

## Service-Learning Community Partner Workshop

Miami Dade College

12:00PM - 3:00PM

Miami Dade College

Agenda



### Notes:

- Set aside a table at registration area for community partner representatives to put their brochures, business cards, etc.
- Since the workshop is highly interactive, a lapel mic is used for the speaker and a portable for the participants.

### Folders contain the following information:

- Service-Learning Community Partner Workshop Agenda
- State of Democracy Quiz (answers to be distributed afterwards)
- "Create your own Service-Learning" example
- Higher Education's Role in Promoting Citizenship - Astin quote
- Mission/overview/benefits of service-learning
- Reflection and the role of the agency
- "Ten Commandments of Communicating" with students with disabilities
- Student Forms: Confirmation Agreement, Hour Report, Agency Evaluation
- Community Partner Service-Learning Handbook
- Letter of Understanding
- Instructions for adding site description to data base
- Miami Dade College Learning Outcomes
- Liability handout
- Service-learning Community Partner Action Plan
- Service-learning Community Partner Workshop Evaluation
- Community Involvement Expo flyer
- Contact List for Center for Community Involvement
- "Ways to Recognize Volunteers"
- Participant List
- Two pages for Notes

### Sign-in and Registration

Several copies of the RSVP list are made so that registration is facilitated by merely checking off the individuals who attended. It is essential to sign in EACH person, not just

the community partner, as this is needed for thank you notes, etc. Reconfirm their e-mail address and phone number.

### Welcome, enjoy lunch and network!

After a brief welcome and announcements (pagers, restrooms, etc.), participants are encouraged to eat lunch and network.

#### 1. During lunch, introduce yourself to each person at the table with:

- Your name
- Your agency and its primary responsibility
- How long you've been there
- Where you worked before
- Answer the following:  
"You have been given an opportunity to travel into the future to see how the world will change in the next 25 years. What changes in particular interest you the most?"

#### 2. Review goals of the workshop:

- Enhance MDC-agency partnership
- Understand service-learning and how it differs from volunteerism
- Define the role of reflection in service-learning
- Understand the logistics of the service-learning partnership
- Use this as a networking opportunity

#### 3. Democracy Quiz - Appendix I

In the interest of time, divide the room and quiz in half, so not everyone spends too much time completing the quiz. Review some of the more "curious" questions and then distribute the answer sheets for their reference.

#### 4. Rationale for Service-learning

A brief overview of service-learning ensues using PowerPoint after soliciting as much information from the participants as possible.

- "How many of you know what service-learning is?"
- "What distinguishes service from service-learning?"
- "What are benefits of service-learning to students and your organization?"

"Service-learning is a credit bearing, educational, experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility." *Bringle and Hatcher, 1995*

Several examples of service-learning are cited by discipline so agency representatives can begin to see the connection to course material. Further a brief outline of the Medical Campus programs is presented.

## 5. Creative Service-Learning Projects

The purpose of this section is to provide participants with an opportunity to discover which discipline can be match with the needs of their agencies (Appendix II)

- Types of Projects
  - All term long
  - One day events
  - Class projects; e.g., brochures, marketing ideas (designing t-shirts)

## 6. Faculty and/or Student Presentation

According to the faculty and student schedules, we have each make a short presentation on their experience of service-learning, ways it was used, and the benefits derived. The student provides a brief and distinct perspective of their service-learning experience, focusing especially on what students want/expect, problems that occur and how to avoid them, and the impact service has had on their lives. The faculty member could share an overview of their service-learning experience and the importance of their partnership with the community partners.

## 5. "The Role of Agencies in Higher Education" and "What roles do agencies play in Democracy" are discussed. Astin quote is used on PowerPoint (Appendix III).

As a supervisor working with service-learning students:

- What can you do to join with higher education in preparing students for a life of engaged, democratic citizenship?
- What are specific actions you can take to help students grow and develop in this way?

## 6. AACU Video

MDC was privileged to have a video shown highlighting its service-learning program at the 2008 AACU conference. This 5-minute film is shown to give additional examples of service-learning. The Miami Dade College Learning Outcomes as mentioned in the video are reviewed and emphasized as a goal for our students.

## 6. Reflection

- Community partners are provided with suggestions for key questions that they should be asking the service-learners:
  - Why do you want to do your service here?
  - What class are you doing this for?
  - May I see your syllabus?
  - Why did you choose this option?

A discussion of what reflection is, how it is used in the classroom, and the role of the community partner in this process is important in connecting the learning with the service-learning experience. The participants are asked to work in groups and decide on a few ideas about how to use reflection at their agency. These are shared with the large group and listed on poster paper. Additionally, "Reflection and the Role of the Agency" (Appendix IV) is the handout used to illustrate several additional reflection techniques that can be used.

## 7. Project Reach

This section provides a brief overview of Project Reach, a grant that was designed to focus on service-learning opportunities for students with disabilities. The purpose is to raise the consciousness of the agency representative so they are aware of ways these individuals may be included and how best to accommodate them. The "Ten Commandments of Communicating" with students with disabilities is reviewed briefly. (Appendix V)

## 12. Resource Materials

- Student Handbook Forms (Appendix VI)
  - Confirmation Agreement
  - Hour Report
  - Student Evaluation
- Community Partner Handbook (Appendix VII) and Letter of Understanding (Appendix VIII)
- Web site: [www.mdc.edu/ci](http://www.mdc.edu/ci)

After a brief overview of the paperwork that students will be bringing to the agency are discussed. The Confirmation Agreement, Timesheet, and Agency Evaluation are discussed in detail, with particular emphasis on the agreement. The purpose is for the participants to understand the details and the importance of completing this with the student at the initial appointment. It is essential that both the community partner coordinator and the student understand their responsibilities and obligations during the service-learning tenure at the outset. Emphasis should also be placed on finalizing the student assignments that is providing closure for their service-learning project, particularly if mentoring/tutoring is involved.

The "Letter of Understanding" (page 12) in the Community Partner Handbook (Appendix VIII) is discussed in detail as well as "Practical Tips for Agency Success" (page 7). Overheads are once again used with these two pages to emphasize importance.

The following questions are provided as background information that may be raised with the community partner representatives:

- I. WHAT KIND OF ORIENTATION/TRAINING IS PROVIDED? Is it structured?  
Comprehensive? Well organized? Are written materials provided? Will students

- understand the agency's mission and how their service-learning assignment will contribute to that mission? Will student feel welcome and appreciated?
- II. TYPE AND QUALITY OF SUPERVISION: Will students feel comfortable and be encouraged to talk/share issues and problems with the agency supervisor? Will other workers/staff understand the student's role? Will they be friendly and help the students feel comfortable? Does the supervisor view him or herself as a "partner in education"?
- III. RECOGNITION: What will the agency do to show appreciation & recognition to the student?
- IV. OVERALL EXPERIENCE: Will the students be challenged to learn and grow from the experience? Will the experience strengthen the students' commitment to service and community involvement? Will the students gain a better understanding of the relationship between service and citizenship?

### 13. Florida International University

A representative from FIU and/or other surrounding colleges/universities are invited to share thoughts on their program. They are also encouraged to bring their community partners.

### 11. Service-Learning Logistics

A brief overview of the semester provides agency representatives with a timetable as to when they can expect students to arrive and how long they should expect the service-learning projects to last. We also underscore the importance of them checking their e-mails and responding to our requests for updating their site descriptions. By understanding the following ways in which they can promote their agency and partner with faculty, they can most likely be assured of receiving more service-learners:

- Master Placement List
- Community Involvement Expos
- Class Presentations
- Faculty Partnerships
- Relationships with CCI staff

### 12. Agency Site Description

We review in detail how the agencies log onto our data base to input their site description. It is also emphasized that this is the primary "selling tool" for students to select their placement. Updates are made at least bi-annually. (APPENDIX IX)

### 9. Community Partner Perspective - Experiences with Service-Learning

One representative is invited to share an overview of their agency's perspective on service-learning and their relationship with the students, faculty, and the college.

## 10. Liability - Appendix X

The purpose of the liability discussion is to merely raise consciousness about this important topic. We emphasize that we are not trying to raise alarm or serve as lawyers with all the answers, but it is essential to have the community partners understand their role with regard to insurance and ensuring a safe environment for our students.

A short conversation about liability begins with an overview of the Nova University case followed by defining negligence and how all stakeholders play a part in minimizing risk.

## 12. Action Plan - The next steps - Appendix XI

- Have participants work in small groups (3-4) on the Community Partner Action Plan (orientation/training, on-going support, etc.). They should discuss each question and write down their ideas. Reconvene the large group and allow people/groups to share their ideas. This serves as a review of best practices (Emphasize that this document is for them to take with them and utilize. Some invariably leave it behind for our reference.). Depending on time, this may be a "take away" exercise.

## 13. Wrap-up, Agency Descriptions and Evaluations

Participants are asked to complete the evaluations (Appendix XII) and leave them on their tables so the workshop can be improved for the future. They must also sign the *Letter of Understanding*. Miami Dade College will sign and send a copy via "snail mail."

### Announcement: Community Involvement Expos

There is an elaboration of thank you's, acknowledgements, continuing of partnership, etc.

Conclude with quote from Wingspread Group Report on Higher Education:

"We challenge you to assure that the next year's entering students will graduate as individuals of character more sensitive to the needs of community, more competent to contribute to society, and more civil in habits of thought, speech, and action."

Conclude with "Power of One" video.



# "State of Democracy" in the United States Quiz - **APPENDIX I**

*Test Your Knowledge!*

**1) Declining social capital over the last 25 years – fill in the percentages below:**

Attending Club Meetings                      Down by \_\_\_%

Family Dinners                                      Down by \_\_\_%

Having Friends Over                              Down by \_\_\_%

**2) Disparities of income, wealth, and access to opportunity are growing more sharply in the U.S. than in many other nations. True or False**

**3) In the year 2000, there were about 16,000 registered lobbyists in Washington. That number has stayed about the same in recent years. True or False**

**4) More Americans watched the 2<sup>nd</sup> Bush/Gore debate in 2000 than the American Idol finale. True or False**

**5) \_\_\_% of Congress are millionaires. \_\_\_% of the U.S. population are millionaires.**

**6) \_\_\_% of the people in Dade County live below poverty level.**

**7) A John S. and James L. Knight Foundation survey of 112,000 high school students in 2004 found that \_\_\_% believe that newspapers should get “government approval” of stories before publishing.**

**8) Three quarters of persons aged 15-26 think that communicating with elected officials, volunteering, or donating money to help others are qualities of a good citizen. True or False**

**9) The oldest generation of voters has the greatest distrust of others. True or False**

**10) What percentage of 18-24 year olds voted in the 2004 presidential elections?**

1. 15%
2. 47%
3. 65%
4. 72%

**11) Literacy levels are higher among students who say their coursework requires applying theories and concepts to practical problems. True or False**

**12) Which of the statements below are accurate according to a 1998 survey of 600 students age 13-17?**

- 75.2% know what city zip code 90210 is. Only 25.5% know that Philadelphia is the city where the Constitution was written.
- 81.2% know how many members are in the music group “Hanson.” Only 21.2% know how many senators serve in the U.S. Senate.
- 87% know the name of the football player found not guilty of murdering his wife. Only 9% know the landmark case Brown v. Board of Education.
- 63.7% know that “The Club” protects against car theft. Only 25% of respondents know that the Fifth Amendment protects against double jeopardy/self incrimination, etc.
- 59.2% know the names of the three stooges. Only 41.2% know the names of the three branches of government;
- 89% know the father in Home Improvement. Only 32% know the Speaker of the House;
- 37% of young Americans can’t find Iraq on a map

**13) \_\_\_% children (0-17 yrs) who have a personal doctor or nurse from whom they receive family-centered, accessible, comprehensive, culturally sensitive and coordinated health care**

**14) % of the U.S population that does not have health insurance**

**15) Which of the following are threats to American democracy?**

- Decline in social capital
- Increasing inequality
- Pervasive focus on entertainment
- Money and politics
- Lack of civic understanding and civics education in K-12 grades
- Decline in political participation, esp. among the youngest adults

“State of Democracy” in the United States Quiz (Answer Key)

*Test Your Knowledge!*

**1) Declining social capital over the last 25 years – fill in the percentages below:**

Attending Club Meetings	Down by <b>58%</b>
Family Dinners	Down by <b>33%</b>
Having Friends Over	Down by <b>45%</b>

**2) Disparities of income, wealth, and access to opportunity are growing more sharply in the U.S. than in many other nations. True or False**

**3) In the year 2000, there were about 16,000 registered lobbyists in Washington. That number has stayed about the same in recent years. True or False (False -- doubled by 2006 to 34,750)**

**4) More Americans watched the 2<sup>nd</sup> Bush/Gore debate than the American Idol finale.**

True or False (False...40 million watched Idol, 37 million watched the debate)

**5) 30 % of Congress are millionaires. (28% of House of Representative members are millionaires; 33 % of Senators are millionaires.) ≥1% of the U.S. population are millionaires.**

**6) 18 % of the people in Dade County live below poverty level. (The poverty level is defined as the minimum level of income deemed necessary to achieve an adequate standard of living. The 2007 federal poverty threshold for one person is \$10,210 and for a family of four is \$20,650. In 2005 12.6% of Americans were living in poverty. This is over 12 times more than the amount of people that are millionaires!)**

**7) A John S. and James L. Knight Foundation survey of 112,000 high school students in 2004 found that 36 % believe that newspapers should get “government approval” of stories before publishing.**

**8) Three quarters of persons aged 15-26 think that communicating with elected officials, volunteering, or donating money to help others are qualities of a good citizen. True or False (less than half)**

**9) The oldest generation of voters has the greatest distrust of others. True or False (actually 70% of the youngest generation of voters believes that “most people look out for themselves” (40% of seniors believe that), and 56% of young voters believe “most people would take advantage of you” (29% of seniors believe that))**

**10) What percentage of 18-24 year olds voted in the 2004 presidential elections? (47% -- this is the total for all 18-24 year olds, not just those registered) (Note~68% of those 25 and above voted)**

- 1) 15%
- 2) **47%**
- 3) 65%
- 4) 72%

**11) Literacy levels are higher among students who say their coursework requires applying theories and concepts to practical problems. True or False** (Note, more than 50% of college students do not score at the “proficient level of literacy.” – cannot compare credit card offers with different interest rates or summarize arguments in newspaper editorials)

**12) Which of the statements below are accurate according to a 1998 survey of 600 students age 13-17?** (All are true!)

- 75.2% know what city zip code 90210 is. Only 25.5% know that Philadelphia is the city where the Constitution was written.
- 81.2% know how many members are in the music group “Hanson.” Only 21.2% know how many senators serve in the U.S. Senate.
- 87% know the name of the football player found not guilty of murdering his wife. Only 9% know the landmark case Brown v. Board of Education.
- 63.7% know that “The Club” protects against car theft. Only 25% of respondents know that the Fifth Amendment protects against double jeopardy/self incrimination, etc.
- 59.2% know the names of the three stooges. Only 41.2% know the names of the three branches of government;
- 89% know the father in Home Improvement. Only 32% know the Speaker of the House;
- 37% of young Americans can’t find Iraq on a map

**13) \_\_43.0\_\_ % children (0-17 yrs) who have a personal doctor or nurse from whom they receive family-centered, accessible, comprehensive, culturally sensitive and coordinated health care** (43.0% in FL, 46.1% nationally, from the 2005 report of the National Survey of Children’s Health)

**14) 15.9 % of the U.S population that does not have health insurance** (about 45 million people, note: this does not include people that are underinsured)

**15) Which of the following are threats to American democracy?** (all of them)

- Decline in social capital
- Increasing inequality
- Pervasive focus on entertainment
- Money and politics
- Lack of civic understanding and civics education in K-12 grades
- Decline in political participation, esp. among the youngest adults

## Create Your Own Service-Learning Example (Appendix II)

Use this worksheet to create your own service-learning example. Think about what your agency needs are and projects that student volunteers could work on or services they could provide to address those needs. Identify what type of project it is: semester long, one day, class project, etc... Please also brainstorm what disciplines or courses these projects or services would most likely match. Please work together in groups to come up with several different examples.

Agency Name \_\_\_\_\_

Community/ Agency Need	Service Activity/Project to Address that need	Type of Project	Possible Discipline and/or course match
My agency doesn't have a brochure or other printed material to educate the community about our cause.	Creation of a brochure and other printed materials such as a newsletter or presentation board	Class or group project	English, Business or Marketing, Graphic Design. Writing Course
My agency cannot hire enough professional tutors to work with our students in the after-school program	Volunteers can be matched with a student and tutor them for several hours a week.	Semester long	Education classes. Introduction to Education. Introduction to Sociology classes studying education as a social issue.



## Reflection and the Role of the Agency Miami Dade College

### APPENDIX IV

- 1) Think about your agency's mission statement. How can you use it as a teaching tool for the students? How can it enhance their experience at your agency?
- 2) Learning Objectives - work with students to set objectives related to their learning. Have them put several objectives in writing and help them develop a plan to meet these objectives (Ask them what they want to learn...about the agency, about the clients, about the profession, about the work you do, about connections with their MDC course, etc..)
- 3) Gather articles about your agency/your clients/the societal problem you address. Give the students one of these articles and ask them to read it and discuss it with you the following week.
- 4) Exit Interviews - design an exit interview questionnaire and administer it to students before they leave your agency to elicit their feedback. (What did you like best about your experience here? What recommendations do you have for us? How can we improve our program? Are you willing to continue to serve with us in the future? What was the most important thing you learned? Etc...)
- 5) "Mini-research project" - Ask students to find and read a short article related to their service project (Internet, magazine, etc.). Ask them to bring it in and then discuss it with you.
- 6) Weekly or bi-weekly "processing" meetings: meet with your students regularly to process their service experience with them. E.g., "What have you learned? What has surprised you? What can we do to reduce "homelessness/environmental contamination/fraud against the elderly (your issue)" in our society? As you move on with your life, how can you use the information you are learning here?"
- 7) Weekly/Bi-Weekly Writing Assignments - every week or two weeks give the students a question to answer. Ask them to write a one-page response and turn it in. E.g. "What can we do to improve society to the point that the work our agency does is no longer necessary? How can we get more people involved as volunteers with our agency? What are the most important things you are learning from this experience? What were your expectations before starting with us...how have these changed as a result of your experience?"

## The Ten Commandments of Communicating with People with Disabilities

### APPENDIX V

- I Speak directly to the person rather than through a companion or sign language interpreter.
- II Always offer to shake hands when introduced.
- III Always identify yourself and others who may be with you when meeting someone who is blind.
- IV If you offer assistance wait until the offer is accepted; then listen, wait, or ask for instructions.
- V Treat adults as adults.
- VI Do not lean against or hang on to someone's wheelchair or cart. Bear in mind that people with disabilities treat their chairs as extensions of their bodies.
- VII Listen attentively when talking with people who have difficulty speaking and wait for them to finish.
- VIII Place yourself at eye level when speaking with someone in a wheelchair or on crutches.
- IX Tap a person who is deaf on the shoulder or wave your hand to get his or her attention.
- X Relax. Don't be embarrassed if you happen to use common expressions that seem to relate to a person's disability.

Adapted from *Program Development Associates, Cicero, NY*



Center for Community Involvement **APPENDIX VI**

**SERVICE-LEARNING PLACEMENT CONFIRMATION AGREEMENT**

Student: Please complete this with the assistance of the agency supervisor(s); have it signed; then turn it in to your CCI Office, or to TBA MVK1011 (ref# 348816) Meets: TBA .

Dear Agency Supervisor,

On behalf of the MDC Center for Community Involvement, we would like to thank you for entering into an educational partnership with our students. By accepting and supervising service-learners, you are helping these students join classroom theory with real-life experience. By encouraging and allowing these students to perform meaningful service, you are also contributing to education's mission of promoting civic responsibility. The critical role you play as a mentor and educator for our students cannot be underestimated. We appreciate your commitment to making our service-learners feel welcome and to ensuring that they have a productive and educational experience.

Name & Address of Agency:

American Red Cross--Greater Miami & The Keys Ch...  
335 SW 27th Avenue  
Miami, FL 33135  
(305) 644-1200 x110

Supervisor(s)/Coordinator(s):

**Jennifer C. Wilson**

Describe the service-learning project, including expectations, requirements and responsibilities:

[Empty text box for project description]

Days and hours to work: [ ] Total no. of hours to be worked: [ ]  
Date student will begin: [ ] Date student will stop: [ ]

The student expects to gain the following kinds of learning from this experience:

[Empty text box for learning expectations]

Will the agency provide the student with orientation and training?

No  Yes (Approx. Date: [ ] )

The agency agrees to provide the student with the following resources (check as applicable):

On-site supervisor  Space to work  Critique of student's work  
 Materials (specify) [ ]  Other [ ]

**I agree to, and will uphold, the terms of this placement.**

Student's Signature [ ] Date [ ]  
Ossie Hanauer

Supervisor's Signature [ ] Date [ ]

## STUDENT SERVICE-LEARNING HOUR REPORT

Students please use this form to record the number of hours per week that you serve at the placement site. When you have completed your service-learning hours, please turn this report in to your instructor (or to the Center for Community Involvement).

Student Name \_\_\_\_\_ Phone \_\_\_\_\_

Number \_\_\_\_\_

Course \_\_\_\_\_ Class Meeting Day/Time \_\_\_\_\_

MDC Professor's

Name \_\_\_\_\_

—

Agency: \_\_\_\_\_ Supervisor's Name:- \_\_\_\_\_

Date	Time In	Time Out	Supervisor's Approval	Total Hours	Date	Time In	Time Out	Supervisor's Approval	Total/Hours

Ending Date \_\_\_\_\_ Total Hours Completed \_\_\_\_\_

Supervisor's Signature - \_\_\_\_\_

\_\_\_\_\_

Supervisor's

Phone# \_\_\_\_\_

# Agency Evaluation Of Student

## TO BE COMPLETED BY AGENCY SUPERVISOR

AGENCY SUPERVISOR: Please complete this evaluation of the service-learning student. Thank you for your cooperation!

SERVICE-LEARNING STUDENT: After your supervisor completes this form, please return it to your instructor, or to the Center for Community Involvement.

Student's Name: \_\_\_\_\_

Agency's Name: \_\_\_\_\_

On a scale of 0 to 4 ("4" representing the highest) please rate the service-learning student in the areas listed below by placing an "X" in the appropriate box.

	0	1	2	3	4
Attendance/Punctuality					
Attitude					
Quality of Work					
Initiative					
Overall Performance					

Comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Supervisor's Name: \_\_\_\_\_

Signature \_\_\_\_\_

Title: \_\_\_\_\_ Phone: \_\_\_\_\_ Date: \_\_\_\_\_

COMMUNITY PARTNER  
***SERVICE-LEARNING***  
***HANDBOOK*** – APPENDIX VII  
A Guide for Working with Student Service-Learners



***Fostering Civic Responsibility***  
***Meeting Community Needs***

*"I was taught that the world had a lot of problems; that I could struggle and change them; that intellectual and material gifts brought the privilege and responsibility of sharing with others less fortunate; and that service is the rent each of us pays for living--the very purpose of life and not something you do in your spare time or after you have reached your personal goals."*

-Marian Wright Edelman    Revised July 2004



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***WHY THIS HANDBOOK?***

Service-learning is receiving unprecedented recognition for its value to students, higher education, and community. Service-learning programs consist of four main roles: the student, the college instructor, the service-learning program staff, and the community. The importance of the community service site cannot be underestimated. In fact, successful service-learning is largely dependent on the level of partnership and collaboration between community partner and educational institution. This handbook is about understanding and developing this critical partnership. This requires a considerable commitment of time, resources, and effort on your part; however, the results for your agency/school, the service-learning students, and our community can be dramatic and transformational. Please review this handbook carefully as it is the first step in the process of becoming a service-learning partner and placement site.

## **WHAT IS SERVICE-LEARNING?**

*Service-learning is a teaching strategy that combines course-related service projects with guided reflection (processing the service experience) to 1) enrich and enhance student learning of course material, 2) help meet community needs, and 3) foster civic responsibility and a sense of caring for others.*

## **GOALS:**

- Enhance Classroom Learning**
- Meet Community Needs**
- Foster Civic Responsibility and a Sense of Caring for Others**

***Defining Characteristics of Service-Learning***



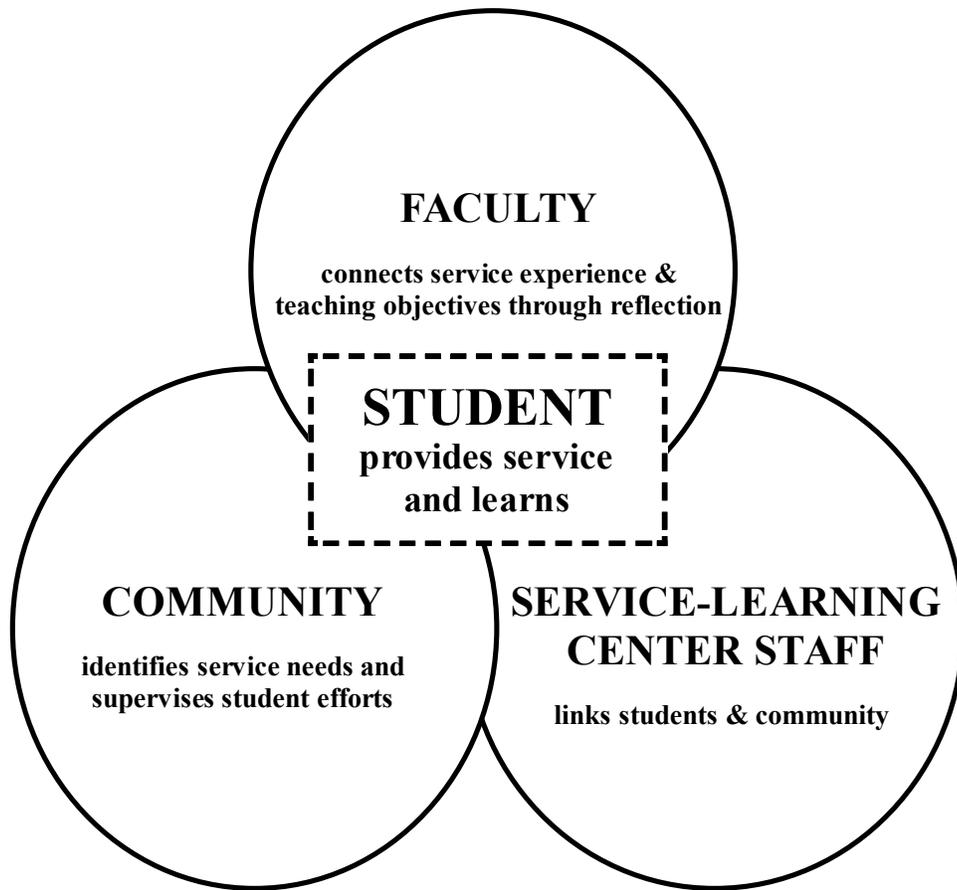
- **THE COMBINATION OF FOCUSING ON MEETING COMMUNITY NEEDS, IDENTIFYING LEARNING OBJECTIVES, AND INTENTIONALLY REFLECTING ON WHAT IS BEING LEARNED MAKES SERVICE-LEARNING UNIQUE AND FUNDAMENTALLY DIFFERENT FROM COMMUNITY SERVICE, VOLUNTEERISM, AND EXPERIENTIAL EDUCATION.**

- Community service helps meet community needs through volunteer efforts. Service-learning also meets those needs, but students use the service experience as a foundation to examine themselves, their society, and their future.
  - The goal of service-learning is to empower those being served and those who serve. This is not necessarily the goal of volunteerism, community service, or experiential education.
- 
- Service-learning uses community service as the vehicle for students to reach their academic goals and objectives by integrating teaching objectives with community needs.
  - Service-learning is based on a reciprocal relationship in which the service reinforces and strengthens the learning, and the learning reinforces and strengthens the service.
  - Service-learning is integrated into the academic curriculum and provides structured opportunities for students to reflect critically on their experience through a mix of writing, reading, speaking, listening, and group discussions.
  - Service-learning identifies and tracks specific learning objectives and goals.
  - Service-learning provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities.
  - Service-learning fosters a sense of caring for others and a commitment to civic responsibility.
  - Service-learning gives academic credit for demonstrating learning achieved through the service, not just for putting in hours.



# **SERVICE-LEARNING ROLES**

**All Service-Learning Programs Are Composed Of The Following Roles**





# ***PRACTICAL TIPS FOR COMMUNITY PARTNER SUCCESS***

## **1. REMEMBER, SERVICE-LEARNERS ARE STUDENTS, FIRST AND FOREMOST!**

Supervisors must always keep in mind that not only do service-learning students want to help meet important community needs, but they are also using the experience as the basis for understanding their college course. Students are receiving academic credit for learning through their service efforts. Help students think about what the experience means to them, the organizational context, and overall societal issues and impacts.

## **2. PLAN AHEAD!**

Clear, well thought-out service-learning placement descriptions outlining tasks, responsibilities, and skills needed must be prepared and given to the Center for Community Involvement and student. Often a fresh needs assessment with key staff will allow you to more effectively and creatively use service-learners within the framework of your agency/school. Are there tasks that you and your staff are now doing that could be divided up and given to one or several students? Is there a project that you've always wanted to do but never had the time to organize? Positions that carry some degree of responsibility and involve client contact are ideal.

## **3. BE AWARE THAT SOME STUDENTS MAY NOT MATCH YOUR NEEDS. BE SELECTIVE!**

Although the Center for Community Involvement will refer student service-learning candidates to your agency/school, **the final selection will be made by you**. If a student's qualifications and/or motivations are not in harmony with your needs, it is your right and obligation to not accept this student.

## **4. ORIENT . . . . TRAIN . . . . SUPERVISE!**

**Students require carefully structured orientation to your agency/school, staff, and clients.** This should answer such questions as "Where do I fit in? How do I get things done? What do I need to be aware of? What is expected of me? How do I get information/support if my supervisor is not available? What do I have to learn?" Introduce them to other staff, give them a tour of the facility, and make sure they feel comfortable and welcome. Students should also be familiarized with your mission and key community and societal issues facing your agency/school (i.e., "the bigger picture"--why you do what you do, and how the student can contribute to this end).

## **5. BE REALISTIC WITH YOUR TIME COMMITMENT EXPECTATIONS OF STUDENTS. THINK SEMESTER!**

Remember that you will have to be aware of the semester schedule and adapt accordingly (offer training sessions during the early part of the semester and expect students for only 12-14 weeks at the most).

## **6. BE AN INVOLVED TEACHER AND MENTOR FOR OUR STUDENTS !**

Throughout the assignment the supervisor should help the student interpret the experience and the relationship between what he/she is doing and the work of the agency/school and others. The student-supervisor relationship is one of the most significant parts of the student's experience and often determines the success of the placement. The supervisor is truly a partner in the student's education and should view him or herself as an "educator."

## **7. SAY THANKS!**

Like everyone, students want to be welcomed and appreciated. This may take many forms from letters of recognition, to a thank you note, to a simple acknowledgment of a job well done. Students also need to see how their work is important to your agency/school's mission. Ask the students how they're doing and what can be improved upon.

**8. TALK TO US.** Keep the Center for Community Involvement staff informed of any concerns, problems, successes, or other pertinent issues related to the placement and/or student. We are here to facilitate the entire process and ensure that all parties are satisfied.

***STEPS TO BECOMING AN MDC SERVICE-LEARNING  
PLACEMENT SITE***

**SERVICE-LEARNING SITES SHOULD BE WILLING TO DO THE FOLLOWING:**

1. Become familiar with this MDC Service-Learning Community Partner Handbook.
2. Arrange a site visit by a member of the Center for Community Involvement staff to discuss service-learning opportunities.
3. Attend a Community Partner Service-Learning Workshop.
4. Complete the *Letter Of Understanding* and return it to the Center for Community Involvement (see Page 12).
5. Prepare a “Service-Learning Opportunities Description” that includes your agency/school’s mission, specific service-learning opportunities and hours, orientation/training procedures, and any special conditions or requirements (see Center staff for a sample write-up).
6. Review the opportunities you have developed to **ensure that you have a plan in place to foster student learning at your agency/school** (how thorough is your orientation, are you providing any training, what type of “on-going support” do you offer to the student, do you meet regularly with the student to process and debrief the experience, what are you doing to recognize and say thank you to the student, etc.?)
7. Interview service-learning student candidates to clarify the responsibilities of the placement and to evaluate the students’ abilities and appropriateness with respect to these responsibilities. Ask them who their MDC instructor is and make a note of this (this will prove helpful if you have to call our office about a student).
8. Authorize the placement by signing the "Site Placement Confirmation Form" which will be brought in by the student. The student will then return this form to the Center as notification of your acceptance.
9. Provide the service-learning student with appropriate orientation, training, on-going supervision, and recognition.
10. Report any problems, concerns, or issues to the Center for Community Involvement:  
< Main office: 305-237-3848 (Fax: 305-237-7580)
11. Sign off on the student’s hour log and complete a brief evaluation of the student (the student will bring you both of these forms).

**TURNING SERVICE INTO LEARNING – HELPING STUDENTS GET THE MOST OUT OF THEIR SERVICE EXPERIENCE!!**

## **How Can I Really Help Students Learn at My Agency/School?**

There are countless benefits that can result for students, community, and community partners when service-learning is successful. To name just a few, students learn the value of service and their ability to make a difference, classroom learning is enhanced, they become lifelong volunteers, and they are better prepared to lead lives of engaged, democratic citizenship. Agencies/Schools gain invaluable people-power, fresh ideas and energy, and client needs are met. Our communities gain a more involved, engaged citizenry who are more informed and more likely to work collaboratively to solve community problems.

However, we also know that community service in and of itself won't necessarily result in student learning or the benefits that we mentioned above. In fact, without conscious attention to the issues addressed and the learning strategies employed when engaging in service-learning, students merely engaging in service may come away as civically disengaged as they were when they started participating in service-learning. As John Dewey (1938) understood it, the "discipline of experience" by itself may even be "miseducative," and therefore must always be subjected "to the tests of intelligent development and direction."

## **Reflection – The Key to Helping Students Gain the Most from Their Service-Learning Experience**

In order for your agency/school to most effectively foster student learning, reflection activities should be included in the service experience. Reflection means the process of thinking about what we do and processing it to draw meaning from our experiences. Reflection is an intentional endeavor to discover specific connections between something we do and the consequences which result. Reflection translates experiences into knowledge.

In your role as a community partner supervisor, it is essential that you help students reflect on their experiences – in short, help them think critically about what they are doing, why it is important, and what it means. The following page provides a few examples of how you can help students reflect.

## REFLECTION – Continued

### *A Short List of Reflection Activities for Community Partner Supervisors*

1. **Thorough Orientation** – make sure that your orientation is comprehensive and informs the student about your mission, your goals, and the work you do in the community, the organizational structure of the agency/school, etc. Talk to them about why they have chosen your agency/school? What interests them about it?, etc.
2. **Learning Objectives** – work with students to set objectives related to their learning. Have them put several objectives in writing and help them develop a plan to meet those objectives (what do they want to learn...about the agency/school, about the clients, about our community, about the profession, about the work you do, etc.).
3. **Regular “Processing” Meetings** – gather your students weekly or bi-weekly and ask them open-ended questions about their experience (What are you learning? What has surprised you? What is the most challenging thing that has happened and how did you handle it? What can we do to better serve our clients? Why do you think this problem (homelessness, etc) exists? How can you incorporate what you are learning into your everyday life? .....etc.
4. **Readings** – give your students a short article from time to time related to your agency/school, your clients, your community issue, and ask them to read it. Later on, gather them together and process it with them (What were your reactions to this article? Do you agree or disagree? What did you learn? How can you incorporate this into your everyday life? etc.,)
5. **Mini-Research Project** – ask students to find and read a short article related to the work your agency/school does (on the Internet, from a magazine, etc...), and then bring it in to discuss with you and the other students/staff/clients, etc.
6. **Critical Thinking Questions** – give students a list of questions that challenge them to explore and think critically about your agency/school and the issues it addresses. Ask them to find answers to these questions during the course of their service and process what they discover with them periodically. (Why does this problem exist [homelessness, children who can't read, etc.]...interview at least two staff members to get their opinions? What are the advantages and disadvantages of a career in this field? Make a list of all the different types of jobs that exist at this agency/school and the skills and education required. etc...).
7. Be creative...develop your own reflection exercises...!

## KEY LOCATIONS AND PHONE NUMBERS

**CENTER FOR COMMUNITY INVOLVEMENT**

Main Office: Center for Community Involvement  
300 NE 2<sup>nd</sup> Ave, Rm 1452  
Miami, FL 33132  
Phone: 305-237-3848 Fax: 305-237-7580  
**[www.mdc.edu /cci](http://www.mdc.edu/cci)**

(Call the above number for information on each campus's service-learning coordinators)

**MDC CENTER FOR COMMUNITY INVOLVEMENT**  
**MANAGEMENT TEAM** (as of 3/05)

Josh Young	Director--College-wide	237-7477	jyoung@mdc.edu
Ossie Hanauer	Director, Kendall Campus	237-0631	ohanauer@mdc.edu
Miriam del Campo	Faculty Coordinator, Kendall Campus	237-0956	mdelcamp@mdc.edu
Nicolle Hickey	Kendall Campus Coordinator	237-0859	nhickey@mdc.edu
Lauren Rose	Director, North Campus	237-8358	Lauren.Rose@mdc.edu
Diane Sloan	Faculty Coordinator, North Campus	237-1869	dsloan@mdc.edu
Jonquila Williams	North Campus Coordinator	237-8380	jwillia1@mdc.edu
Tamica Ramos	Director, Wolfson Campus	237-3848	tramos@mdc.edu
Vanessa Hernandez	Wolfson Campus Coordinator	237-3848	vhernan1@mdc.edu
Carlos Gonzalez	Faculty Coordinator InterAmerican	237-6028	cgonzal3@mdc.edu
Alejandro Salinas	Faculty Coordinator InterAmerican	237-6358	asalinas@mdc.edu
David Johnson	Faculty Consultant/Advisor	237-2255	djohnson@mdc.edu
Sharon Johnson	Faculty Consultant/Advisor	237-2276	sjohnso1@mdc.edu

<b><i>FACTS ABOUT MIAMI DADE COLLEGE</i></b>
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## **ENROLLMENT BY CAMPUS, 2003-2004 CREDIT AND NON-CREDIT STUDENTS:**

<b>North</b>	49,716
<b>Kendall</b>	62,312
<b>Wolfson</b>	35,989
<b>Medical Center</b>	5,436
<b>Homestead</b>	7,834
<b>InterAmerican</b>	17,755

**FACULTY:** There are approximately 718 full-time, and more than 3,702 part-time faculty at MDC.

### **Fall Profile 2004, Enrolled Student Survey Fall 2004, College Fact Book:**

- 31% of Miami Dade College students are between 21-25 years of age. Average age is 27.
- More than 66 percent attend on a part-time basis.
- Ethnic mix: 10% white non-Hispanic; 22% black non-Hispanic; 65% Hispanic; & 3% other.
- 62% are female, 38% are male.

## **LETTER OF UNDERSTANDING (Appendix VIII)** **(FOR PLACEMENT OF MDC SERVICE-LEARNING STUDENTS)**

Dear Community Partner Supervisor:

On behalf of the Miami Dade College Center for Community Involvement, we would like to thank you for entering into a partnership with us to provide richer educational opportunities for our students. By accepting and supervising our service-learners, you are helping these students join classroom theory with real-life experience. Ultimately you are also contributing to education's mission of promoting civic responsibility.

As a community partner supervising Miami Dade College students involved in a service-learning project, you will ensure that these students are provided with the following:

- **Orientation, training, and supervision.**
- **An understanding that you screen and make the final decision as to which students will serve with your agency. Students who are not a suitable match should be referred back to Miami Dade College.**
- **A description of the skills needed to complete the assigned project.**
- **A clear description of the assigned service-learning project including expectations, requirements and responsibilities.**
- **A safe and appropriate working environment.**

The Center for Community Involvement at Miami Dade College will ensure that your agency/school is provided with the following:

- **Direct consultation for identifying appropriate tasks for students.**
- **Orientation for community partner supervisors regarding student needs and capabilities.**
- **Student candidates for service-learning placements.**
- **On-going follow-up and support regarding student developmental issues.**

If you wish to become a partner in education with Miami Dade College and agree to the listed provisions, complete the community partner information below and return it to: **MDC Center for Community Involvement, 300 NE 2<sup>nd</sup> Ave., Miami, FL 33132 (Ph: 305-237-3848/ Fax: 305-237-7580).**

Name of Agency/School \_\_\_\_\_

Address \_\_\_\_\_

Contact Person \_\_\_\_\_ Phone \_\_\_\_\_ E-mail: \_\_\_\_\_

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_  
**(Community Partner Representative)**

MDC

Contact Person \_\_\_\_\_ Phone \_\_\_\_\_

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_  
**(MDC Service-Learning Coordinator)**



## ***SERVICE-LEARNING: ESSENTIAL ELEMENTS***

**RECIPROCITY:** The service and learning must be worthwhile and valuable for both the student and the community. There must be reciprocity between the server and those served.

**REFLECTION:** Intentional, systematic reflection about the experience must take place in order to draw meaning and make connections between service and learning. Reflection within the context of the volunteer experience encourages introspection of other aspects of the student's life.

**DEVELOPMENT:** Service-learning occurs in different stages: beginning with serving, to enabling, to empowering; from observation, to experience, to leadership.

**MEANINGFUL SERVICE:** Service tasks need to be worthwhile and challenging in order to strengthen students' critical thinking.

**DIVERSITY:** A priority is placed on involving a broad cross-section of students working in diverse settings and with a diverse population within the community.

***“Meaningful service is not about doing good to someone; it is about the dignity and growth of the giver and the receiver.”***

***Harry C. Silcox***

## STUDENT TESTIMONIALS

*"Another great aspect about the program is that it doesn't only teach the children, but it also teaches the mentors as well. The program has taught me to become a responsible leader and backs up what I teach in class by modeling the way. Before I began to teach I would waste water incessantly, litter without care, put others down unconsciously (and sometimes consciously), and would pay little attention to safety. These are the exact opposites of the concepts which the program is attempting to instill. I did not want to become a hypocrite, so I've changed my ways..... For the past three months I've acted like a responsible leader and have been a contributing factor to the well being of future generations.... This experience will always be something that I treasure and that I'll never forget."*

-Service-learning student with the EnviroMentor program

**"I've volunteered before but this time I've been able to put into practice what I've learned in the classroom; making the classroom more interesting and fun."**

-Service-learning student from the Kendall Campus

**"There is nothing in the world that can compare to the deep sense of pride I feel when I leave there after a particularly productive day. I went into the school, originally, with high expectations but after seeing all the chaos and problems, I grew doubtful. Now that I've seen the difference that the kids and I make as a team, I'm ready to take on anything. I feel that I'm making a small difference in their futures and they're fulfilling a very big void in my life. I really need that sense of accomplishment almost as much as they do."**

Service-learning student from the Medical Center Campus

**"At first I looked at the syllabus with skepticism because of my earlier experiences with what was supposedly service-learning. I felt pressured into completing x number of hours which seemed to be the most important factor. Both the Listening Project and the Leadership class have since clarified and influenced me enough to change my perception of service-learning. Leadership class provided me with all the theory. The Listening Project afforded me the opportunity to put this classroom knowledge to work in the real world.... It has always been my firm belief that individuals should perform service to the community. At first it seemed like a one-sided affair, only the community benefited. I was wrong because at the same time I was helping the community, there were things that I learned that sitting in the classroom would not have taught me. It also reinforced my conviction that we should all invest in our community. The service experience definitely changed my opinion. It has enhanced my thinking and communicating skills, given me the opportunity to put what was taught to test, and it provided me with an awareness of some of the needs of the community. I sincerely recommend that everyone be given the opportunity to be exposed to service-learning and I am certain it would change the minds of many."**

-Service-learning student from the Medical Center Campus

**"When it is carefully planned, service-learning is a great success. It so easily intertwined class objectives with our service, that I often had to think to pry the two apart."**

-Service-learning student from the Medical Center Campus

**"I got to work with only one student the first day. He was obviously from a Latin American country and he did not speak much English. I had to use a lot of patience with him because he was getting frustrated. He finished all his assignments for that day, but by the time we were done I was ready to go home. At the end of class, the first thing he asked me was if I could work with him the next day. Tears came to my eyes, not only because I was touched by the gesture, but because I felt guilty. Guilty because at first the only reason I did it was because I had to, not really because I wanted to help. But this definitely changed my attitude from then on..... Most important of all, I learned a lot about the society we live in, and about myself as an individual. It contributed to my personal growth which was one of my goals as a volunteer."**

-Service-learning student at Lindsey Hopkins Adult Education Center



## PRINCIPLES OF GOOD PRACTICE

# ***IN COMBINING SERVICE AND LEARNING\****

*The principles that follow are a statement of what we believe are essential components of good practice that should guide all service-learning programs.*

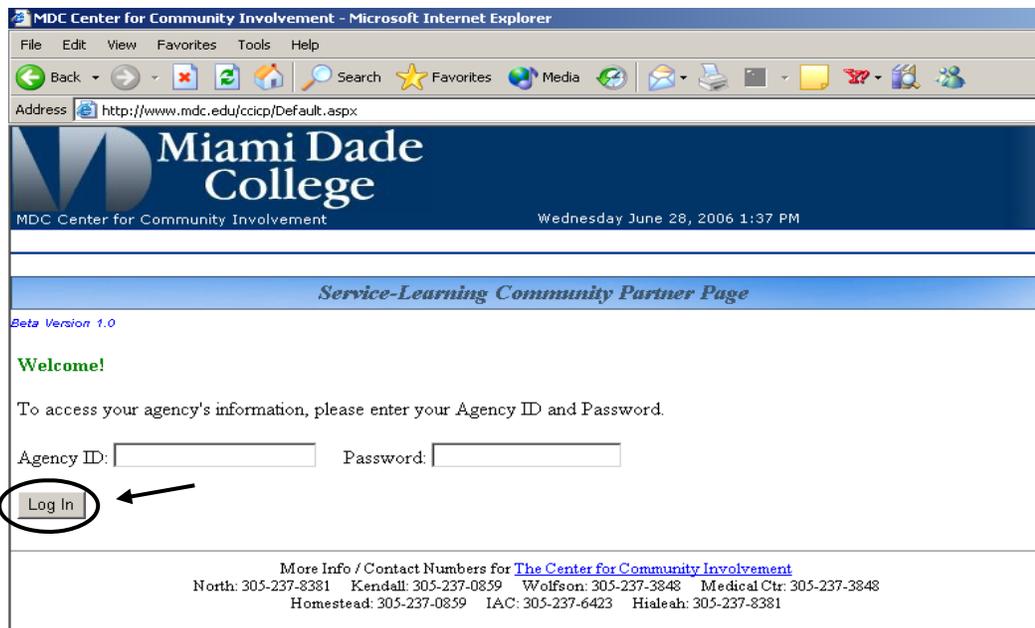
1. An effective program engages people in responsible and challenging actions for the common good.
2. An effective program provides structured opportunities for people to reflect critically on their service experience.
3. An effective program articulates clear service and learning goals for everyone involved. From the outset of the project, participants and service recipients alike must have a clear sense of : (1) what is to be accomplished and (2) what is to be learned.
4. An effective program allows for those with needs to define those needs.
5. An effective program clarifies the responsibilities of each person and organization involved.
6. An effective program matches service providers and service needs through a process that recognizes changing circumstances.
7. An effective program expects genuine, active, and sustained organizational commitment.
8. An effective program includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.
9. An effective program insures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.
10. An effective program is committed to program participation by and with diverse populations.

\* from the Wingspread Special Report (1989)

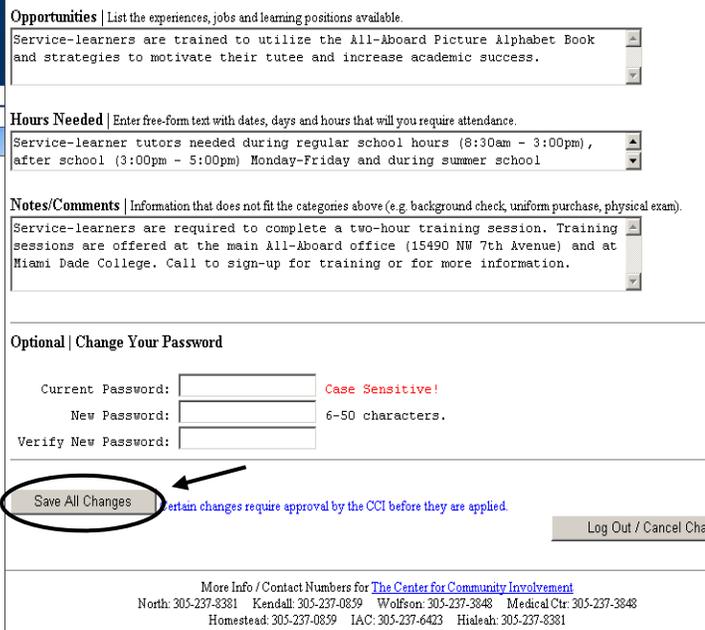
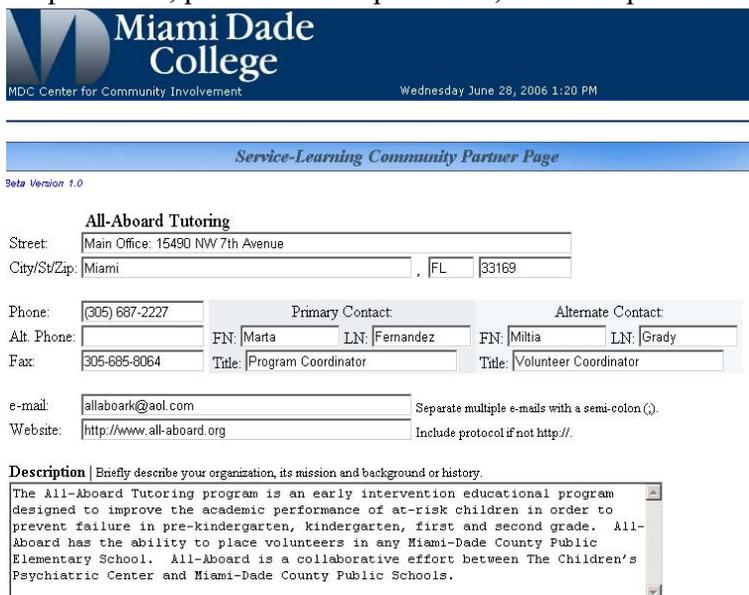
## Instructions For Updating Agency Information On-Line

### APPENDIX IX

- Go to [www.mdc.edu/ccicp/](http://www.mdc.edu/ccicp/) and enter your Agency ID and Password and click on “Log In”. (If you do not have or know your Agency ID and/or password you can contact the Center for Community Involvement, and we will provide you with that information)



- Change the information applicable to your agency in the given spaces. Towards the bottom of the page there is an area where you can change your password. All you need to do is put in the current password, put in the new password, and then put in the new password again to verify it. Then click on



- Once you have saved your changes the page will appear with all of your updated information. Then click on “Log Out/ Cancel Changes” to exit the page. (Note: This will not cancel the changes you

**Miami Dade College**  
MDC Center for Community Involvement Wednesday June 28, 2006 1:20 PM

*Service-Learning Community Partner Page*

Beta Version 1.0

**All-Aboard Tutoring**

Street: Main Office: 15490 NW 7th Avenue  
City/St/Zip: Miami, FL 33169

Phone: (305) 687-2227  
Alt. Phone: FN: Marta LN: Fernandez FN: Miltia LN: Grady  
Fax: 305-685-8064 Title: Program Coordinator Title: Volunteer Coordinator

e-mail: allaboark@aol.com Separate multiple e-mails with a semi-colon (;).  
Website: http://www.all-aboard.org Include protocol if not http://.

**Description** | Briefly describe your organization, its mission and background or history.  
The All-Aboard Tutoring program is an early intervention educational program designed to improve the academic performance of at-risk children in order to prevent failure in pre-kindergarten, kindergarten, first and second grade. All-Aboard has the ability to place volunteers in any Miami-Dade County Public Elementary School. All-Aboard is a collaborative effort between The Children's Psychiatric Center and Miami-Dade County Public Schools.

**Opportunities** | List the experiences, jobs and learning positions available.  
Service-learners are trained to utilize the All-Aboard Picture Alphabet Book and strategies to motivate their tutee and increase academic success.

**Hours Needed** | Enter free-form text with dates, days and hours that will you require attendance.  
Service-learner tutors needed during regular school hours (8:30am - 3:00pm), after school (3:00pm - 5:00pm) Monday-Friday and during summer school

**Notes/Comments** | Information that does not fit the categories above (e.g. background check, uniform purchase, physical exam).  
Service-learners are required to complete a two-hour training session. Training sessions are offered at the main All-Aboard office (15490 NW 7th Avenue) and at Miami Dade College. Call to sign-up for training or for more information.

**Optional | Change Your Password**

Current Password: Case Sensitive!  
New Password: 6-50 characters.  
Verify New Password:

Save Operation Successful Certain changes require approval by the CCI before they are applied.

Log Out / Cancel Changes

More Info / Contact Numbers for The Center for Community Involvement  
North: 305-237-8381 Kendall: 305-237-0859 Wolfson: 305-237-3848 Medical Ctr: 305-237-3848  
Homestead: 305-237-0859 IAC: 305-237-6423 Hialeah: 305-237-8381

- Once you have updated the information and logged out, your information is sent to CCI for approval. After CCI approves the changes, the information will be available for all students to see. Agency information is available at the following link [http://www.mdc.edu/cci/placement\\_aspx/rptMPLn.aspx](http://www.mdc.edu/cci/placement_aspx/rptMPLn.aspx)

**ALL-ABOARD TUTORING**, (County-wide Opportunities) Main Office: 15490 NW 7th Avenue, Miami, FL 33169  
**CONTACT:** Marta Fernandez, Program Coordinator (305) 687-2227; Miltia Grady, Volunteer Coordinator ; Fax: 305-685-8064;  
 E-mail: allaboark@aol.com  
**WEB SITE:** <http://www.all-aboard.org>  
**DESCRIPTION:** The All-Aboard Tutoring program is an early intervention educational program designed to improve the academic performance of at-risk children in order to prevent failure in pre-kindergarten, kindergarten, first and second grade. All-Aboard has the ability to place volunteers in any Miami-Dade County Public Elementary School. All-Aboard is a collaborative effort between The Children's Psychiatric Center and Miami-Dade County Public Schools.  
**OPPORTUNITIES:** Service-learners are trained to utilize the All-Aboard Picture Alphabet Book and strategies to motivate their tutee and increase academic success.  
**HOURS NEEDED:** Service-learner tutors needed during regular school hours (8:30am - 3:00pm), after school (3:00pm - 5:00pm) Monday-Friday and during summer school sessions. Service-learners are asked to commit to twenty-four (24) hours (1 to 2 hours per week).  
**COMMENTS:** Service-learners are required to complete a two-hour training session. Training sessions are offered at the main All-Aboard office (15490 NW 7th Avenue) and at Miami Dade College. Call to sign-up for training or for more information.

## Community Partner Workshop

### Reducing Liability – **APPENDIX X**

- Nova University case overview
  - Nova University was found liable due to:
    - Knowing site was dangerous and sending students anyway;
    - Providing no other choice for the service experience.
  - Community partner settled out of court
    - Community partner was on notice as having duty to protect based on the series of criminal incidents that had occurred on or near the parking lot;
    - If community partner had a structure in place to protect, it could have been absolved of responsibility (security, lights, etc.).
  
- **Negligence:** failure to do what a reasonable and prudent person would ordinarily have done under the circumstances, or the doing of what a reasonable and prudent person would not have done under the circumstances. May be active or passive, meaning that the cause could be an action or a failure to act. Three elements (all of which must be proven to have legal action in negligence):
  - Duty to protect others
  - Failure to perform the duty
  - Injury or damage caused by the failure to perform
  
- Minimizing risk:
  - Community Partners:
    - Orient, supervise, and provide a safe working environment for the student;
    - Complete the “Service-Learning Placement Confirmation Agreement” (page 8 of Student Handbook) with the student and abide by the expectations, requirements, and responsibilities;
    - Discuss precautions; provide clear guidance on ways to reduce risk;
    - Make certain students have necessary skills to complete their service;
    - Set up a line of communication for students to report difficulties to their agency supervisor;
    - Read and understand the contents of the “Letter of Understanding” (page 12, *Community Partner Handbook*);
    - Ensure that students are instructed to let their supervisor and campus director know if they feel uncomfortable or unsafe at any time;
    - Understand that MDC provides community partners with student candidates. The ultimate decision on whether to accept a student or not rests with the community partner.
  
  - Faculty:
    - Include service-learning in the syllabus, with clear guidelines, and with connections to course learning objectives;
    - Provide choices for students with respect to their service-learning project.

- Center for Community Involvement (CCI):
  - Delivers class presentations detailing the service-learning program;
  - Provides handbooks with written guidelines for all participants – student, community partner, faculty;
  - Hosts bi-annual workshops for community partners;
  - Makes decisions about appropriate placements;
  - Offers flexibility and choice for students projects;
  - Hosts faculty workshops;
  - Ensures confidentiality of all student information.

- Discussion:

- What kinds of insurance do you have in place that covers volunteers?

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- What measures are in place (could be in place) to reinforce safety and avoid negligence?

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**NOTE:** Community partners are responsible for providing a safe working environment and for taking all necessary measures to reduce liability and avoid negligence.

## SERVICE-LEARNING AGENCY ACTION PLAN - APPENDIX XI (for use in last part of workshop)

Please discuss what your agency does or will do in each of the following categories to ensure that the service-learning partnership is as successful as possible. Write down ideas that you want to implement next semester with your service-learning students:

**Reflection** (What will you do to ensure that students reflect on their experience with your agency?)

**Initial Orientation/Training** (What will you do to ensure high quality orientation/training?)

**On-going Support/Communication** (What will you do to ensure on-going support and open lines of communication?)

**Recognition** (What will you do to recognize your service-learners?)

**Miscellaneous** (What other best practices can you think of? E.g., how will you evaluate your service-learning program, etc.?)

# Service-Learning Community Agency Workshop – Appendix XII

## Evaluation

1 = Strongly Agree    2 = Agree    3 = Disagree    4 = Strongly Disagree

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. I have a greater understanding of service-learning than I did at the beginning of this workshop.   | 1 | 2 | 3 | 4 |
| 2. I understand the educational base for the partnership my agency has with the service-learning program.                                     | 1 | 2 | 3 | 4 |
| 3. I have a greater understanding of the roles and expectations each participant must fulfill in order for service-learning to be successful. | 1 | 2 | 3 | 4 |
| 4. I believe that the written materials provided shall be helpful in the future.  | 1 | 2 | 3 | 4 |
| 5. I have a better understanding of both the role of reflection in service-learning and ways that I can help students reflect at my agency.   | 1 | 2 | 3 | 4 |
| 6. I believe that this workshop has been informative and helpful.   | 1 | 2 | 3 | 4 |

COMMENTS/FEEDBACK/SUGGESTIONS FOR IMPROVEMENT:

**. Thank You)**

*(Please leave completed evaluations in the center of the table – they will be collected after the workshop)*