Service-Learning

Service-Learning

Student Manual

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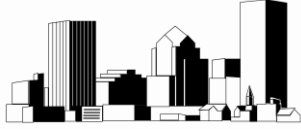
Service Learning
MONROE COMMUNITY COLLEGE

Table of Contents

Service Learning
MONROE COMMUNITY COLLEGE

PREFACE

This handbook has been created for students who are currently enrolled in a service-learning course. It includes general guidelines, expectations and forms associated with the service and is intended to assist you in having a meaningful civic experience with Rochester area schools, agencies, organizations or businesses.

The Center for Service-Learning Mission:

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

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

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

The Center for of Service-Learning at Monroe Community College will provide as much support as possible to faculty, students and community partners. The Coordinator will be in contact with your community site agency on an as needed basis. The Coordinator is always available to answer questions about service-learning and offer suggestions.

If you have any questions about this manual or the community site(s) you will be working with, please feel free to contact the Center for Service-Learning at 585-292-3171. Or visit our website at: www.monroecc.edu/go/servicelearning

 Contact Information:

The Center for Service-Learning
Downtown Campus
Brighton Campus
585-292-3171

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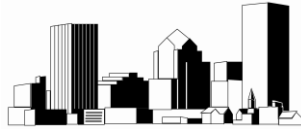
Student Manual

Letter to Students

Dear Service-Learner:

Congratulations on making a commitment to serve your community while enhancing your education. Your effort will undoubtedly help Rochester become an improved community.

Please use this manual as a reference for service-learning information. Your professor will review the course's service-learning project, the agency where you will be completing your service-learning, and familiarize you to the paperwork to be completed throughout the semester.

If you have any questions or concerns about your service-learning experience, please feel free to contact the Center for Service-Learning at 585-292-3171.

Respectfully,

Center for Service-Learning
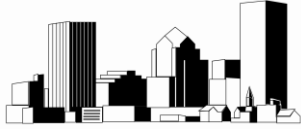
Distinctions between Volunteerism, Community Service, and Service-Learning

| Volunteerism	Community Service	Service Learning
the engagement of students in activities where some service or good work is performed	the engagement of students in activities where some service or good work is performed and where students learn how their service makes a difference in the lives of the service recipients	the engagement of students in activities designed to address or meet a community need, where students learn how their service makes a difference in themselves and in the lives of the service recipients, and where learning is intentionally linked to academics
Example	**Example**	**Example**
Volunteer Day at the River: Students spend a day cleaning up litter and trash along the river	**River Rendezvous:** Students spend time learning how to monitor water quality and the importance of this activity. They spend the day engaging in monitoring activities along the river	**A Walk Through the Watershed:** Students spend time learning about the environment and watersheds. Students identify issues and needs related to watersheds. Students work collaboratively with the community members on projects designed to educate the general public about watershed issues and needs and what can be done to protect the watersheds. Students reflect periodically on what they are learning in the content areas, about themselves and their role in society
Reciprocity	**Reciprocity**	**Reciprocity**
no reciprocity between those doing service and those being served	little, if any, reciprocity between those doing service and those being served	intentional reciprocity between those doing service and those being served
Reflection	**Reflection**	**Reflection**
no reflection in process	little, if any, reflection in process	formative and summative reflection critical to the process
Focus & Motivation	**Focus & Motivation**	**Focus & Motivation**
service is the focus with motivation based on either civic duty, religious conviction or altruism (concern for the welfare of others)	service is the focus with motivation based on either civic duty, religious conviction, or altruism (concern for the welfare of others)	learning and service are the foci with motivation based on addressing or meeting a community need
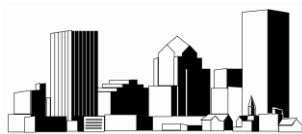
BENEFITS OF SERVICE-LEARNING

For Students

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

For the Community

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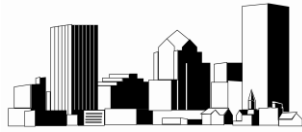
BENEFITS OF SERVICE-LEARNING
(Continued)

For the College

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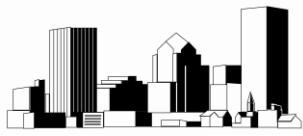
GUIDELINES FOR SERVICE-LEARNING STUDENTS

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

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

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

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

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

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

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

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

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

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

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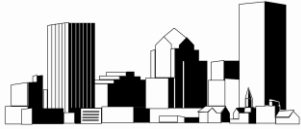
STUDENT BENEFITS

Service-Learning Scholarship

The MCC Foundation has a scholarship available for Service-Learning students. The purpose of the Snowball Scholarship is to provide a graduate of the Rochester City School District with a scholarship toward their second year at MCC (with preference given to Wilson Magnet graduates). The donors are interested in recognizing good character and promoting community engagement, thus this scholarship will be awarded to student(s) participating in the MCC Service-Learning program. Applications will be accepted during Fall semesters at MCC's Scholarship website where the students apply online. http://www.monroecc.edu/tuition-aid/types-of-aid/scholarships/.

Transcripts

Service-learning courses and the required service hours in those courses will be transcripted in two ways:

- First, all service-learning courses will be indicated as such on a student transcript.
- Second, the transcript will indicate the total number of service-learning hours (civic engagement) completed by the student each semester. This is not credit hours, but actual service hours logged from each service-learning course taken where the student has completed all of the service hours required and has passed the course with a 2.0 or above.

Diplomas – Service-Learning Option

Students will have the opportunity to receive a diploma distinction for having completed 200 service-learning hours while at MCC.

For most students, achievement of this distinction will require approximately 30 credit hours of service-learning courses. There are, however, some 3-credit courses such as SVL 101 that have a 135 service hours requirement for successful completion. This course provides an intensive option to receiving the diploma distinction. To obtain credit for service hours, a student must complete all required service hours in the course **and** pass the course with a 2.0 or higher.
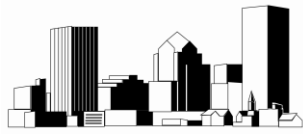
STUDENT BENEFITS
(Continued)

Benefits of this transcript enhancement and diploma distinction are:

- Student employability is improved because these are excellent indicators to employers that this student has civic experience throughout her or his coursework.

- Student transferability is improved because these are excellent indicators to transfer colleges that this student has civic experience throughout his or her coursework.

- The above-mentioned enhancements will prompt questions from employers and transfer colleges and provide an opportunity for the student to present her or his service-learning portfolio of civic engagement.

- This distinction is emblematic of the accomplishments of the student while they were at Monroe Community College.

## Presidential Volunteer Service Award

Monroe Community College's Center for Service-Learning is a "certifying organization" for the Presidential Volunteer Service Award (PVSA). This allows MCC students to earn this award by using their acquired service-learning hours as well as hours served at outside agencies/internships.

Appropriate documentation of service hours completed outside of official service-learning opportunities (completed as part of a class at MCC) must be submitted to the Center for Service-Learning. Once this documentation of outside service is verified, the Center for Service-Learning will certify your eligibility.

What is the Presidential Volunteer Service Award?
The Presidential Volunteer Service Award was created to recognize and honor Americans who are engaged in their communities by way of voluntary service. It is awarded by the President of the United States and the President's Council on Service and Civic Participation to individuals, families, and groups that are committed to community service. Those who qualify for the award are eligible to receive the following:

- A personalized certificate of achievement
- A congratulatory letter from the President of the United States
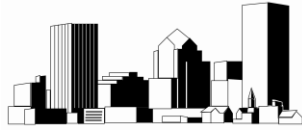
STUDENT BENEFITS
(Continued)

Award Levels:

Bronze Award
Young Adults (15-25): 100 to 174 hours
Adults (26 and older): 100 to 249 hours

Silver Award
Young Adults (15-25): 175 to 249 hours
Adults (26 and older): 250 to 499 hours

Gold Award
Young Adults (15-25): 250 hours or more
Adults (26 and older): 500 hours or more

Process:

Fill out a Service Verification form and submit it to Center for Service-Learning by the 1st week of January classes or if graduation in Spring, submit the form at the end of the semester. Forms can be found at the Service-Learning website or by contacting the office at 585-292-3171.

http://www.monroecc.edu/depts/servicelearning/benefits.htm

Students may also include their own volunteer hours for this award as well.

Service-Learning

STUDENT BENEFITS
(Continued)

Presidential Volunteer Service Award
SERVICE VERIFICATION FORM

This form should be utilized by MCC students who are applying for the Presidential Volunteer Service Award for hours of service within an MCC course for Service-Learning/Fieldwork/Internship AND for hours of service completed OUTSIDE of MCC Service-Learning courses in their service record.

You DO NOT need to verify hours of service that were completed as part of a MCC Service-Learning course with this form.

This information encompasses any Service-Learning/Fieldwork/Internship/Volunteer work for the year 2017. This form is due by Friday, January 15, 2018 to Service-Learning at Brighton Bldg 3, Room 108.

Student Name: _____

M #: _____

Phone Number: _____

Please check the box for your age group
☐ Age = 15 to 25 yrs old
☐ Age = 26 yrs and older

Hours of service associated with an MCC course:

Service-Learning/fieldwork/internship associated with an MCC course, please list the course number and the hours spent on the project (note if you went over the required number of hours for the class – please include here as well).

Course No: _____   No. Hours: _____   Semester: _____
Course No: _____   No. Hours: _____   Semester: _____
Course No: _____   No. Hours: _____   Semester: _____

Hours of service associated with Volunteer work outside of an MCC course:

The Center for Service-Learning will contact your service site(s) to confirm that the indicated service was completed. It is very important that you provide accurate contact information.

| Service Activity	Organization Name	Date(s):	Site Supervisor Name:	Supvr Signature
		# of Hours Completed:	Site Supervisor Contact Info:	
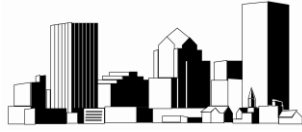
STUDENT DOCUMENTATION

Student Time Logs

Students' Service-Learning hours can be documented two ways, depending on the project. If students are participating in a project that is under the supervision of a person other than the professor, Student Time Logs will be provided at semester start by the Center for Service-Learning. Students will write down their hours and have a site supervisor initial it. Students will submit their Time Logs to the faculty member at the end of the semester.

If the faculty member is the supervisor of the project, he or she can decide not use the Time Logs, but rather base the completion of the required hours on the final product of the project (presentation, activity kit, etc).

Grade Changes – Incomplete or Grades

When an Incomplete grade is given to a student, it is the faculty member's responsibility to notify the Service-Learning Coordinator OR the Director of Registration and Records if the grade has been changed AND the student should receive the service-learning hours associated with the course. Double check your transcript when you receive a grade change. The term comments on your transcript should reflect any service hours you should receive credit for. If the hours are not transcripted, contact your professor immediately.
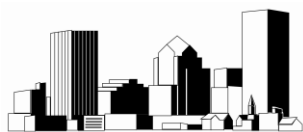
HOW TO FIND SERVICE-LEARNING COURSES IN BANNER

Is a section I am registering for service-learning?

Each section that has a service-learning component is able to be identified by the **SV** after the title of the course.

> If the service is an option within the course (meaning you do not have to complete the service), the description will indicate "option" and have the service hours indicated.

Optional section

Sections Found

Death and Dying – SV – 11494 – HED 115 - 003

***Optional Service Learning Hours = 10**

Associated Term: Fall 2014
Registration Dates: Mar 10, 2014 to Sep 08, 2014
Levels: Undergraduate
Attributes: HP01, HP03, SV-Service Learning

> If all students in the section are required to complete a service component (dedicated section), then the word option will not appear in the description:

Dedicated section

Principles of Marketing – SV – WR – 16609 – MAR 200 - 003

***Service Learning Hours = 20**

Associated Term: Fall 2014
Registration Dates: Mar 10, 2014 to Sep 08, 2014
Levels: Undergraduate
Attributes: SV-Service Learning

## HOW TO FIND SERVICE-LEARNING COURSES IN BANNER
(Continued)

How do I do a search for all service-learning offerings each semester?

When searching the master schedule in banner you can use "attribute type" to search for all sections that will offer service-learning.

For a more specific search: Example

If you want to know all of the ACC 101 sections that are service-learning, highlight "Accounting" in the subject, type "101" in the Course Number box and highlight "service-learning" in the attribute type.

Subject:
All
Accounting (ACC)
Alcohol Chem Dependency (ACD)

Course Number:

Title:

Schedule Type:
All
Clinical Experience
Co-Op

Instructional Method:
All
Delivered by Compact Disc
Hybrid

Credit Range:
hours to
hours

Campus:
All
Applied Technologies Center
Brighton Campus

Part of Term:
Non-date based classes only
All
Eight Week Course
Eight Week Course

Instructor:
All
Abbott, Christine D.
Able, Jyoti B

Attribute
SWCV¶
Service·Learning········¶
Writing·Intensive·Course¶
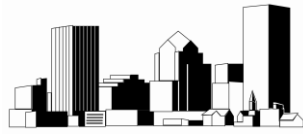
**EXPECTATIONS OF SERVICE-LEARNING OFFICE,
FACULTY, STUDENTS AND THE COMMUNITY**

Center for Service-Learning is expected to:

- Distribute Student, Faculty and Community Site Evaluations at least two weeks before the end of the semester
- Assist faculty in developing or revising curriculum to include service-learning component
- Maintain and share a current roster of service-learning faculty and courses
- Distribute Student, Faculty and Community manuals to all involved in service-learning on an as needed basis. Manuals will also be maintained and made available on the Service-Learning website.
- Maintain database of service hours accumulated by each student

Faculty are expected to:

- Inform the community site of the goals and objectives of the course
- Describe service-learning activity and its relation to the course objectives in the course syllabus on the first day of class
- Explain service component of the course
- Be available to the community site regarding service projects
- Provide Center for Service-Learning with information on your course, so it can be included in information provided to students and our community partners
- Explain the evaluation methods employed in the course
- Familiarize themselves with the service site and monitor student progress through reflection (i.e. discussions and journal assignments, progress reports, etc.)
- Provide individual and group forums for students to reflect on what they are learning from the experience and how that learning connects to the course objectives
- Incorporate information gained through the service-learning evaluations into any redesigning of the course for subsequent semesters
- Act as a liaison between the students and community sites
- Develop assessment tools for all partners and students
- Collect Student Time Logs (if used) to verify student hours
- After grades are entered and "rolled over" (approximately one day), using the Service-Learning Checklist in the Faculty Section of Banner – check off the students who completed their Service-Learning hours with grades of C or better and submit checklist.

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

Students are expected to:

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

Community partners are expected to:

The community site is the service partner that identifies the needs of the community. This site is the location where all three aspects of service-learning can come together: the community needs, the professors' requirements and an educational environment for the student.
- Provide adequate training for assigned tasks
- Provide feedback to faculty about student's performance
- Orient students to the agency or project mission and goals so that they may better understand their role within the agency/project
- Provide work that is significant and/or challenging to the student
- Provide training, supervision, feedback and resources for the student to succeed in the service
- Ensure a safe work environment and reasonable hours for the student to perform their service
- Complete an evaluation form at the end of the service period and return to the Monroe Community College, Center for Service-Learning
- Sign student Time Log (provided by student)
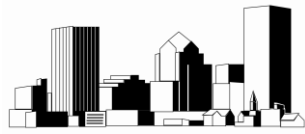
REFLECTION

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.

It is important to incorporate structured reflection so that students develop a deeper understanding of course subject matter outside of the traditional classroom environment. Reflection promotes; interpersonal communication, problem solving skills, self-awareness, a sense of civic responsibility, and a sense of belonging.

Developing The Environment For Reflection

Providing a safe, respectful, and nurturing environment for you and your classmates to express the wide range of emotions experienced is necessary.

Types of Reflection

The sample questions below are basic and broad in nature. They are meant to give you an idea of how reflection may be structured in your classroom.

1)   Group Discussions

Discussions can occur in several small groups or as one large group. Topics can vary but should be structured.

Examples for the beginning of the semester (may be used in journaling assignments as well):

- What is the identified problem/community need?
- How are you going to address that need?
- How are you going to assess findings?
- How will the findings be presented and to whom?
- Why are you needed?
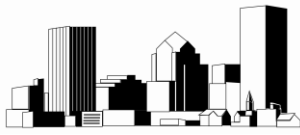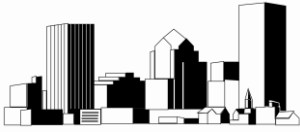
REFLECTION
(Continued)

1) **Group Discussions** (Cont'd)

Examples for during the semester. (may be used in journaling assignments as well):

- How does your service-learning experience relate to the learning objectives of the course?
- What did you do at their site since the last reflection discussion?
- What did you observe?
- What did you learn?
- How has the experience affected you (how did you feel)?
- What has worked?
- What hasn't worked?
- What do you think is (will be) the most valuable service you can offer at your site?
- What has been particularly rewarding about your service?
- How could you improve your individual service contribution?
- Have you taken any risks at your service site? If so, what did you do?
- What were the results?
- What would you change about your service assignment that would make it more meaningful for you or other service-learning students?
- What have you learned about yourself?
- Has your service experience influenced your career choice in anyway?

Toward the **end** of the semester. (May be used in journaling assignments as well):

- What have you learned about yourself?
- What have you learned about your community?
- What have you contributed to the community site?
- What values, opinions, beliefs have changed?
- How has your willingness to help others changed?
- What was the most important lesson learned?
- How have you been challenged?
- What impact did you have on the community?
- What should others do about this issue?

REFLECTION
(Continued)

2) Journaling

A journal is a record of meaningful events, thoughts, feelings, interpretations and ideas. In this class your journal will be focused on service experiences and the learning you gain from the experience.

You may be asked to keep a journal to document experiences at the community site. These entries should include more than just what you did that day. Journals should include information on how you were affected by your experience. Journals may be collected and reviewed several times throughout the semester.

Why a service-learning journal?

a)   To practice writing
b)   To analyze service situations
c)   To articulate your own reactions to your service experience
d)   To record the learning you are experiencing and document progress toward the learning objectives.
e)   To develop recommendation for action or change

Examples of journaling assignment questions:

- Describe your service-learning project. Include a description of the agency or organization you will be working for (i.e. what is their purpose? How big are they? What is their history? What is their mission? What are their goals?).
- How is your service-learning experience related to the readings, discussions, and lectures in class?
- How does the service-learning experience connect to your long-term goals?
- What new skills have you learned since beginning your service?
- What have you done this week to make a difference?
- What characteristics make a community successful?
- Report a civic experience you have had in the past. Include comments about what type of difference you made to those you served. How did you feel about your service? What if any attitudes or beliefs changed for you as a result of your service?
- Describe what you have learned about yourself as a result of your service.
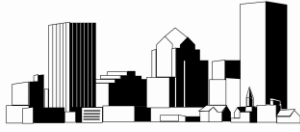
REFLECTION
(Continued)

3) Papers

A final paper or several small papers throughout the semester may be an alternative to journaling or may be a way to organize what has been written in a journal.

Example: Describe the community site where you served, including the site's mission and goals. What were your duties and responsibilities at the site? How has this experience changed your value and belief system? How has your service affected your own sense of civic responsibility?

In what ways has your service-learning experience made the course material relevant? Be specific and provide concrete examples.

Explain why your service was important to you and the service-learning site.

4) Portfolios

Your professor may utilize this medium as a way to present a collection of information obtained throughout the semester. It may include portions of your journal, pictures, community site information, brochures, etc. Portfolios may be used in a formal presentation or to hand in for grading.
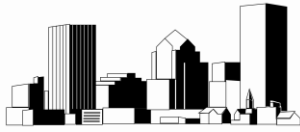
5) Presentations

Presentations may or may not be a part of the course. This medium can be used for you to showcase to your class, community site and/or college community your service-learning experience. This can be accomplished in a large group, several small groups, or individually.
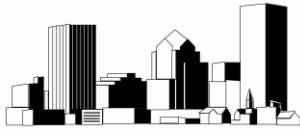
Student Service-Learning Rubric

Note to Students: Service-Learning is a teaching method that combines academic instruction, meaningful service, and critical reflective thinking to enhance student learning and civic responsibility. Use this rubric to evaluate your progress during your service-learning project, and once you've completed it.

	Strong Impact	Good Impact	Some Impact	Minimal Impact
Meet actual community needs	Determined by current research conducted or discovered by students with teacher assistance where appropriate	Determined by past research discovered by students with teacher assistance where appropriate	Determined by making a guess at what community needs may be	Community needs secondary to what a project teacher wants to do; project considers only student needs
Are coordinated in collaboration with community	Active, direct collaboration with community by the teacher assistance where appropriate	Determined by making a guess at what community needs may be	Community members are informed of the project directly	Community members are coincidentally informed or not knowledgeable at all
Are integrated into academic curriculum	Service-learning as instructional strategy with content/service components integrated	Service-learning as a teaching technique with content/service components concurrent	Service-learning part of curriculum but sketchy connections, with emphasis on service	Service-learning supplemental to curriculum, in essence just a service project or good deed
Facilitate active student reflection	Students think, share, produce reflective products individually and as group members	Students think, share, produce group reflection only	Students share with no individual reflective projects	Ran out of time for a true reflection; just provided a summary of events
Use new academic skill/knowledge in real world settings	All students have direct application of new skill or knowledge in community service	All students have some active application of new skill or knowledge	Some students more involved than others or little community service involvement	Skill knowledge used mostly in the classroom; no active community service experience

Student Service-Learning Rubric (Cont'd)

|	Strong Impact	Good Impact	Some Impact	Minimal Impact
Help develop sense of caring for and about others	Reflections show affective growth regarding self in community and the importance of service	Reflections show generic growth regarding the importance of community service	Reflections restricted to pros and cons of particular service project regarding the community	Reflections limited to self-centered pros and cons of the service project
Improve quality of life for person(s) served	Facilitate change or insight; help alleviate a suffering; solve a problem; meet a need or address an issue	Changes enhance an already good community situation	Changes mainly decorative, but new and unique benefits realized in community	Changes mainly decorative, but limited community benefit, or are not new and unique
Source: This rubric is taken from the Coverdell World Wise Schools publication, <u>Looking at Ourselves and Others</u> (Washington, DC: Peace Corps, 1998, p.t6).				

Service Learning
MONROE COMMUNITY COLLEGE
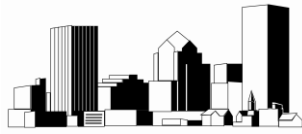
GUIDELINES FOR COMMUNITY SITE

On-Site Orientation

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

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

1) Agency Information: Educate the student(s) about your organization: Whom do you serve? What are the demographics? How are you funded? What is your mission? What is your philosophy?

2) Staff: Who are some of the staff and what are their positions? Is there any jargon or language generally used by staff that students would want to know?

3) Provide a List of Contacts/Numbers: Please list people/agencies that will be useful for students in doing their work.

4) Responsibilities: What is expected of the student(s)? Describe the role student(s) play in your agency. How will their performances be appraised?

5) Policies: Sign-in/out, dress code, office rules.

6) Training: If any is needed, what kind and when?

7) Final Product: What is the final goal for your agency that is expected from the student(s) by end of service?

8) Scheduling: What are your agency's hours of operation? When should students complete their service? When will you meet with students during the semester to review work they have done independently?
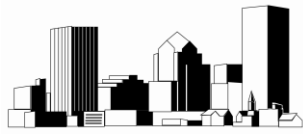
GUIDELINES FOR COMMUNITY SITE
(Continued)

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

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

10) Sign-In Procedure: Students are required to have a sign-in time log completed every time they come to your agency. We ask students to have their site supervisor or someone from your agency initial their time log during each visit.

11) Identification: Provide students with identification from your agency or require students to have their MCC identification available.
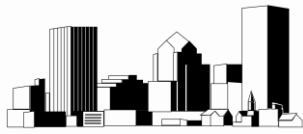
HIGHER EDUCATION SERVICE-LEARNING PROGRAM SITES

American Association for Community Colleges
www.aacc.nche.edu/servicelearning

Campus Compact
www.compact.org

Campus Compact National Center for Community Colleges
www.mc.maricopa.edu/academic/compact

Chandler-Gilbert Community College Pecos Campus
www.cgc.maricopa.edu/service_learning/

Corporation for National and Community Service
www.nationalservice.org

Educators for Community Engagement
www.selu.edu/orgs/ic

Howard University's Center for the Advancement of Service-Learning
www.howard.edu/CenterUrbanProgress/CASL.html

Humboldt State University Service-Learning & Experiential Education Page
www.humboldt.edu/~slee/html/faculty.shtml

Service-Learning at the Maricopa Community Colleges
www.mcli.dist.maricopa.edu/sl/

National Service-Learning Clearinghouse
www.servicelearning.org

National Service-Learning Exchange
www.nslexchange.org

NCCU's Service-Learning Program
www.nccu.edu

Service Learning
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