

# **COMMUNITY ENGAGEMENT THROUGH SERVICE-LEARNING**

**Community Engagement is the partnership of college resources with those of the public and private sectors to address critical societal issues.**

**“From making a grade to making a difference”**

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## What is Service-Learning?

"Service, combined with learning, adds value to each and transforms both"  
--Honnet & Poulsen

Key elements of a service-learning experience are:

1. Connection to curriculum – Service-learning enhances and intensifies academic learning.
2. Reciprocity – The service and learning must be worthwhile and valuable for both the student and the community.
3. Reflection – Intentional, systematic reflection about the experience must take place in order to maximize the benefit of service in learning experiences. This is an important process that links service and academic learning.
4. Integration – Service-learning should relate directly to the student's academic learning objectives in order to strengthen a student's critical thinking skills.
5. Diversity – Service-learning provides opportunities for a broad cross-section of students to work in diverse settings and with diverse populations within a community.

### Differences between Service and Service-Learning.

Reading aloud to elementary school children is **SERVICE**.

Studying classroom strategies to engender success in reading is **LEARNING**.

Applying classroom strategies learned at PVCC while reading aloud to elementary school children and then reflecting on the experience is **SERVICE-LEARNING**.

Picking up trash along the Salt River is **SERVICE**.

Studying water samples under a microscope is **LEARNING**.

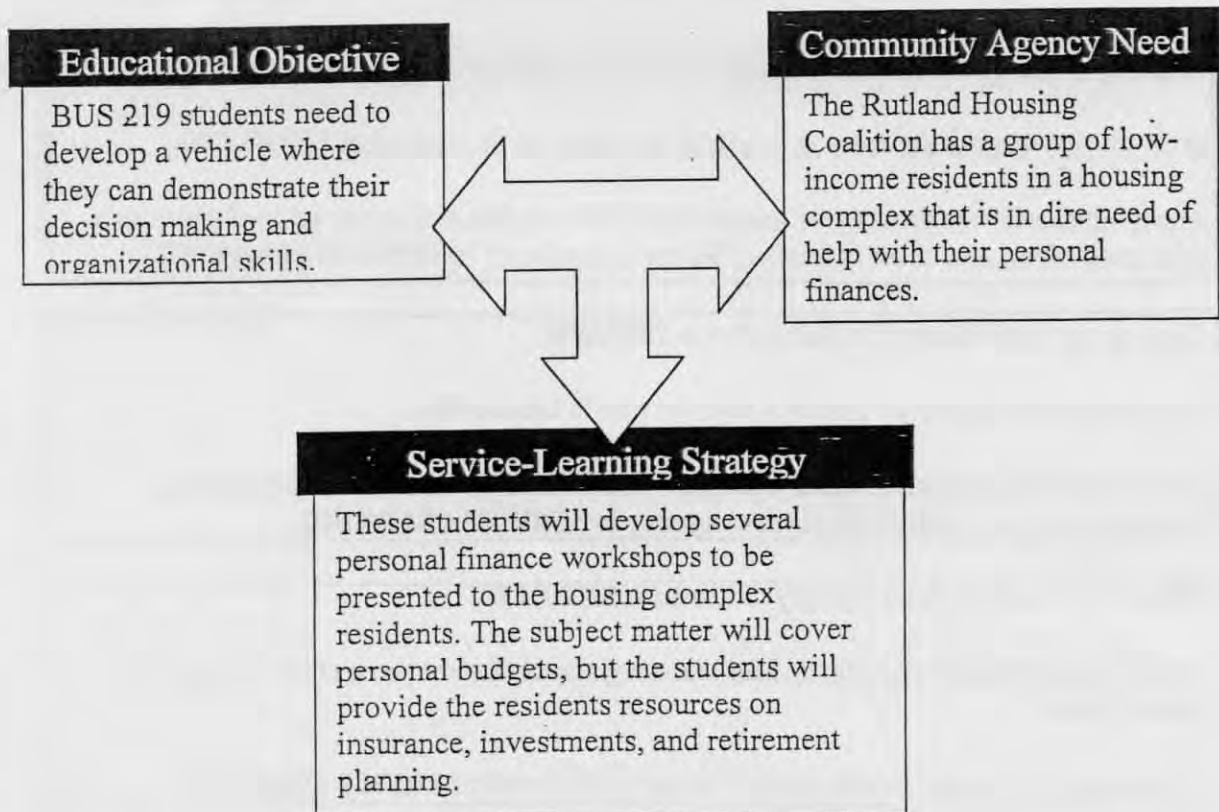
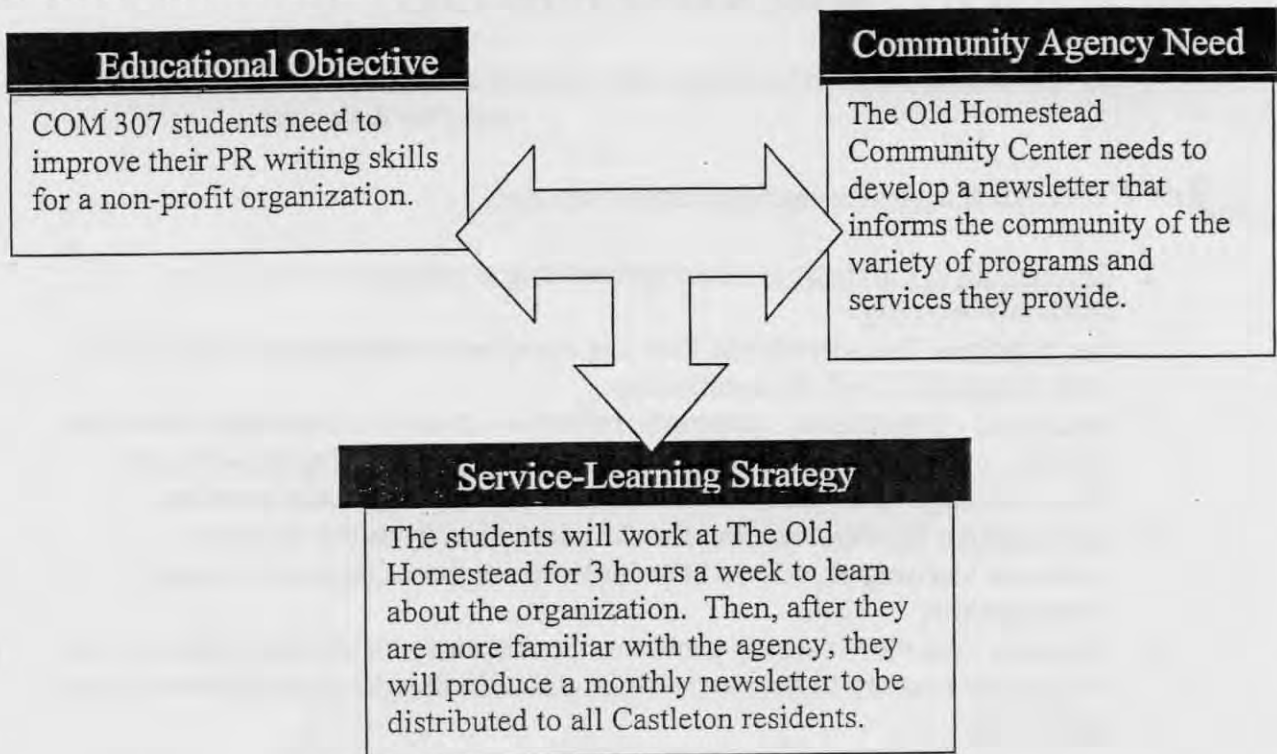
Collecting and analyzing water samples, documenting results and presenting findings to a local pollution control agency is **SERVICE LEARNING**.

Preparing meals to feed hungry children is **SERVICE**.

Studying nutritional standards and learning about the scope of child hunger is **LEARNING**.

Preparing nutritional meals to feed hungry children is **SERVICE LEARNING**.

# BRINGING SERVICE AND LEARNING TOGETHER



## A B C's of Service Learning

### The instructor –

- Assigns a service-learning project to the student (or team of students) when the syllabus is distributed
- Provides a list of service-learning projects from which to choose
- Collects and files the signed release forms from all students
- Meets with each student (team) to narrow or refine the topic and/or the mission
- Establishes due dates for elements of the Plan of Action
- Collects, assesses, and provides feedback on the Plan of Action
- Oversees the progress of the project and monitors the students' success making sure that the academic requirements for the class are being met
- Assesses the final presentation
- Evaluates the final reflection
- Grades student on the basis of academic achievement, not on the number of service-learning hours

### The students -

- Review the syllabus to identify academic course objectives
- Commit to \_\_\_\_\_ hours of service-learning
- Submit Release Forms to instructor
- Meet with the instructor to discuss the mission and goals of the project
- Assign team roles (communicator, leader, etc.)
- Meet with community partner for orientation and setting goals
- Draft a Plan of Action
- Complete the required training and screening requirements
- Research the service project (submit the required number of research summaries on the due dates)
- Begin active service-learning project
- Complete the periodic service logs, reflections, and assignments
- Prepare and submit a final summary of the project to a specific audience

## SERVICE-LEARNING PROJECTS

### 1. **Specific requirements of the Service-Learning Project**

- A. \_\_\_hours of Service-Learning
- B. Submit Release Forms to instructor
- C. Research societal issue with guidance from librarian
- D. Prepare and submit 4 resource summaries on due dates
- E. Create a Mission Statement
- F. Create a Research Question
- G. Assign team roles
- H. Create a Service-Learning Plan
- I. Create a Service-Learning Time Line according to due dates established with instructor
- J. Prepare and present a final summary of the project (to the class? To a campus audience?)
- K. Submit a final reflection on the project

# PAR: The Basic Model for Service Learning

**Teacher Role:**

**IMPLEMENT**

**PLAN**

<b>Student Role:</b> <b>PREPARATION</b>	<b>ACTION</b>	<b>REFLECTION</b>
Knowledge and Skills	Direct Service	What?
Issues and People	Indirect Service	So What?
Plan and Organize	Advocacy	Now What?

**ASSESS**

**EVALUATE**

# GETTING STARTED

## Basic Model for Instructors

<b>Plan</b>	<b>Implement</b>
<b>Evaluate</b>	<b>Assess</b>

**What?** (What took place?)

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**So What?** (Why is it important?)

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**What Now?** (Next steps?)

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## **Service Learning Group Roles**

**Secretary** - records all the group team meetings, community partner meetings, and individual responsibilities. Keeps all the records for the group.

**Reporter** - reports for the group on service-learning updates, progress, and difficulties. Reports to group and faculty on a regular basis.

**Documenter** - documents group progress, reflection, video, overall service-learning project. Responsible for overall appearance at final presentation.

**Communication Central** - communicates with the service site and is point of contact for group. Establishes all communication for group through the most efficient means.

**Leader** - takes responsibility for implementing group meetings, establishes guidelines, policies, and procedures. Oversees individual assignments and responsibilities. Proactively deals with potential problems.

**Researcher** - assigns individual research topics for each member of the group. Compiles and synthesizes individual research reports. Helps narrow the topic based on research information. Gathers information from the service site involving organizations values, principles and practices. Works with site contact to double-check data. Puts information into readable format and disseminates during presentation.



**Team \_\_\_\_\_**

**Names & Contact Information**

**Name                      email                      phone number      Role**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

**Community Partner**

**Name of Contact Person:** \_\_\_\_\_

**Phone Number:** \_\_\_\_\_ **FAX Number** \_\_\_\_\_

**Address of organization:** \_\_\_\_\_

**Website of organization:** \_\_\_\_\_

## Planning Sheet for Service-Learning Projects

1. The issue we choose to address is: \_\_\_\_\_
  
2. We have chosen this issue because: \_\_\_\_\_
  
3. What are the causes of the issue? \_\_\_\_\_
  
4. In order to begin our work, we must learn the following:  
\_\_\_\_\_  
\_\_\_\_\_
  
5. Once we start our research, we must define our specific project:  
\_\_\_\_\_  
\_\_\_\_\_
  
6. What tasks and duties have we assigned to our group members?
  - A. Leader (Vision)
  
  - B. Communicator (Contact between service site and group members)
  
  - C. Recorder (Write up SL Plan and Reflection)
  
  - D. Facilitator (Organize the implementation of the SL Plan)
  
  - E. Evaluator (Objectively assess the SL Project)

7. What are the short-term and long-term goals of this project?

8. What are our resources?

9. What are the possible solutions to the issue?

10. What is our best solution and why?

11. How will we implement our solution?

12. At the completion of the SL Project, we will reflect on our Service Learning.

A. What was the effect of the project on your community

B. What was the effect of the project on you individually?

C. Were all your goals met?

D. How could the project have been improved?

E. How did your group develop into a team?

Signed: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Mission Statement

The mission is a clearly stated goal that tells what an organization/group intends to accomplish. A properly written mission statement may use the following format:

The \_\_\_\_\_ (group or organization) will \_\_\_\_\_ for \_\_\_\_\_ by \_\_\_\_\_. This format tells **who** the organization or group is, **what** it intends to do, **for whom** it intends to do it, and **by what means** how) it intends to do it.

Little, Lynn. (1997) "Writing a Clear Mission Statement." *Academic Leader*. 13(19).

The **Mission** of this service-learning project is to:

This ties into the **Course Goals/Objectives** in the following ways:

## Plan of Action

The service-learning project will achieve the following **objectives**:

### Research question:

Example:

"What possible steps might be taken to protect teens from cyber-bullying?"

What are the possible **causes** of the societal issue we plan to address?

What **resources** are available to our service-learning team?

What are the possible **solutions** to the problem?

What is the **best solution** given the time and resource constraints?

How will we **implement** the solution? (Provide specific steps)

What is the **timeline** for the implementation of the project? (Provide specific dates).

### Research Summaries

Begin with a citation in the \_\_\_\_\_ (MLA, APA) format

Address the following:

- What is the most **important information** presented?
- What are the **author's qualifications**?
- Is this a **trustworthy** source? Is there sufficient **evidence** presented to support the author's conclusions?
- How did the article add to **your understanding** of the issues?
- Items for **follow-up investigation**.

## Reflection Journal Topics

### Journal #1: Community Partner

Organization: \_\_\_\_\_

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

Supervisor's Contact Information: \_\_\_\_\_

Mission Statement of the Organization:

Community/communities that are served by this organization:

Services/resources this organization provides:

What are your feelings/reactions to the organization?

**Journal #2: Learning More About Your Community.** The more you understand the history, demographics, facts, laws, and policies that define and impact who you are working with, the more you have to bring to your service and your learning.

**Describe the community you are working with.**

**List at least three assets of this community:** Examples might include leaders, geography, resources such as museums, churches, parks, a shared value or quality, or economy.

**What is the history of this community?** Traditions, conflicts, factions, changes in demographics, values, environment?

**Define the demographics & physical environment of the community:** Discuss the age, gender, population, education first language, income, etc.

### **Journal #3: Challenges in the Community**

**List challenges, issues, or problems you see in your service community:** Circle the challenge/issue/problem that has the strongest link to your course. Underline the challenge/issue/problem that you feel the strongest about.

**List at least five stakeholders (people who care, or should care) involved in the community you are working with.**

**What are the contributing factors to the problem? Who or what needs to change?**



## Final Paper/Presentation

- A. **Statement of the Problem:** Identify the societal problem your team addressed.
- B. **Discuss the Mission:** State the mission of the service-learning project.
- C. **Honestly Evaluate the Results of the Project:** Explain the accomplishments of the project. Address the challenges and identify changes you would make in the future.
- D. **Learning:** Describe key concepts from the coursework that have helped you do your service. Describe experiences during your service that helped you understand the course material. How will you use this knowledge?
- E. **Change:** Describe how your experiences have changed your view about the community you helped. Will you continue to do service in the future?

## REFLECTION RUBRIC – PVCC Service-Learning

Reflection item/level	4	3	2	1	0
<p><b>A. Statement of the Problem:</b> Identify the societal problem you have help to address through your service. Describe the results of your service.</p>	Describes a societal problem comprehensively and the service the writer provided with specific examples. Discusses the effect of the writer's service.	Describes a societal problem comprehensively and the service the writer provided with specific examples.	Describes a Societal problem in some detail and the service the writer provided with brief or few examples.	Describes a societal problem in little detail and the service the writer provided in general terms.	Does not meet level one.
<p><b>B. Learning:</b> Describe key concepts from your coursework that have helped you do your service. Describe experiences during your service that have helped you understand the course material.</p>	Specifically describes key concepts from the writer's coursework that helped his/her service. Specifically describes service experiences that helped the writer understand the course material. Shows how the	Specifically describes key concepts from the writer's coursework that helped his/her service. Specifically describes service experiences that helped the writer understand the course material.	Specifically describes one of these: key concepts from the writer's coursework that helped his/her service OR service experiences that helped the writer understand the course material. In addition, describes the other in a	In a general or cursory way, describes BOTH key concepts from the writer's coursework that helped his/her service AND service experiences that helped the writer understand the course material.	Does not meet level one.

	writer's service and course work together led to a high level of learning.		general or cursory way.		
<b>C. Change:</b> Describe how your experiences have changed your view about the community you helped.	With specific examples, explains how the writer's views about the community he/she helped have changed as a direct result of the writer's course and service experiences.	With specific examples, explains how the writer's views about the community have changed.	With general or brief examples, explains how views about the community have changed	Claims that views about the community have changed, but does not use examples or substantiation.	Does not meet level one.

REFLECTION RUBRIC - COMMUNITY SERVICE - 2019

## Components of an Effective Service-Learning Syllabus

1. The syllabus is developed and revised to incorporate the service experience into the teaching and learning objectives of the course.
2. Partner agencies define their needs and are included in planning for the service.
3. The faculty member becomes acquainted with each community agency that students are placed with- understanding the agency's mission, clientele, location, and student role.
4. Preparation for the service addresses student training, clarification of responsibilities, and risk management.
5. Students are introduced to the partner agency before the service begins, including orientation to the issues being addressed.
6. Students are involved in at least five hours of service in the community for each of credit they receive for the course.
7. Academic credit is awarded for the learning gained from the experience, not for the service itself.
8. The service experience is connected to the course through readings, projects, and class presentations.
9. Reflection on the service experience is on-going and includes dialogue about community issues and the need for service.
10. Students, faculty, and community representatives participate in the evaluation process provided by the:
  - Course description (including service-learning component)
  - Introduction, overview, purpose or rationale
  - Course goals and course objectives, service-learning goals
  - Required texts/readings, required service hours
  - Weekly semester schedule
  - Overview of course assignments (or the primary assignment)
  - Explanation of grading and service-learning assessment policy
  - Copies of performance-based rubrics, improvement plan, contact log, student service expectations, assumption of risk form
  - Supplemental or recommended reading list
  - Statement about confidentiality concerns from community partners

## **Service Learning Project**

### **Wingspread Principles of Good Practice for Combining Service with Learning**

1. An effective program engages people in responsible and challenging action 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.
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, appropriated, and in the best interests of all involved.
10. An effective program is committed to program participation by and with diverse populations.

### **Service Learning Project Services For Student Groups & Clubs**

- Circulates information about volunteer and service-learning opportunities
- Provides service-learning course information and opportunities
- Delivers presentations to clubs, student organizations, and counselors/advisors by request or by appointment, one-on-one or in a group setting
- Distributes information about the possible short term and group projects
- Invites student groups and clubs to be a part of public events sponsored by the Service-Learning
- Project recognizes outstanding service effects of students groups, organizations, and individual efforts
- Provides references and information on local, state-wide, and international issues, e.g., literacy, hunger, and environmental issues
- Keeps groups apprised of service-learning workshops, conferences, and service-learning experience opportunities for students

# Service-Learning How To Do It!

## 10 Steps to Develop and Execute A Service-Learning Strategy

(Excerpts taken from the Center for Community Involvement at Miami-Dade Community College. You can read the full text on their website at [www.mdcc.edu/servicelearning/facinfo.html](http://www.mdcc.edu/servicelearning/facinfo.html) for more ideas on how you might offer a similar step-by-step guide on your campus.)

1. Consider the courses you teach and determine how community service might be helpful in enriching learning in that discipline. **Just brainstorm about the application potential to your course.**
2. Call or visit your **Service-Learning Center** to discuss and identify community placements that offer experiences that are relevant to your course.
3. With service sites or activities in mind, **consider your goals and motives** in using the application. What are you trying to accomplish for your students, yourself and the community?
4. Based upon your motives, goals and objectives choose a **course service option**. Decide how you will incorporate community service into your course.
5. Once you have chosen how service will be incorporated, review and **alter your course description and syllabus to reflect the change**. To be successfully integrated, the service experience must be more than just an add-on to an already full syllabus.
6. On the first day of class, **explain and promote the ideas behind including service-learning in your class**. Explain the twofold benefits to the student and the community. Make your commitment very clear and encourage them to take advantage of the opportunity for both the personal and academic growth that service affords.
7. **Work with students to develop specific service learning objectives for their volunteer experiences**. Students must be guided in their development of these objectives so that they are clearly linked with the academic objectives of your course.
8. **Teach students how to harvest the service experience for knowledge**. Experiential learning requires that we learn where we are... because many students lack experience and confidence in learning in nontraditional, non-classroom environments, we must teach them these skills.
9. **Link the service experience to your academic course content through deliberate and guided reflection**. The practice of reflection is what combines the learning to the service. We cannot assume that learning will automatically result from experience.. Reflection can be in the form of journals, essays, personal videos, oral presentations, analytical papers, artwork, drama, dialogue, etc.
10. **Evaluate your service-learning outcomes** as you would any other academic product. Remember, students are being graded on the academic product, not their hours of service.

## COMMON FACULTY CONCERNS

- **Academic Rigor:**

Is this another feel-good excuse to water down academic standards?

*If applied properly, this pedagogy is actually more rigorous than the traditional teaching strategies.*

- **Competence in application of the strategy:**

Will I be able to apply the strategy successfully?

*Most practitioners report a steep learning curve with confidence developing fairly rapidly once the strategy is allowed to work. The path to becoming effective in using the service-learning strategy is not always clearly marked. We often find ourselves "making the road by walking".. Attending a few workshops and seminar dealing with service-learning will provide an opportunity for more active exploration of some of the skills and philosophy of the pedagogy.*

- **Students' ability to contribute meaningful service:**

How can my students who are taking remedial courses in reading, writing or math help?

*Our experience and the research literature suggests that this is not a problem; in fact, several authors cite impressive contributions in a variety of roles made by previously underachieving, marginal students.*

- **Time Constraints:**

**Yours:** How can I fit something new into an already cramped curriculum?

*Service-Learning is not an add-on to your current course requirement. It does not change or add to what we teach; it only changes how we teach it.*

**Students:** Most of our students work in addition to their school attendance. How can they fit community service into their already busy schedule? Most faculty expect students to do work outside the classroom: reading, homework, field trips, etc.

*Service-Learning faculty report that most students are willing and able to volunteer in the community.*

## Service-Learning Reflection

“Students need the chance to directly connect books and experience, ideas and introspection, to continuing activity in the community.”

**-Robert Coles**

“Reflection is a process in which service- learners think critically about their experience. Learning only takes place if action and thought are achieved.”

**-Mark Cooper**

“No experience having a meaning is possible without some element of though...”

Mere activity doe not constitute learning.”

**-John Dewey**

Without thoughtful reflection and the opportunity to connect the service experience with their reading, writing and classroom discussion, students are merely engaged in community service—not service-learning. Therefore, as educators, we must be thoughtful in our planning of meaningful reflection activities to engage every student. Most reflection involves some form of writing, i.e., free writing, reports, projects, essays, articles, presentations, journal entries, speeches, poster presentations, narratives, critical analysis, etc. Written reflection is most effective when shard with classmates and other audiences. For you as an educator, the advantage of asking students to produce a written product is that you have evidence of learning that you can assess from every student.



# Reflection

Service-learning is a pedagogical approach in which students learn through participating in organized service-learning experiences designed to meet community needs. The service is integrated into the academic curriculum through the students' thinking, writing, and discussing what they experienced during their community service. This process of reflecting (thinking, writing and discussing) is integral to the service-learning method.

Reflection is a process of analysis; it is a structured learning activity that gives meaning to the experience by connecting the service activity with the academic material of the course. Reflection is essential to the service-learning experience for it is one of the factors that determine the quality of the depth of student learning.

Research shows that reflection affects students' academic learning and personal development, as well as the school's development of a service-learning program. Reflection encourages critical thinking. Students are asked to think about the underlying issues causing the need for the service, how their academic skill and understanding can address the need, and their feelings about the service and those they are serving. Reflections, therefore, not only fosters students' thinking about connection between the course material and the service experience, but also if fosters an appreciation for community involvement. Students may begin to see themselves as active practitioners who can play an important role in their community instead of passive recipients of knowledge, only focusing on their own needs.

Finally, reflection helps to ensure the quality of the service-learning program the school provides. Feedback, the result of reflection opportunities, allows both the school and their community partners to better serve students and their clients. Additionally, reflection assists in the identification of those service experiences that are less positive than others. When choosing a particular method for reflection, keep the following ideas in mind:

1. Select a reflection method that will help you accomplish your class goals.
2. Choose reflection activities so that participants will be comfortable expressing themselves and will feel safe in doing so.
3. Emphasize the value of reflection by including it as a regularly scheduled part of the class.
4. The reflection process should be evaluated by participants periodically and at its conclusion. By evaluating the reflection sessions, students consider what they have learned through reflection, thereby enhancing the value of reflection.
5. Reflection should be appropriate for different learning styles. Instructors may want to utilize multiple methods of reflection.

## SERVICE-LEARNING IDEAS

**AJS:** Research safety precautions at the workplace and prepare a pamphlet of suggested steps to take in case of an emergency. Make an oral presentation to a group of employees.

**ANTHROPOLOGY:** Research a particular geographic and cultural area. Participate in clean up activities. Prepare a photographic and written reflection of the experience to share with an audience.

**ART:** Research a societal issue such as human trafficking and create a series of posters that promote awareness of the issue.

**ASTRONOMY:** Research light pollution and its effect on the study of stars. Present the findings to an audience who makes decisions about light ordinances.

**COMMUNICATION:** Study a current Arizona issue that is being debated by political candidates. (Common Core educational debate, for example). Present an objective analysis of both sides of the argument. Allow the class to vote on the issue after your presentation.

**ECONOMICS:** Research the topic of student loans. Discuss the scope of the debt and the effects loans might have on students in the future. Orally present your findings to student organizations on campus.

**EDUCATION:** Using techniques learned in the classroom, present a science, math, or reading lesson to an area elementary or high school class.

**ENGINEERING:** Research the topic of robotics. Assist an area high school robotics team in designing and constructing a robot.

**ENGLISH:** Applying the knowledge you have learned in class, help an ELL students complete a personal statement, a resume, and an application for a job or a scholarship.

**GEOLOGY:** Research the topic of water supplies in the Phoenix area, and prepare a pamphlet that presents ways students can help conserve water in their daily lives. Present your findings to a student club/class.

**MATH:** Create a pamphlet that helps students determine the future costs of student loans.

**MUSIC:** Research the topic of music therapy for a particular group such as dementia patients or teens with depression or anger management issues. Prepare a sound recording that can be played to help address the issue.

**PHYSICS:** Study the physics of sliding in baseball. Headfirst or feet-first? Present your findings to baseball players at PVCC or at an area high school.

**SOCIOLOGY:** Research homelessness in Arizona and do twenty hours of community service at \_\_\_\_\_. How did the classroom research compare to the experiential learning?

**THEATRE:** Study a particular play being performed at PVCC. Present a discussion of the play, its characters, its playwright, and its staging before the performance.

# Reflection Strategies

There are multiple methods that encourage students to reflect about their service experiences.

Examples of reflection activities include:

1. Written exercises include journals, letters, essays, self-evaluation essays, service-learning portfolios, and research papers. (Look at the Types of Service-Learning Assessment Options)
2. Creative responses include oral performance of literature or of one's own writing, skits, plays, art journals, video productions, documentaries, and slide shows.
3. Spoken exercises include focus groups, informal discussions, formal class discussion, individual or group presentations to the class or to some other group, and e-mail discussion groups.
4. Combination exercises. For example, assign short reflection papers (2-3 pages) which students read to each other in small groups, then ask one from each group to read his or her paper for the whole class. Ask the class to look for similarities and differences as compared to their own papers and be prepared to talk about them.

Regardless of the strategy chosen, the objective is to involve students in using the language of the discipline to provide insightful commentary on their community service. Thus they "relate" real world experience to the course.

## Contents of a Learning Log/Reflection Journal:

- Free writes, free flow of thought
- Big thinking such as impressions, conclusions, analysis, applications, etc.
- Mediations
- Emotional responses
- Questions, wonderings, mental meanderings
- Connections to personal experience
- Connections to course content
- Responses to a "given" focus questions
- Snapshots of sites, sounds, smells, concerns, insights, doubts, fears
- Analyses of critical questions about people, issues and the individual

## Rules of a Learning Log/Reflection Journal:

- Write an entry for each visit
- Write entries as soon after the experience as possible
- Write what you have to say without regard to length or time
- Write freely, do not censure thinking—write what comes to mind immediately
- Write with sincerity—do not "make up" stuff, be honest

# 101 Ideas For Combining Service & Learning

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## ANTHROPOLOGY

- “Anthropological Perspectives on Industry”- A graduate seminar focused on the anthropology of industry. Each year the seminar will have a specific theoretical, methodological, or substantive focus. Contact: John S. Knight, International Studies, Cornell University.
  - “Biomedical Science and Human Adaptability”- Community health is viewed as the interaction between biological, environmental and sociocultural factors. The focus of the course will be the design, implementation and dissemination of an evaluation of the growth status of children attending an opportunity school. Contact: Francis Johnston, University of Pennsylvania, (215) 898-6834
  - At Stanford University, an anthropology professor instructs a course entitled “Aging: From Biology to Social Policy,” which encourages students to volunteer in organization working with elderly people to explore application of course content in the real world for an additional credit.
  - Help people in halfway house to explore their “roots.”
  - Collect and document what life was like during major recent historical periods by visiting nursing homes, rehabs, and veterans hospitals.
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## ACCOUNTING

- Work with neighborhood leadership/advisory boards to put on workshops for residents of low-income areas on household finances, budgeting.
  - Assist non-profits with fund-raising efforts (grant writing, investments, budgeting)
  - Develop a free tax preparation and counseling service for low-income individuals. (VITAS program from the IRS.)
  - Assist in the running and staff of a cooperative food store and credit union.
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## ART

- “Art History Program”- This program consists of mini-lectures (20) by art history major from the college going out into local K-12 classrooms. The lecture can be on a famous artwork reproduced in a poster for the classroom. Contacts: Volunteers for Community, 270 Mogan Ave., Box 5323, Connecticut College, New London, CT 06320 (203) 447-1911
- “Creative Dance for Children”- Approaches to teaching dance an expressive medium for children with emphasis on concepts and principles. Contact: Office of Instructional Development, 405 Hilgard, University of CA, (213) 825-7867
- “A Day Without Art”- Students from the Yale School of Art designed and executed a one-day fund-raising and advocacy event in the fall semester around the issues of AIDS. The event included student created remembrances of artists who have died of AIDS-related causes; readings, performances and exhibitions were put on. Contact: Yale Volunteer Services, Dwight Hall, 67 High Street, P.O. Box 404A Yale Station Yale University, New Haven, CT 06520
- Free concerts for the elderly and public schools are given.
- Murals are designed and created by the students to beautify the public schools K-12, which are artistically uninspired. These murals may be proposed by the students at these schools themselves and then the artist a FIU can create a mural based on the ideas of the kids.
- At Michigan State University their photography and video majors create a promotional video for “The Garden Project” which helps area residents plant and harvest food for distribution to low-

income families. Contact: the Service-Learning Center, 27 Student Services Bldg., East Lansing, MI 48824-1113, (517) 353-4400

- Combine painting/photo/sculpture project with community service. Students then create a project, which directly comes out of their volunteer experiences. It provides an excellent opportunity for professor to examine, discuss and compare the individual perspectives and styles of students if they are volunteering at the same site. Reflective paper or artist's statement is created also. These works would make a very interesting and unique gallery showing. A benefit auction of the artwork will benefit the agency further.
- Working with a marketing class, artists will create promotional literature (brochures, displays, videos, photo journals, etc.) for non-profit agency.
- In an Art History class, present an option for students to prepare and present a tour of a significant museum exhibit for high school students. Thus students would be learning by teaching and performing a real service to the community.
- Have students work with different age groups in a rehabilitative program- youth, adults, and senior citizens; and interpret the changes in the human body into artwork or use the service as an experiential component to the study of the human figure.

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## BIOLOGY

- Conduct workshops at elderly resident homes on "What's Happening to My Body." In this way, students will learn about the particular nutritional needs of the elderly and physical changes they are going through.
- "Human Biology 41: Public Decision-making Regarding the Environment"- Course introduces and sensitizes the class to the complexion of public decision-making in the national and international environmental area. Policy research projects are required.
- Work with local schools to conduct presentations of the pathology of AIDS, HIV infection, and sexually transmitted disease and prevention. Intern at Red Cross.
- Intern with Planned Parenthood as information line counselor, family planning counselor, fertility information, reproductive physiology, contraception and reproductive health care.
- Student work as guides, helpers, and animal handlers at a non-profit nature study center, which provides free education programs and tours for inner-city youth.

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## BUSINESS

- "Management of Smaller Organizations"- In this course, students prepare business plans for small profit-making business and non-profits agencies. This is a supervised, for-credit, consulting opportunity. Contact: Pamela Bisbee Simonds, Yale Volunteer Services, Dwight Hall, 67 High Street, P.O. Box 404A Yale Station, Yale University, New Haven CT 06520
- "Organizational Diagnosis"- This course provides students with the opportunity to evaluate and analyze the functioning of both private and not-for-profit organizations. The organization agrees to participate in this diagnosis. Contact Pamela Bisbee Simonds, at above address.
- "Workshop in Not-For-Profit Management"- This course requires that students design a strategic plan for not-for-profit organizations. Generally 5 or 6 local agencies are selected as clients for a team analysis during each course. Contact Pamela Bisbee Simonds, at above address.
- Students may write up a business plan or marketing strategy to assist high school students in art/shop classes to sell their works. Monies would go into scholarships for which the high school students may later apply. At the same time, mentoring and awareness of FIU business program is going on.

- Create and conduct workshops for homeowners of low-income areas to brush up on budgeting and personal finance skills.
- Form a "Consumer Helpline" to act as advocates for consumer's rights. Similar to the Helpline that is in the Miami Herald, but students would be receiving the letters and working out the problems for the citizens.
- Students work with faculty to secure research grants, assist to write proposals and identify possible funding outlets.
- Students survey food and drug stores in and around the community to establish the relative prices and quality of essential items. They issue a monthly listing of this information, which helps prevent stores in low-income communities from raising their prices above those found in surrounding areas.

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## COMPUTERS

- "Frontiers of Science"- Graduate students and faculty in offer opportunities for high school students to come to the Yale laboratory facilities for an orientation to engineering and other scientific and technical work. Contact: Pamela Bisbee Simonds, Yale Volunteer Services, Dwight Hall, 67 High Street, P.O. Box 404A Yale Station, Yale University, New Haven CT 06520
- Design personalized software for local non-profits to better manage volunteers, resources, finances, inventories, etc. For example, The Volunteer Action Center needs a program to match volunteer needs, class goals, with community needs and agency needs.
- "Engineering 199: Special Studies in Engineering"- Through the Stanford University School of Engineering Pre-College Program students will develop lesson plans and teach math/science to high school, middle school, or elementary school students. Contact: Cheryll Hawthorne, 203 Terman, Stanford University (415) 723-5004

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## EDUCATION

- "Project LIFT: Literacy is for Today and Tomorrow"- As part of a three credit course, students develop lesson plans for and tutor local elementary students, preferable at-risk students. They are required to maintain a weekly journal and complete a research project during the course. Contact Lou Anne Caligiuri, Director, Office of Student Activities, 220 Mary Graydon Center, 4400 Massachusetts Ave. NW, American University, Washington, DC 20016-8118 (202) 885-3390
- Literacy Program for Children and Adults"- Marietta College has launched a comprehensive literacy program, connecting adults to the college reading clinic and using parents as aids during the clinic. In addition, a new course is behind offered, which focuses on instructional strategies for teaching reading to adults. Contact Denise Pittenger, Director of Community Leadership, Marietta College, Marietta, OH 45750-3031 (614) 374-4760
- "Play & Recreation Programming for Children. A Developmental Approach"- Students will plan and implement sequentially appropriate play and recreation environments. Coursework entails case study, content examination, observation and reading/exercises. Contact: Claudette Lefebvre, Division of Education, 239 Green Street-Suite 635, Washington Square, New York University, New York, NY 10021 (212) 998-5600 x 5610/5614
- Form a team of students from 4-5 content areas to go into the public schools and assist teachers with design and implement lesson plans that integrate service-learning components into their curricula. Students are not only learning about the pedagogy of service-learning, they are seeing the reality of the classroom; there will be mentoring between the experienced teacher and the student, their enthusiasm and ideas are potential sources of inspiration for teachers, plus they will be networking and making contacts with their potential new employers.

- Participate in the Human Society's Pet Therapy in area nursing homes. Students will reinforce skills in sensory stimulation, learning styles and reaching difficult learners.
- "Early Childhood Interventions"- Students have an option in this course. The first option is: a two paper assignment of 5-7 pages each on, first, a description on a select body of children (e.g., Down Syndrome) and, second, a descriptive paper on the services an agency provides to this population (site visit is required). The second option is: working as a volunteer at an agency. Professor will interview candidates. If selected, the student does not have to complete the two papers, but instead, performs 12 hours of service and keeps a detailed journal of the experiences with emphasis on class themes. Contact: Dr. Sharon Carnahan, Rollins College, 1000 Holt Ave., Box 2781, Winter Park, FL 32789 (407) 646-1581

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## ENGLISH

- "Project LIFT: Literacy is for Today and Tomorrow"- As part of a three credit course, students develop lesson plans for and tutor local elementary students, preferable at-risk students. They are required to maintain a weekly journal and complete a research project during the course. Contact Lou Anne Caligiuri, Director, Office of Student Activities, 220 Mary Graydon Center, 4400 Massachusetts Ave. NW, American University, Washington, DC 20016-8118 (202) 885-3390
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- "Writing as Social Reflection"- students will read literature, keep journals, practice expository writing and volunteer two hours a week. Question central to the course are, "How does one move from an intellectual analysis or moral and ethical social issues to a socially responsible life?" and, "Second, in addition to volunteering your time, what other concrete forms of social action are possible?" Contact: Dr. Wendy Brandon, Professor of English, Writing Center, Rollins College, 1000 Hold Ave. Box 2781, Winter Park, FL 32789 (407) 646-1581
- "Real Writing Project"- Students involved in the projects are assigned as part of their work for a Freshman English class, to write for a community service agency. The aim of the project is to give students a chance to write outside the academic setting, where their work will reach an audience beyond the teacher and will serve a purpose for the agency, its readers as well as for the writer, the student. Contact: Janet Luce, Study-Service Connections Coordinator, Haas Center for Public Service, Owen House, P.O. Box Q, Stanford University, Stanford, CA 94305 (415) 723-0992
- "Literature of Social Reflection"- Explores the ethical issues that confront those men and women who want to change the world in one way or another, those ordinary people caught in a particular historical crisis and those who try to make sense of what other initiate politically, struggle with psychologically, endure socially. Contact: Harvard University.
- Generate folklore of area and write up in research paper. Large potential for publication.
- "Linguistics 73: Black English"- Student may participate in tutoring program and prepare a six-page paper documenting the experience of trying to help a working-class black student in the language arts. Contact: The Haas Center at Stanford University.
- Work with non-profits to write letters to businesses to ask for donations of goods and services. Students can write to get donations of toiletries to create personal kits for distribution to homeless.
- Practice writing persuasive letters/essays for non-profits to alert citizens and media.
- Work with artists to create works for cartoons, photos, essays, and videos that promote non-profit.
- Write innovative and high quality noncommercial radio and television programs, or public service announcements for non-profits.



- Work with no profits to write clear and concise grant proposals.
- Read books to children in schools.
- Write reviews of contemporary literature, poetry and short stories for students and high school English teachers, who would benefit from having a young person's point of view on the most up-to-date literature.

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## ENVIRONMENT

- "Intro. To Environmental Science"-Students complete about 30 hours of work or service in the areas of environmental conservation, activism, or education and keep a journal on their experiences. Contact: Rolf Sohn, Environmental Science, Science Bldg. 122 J, Brevard Community College, Cocoa FL 32922 (407) 623-1111 x 2370
- "Preservation of Planet Earth"- A course on conservation with an "environmental Awareness Project" in which students volunteer with a community business, agency or individual in environmental work. Possible projects include helping businesses form a recycle program develop tailored proposals for businesses on energy-saving in the workplace assist home owners to "green" their homes (install low-flow shower heads, composting, strategic tree planning, etc.) Contact: Mike Martin, 1015 Philadelphia Ave., Chapman College, Orange, CA 92666, (714) 264-4141 x 235
- "Managing the Earth: Culture, Politics and the Environment"- The course aims to give students a better understanding of the ethical and scientific aspects of the environment. Contact: Franklin Presler, Department of Political Science, Kalamazoo College, Kalamazoo, MI 49007
- "Park-Yale-Citizens Cooperative"- The Cooperative is a joint venture of Forestry and Environmental Studies, Yale and the New Haven Department of Parks and Recreation. This program provides opportunities for the students to do class research projects on ecological or management aspects of New Haven public parkland. Students use their research to create educational pamphlets for distribution to the public. Contact: Pamela Bisbee Simonds, Yale Volunteer Services, Dwight Hall, 67 High Street, P.O. Box 404A Yale Station, Yale University, New Haven CT 06520
- Conduct energy survey; make recommendations for energy saving in businesses, homes, university, and schools. Include installing double-side copy machines, support the promotion of vendors who use recycled products, replace disposable with permanent dishware, discourage unsolicited mailings, sell refillable recycled plastic coffee mugs, rebuilding/reusing wood shipping pallets, refill laser toner cartridges, end of school year collection of notebooks and paper for recycling, have students bring in shredded newspapers to be used as bedding for animals and compost with manure.
- Document and publicize local businesses that are violating environmental quality regulations.
- Create workshops for students on "greening" their rooms, homes, apartments. Installation of low-flow water heads, composting, strategic planting trees, etc.
- Create an FIU garden in highly visible area of campus, recruit volunteers to help work garden and then sell produce, plants to students.
- Lead nature walks at local parks.
- Create a botanical zoo for blind or disabled persons. This would be a touch and feel zoo.
- Conduct presentations on the state of the environment to local schools and present action plan on how they can now be aware of problems, but can get involved in bringing about the resolution.

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## HISTORY

- "Introduction to the Nonprofit Sector"- Course is designed to teach students to characterize the American non-profit sector and compare it with its counterparts in other industrialized countries, study historical and social-science perspectives, and conduct and analysis of a single non-profit

agency. Contact: Dr. David Hammack, Director of Social Policy History Program, Department of History, Case Western University, Cleveland, OH 44106 (216) 368-2671

- “Strategies Toward Revitalizing Urban Schools and Their Communities”- The seminar assists the student in writing a policy research paper for a summer internship program and develop a university-assisted, school-based health project at the Turner Community School. The seminar will focus on issues pertaining to the community-centered university and specific cases in the Philadelphia area. Contact: Dr. Ira Harkavy, Department of History, University of Pennsylvania, Philadelphia, PA 19104
- “From Charity to Volunteerism: Philanthropy in America”- Course traces philanthropy in America from 1650 to the present. Students keep a journal based on their volunteer work. Contact: Western Maryland College, Westminster, MD 21157
- “History of Los Angeles Mexican Community”- Using research techniques and methodologies taught in the classroom, students will develop a project of service to the agency and develop a history of the agency. Contact: Mr. Gomez-Quinonez, UCLA, Los Angeles, CA 90024
- “Remembering the 60’s”- Students interview and collect documents from area residents who were activists during that period. The materials are then prepared for the Minnesota Historical Society. Contact: Metropolitan State University, St. Paul, MI
- “The Meaning of Community in America”- This course probes the historical meaning of community from utopian town of Puritan, New England to the communal experiments of the 1960’s-1970’s; as well as, weighing the tensions between communal values and individual aspiration and how these have changed over time and in different cultural settings.
- “Poverty and Homelessness”- Enables teams of students to study the history of homelessness in the surrounding community. Their history and research will aide local shelters and governmental and social service agencies to better serve the homeless. Contact: Stanford University
- Develop and publish a local cultural journal that reports on the unique aspects of the community. (Similar to FoxFire)
- Work with local politicians and policy makers to inform them of the history of an issue and possible strategies for resolving the issues, so they will be better able to evaluate the opinions and actions of local government officials.
- “History 162A: Race, Ethnicity and Gender in American Society- History and Public Policy”- A community research project on homelessness grew out of this class, which provided an overview of contemporary and historical perspectives on public policy issues, such as urban violence, immigration, and residential and educational segregation, which affect the major racial minorities in American cities.
- “A Life of Service”- The course will emphasize the moral aspects of volunteering and the virtues such as benevolence, generosity, and gratitude. The interdisciplinary approach will include readings from philosophy, social science, literature, American History, and religious thought. Contact: Mike Martin, Professor of Philosophy, Chapman College, Orange, CA 92666 (714) 997-6636
- “Philanthropy in American Culture”- Drawing from source materials in literature, history, and archives, the course will focus on the moral and ethical assumptions underlying American philanthropy, notions of selflessness and charity, and the effect of immigration on the ethics of American philanthropy. Contact: Myron Schwartzman, City University of New York-Baruch, New York, NY 10010

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## LIBERAL STUDIES

- As part of the general education requirement at Bethany College, students must meet the “Social Responsibility” requirement, which encourages students to bring concepts mastered in college into the community. Students also have the option of completing a Designated Service Project in

conjunction with a regular course, or a three-hour experience-based service project. Contact: Bev Esquiél, Director, SOAR Volunteer Program, Bethany College, Lindsborg, KS 67456

- “Community Organizing and Social Action”- Students must identify a specific project with a specific goal they wish to work on in their communities. Weekly reports must be submitted to their instructor. Class meets to discuss, lend guidance and advice, address issues and concerns. Contact: Fred Smith, Metropolitan State University, St. Paul, MN 55101 (612) 296-6736
- “Habits of the Heart”- This course is intended to be an exploration of how we come to think about our own needs and wishes and our commitment to the common good. In addition to reading and discussion, students will conduct interviews of fellow students, professors, representatives of community organization, etc., and are expected to complete a minimum of 15 hours of service during the semester. Contact: Dr. Sharon Rubin, Salisbury State College, 350 Holloway Hall, Salisbury, MD 21801

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## PHILOSOPHY

- “Philosophical Anthropology”- Students divide into groups and perform 6-8 hours of service at an agency such as Habitat for Humanity, in combination with more theoretical course readings, such as Nietzsche and Foucault. Contact: Dr. Drew Leder, Asst. Professor of Philosophy, Loyola College, Baltimore, MD 21210-2699
- “Forgiveness and Reconciliation”- This course requires 15 hours of service in which the student will be engaged directly in situations and relationships where he/she will be able to think about the possibilities and limits of forgiveness and reconciliation. Contact: Dr. L. Gregory Jones, Loyola College, Baltimore, MD 21210-2699
- “Social Justice and Community Service”- The central theme of this course is the role of community as a foundation for social justice. This subject will be explored through a wide range of texts and team projects in the community. Contact: Dr. John Wallace, Professor of Philosophy, 221 Church Street SE, University of Minnesota, Minneapolis, MN 55455 (612) 625-2868
- “Practicum in Applied Philosophy”- Students join academic study with community service. Their focus is to be philosophical theories as they are concerned with cultural diversity, social reform and community esteem. Students are involved at various levels with young, at-risk students in an academic enrichment after-school program. Contact: Dr. Levensohn, Brevard Community College, 1519 Clearlake Rd., Cocoa, FL 32922 (407) 632-1111

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## POLITICAL SCIENCE

- “Voluntary Organizations and Global Development”- Course focuses on the relationship between voluntary activity and development, especially in the “third world.” Students will hear from individuals working with voluntary development agencies and learn of career options in this sector. Contact: Robert Hunt, Professor of Political Science, Schroeder 306, Illinois State University, Normal IL 61761
- “Politics, Cambridge and the MIT Student”- Students will participate as interns or community service volunteers in various social service and non-profit agencies depending upon their interests. Readings, presentations and discussion will be focused upon issues relevant to student placements. Contact: Professor Michael Lipsky, Massachusetts Institute of Technology, Cambridge, MA 02319
- “The Democratic Community: The Theory and Practice”- In teams of four, students are required to participate in a community service activity. Contact: Bryan Barnett, 78 College Ave., P.O. Box 5062, Rutgers University, New Brunswick, NJ 08903 (908) 932-6862
- “Legislative Process: Advocacy Policy Making”- Students study the state legislative process. Students are required to try to affect a legislative issue as part of the course and to write an evaluation

of their efforts. Contact: Joan M. Fisher, Lowell Bennion Community Service Center, 1291 Beresford Court, The Union Institute, Salk Lake City, UT 84112 (801) 581-4811

- "PO 220X- Women and Politics" & "EC315 Radical Political Economics"- Students perform 20 hours of community service at pre-approved sites and write a reflection paper on the experiences and class theories as an option to writing (2) book reviews. Contact: Dr. Greyson and Dr. Eric Shutz (x2509) at Rollins College, 1000 Holt Ave., Box 2781, Winter Park, FL 32789, (407) 646-1581
- At San Diego State Univeristy, political science majors take a course that requires them to undertake training in community mediation skills and to work afterward in the city's community dispute mediation center. Through a concurrent seminar, students explore their experience for applications and testing political science theories relation to conflict and compromise.
- Form a non-partisan watch dog group that gives background on candidates, their voting histories, their associations, finances, issues, affiliations, etc., so that voters can make a truly informed decision.
- Assist voter registration efforts. Write a reflective paper on the apathy/involvement/attitudes of the public
- Work with senior citizens' groups to lobby for legislation to meet older people's needs or the needs of some other population or interest group. Grass roots organizing techniques would be stressed.
- Examine the micro-political structures of condominiums and make extra-politicians as to larger macro-political structures studied in class. Work as a mediator or secretary for a neighborhood advisory board.
- Provide immigration legal services for indigent and low-income aliens to South Florida through local non-profits and consultation agencies. Provide some direct services to clients such as political asylum, legalization, suspension and visa representation. Examine issues of legal Cuban immigration and illegal Haitian immigration.
- Document changes in Soviet/Russian democratic systems. Examine policy issues, and make recommendations.

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## PSYCHOLOGY

- General Psychology Service-Learning Option- Students can select either a research paper or a service-learning field placement. The service-learning option requires six hours of volunteer work. Contact: Mr. Dawson, Office Suite B-243, Behavioral Science, Brevard Community College, Cocoa, FL 32922 (407) 623-1111 x 2500
- "Community Psychology and Social Change"- This course involves field work which must be reported in logs and paper and oral presentation as well. Contact: Patricia Cassidy, Reed College, Portland, OR 97202 (503) 777-7291
- "The Psychology of Social Action"- A shift form exercises to service projects. Students apply social psychological principles to change people's behavior concerning recycling. Contact: Joan Fisher, Director of Development, 1291 Beresford Court, The Union Institutes, Salt Lake City, UT 84112
- "Psych 492- Individual and Society"- Course examines fundamental paradigm of the relationship between society and institutional structures. Stress is place upon students becoming respectfully critical of this society's absorbed preoccupation with fair play for economic gain. Students will be place with volunteer service agencies for at least 21 course. Oral presentations at the end of the semester. Research paper joining readings and experience. Contact: Sue Koehler or George Kunz, Professor of Psychology, Seattle University, 17<sup>th</sup> & East Columbia, Seattle, WA 98122
- "Community Psych 435"- Students tie class text to service experiences as volunteers at local hotline services, working with victims of sexual assault, and assisting troubled families. Students complete a weekly log describing work, along with a 15-page research paper integrating course theories and the

realities of their volunteer experiences. Contact: Dr. Lennis G. Echterling, James Madison University, Harrisonburg, Virginia, 22807 (703) 586-6222.

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## SOCIOLOGY

- “Community and Agency Encounter”- A course designed to introduce students to human service agencies, during which they are required to do simple tasks and plan, implement and evaluate two activities with Human Service client population. Contact: John Heapes, Coordinator of Human Service, 3300 Cameron Street Road, Harrisburg Area Community College, Harrisburg, PA 17110 (717) 780-2300
- “Social Inequalities”- Through readings, discussions and community service, students develop and understanding of social stratification systems and an appreciation of the amount of social inequality in contemporary American society. Students spend a minimum of 15 hours involved in a related service project. Contact: Dr. Barbara Vann, Asst. Professor of Sociology, Loyola College, Baltimore, MD 21210-2699
- “Sociology 1”- An introduction to issues in sociology through community service. Contact: Field Studies Development, UCSC, Santa Cruz, CA 95064
- “Sociology 501: Voluntary Behavior and the City”- Offers a balanced approach by offering students an opportunity to study their own city through its voluntary organizations. Contact: University of Louisville, Louisville, KY 40292
- “Project Community”- A service-learning course with different sections working at agencies and different topics, e.g. working at a home for children, homeless, etc. Contact: Jeffery Howard, Office of Community Service Learning, Project Community, 2205 Michigan Union, University of Michigan, Ann Arbor, MI 48109
- “Sociology 200 GM- Intro. to Sociology”- Service-Learning is given as an option to students through the Joint Educational Project (JEP). Students who take this option work two hours each week for eight weeks as tutors or mentors in an agency. A reflective paper (10 pages) based on experiences is required, as are other smaller assignments. Those who chose this option will take a smaller version of the midterm and final (with fewer essays to write) and do not need to do a short paper assignment. ALSO, other courses have options based around an inventory of questions, one per week, answered in a one-two page paper. These papers supplant other assignments in the traditional track.
- “Sociology 495 Homelessness in America”- Students commit to a minimum of 20 hours of community service and record experiences and reactions in a journal. Accounts for 30% of the grade. Contact: Dr. Cecil D. Bradford, Department of Sociology, James Madison University, Harrisonburg, Virginia 22807 (703) 568-6222 x 6243



MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
2411 West 14th Street, Tempe, AZ 85281-6942

GENERAL ASSUMPTION OF RISK & RELEASE OF LIABILITY

For Students

Caution: This is a release of legal rights. Read and understand it before signing.

The Maricopa County Community College District is a public educational institution. References to College ("College") include all of the Colleges within the Maricopa County Community College District ("MCCCD"), its officers, officials, employees, volunteers, students, agents, and assigns.

I \_\_\_\_\_, freely choose to participate in the \_\_\_\_\_ (henceforth referred to as the "Program"). In consideration of my participation in this Program, I agree as follows:

RISKS INVOLVED IN PROGRAM: (Specific dangers endemic in this Program's activity.)

HEALTH AND SAFETY: I have been advised to consult with a medical doctor with regard to my personal medical needs. I state that there are no health-related reasons or problems that preclude or restrict my participation in this Program. I have obtained the required immunizations, if any.

I recognize that College is not obligated to attend to any of my medical or medication needs, and I assume all risk and responsibility therefore. In case of a medical emergency occurring during my participation in this Program, I authorize in advance the representative of the College to secure whatever treatment is necessary, including the administration of an anesthetic and surgery. College may (but is not obligated to) take any actions it considers to be warranted under the circumstances regarding my health and safety. Such actions do not create a special relationship between the MCCCD and me. I release the MCCCD, its officers, officials, employees, volunteers, students, agents and assigns from all liability for any bodily injury or damage I sustain as a result of any medical care that I receive resulting from my participation in Program, as well as any medical treatment decision or recommendation made by an employee or agent of the MCCCD. I agree to pay all expenses relating thereto and release College from any liability for any actions.

ASSUMPTION OF RISK AND RELEASE OF LIABILITY: Knowing the risks described above, and in voluntary consideration of being permitted to participate in the Program, I agree to release, indemnify, and defend College and their officials, officers, employees, agents, volunteers, sponsors, and students from and against any claim which I, the participant, my parents or legal guardian or any other person may have for any losses, damages or injuries arising out of or in connection with my participation in this Program.

SIGNATURE: I indicate that by my signature below that I have read the terms and conditions of participation and agree to abide by them. I have carefully read this Release Form and acknowledge that I understand it. No representation, statements, or inducements, oral or written, apart from the foregoing written statement, have been made. This Release Form shall be governed by the laws of the State of Arizona which shall be the forum for any lawsuits filed under or incident to this Release Form or to the Program. If any portion of this Release Form is held invalid, the rest of the document shall continue in full force and effect.

Signature of Program Participant

Date

Signature of Parent or Legal Guardian (if student is a minor)

Date