recreational activities, cleaning and maintenance projects, preparing and serving food, and other service activities, and in transportation to and from service work sites. As partial consideration of being allowed to participate in this activity with Central Piedmont Community College, I hereby assume all risks in the travel activity and connected activities and hereby knowingly and intentionally waive any and all claims, of whatsoever kind or nature, against such institutions which may arise out of this activity. I specifically acknowledge that in performing these activities, I am doing so in the status of a server/volunteer for the community agency, and not a server/volunteer, employee or agent of Central Piedmont Community College. I further waive any and all claims which may arise from such service activities, acknowledge that workers compensation benefits are not extended to me in my capacity as a server/volunteer and hold Central Piedmont Community College harmless from any of my negligent acts. I further state that I am not in any way an employee of Central Piedmont Community College in any capacity. I specifically grant this waiver of claims for myself and/or on behalf of my ward identified below and will indemnify and hold harmless such institutions and individuals from any claims.

I Agree I Disagree

SERVICE-LEARNING AGENCY CONTACT LOG

STUDENT: _____ SSN: _____ PHONE: _____
 ADDRESS: _____ CITY/ZIP: _____
 AGENCY NAME: _____ CITY/ZIP: _____
 AGENCY ADDRESS: _____ PHONE: _____
 AGENCY SUPERVISOR: _____

CPCC INFORMATION

INSTRUCTOR'S NAME (S): _____
 SERVICE-LEARNING COURSE (S): _____

AGENCY SUPERVISOR'S EVALUATION: (Please comment on the dependability, attendance, interpersonal skills, overall work ethic, etc. of the student).

PLEASE RATE THE STUDENT IN THE FOLLOWING

	1	2	3	4	5	6	7	8	9	10
Dependability:	1	2	3	4	5	6	7	8	9	10
Attendance / Punctuality:	1	2	3	4	5	6	7	8	9	10
Participation:	1	2	3	4	5	6	7	8	9	10

COMMENTS: _____

AGENCY SUPERVISOR'S SIGNATURE: _____ DATE: _____

