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NEWARK CASE STAFF LISTING

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Newark, NJ 07102-1801
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Thomas J. Hopkins
Director, Hill Hall 112
thopkins@newark.rutgers.edu

Theresa C. O'Neill
Career Counselor/CASE Coordinator, Hill Hall 309
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Theresa’s Schedule
Office hours are by appointment, except during Walk-In Periods (no appointment)

Regular Workweek
Monday, Tuesday, Thursday, Friday: 8:30 am-4:30 pm
Wednesday (Late Night): 10:30 am-6:30 pm

Walk-In Periods
Monday: 10:30 am-12:00 noon
Tuesday: 11:00 am-1:00 pm
Thursday: 1:00-3:00 pm
Dear CASE Professor:

Welcome or welcome back to CASE! We are pleased that you will be working with us in this exciting program in the upcoming semester. CASE has had a dynamic history at the New Brunswick campus over the last fifteen or so years, and we hope to continue that tradition here at Newark.

CASE enjoyed a six-year run as part of the Newark Center for Families and Communities. When NCFC lost its funding in early 2001, the CASE program was an unfortunate casualty. However, then-FAS-N Dean Steven Diner, believing that CASE deserved a place on the Newark Campus, secured the funding to re-institute the program. Under the auspices of the Career Development Center, the first crop of students under the new CASE leadership began performing community service in the Newark area in the spring of 2002.

I must confess: when I initially agreed to take on the administrative side of the CASE program at Newark, I was skeptical and more than a bit nervous. The program had lost its funding once before; this was going to be a big undertaking to prove that the CASE program indeed deserved to be a part of the RU-N community. However, since then, the feedback from both students and community agencies has been tremendous. It certainly has strengthened my resolve to make CASE-Newark an outstanding presence on campus and in the larger community.

As faculty, I hold a debt of gratitude to you. Your CASE courses are this whole program’s raison d’etre. Not only are you giving your students the opportunity to enhance their knowledge in the real world, but they are providing an immediate, tangible service to society that too few individuals provide.

I hope to answer any questions you might have concerning placements, grading, or any other aspect of your course. In addition, I have tried to anticipate all of your needs and outline many of your questions and concerns in this manual (thanks in no small part to the New Brunswick CASE Office!).

My office and I are here to help you organize and manage the service-learning component of your class. Please feel free to call me for more information as your course progresses.

Kindest regards,

Theresa O'Neill, CASE Coordinator, Newark
ABOUT THE CASE PROGRAM

Across America there continues to be widespread and growing concern about the disaffection of young people, about their alienation from community life, and its impact on the life of the campus and the nation. There is an emerging consensus that institutions of higher education, especially public institutions, have a mission to help equip students to be active and responsible citizens in an increasingly diverse democracy.

It is the declared aim of Rutgers University, under the leadership of its president, Richard L. McCormick, and with the full support of the Board of Governors, to make the university a place where young people learn to accept the challenges and responsibilities of maintaining a free, pluralistic, democratic society. Accordingly, in the fall of 1989, Rutgers, The State University of New Jersey, launched an ambitious program to explore ways that the university might educate young people for citizenship. The CASE program is founded on the belief that the skills and dispositions essential for self-government must be learned, but are seldom fostered by existing university curricula. Rutgers has therefore sought to develop a curriculum that:

♦ Makes citizenship and the art of association essential to a Rutgers education;
♦ Encourages the development of a service ethic among Rutgers students; and
♦ Forges a tight connection between Rutgers and the community by connecting students’ classrooms and community service placements.

After several years of experimentation, we believe we have developed a program which, when fully institutionalized, will achieve these aims. Indeed, when former President Clinton came to Rutgers on March 1, 1993 to announce his national service plan, he also publicly recognized Rutgers’ Citizenship and Service Education (CASE) program as a model for colleges and universities across America.
WHAT IS SERVICE-LEARNING?

Service-Learning is a participatory approach to learning and teaching, which supports students’ academic studies and helps to develop these skills, citizenship, and values of individual students. Its primary goal is to encourage students to learn and benefit as citizens in a diverse and interconnected world by becoming contributing members of their civic cultures.

Service-Learning involves active learning: drawing lessons from the experience of performing service work that meets community needs, as defined and determined by the communities. It develops a link with the communities through actively engaging students in the attainment of knowledge related to their course content.

Principles of Good Practice, Service-Learning, and Pedagogy

♦ **Principle 1**: Academic Credit for Learning, Not for Service

♦ **Principle 2**: Do Not Compromise Academic Rigor

♦ **Principle 3**: Set Learning Goals for Students, Share Them With Community Placements

♦ **Principle 4**: Establish Criteria for the Selection of Community Placements

♦ **Principle 5**: Provide Mechanisms to Reflect on Their Service-Learning Placements

♦ **Principle 6**: Provide Supports for Students to Learn How to Reflect on Their Service Experiences

♦ **Principle 7**: Minimize the Distinction Between Service and Classroom Learning

♦ **Principle 8**: Rethink the Faculty Instructional Role

♦ **Principle 9**: Be Prepared for Uncertainty and Variation in Student Learning Outcomes

♦ **Principle 10**: Maximize the Community Responsibility Orientation of the Course

(Adapted from: Howard, J. *Praxis I: A Faculty Casebook on Service Learning*, Ann Arbor, MI: OCSL Press, 1993)
FACULTY-CASE RELATIONSHIP

To a great extent, the success of the CASE program depends on a strong partnership with the CASE program’s faculty. For most students in a CASE course, their instructor is the primary spokesperson of the program’s mission. Making instructors aware of the goals of the CASE program and ensuring that they are pleased with the program is essential to our success. We have found that a solid relationship with faculty is forged through providing a general CASE course structure that meets the majority of instructors’ needs. The basic structure provides CASE instructors with a Faculty Orientation, assists with the development of appropriate Community Partner Placements, and supports the one-credit service-learning component of designated courses. We remain in touch with the CASE instructors throughout the semester with informational letters/e-mails and telephone calls to keep the lines of communication open. In addition to providing faculty with a general structure, we also encourage CASE instructors to be creative. We understand that the mission of the program is often best served by a course-specific approach. Through a combination of general course structure and sensitivity to the needs of each CASE course, we strengthen both our partnership with faculty and the program as a whole.

ACADEMIC BENEFITS

♦ Connects theory and practice

♦ Integrates disciplinary approaches

♦ Strengthens analytic and critical thinking skills

♦ Strengthens interpersonal and communication skills

♦ Promotes the value of diversity

♦ Promotes active learning
THE SEMESTER OUTLINE

Before the semester begins

♦ Confer with Theresa O’Neill about your goals for the upcoming semester.

♦ Consider potential placement sites for your students.

First Week

♦ Theresa O'Neill will come to your classes to introduce students to the CASE program and how it works, including the mandatory Orientation Training.

♦ If you wish, you may recommend Community Partner sites for students. In any event, the students should be told to start calling sites and arranging for service immediately.

♦ Please send a current syllabus to the Career Development Center.

Second Week

♦ Students should be calling sites and arranging their service hours.

♦ Students who are having problems with a placement site should speak to you and Theresa O'Neill.

♦ Remind students about the mandatory orientation. Exact dates/times to be determined every semester.

Third Week

♦ Students should have attended mandatory service-learning orientation training.

♦ Students should be getting their sites confirmed and beginning their service-learning hours.

♦ Students who are having problems should speak to you and Theresa O'Neill.
Fourth Week

♦ All students with problems will have been placed and started their service-learning hours and attended a service-learning orientation training session.

♦ The Career Development Center should have received all student documentation, including Service-Learning Contracts.

Seventh Week

♦ Students should have completed at least one-half, typically 20, of their service-learning hours. This is just over the mid-point of the semester.

Seventh-Thirteenth Week

♦ As students finish, the Career Development Center will collect Student Timesheets and Student Evaluations of Community Partner.

♦ The Career Development Center will distribute Community Partner Evaluations of Students to site supervisors and inform you of your students’ evaluations.

Thirteenth Week

♦ Students should have completed all service-learning hours by this point in order to avoid receiving a grade of NC, NG, TF, or TZ.

♦ The Career Development Center will provide final statistics of student completions.

Thirteenth-Fifteenth Week

When you are grading your CASE course, you will submit separate grades for the academic and service-learning portions of your course, and then send a copy of your final grades to the Career Development Center. Unless you are grading Service Placement on a Pass/No Credit (P/NC) basis, we strongly encourage you to submit identical grades for both the academic course and Service Placement, as if they were a unified 4-credit class.

Please send any feedback you have to the Career Development Center to complete your file.
FACULTY TIPS SHEET

Orientation Training

In an effort to send thoughtful and prepared representatives into the community, the CASE program sponsors a mandatory orientation and training to all CASE participants in the early part of the semester. These sessions provide students with concrete skill development, information to enhance their volunteer experiences and to decrease their liability. Students receive important materials to document their service, assure their placement site is appropriate and that it is on file with the university, all in an effort to help them fulfill the service-learning component of their CASE course. Orientation also mitigates potential liability claims for the CASE program and for you.

Placements

Placing service-learning students in community sites that are complimentary to their academic work is a high priority. We hope that you will aid us in the process of finding appropriate placement options for your students. Students are required to perform service on a consistent basis for ten weeks during the term. If you would like to use a particular agency that is not a Community Partner, let us know and we will get in touch with that agency on becoming a partner. Students may only be placed at agencies approved by the faculty member and who have a completed CASE contract on file. At the beginning of the semester, CASE assists students in their selection of placement sites as deemed appropriate for their course.

Service-Learning Component

Typically, receiving a passing grade for the CASE component means that the student has completed a minimum of 40 hours at his or her placement site, provided service on a consistent weekly basis, has followed the guidelines of the Community Partner, and has actively participated in the experience on the site, and appropriately integrated service experience in the academic setting. If appropriate, the CASE program encourages you to provide one letter grade for the academic and service-learning experiences. At the midpoint of the semester, CASE will send a reminder for you and your students to check their progress. CASE will distribute evaluation forms to Community Partners towards the end of the semester. These evaluations will assist you in grading your students’ service. We keep records of all student timesheets and evaluations to assist students when requesting recommendations and hours verifications.
Course Syllabus

All CASE courses offering the additional service-learning credit should note registration information for the 1-credit service-learning component in the course syllabus. In addition, each CASE course syllabus should outline how service-learning is integrated into the course, including their on-site service-learning objectives. A list of their placement options (if applicable) and notice of the Service-Learning contracts, including your requirements for Section B of the Service-Learning Contract, should also be included in each syllabus.

Grading

The CASE program’s goal is to integrate service-learning and academic learning in each CASE course. We are eager to assist you with technical questions you may have in developing your course grading format. Please consider students’ service hours as just one part of the whole course.

Timeline

Typically, fulfilling the 40-hour on-site commitment requires that students be placed by the third week and working by the fourth week of the semester. We expect students will provide service for the next ten weeks of the semester for an average of four hours per week.

Community Partners

Working with you and the CASE program are Community Partners (CPs) or placement sites where students fulfill their service-learning component. CASE works closely with the CPs to provide student positions which offer personal, civic, and professional growth.

Liability

Assuming responsibility for the service-learning students’ actions on-site is possible through orientation training sessions, in which we cover the most critical issues of confidentiality, ethical issues, liability, and insurance.
STUDENT SUGGESTIONS

Summary of CASE-TEC Evaluation Results

The New Brunswick CASE program, in conjunction with the Teaching Excellence Center, instituted a CASE evaluation in the spring of 2000. The CASE evaluation asked students to focus on the CASE component of the course, including the integration of class materials with service-learning sites, the placement sites themselves, and general impressions of the program. Upon reviewing the students’ evaluations, there were some general trends that may be helpful for your class.

Incorporating Service-Learning into the Classroom

The majority of students felt that class discussions of their CASE placement experiences were the best way to incorporate their service experience into the course. Students appreciated the opportunity to share experiences in class with others and to openly discuss how these experiences related to class material. Others commented that by giving presentations regarding their experiences or writing journals or papers relating to their CASE placement was a valuable way to incorporate their service with the course.

Student Quotes:
Q: The best thing my instructor did to incorporate service into this course was:
A: “Many of our readings and discussions had much to do with how to approach our clients, what we may contend with, and how to solve some of the problems.”
A: “[to assign] journals which gave us an opportunity to correlate school material and our placement site…”

Community Placement Opportunities

Many students felt that the best part of their community service placement was the opportunity to directly interact with people in the community. Students felt that they gained more satisfaction and knowledge from hands-on experiences instead of behind-the-scenes clerical work. Several students commented that the relationships they formed with members of the community allowed them to gain a better understanding of the course material and to realize how they can make a difference in the community. In addition many students remarked that they especially enjoyed working with children.

Student Quotes:
“…try to make sure that placements involve students more actively in working with the [community].”
“I would definitely recommend this course however, I believe that the placement needs to be more hands-on.”

**Course Structure and Community Placement**

The students indicated that they would like to see more of a connection between the course and the community service placement. This concern related to the relevancy of course readings to their service, and the organization of class time spent on CASE-related issues. Students also appreciated guidance from their professors on issues relating to placement sites. Students commented that it was helpful when their professor adopted an active role in finding placements, pulling together course concepts with service experiences, and helping the students to develop activities related to their sites (when and where applicable).

**Student Quotes:**

**Q:** In the future, I would recommend the following to improve this course and/or placement:

**A:** “…have more input [from the professor] in how to incorporate [class material] into our different placements.”

**A:** “…a greater continuity between coursework placement and the CASE office.”

**A:** “…a little more connection between the readings and the community service work”

**A:** “The best thing my instructor did to incorporate service into this course was to have the Community Partners come to class on the first day because they explained what volunteering for their agency was all about.”

**General Comments on the CASE Experience**

Overall, students felt that their classes and their service were great learning and life experience.

**Student Quotes:**

**Q:** Other comments or suggestions:

**A:** “CASE is a great program and more courses should be offered in the science area.”

**A:** “Overall it was a positive and rewarding experience.”

**A:** “An experience this semester impacted my understanding of my role as a citizen was seeing that volunteering for a few hours a week makes a difference in someone’s life.”

**A:** “I loved this course!”
ORIENTATION TRAINING

The CASE program has worked hard to develop an intensive orientation training program, in order to ensure that the CASE students we send into the community are thoughtful and prepared. The orientation training sessions are divided into two components and are held during the early weeks of the semester. Service-learning students participate in a presentation from the CASE staff as well as a group activity.

CASE students receive important documents at orientation to assist them in their experience. We outline the students’ legal responsibilities and have them sign a contract, “The Sticky Side of Service,” to inform them of their legal rights and responsibilities. We also give students a Service Learning Contract, which facilitates a discussion between you, the CP Supervisor, and the student about what kinds of on-site activities are appropriate and meaningful, resulting in a contract signed by all three parties. Finally, we hand out the Student Timesheets or students to record their service hours. Copies of all student documents are included in Appendix A.

We have worked equally hard at developing a personal side to training. We facilitate a group activity where we discuss tips for community service, particularly those concerning legal or moral scenarios service-learning students may encounter at their sites, designating time to answer any questions or concerns your students may have at that time.

We try to improve our orientation training each semester to ensure that it remains relevant to the current evolution of the CASE program and to better meet the needs of your service-learning students.
The goal of the service-learning pedagogy is to unite theory-based work in the classroom with the practice-based work on site. Reflection is most significant when regularly scheduled into the academic component of the course. CASE courses are most successful when reflection is well-incorporated into the academic content. Examples of ways to incorporate reflection into your class include:

♦ Journals
♦ Small group discussion
♦ Class-wide discussion
♦ Reflective papers

The goals of reflection include:

♦ Further understanding of the course content
♦ Further understanding of service experiences
♦ Development of service experiences within the context of academic experiences
♦ Critical thinking skills
♦ Development of values associated with citizenship

Tips on Integrating Service-Learning into the Classroom

There are a few underlying themes that CASE students should be able to recognize as a result of their experiences both in and out of the classroom. We strongly encourage you to point out the following conceptual service-learning themes:

♦ How are communities defined?
♦ What does it mean to be a member of a community (responsibilities and obligations)?
♦ What does it mean to do community service? What is community service? Why do community service?
♦ What does it mean to be a citizen in a democratic society?
♦ What is the role of community in a democratic society?
To incorporate these themes into the classroom, you may want to consider the following techniques:

♦ Set aside time during one of the first few classes to discuss these themes
♦ Set aside time every week or two to allow for reflection/discussion on their service experiences. Issues to reflect on include:
  1. How is their service work related to the course content?
  2. How is their service work impacting the community?
  3. How is their service work impacting them personally (further knowledge about the organization, an issue, providing community service)?
♦ Have students reflect on their service experiences in journals weekly (some instructors give questions to frame their reflection)
♦ Incorporate service-learning experiences into final papers/essays
♦ Learn and Serve America’s “Faculty Toolkit for Service-Learning in Higher Education” is available from the Career Development Center upon request

Grading

When grading your students’ service-learning component, please refer to the following:

♦ Number of service hours completed on site. Service-learning students are required to provide service on a weekly scheduled basis. They are not permitted to do all of their service hours one or two times for the entire semester
♦ Please give any students who have not completed their required hours or adequately fulfilled their commitment to the CP an NC, NG, TF, or TZ. This will ensure that they finish their commitment to the CP and to you. Since the CASE office makes a contractual agreement to CPs that service-learning students will fulfill at least 40 hours of service, we feel strongly that the students and the university live up to these expectations
♦ Quality of students’ performance as indicated on CP supervisor’s evaluation
♦ How each student has reflected upon their service experience. This assures the incorporation of service-learning into the academic component of the course
♦ The CP’s final evaluation of each student at the end of the semester
♦ Please consider treating the service-learning component as one part of the total grade for your course
Please provide the grade for the service-learning component and academic component interdependently. Once you have completed your grading, forward your final grades to us so we can keep them on file (by campus mail to Hill Hall 309 or fax to x5355). We keep all this information on file so that your course file is complete and to assist you and us in providing recommendations for students.
HIV and Public Policy

*Instructor: Yvette R. Murry*

Course: 01:790:220:01  
Service: 790:400:01  
Hardenburg A3  

Office: (732) 932-8660/1310  
Office Hours: By Appointment  

**Course Outline and Description**

**ALL STUDENTS:**

Students who signed up for 790:220:01 must also be registered for 790:400:01 (Service Placement 1 credit) and attend all scheduled trainings conducted by the CASE program. This course is graded as a four-credit course.

**COURSE DESCRIPTION AND PURPOSE:**

This course seeks to bring together an academic, classroom-based curriculum and community service to create a holistic service-learning experience for the student. It is recommended that students have an understanding of the biology of AIDS or have taken Biology 150. This course is designed to develop a working knowledge of HIV and AIDS by focusing on what the pandemic means for questions of community, civic responsibility, and public policy. We will use HIV to examine the social, ethical, and political questions that face a community when it confronts a major public health crisis that affects its citizens. What are our social responsibilities to others and to ourselves as they relate to the virus? What are the public policy opinions and consequences? What do we understand as citizens about HIV and AIDS?
Course Objectives and Student Learning Outcomes

The objectives of the course are aimed to enable students to:

♦ Develop an understanding and familiarity of societal forces and values that shape the development of social welfare and public policy
♦ Be aware of the factors that brought the pandemic to the public consciousness, exploring the initial and current response
♦ Recognize that HIV and AIDS impact all facets of those infected and affected
♦ Identify specific issues faced by the individual, family, and community
♦ Understand the concept of social problem: The shifting concepts of social issues including poverty and deprivation, oppression, discrimination, and populations at risk
♦ Provide a forum for students to explore attitudes and feelings of HIV and AIDS
♦ Appreciate the diversity of persons infected and affected and the unique characteristics of their entry, treatment, and termination with social and public entities
♦ Identify how social problems are identified, legitimized, and developed into public policy
♦ Be able to articulate and discuss critically how ethics, social control, and political frameworks impact the epidemic

Class Format & Organization

The class will be conducted as a seminar, though we will have a number of guest presenters to share their expertise in particular areas relating to HIV, community, and public policy. The class will consist of lectures, discussions, and exercises. Students are responsible for regular attendance, preparation for class through required readings, and active participations in class discussions and exercises. Class attendance will be a component of class participation. It is imperative that students come to class prepared to discuss class themes and reading assignments. Contextual framework and presentation of additional class material in some instances will be provided by the instructor, but for the most part the class will become an opportunity for the group to reflect upon and analyze together critical questions about public health, disease and community awareness as they relate to issues surrounding HIV and AIDS, those infected and affected. Students will be encouraged to contribute to class discussions from your service-learning experiences as they relate to topic themes. To facilitate this discussion and your journal entries, you will be provided with regular handouts setting the context of particular authors/readings and asking a series of questions for reflection and writing in your journals.
Textbooks and Readings

Handouts will be provided throughout the semester. Usually one week prior to discussion date.

Assignments

STATEMENT OF PURPOSE:
The purpose of these assignments is to apply the classroom knowledge, readings, and service-learning placements to persons infected and affected by HIV and AIDS. Assignments will provide the student with a foundation to view their feelings, thoughts, and actions as they pertain to the subject matter. The written and oral assignments have been designed to provide concrete application to social policy and its implementation.

INSTRUCTIONS FOR ASSIGNMENTS AND INSTRUCTOR EXPECTATIONS

♦ Utilize assigned readings, lectures, service experience, discussions, and outside sources
♦ Assignments neatly typewritten
♦ Utilize appropriate grammar and spelling
♦ Follow page requirements
♦ Assignments are expected to be handed in on time. For each day they are late, one point will be deducted
♦ Students will be accountable to themselves and those with whom they collaborate

ASSIGNMENTS

1. *Journals*. Your journals will document your thoughts and experiences working in the community. You will from time to time be required to respond to specific questions in your journal. Students should aim for 1-2 pages per week of freely written material; the writing may be loose, informal, associative, and in alternative forms of straight prose. If you have critical reflections on the assigned readings or expert presentations and class discussions, feel free to include your observations in your entries. Entries will be evaluated in the light of the general quality of your intellectual explorations. I will be responding to journals along the way so that all will receive feedback. **Students are expected to bring their journals to each class.** Journals will be collected intermittently during the semester. Journals should be on 8-1/2” x 11” sheets, in a notebook or composition-type book. All entries should be dated. **(15% or 150 points)**
2. **Agency Interview.** Students will be required to conduct an assessment of their service site. The paper will include the agency’s mission, goals, organizational structure, and purpose. The paper will explore internal and external policy issues that impact the work of the service-learning placement. *(5% or 150 points)*

3. **Group Paper.** The paper will be a maximum of 15 pages (not including the bibliography or appendices) on a topic related to the course objectives and content. The paper should analyze historical trends and compare with current public policy initiatives. Each group will select a public policy issue related to HIV—your group might choose confidentiality issues in HIV testing, condom distribution in schools, women and pregnancy, issues of gender, race, or sexual orientation, drug approval policy, needle distribution, risk or harm reduction techniques, holistic and alternative health care funding, treatment issues, issues of children and adolescents, federal funding of AIDS research—to name a few. Research should be conducted to collaborate on a public policy proposal on the area chosen. Your group’s research should not be confined to the library, but should draw upon community resources, including people living with HIV and AIDS, treatment providers, caregivers, etc. You are encouraged to choose an issue or find resources in areas related to your service-learning work. You will work on your projects collaboratively throughout the semester, culminating in a written policy proposal with recommendations for implementation. The group will be responsible for presenting a 20 minute report including their findings and recommendations to the class. Group members are expected to actively participate in this activity. *(50% or 500 points)*

4. **Service Learning (Community Service).** The service-learning component of the course is designed to aid students in their understanding of HIV and AIDS in our society and communities. In addition to the regular class meetings, you and other students will participate in the equivalent of at least 4 hours of HIV-related service-learning work a week. The service-learning component of the course allows you to apply theories and concepts analyzed in class discussions, readings, and assignments to your own practical experience in serving others in the community. The additional hour or academic credit you signed up for under Political Science 790:400:01 reflects your service learning work. You will be able to choose from a wide variety of community service projects related to HIV (some hands on, some not) and will be able to schedule your service around your other classes, work, or extracurricular activities. Placement choices will include: promoting AIDS awareness on campus or in local schools, serving as a tutor to children with AIDS or assisting HIV education on campus or in the community. **All placements are to be made by September 18, 2000.**

Community service credit will be graded as part of classroom activities. Each student is required to complete 40 hours of community service during the course of the semester. All students are required to attend all CASE scheduled trainings and in-services. **Community service hours are to be completed by November 15, 2000. (15% or 150 points)**
6. **Class Participation.** Students are expected to be prepared for class and share in the classroom experience. It is imperative that you do the readings, come prepared to discuss their relevance and implication each class, and faithfully participate in service learning assignments as per your agreement with your particular community partner agency. It is this instructor’s belief that the experiential component of the course will enhance class discussion. Class participation can increase or decrease the final grade for the student. Active attendance and participation will be duly noted. *(15 % or 150 points)*

**Grading**

Grading will be based upon the extent to which you can demonstrate an ability to analyze the material presented in the course. Class participation will provide students the opportunity to analyze policy formation and patterns. Final grades will be based upon these criteria as shown in the public policy proposal, current events article, class presentation, journal entries and service-learning experiences. Class participation, as it pertains to the readings, experiences and your active involvement in your community service placement, will also influence your grade. Unannounced extra credit quizzes will be given periodically.

**Goals of Community Service (What to Request from Your Community Partner)**

♦ To provide students with an opportunity to understand the sociopolitical and organizational structure of HIV service organizations

♦ To understand how politics and public policy impact service delivery and advocacy to HIV infected and affected individuals

♦ To be familiar with how organizations are funded

♦ To develop a heightened consciousness about the impact if HIV on the individual, local, and national level

**Dates to Remember**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>CASE Service-Learning Student Orientation</td>
<td>Saturday, September 16, 2000</td>
</tr>
<tr>
<td>Service Site Finalized</td>
<td>Week of September 18, 2000</td>
</tr>
<tr>
<td>Submit Service-Learning Contract</td>
<td>Week of September 25, 2000</td>
</tr>
<tr>
<td>Midpoint for Service</td>
<td>October 18, 2000</td>
</tr>
<tr>
<td>Final Timesheets Due</td>
<td>November 22, 2000</td>
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</table>
COMMUNITY PARTNERS

Community Partners (CPs) are placement sites for your service-learning students. CASE works with CPs to provide positions that offer personal, civic, and professional growth. CP placement opportunities include skilled positions in public relations, research, advocacy, counseling, writing, and publications, to name a few. Service-learning students are able to build professional resume experience, as well as networking for jobs in the community. We realize that students’ positions will vary depending on their abilities, but we feel service-learning can be successful for students in a wide variety of activities, provided that there is ample reflection for them to process their experiences. We assist students in the selection of CP sites from the choices you approve for your course, or they may choose alternative sites, provided you approve the site and the site signs a contract with the CASE program. In an effort to provide faculty with the quality of students’ performance on-site, CASE will send an evaluation to all of the CPs towards the end of the semester. A copy of the evaluation and a standard CP packet, which is sent to potential sites, are included in Appendix B. In addition, students will complete an evaluation of their CP at the end of the semester.

EVALUATION

Evaluation of the CASE program is an important tool for our organization to gain an understanding of the students and CPs we are serving. Our evaluation process has been able to enhance our program each semester, especially as the program continues to grow by leaps and bounds.

Up to this point we have had several evaluation processes. Currently New Brunswick has evaluated the CASE program through the administration of a Teaching Excellence Center evaluation to students, as well as through a CP evaluation of students, and a student evaluation of Community Partners. We also conduct periodic focus groups with students, faculty members, and Community Partners to gather feedback on various issues.
LIABILITY

Like it or not, we live in litigious times and must, therefore, be careful. CASE sends large numbers of students off campus to do service, and while we hope that nothing untoward happens to them and that none of them do anything to cause grief to others, we face real liability risks. To deal with these risks, CASE has taken what defensive and preventative measures it can. Specifically, CASE and the Office of University Counsel have developed a standard Community Partner Agreement by which Community Partners agree to accept responsibility for supervision of CASE students placed at their sites. Equally important, CASE has developed a required training program which all CASE students must complete prior to reporting to their service placement.

Although CASE has full responsibility for training, placing, and supervising your students, you students will inevitably look to you for information, advice, and clues as to what is and what is not important. We have therefore requested that the Office of University Counsel prepare a basic introduction to CASE liability issues. We hope that this memo will answer any questions that you have and help you answer your students’ questions.

While most of the issues discussed in this memo do not affect you directly, the one that does involve you is critical: training. The only truly effective way of dealing with liability is prevention, and good training is the key to prevention. No less important, even if careful training fails to prevent an injury, it may prevent liability being extended to CASE and its personnel. We therefore cannot urge you strongly enough to make sure that you communicate the importance of training to your students. What you have to say about training and, more generally, about taking seriously the responsibilities that accompany accepting a service placement will carry a tremendous weight with your students and could save all of us much grief if it helps prevent even one injury from occurring.
LIABILITY MEMO

DATE   December 8, 1995
TO     CASE Faculty and Staff
FROM   Beckman Rich
        Assistant University Counsel
RE     Liability Issues

This memo briefly addresses some of the issues regarding potential legal liability arising out of participation in the CASE program and is intended for faculty and staff who participate in the program. The issues addressed are (i) the nature of possible claims, (ii) the University indemnification policy as it relates to faculty and staff, (iii) the impact of the standard affiliation agreement with community partners, and (iv) the role of training in lessening the likelihood of accidents and potential liabilities.

Potential for Liability

The CASE program involves Rutgers, its faculty and staff, the community partners, their employees, and community partner clients. Injuries could conceivably befall any class of individuals involved (as well as third party bystanders). In the event of an injury, the participant has a potential to be named as a defendant in a lawsuit and is a candidate for financial responsibility.

In the event that a student is injured, there could be claims against the University and its employees for failure to train and supervise the student or select community partners with adequate care; there might be similar failure to train and supervise claims against the community partner and its employees; in addition, there could be claims against community partner clients or even third parties if they were participants.

In the event that an employee or client of a community partner is injured, claims could be brought against the student for negligent or intentional misconduct, and Rutgers, the community partner, and its employees could be faced with claims of negligent placement, training, or supervision.

There are myriad variations, of course. Generally speaking, the more severe the injury, the more likely that there will be claims in excess of medical bills and litigation. In the CASE program, as in the rest of life, prevention is better than cure, and therefore instilling in students the necessity of being careful is an important role that the CASE faculty and staff play. Of course, neither risk nor the potential for claims can be eliminated.
University Indemnification Policy

The University Board of Governors has adopted an indemnification policy which is applicable to University employees (faculty and staff) and is embodied in University Regulation 6.4.4. It is applicable to University employees when they are acting within the scope of their employment and authority. The policy provides legal representation and coverage for compensatory damages to the extent allowable under New Jersey law. The New Jersey Torts Claim Act provides that indemnification is not available to public employees for willful misconduct or punitive damages. Any decision as to the applicability of the indemnification policy in a specific instance must be made on a case-by-case basis and requires an evaluation of the claims in a complaint as well as some investigation of the factual circumstances. Sometimes an indemnification decision can be made at the commencement of a case and at other times these issues an only be resolved at the conclusion of the matter.

Affiliation Agreements

The University and the CASE program enter into affiliation agreements with community partners. The standard form of affiliation agreement provides that the community partner will be responsible for the supervision of the student while volunteer activities are being performed. The affiliation agreement provides some indemnity protection from liability to the University, its employees, and the students for activities arising out of volunteer service. At this point, none of these agreements has been tested. Such agreements provide some measure of protection but are not necessarily a panacea since there can be circumstances which fall outside the scope of an indemnification agreement, or a court may find an indemnification obligation to be void for some particular reason. Finally, there is always an issue as to whether the indemnifying party has the financial wherewithal to satisfy its obligations of indemnification.

The Importance of Careful Training and Accident Prevention

As always, an ounce of prevention is worth a pound of cure. Lawsuits of course seek compensation for injuries. If injuries can be avoided by careful training and supervision, then there is no litigation. In the event of litigation, most claims depend on—among other things—proof of fault or carelessness (termed negligence). Allegations of negligence would differ as to a student volunteer, a community partner, and the CASE program (and its faculty and staff). For example, if a student’s act caused an injury, then the student’s act might be negligent. The community partner and the CASE program might be sued if plaintiff alleges negligent training or supervision. Therefore, even if careful training and supervision fails to prevent an injury, it may prevent liability being extended to the CASE program and its personnel.

* Under New Jersey law, unpaid volunteers for non-profit corporations have qualified immunity for “negligent” acts, but remain liable for “grossly negligent” acts, N.J.S.A. 2A:53A-7.1. This is some protection, but we will need more litigation experience under this 1987 statute to know how broad its protections are.
APPENDIX A:
STUDENT DOCUMENTS AND
REQUIRED CASE FORMS
# CASE Student Information Sheet

**Contact Information**

<table>
<thead>
<tr>
<th>Name</th>
<th>Henrietta Rutgers</th>
<th>Semester</th>
<th>Fall 2009</th>
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</thead>
<tbody>
<tr>
<td>Rutgers ID Number</td>
<td>123001766</td>
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<tr>
<td>Address</td>
<td>1766 University Ave. Apt 3</td>
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<tr>
<td>City</td>
<td>Newark</td>
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<tr>
<td>State</td>
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<tr>
<td>Zip Code</td>
<td>07102</td>
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<tr>
<td>Home Phone</td>
<td>(973) 353 – 1766</td>
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<tr>
<td>Alternate Phone</td>
<td>(973) 555 – 1666</td>
<td></td>
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<tr>
<td>E-Mail Address</td>
<td><a href="mailto:henrietrut@pegasus.rutgers.edu">henrietrut@pegasus.rutgers.edu</a></td>
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<thead>
<tr>
<th>Name</th>
<th>Henry Rutgers</th>
<th>Relationship</th>
<th>Father</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Contact Name</td>
<td>Henry Rutgers</td>
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<tr>
<td>Home Phone</td>
<td>(973) 555 – 1908</td>
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<tr>
<td>Alternate Phone</td>
<td>(973) 555 – 1946</td>
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## Education

<table>
<thead>
<tr>
<th>Major</th>
<th>Psychology</th>
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<tr>
<td>School/Expected Graduation</td>
<td>NCAS/May 2012</td>
</tr>
<tr>
<td>CASE Course Name/Professor</td>
<td>Intro to Life/Dr. Casey Prof</td>
</tr>
<tr>
<td>Languages you speak (other than English)</td>
<td>Fluent Portuguese, some Spanish</td>
</tr>
<tr>
<td>Would you like to use this ability in your community service?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## Transportation

| Do you have a car? | Yes |
| If yes, would you be willing to carpool to a service site? | Yes |

## Optional Statistical Information

| Sex | F |
| Age | 20 |
| Race/Ethnicity | Portuguese |
| High School | South Side |
| City/Town | Newark, NJ |
| Did your high school have a volunteer or community service program? | Yes |
| How did you find out about the CASE program? | My class |
| What do you hope to gain from this experience? | The experience of my life! |
Don’t panic. This not about the mud you will fall into. It’s about being aware so as to stay away from the mud that might get splashed on you.

When you go out to your CASE placement, you assume real responsibilities—with all that that implies. Your Community Partner provides real services to real people with real needs, and as a member of your Community Partner’s staff, you’re part of their team. And they the people they serve count on you to do your share to the best of your ability and in a responsible, professional fashion.

In order to prepare you to live up to these expectations and to do a good job for your Community Partner and the people they serve, you first need to know the basics about four critical issues: confidentiality, professional ethics, liability, and insurance.

Confidentiality—as you may already know, professionals in law, medicine, social work, psychology (counseling), and certain other fields are obligated to maintain confidentiality between themselves and their clients or patients. Whatever they learn from their clients or patients is privileged information and cannot be revealed to others without permission from the client or patient. Be aware that as a service worker in these situations, you may share in this privileged information. You may learn information which is covered by these rules of confidentiality. Speak to your supervisor to discuss how the obligations of confidentiality may apply to you. But when in doubt, do not reveal or discuss information about clients or patients without permission of the professionals for whom you are working.

Observing Unethical or Illegal Conduct—It happens. You may see contraband or you may be told of something going on (like child abuse, for example) that is legally or morally questionable. What do you do? Especially in light of the confidentiality rules just mentioned, this is a particularly difficult issue. How do you balance the need to report a crime or unethical behavior against maintaining someone’s confidence or jeopardizing someone’s safety? Such dilemmas raise serious ethical questions where you may feel you have conflicting duties. What to do?

The possible circumstances are much too varied to be covered in any simple guideline. But the one rule you should always follow is don’t try to resolve the problem alone—consult with a supervisor or other professional to whom you are responsible. These situations occur more often than you think. They may be new and disturbing to you, but they will not be new to the professionals with whom you are working (and whose reputation and livelihood may be at stake if they are responsible for you). They have dealt with similar situations before and can almost always give good advice, even if it is just advice on whom else to talk to.

Liability—Whether an accident will happen is uncertain. That a lawsuit will follow after an accident does happen is a virtual certainty. When accidents happen, the law and the courts decide who will be financially responsible. If you are involved in an accident and sustain an injury, or if you cause an injury while acting as a volunteer, then you, the Community Partner you are working for, and CASE, Rutgers or school through which your service is arranged are possible candidates for financial responsibility. How can you protect yourself?

The only perfect solution is prevention. Pay attention at orientation. It will give you important information about knowing your limits. Try to avoid accidents and injuries. Ask first. If you have any doubts about the wisdom of something, consult your supervisor or other professional employed by your Community Partner.

Health Insurance—All full-time Rutgers students (except for University College students) pay the basic students insurance program as part of the mandatory Student Health Fee. This provides medical coverage to you for up to $3,500 per accident on a per occurrence basis. This coverage is enough to satisfy the deductible or co-insurance payment on your or your parent(s)’ primary insurance coverage. If you or your parent(s) or guardian(s) don’t have primary coverage, it is recommended that you obtain additional primary health insurance for yourself. If you would like to get additional insurance Rutgers offers two major medical options of either $50,000 or $100,000 limits. The university routinely sends out information about this coverage, but if you didn’t receive the mailing or would like more information, please call Student Health Services or the Student Health Insurance office on your campus.

Again, don’t panic. These warnings sound scary, but they should not put you off. You should take them seriously, but you should also remember that they reflect the seriousness of what you are doing. You may be a volunteer, but you are doing real work with and for real people with real needs. And whatever you do, remember the cardinal rule: When in doubt, ask! CASE and your Community Partner are here to help.

I, Henrietta N. Rutgers, agree to uphold the policies and professional conduct of my service agency. I will report illegal or inappropriate conduct to my agency and the CASE office. I have asked any questions I have regarding confidentiality, professional ethics and liability as explained to me at my CASE orientation on Sept 10, 2009.

Course Name Intro to Life Signature Henrietta N. Rutgers
TO THE STUDENT: Fill out SECTION A, then ask your professor to fill out SECTION B and your placement supervisor to fill out SECTION C. Once completed, return to the Career Development Center. Your placement will not be valid without your completed Service Learning Contract on file at the Career Development Center.

SECTION A
TO BE FILLED OUT BY STUDENT

Please Print
Name ____________________________
Address ____________________________
Phone (________) ________ — ________
Emergency Contact Name ____________________________
Day Phone (________) ________ — ________
Evening Phone (________) ________ — ________

I agree to devote ______ hours per week during the ______ semester of 20______ to the following Community Partner placement site: ______

TO BE FILLED OUT BY COMMUNITY PARTNER

The above named student will serve at: ____________________________

The position title of my volunteer work at the placement site is: ____________________________

What do you hope to gain from this service-learning course? ____________________________

Great resume experience! And the ability to help others.

To receive academic credit for this service learning experience, I agree to attend all mandatory CASE trainings and I also agree to meet my professor’s listed course requirements in Section B and my site supervisor’s requirements in Section C.

Signed: ____________________________ Date: ______

SECTION B
TO BE FILLED OUT BY PROFESSOR

Name of Professor (please print) ____________________________
Faculty Office Hrs. ____________________________
Phone (________) ________ — ________

The above named student has my permission to engage in this service-learning project in partial fulfillment of the requirements for the course: ____________________________

Introduction to Life (Life 101)

The learning objectives for my students for this semester are:

Gain understanding of good citizenry

Signed: ____________________________ Date: ______

SECTION C
TO BE FILLED OUT BY COMMUNITY PARTNER

The above named student will serve at: ____________________________

The student will volunteer from (dates and hours of service): ______

Put together baskets for the needy. Provide entertainment for the clients.

The student’s general duties are as follows:

I agree to oversee the student’s volunteer work at the agency and to sign the student’s time sheet.

Signed: ____________________________ Date: ______
# Student Time Sheet

Career Development Center, 360 Dr. Martin Luther King Boulevard, Hill Hall 112/309/313, Newark, NJ 07102 • 973-353-5311

**NAME:** _____________________________  **STUDENT ID:** _____________________________

**COURSE NAME/PROFESSOR:**

**CURRENT ADDRESS:** ___________________________  **PHONE:** _______________

**E-MAIL:**

**COMMUNITY SERVICE SITE:**

**POSITION TITLE:** _______________  **SITE SUPERVISOR:** ___________________________

**SITE ADDRESS:** ___________________________  **PHONE:** _______________

**FAX:** ___________________________  **E-MAIL:**

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<th>TOTAL HOURS</th>
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**COMMENTS:**  __________________________________________________________________

__________________________________________________________________

**SIGNATURE OF STUDENT:** ________________________________________________

**SEE BACK FOR ADDITIONAL TIME SHEET ENTRY SPACE**
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EVALUATION OF COMMUNITY PARTNER

Career Development Center, 360 Dr. Martin Luther King Boulevard, Hill Hall 112/309/313, Newark, NJ 07102 • 973-353-5311

Due date _______________________

Community Partner Organization ____________________  Location (Town) ____________

Site Supervisor _________________________  Professor ___________________________

CASE Course (Name) ___________________________________________________________

Term (Circle One):  Fall     Spring     Summer     Year 20_____  

Please answer the following candidly. Your feedback will assist the CASE Program’s efforts to assess the quality of the placement options offered by community partners. Please circle your response.

COMMUNITY PARTNER AGENCY

1. Did the agency provide you with an orientation?  Yes  No
2. Did the agency provide you with a direct-site supervisor?  Yes  No
3. Was the agency prepared for you when you began your service?  Yes  No
4. Did you have enough to do throughout the duration of your placement?  Yes  No
5. Did the agency make you feel like a part of the organization/team?  Yes  No

COMMUNITY PARTNER SITE SUPERVISOR

1. Was your site supervisor available when needed?  Yes  No
2. Were you satisfied with the supervision you received?  Yes  No
3. How often did you receive supervision?  Daily  Weekly  Monthly  Never

-OVER-
GOALS OF PLACEMENT

1. Did you meet the goals which were initially established on your Service Learning Contract?
   Yes  No
   If not, please explain:
  ___________________________________________________________________________
  ___________________________________________________________________________

2. Were you able to use your community placement experience to complete course assignments?  Yes  No

3. What new skills (if any) did you gain from your placement experience? _________________
   __________________________________________________________________________
   __________________________________________________________________________

OVERALL EVALUATION

1. Overall, were you satisfied with your community placement experience?  Yes  No

2. Would you recommend this site to other students?  Yes  No

3. If your schedule permitted, would you continue to do service at this site?  Yes  No

4. Do you feel your contribution was beneficial to the organization?  Yes  No

5. Community Partner strengths: __________________________________________________
   __________________________________________________________________________

6. Community Partner areas needing improvement: ___________________________________
   __________________________________________________________________________

7. Suggestions/Comments (use additional paper if needed) _____________________________
   __________________________________________________________________________
   __________________________________________________________________________

Please return this form by the end of the semester to the Career Development Center, Rutgers-Newark, Attention: Theresa C. O’Neill via campus mail or fax (973-353-5355).

Optional:
Printed name ______________________________ Date _________________________
APPENDIX B:
COMMUNITY PARTNER DOCUMENTS
This agreement, dated ______________________, is entered into between Rutgers, The State University of New Jersey through the Rutgers Citizenship and Service Education Program (CASE) and ______________________________________ (hereinafter known as “Community Partner” or “CP”) for the purpose of providing community service volunteers.

Students will be made available to CP by CASE for specific community service assignments. CASE does not represent that students assigned are qualified by training or temperament for a specific community service assignment. CP agrees that no student will be denied community service opportunities or subjected to different treatment under this agreement on the grounds of race, gender, religion, ethnic background, national origin, ancestry, age, sexual orientation, handicap, marital status, or veteran status.

The CP will be responsible for providing agency-specific orientation and direct supervision of community service volunteer activities performed by CP. CP will maintain records reflecting the hours each student performs community service for CP. CP will submit these records to the CASE program at the end of each semester as requested. CP will submit a brief written evaluation of student volunteers to the CASE program each semester as requested. CASE agrees to provide a standard form for community service volunteer evaluation.

CP will also be responsible for the safety of students while on CP's premises. The CP and/or its staff will not be engaged in illegal behavior or activities. Breach of the aforementioned items will constitute cause for immediate termination of the CASE-CP relationship. CP will be able to immediately terminate community service students as necessary. CP will contact CASE if they terminate a community service student.

Students may not displace workers or duplicate work which causes individuals to become unemployed. Service-Learning students will not organize or bust unions on the CP site, will not work with political organizations or elected officials on partisan efforts, will not engage in religious activities, will not engage in advocacy work, will not work to benefit for-profit organizations, and will not work for or against unions.

CP understands that the information included in the CASE Community Partner Application may be provided to those interested in developing community-base initiatives.

I understand that information included in This Agreement is in force on ______________________, 20 ___. Termination of this agreement can be initiated by CPs or CASE by giving thirty (30) days notice of termination to the other party in writing.

CP covenants and agrees to fully protect, indemnify, and save harmless Rutgers University, its trustees, officers and employees, the CASE program, student participants in the CASE program, and their successors and assigns of and from any and all manner of liability, suits, actions, claims, demands, damages or expenses arising from or growing out of the community service provided by students under this agreement, including with limiting the generality of the foregoing, losses to property, or injury to persons.

By: (Community Partner) ...................................................................................................................

Career Development Center
Rutgers, The State University of NJ, Newark

Campus

Attest: ____________________________________________

Attest: ____________________________________________
Date: ____________________

Name of Organization: ____________________________________________________________

Name of Parent Organization (if applicable): ____________________________________________

Contact Person: ___________________________ Title: _________________________________

Address: _______________________________________________________________________

City, State, Zip: __________________________________________________________________

County: __________________________

Phone: ( ) __________________________ E-mail: ________________________________

Fax: ( ) ___________________________ Web Address: _____________________________

**Type of Organization:**

**Check one**

____ Non-Profit [501(c)(3)]  ______ Non-Profit Advocacy [501(c)(4)]  ______ Government

____ Other (specify): ______________________________________________________________

Check all that apply

____ Children/Youth  ______ Education  ______ Faith-Based  ______ Health

____ Cultural/Ethnic  ______ Elderly  ______ Food Service  ______ Political/Advocacy

____ Disabilities  ______ Environmental  ______ Governmental  ______ Women

Are you affiliated with a national, international, state, or local organization (e.g., American Red Cross)?

☐ YES  ☐ NO

If yes, please specify: ______________________________________________________________

**Mission Statement:** (Required)

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

PLEASE COMPLETE BOTH SIDES OF FORM

CASE Faculty Manual 37
Location:

Are you located within one mile of Rutgers-Newark?  ☐ YES  ☐ NO

Will your organization reimburse students for travel expenses?  ☐ YES  ☐ NO

Is your site in compliance with the Americans with Disabilities Act (handicap accessible)?  ☐ YES  ☐ NO

Has your organization worked with Rutgers students before?  ☐ YES  ☐ NO

If yes, what type of students?  ______ CASE ______ Interns ______ Co-op ______ Other

Ways Volunteers Are Needed:
Check all that apply

_____ Fundraising  _____ Bookkeeping  _____ Office Support
_____ Public Relations  _____ Sports/Recreation/Outdoors  _____ Computer Support
_____ Childcare  _____ Maintenance  _____ Grant Writing
_____ Tutoring  _____ Legislative Monitoring  _____ Chaperone
_____ Research  _____ Horticultural Development  _____ Mentoring
_____ Advocacy  _____ Driver(s)  _____ Summer/Seasonal Opportunities
_____ Special Events Assistance  _____ Other (specify): __________________________________________

Please photocopy the following Position Description Form for as many positions you have available. Remember to COPY and COMPLETE a separate form for each position.

Please complete and return to:

Theresa C. O’Neill, Career Counselor/CASE Coordinator
Career Development Center
Rutgers, The State University of New Jersey—Newark Campus
360 Dr. Martin Luther King Boulevard
Hill Hall 112/309/313
Newark, NJ 07102-1801
(973) 353-5333
or fax to: (973) 353-5355

Applications are accepted at all times throughout the year and will be added as an option for the next subsequent semester.

Due Dates:  For Fall Semester—Applications must be received on or before August 15th
For Spring Semester—Applications must be received on or before December 1st
REMEMBER TO COPY AND COMPLETE A SEPARATE FORM FOR EACH POSITION

Date: _________________

Name of Organization: ______________________________________________________________________________

Position Title: _____________________________________________________________________________________

Number of these positions available: ___________

Position Supervisor: _________________________________ Title: ________________________________________

Supervisor’s Phone: (            ) E-mail: ______________________________________

Focus of Position:
Check all that apply

_____ Administration  _____ Education  _____ Food Service  _____ Technological

_____ Children  _____ Elderly  _____ Governmental  _____ Translation

_____ Culture/Ethnicity  _____ Environmental  _____ Health  _____ Women

_____ Disabilities  _____ Faith-Based  _____ Political/Advocacy  _____ Youth

Description of Duties:
_________________________________________________________________________________________________
_________________________________________________________________________________________________
_________________________________________________________________________________________________

Skills Required for this Position:
_________________________________________________________________________________________________
_________________________________________________________________________________________________
_________________________________________________________________________________________________

Hours Available for CASE Community Service Students:

Please note: CASE Students are required to work between 4-6 hours a week for a total of 40 hours per semester.

Monday: __________________________________
Tuesday: __________________________________
Wednesday: _________________________________
Thursday: __________________________________
Friday: _____________________________________
Saturday: ___________________________________
Sunday: ____________________________________
Other Notes: __________________________________________

Please include hours of operation and shifts available for students to work.
Required Attire: __________________________________________

Does this position require any of the following (check all that apply):

Health Clearance:

- Physical Exam
- Laboratory Tests
- Vaccinations (specify): __________________________
- Hepatitis B
- Tuberculosis
- Other (specify): ________________________________
- HIV
- Drug Screening

Safety Clearance:

- Fingerprinting
- Criminal Background Check
- First Aid/CPR Certification
- Other (specify): ____________________________________

Transportation:

- Driver’s License
- Commercial Driver’s License (CDL)
- Own car to provide services
- Other (specify): ____________________________________

Will your agency provide any of these requirements or reimburse for their costs?  

If yes, please specify: _______________________________________________________________________________

Will Service-Learning students be able to begin providing their 40 hours of service prior to all requirements being satisfied?  

If yes, please specify: _______________________________________________________________________________

Does this position require operation of a motor vehicle?  

Will you provide an agency orientation to new Service-Learning students?  

Will there be direct supervision on the job?  

What training will be provided to CASE community service students?

_________________________________________________________________________________________________

If you have additional comments concerning this position, please write below:

_________________________________________________________________________________________________

INCOMPLETE APPLICATIONS WILL NOT BE PROCESSED
Please return completed forms and signed Community Partner Agreement Letter to:

Theresa C. O’Neill, Career Counselor/CASE Coordinator
Career Development Center, Rutgers, The State University of New Jersey—Newark Campus
360 Dr. Martin Luther King Boulevard, Hill Hall 112/309/313, Newark, NJ 07102-1801
Phone: (973) 353-5333 • Fax: (973) 353-5355
Community Partner Evaluation of Student

Due date _______________________

CASE course_______________________________________________________________________________

Student __________________________ Site Supervisor _______________________________________

Community Partner Organization ______________________________________________________________

CP Phone ________________________ Approximate # of hours worked __________________________

Please answer the following candidly. Your feedback will assist the faculty in grading this student’s service experience. Please circle your response.

<table>
<thead>
<tr>
<th>Quality of work in relation to Service-Learning contract</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maturity/professionalism in relation to staff and clients</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Punctuality</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Performance of assigned duties</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Initiative</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Flexibility</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Sensitivity to organization rules (e.g., confidentiality)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Awareness of organization mission and role in the community</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Motivation and interest in assigned responsibilities</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Reliability</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OVERALL EVALUATION</th>
<th>Unsatisfactory</th>
<th>Poor</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Benefit of service provided to agency</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Comments (use back if needed) ________________________________________________________________

Please return this form, accompanied by official stationery, to the Career Development Center at Rutgers-Newark, Attention: Theresa C. O’Neill via mail or fax (973-353-5355) on or before: _______________________.

Signed _____________________________________________  Date ____________________________

Feel free to call us with any questions at 973-353-5311
APPENDIX C: SERVICE-LEARNING RESOURCES
SERVICE-LEARNING ORGANIZATIONS

Campus Compact: The Project for Public and Community Service

401-863-1119
campus@compact.org
Box 1975, Brown University
Providence, RI 02912

Campus Compact: The Project for Public and Community Service is a coalition of over 500 college and university presidents who believe that institutions of higher education hold a primary responsibility to foster students’ sense of civic responsibility to contribute to the welfare of their communities. The Compact works on a national level to cultivate discourse and support for issues of public service; develop resource materials, grant programs, and workshops; and institute and support a network of state and specialized offices to provide targeted programs for campuses.

Cooperation for National and Community Service (CNS)

202-606-5000 x117
http://www.cns.gov/
1511 K Street, NW Suite 307
Washington, DC 20005

On September 21, 1993, the National and Community Service Trust Act was signed into law, forming the Corporation for National and Community Service. The Corporation’s mission is to engage Americans of all ages and backgrounds in community-based service that addresses the nation’s education, public safety, and human and environmental needs while achieving direct and demonstrable results. Three programs within the Corporation service to support this mission and provide local citizens with opportunities to participate as full-time or part-time volunteers or stipend participants. The Corporation has given the CASE program grants to support Curriculum Development, as well as providing technical and financial support.
National Society for Experiential Education (NSEE)

919-787-3263
Wofford@datasolv.com
3509 Haworth Drive Suite 207
Raleigh, NC 27609

NSEE is a membership association that promotes the effective use of experience as an integral part of education. NSEE assists, colleges, universities, schools, and organizations with internships, service-learning, cooperative education, field studies, active learning in the classroom, or other forms of experiential education. NSEE also holds annual conferences on experiential education.

OSCL Press

OSCLPress@umich.edu
734-936-9345 (fax)
University of Michigan
2205 Michigan Union
Ann Arbor, MI 48109-1349

The OSCL Press publishes the Michigan Journal of Community Service Learning, Praxis I, Praxis II and other service-learning resources. To request an order form or for more information, fax or e-mail the numbers listed above.
SERVICE-LEARNING READINGS


Galura, J. et al. (Eds.). *Praxis II: Service-Learning Resources for University Students, Staff, and Faculty, OSCL Press, University of Michigan.*


Howard, J. (Ed.). *Praxis I: A Faculty Casebook on Community Service Learning, OSCL Press, University of Michigan.*


Stanton, T.K. (1990). *Integrating Public Service with Academic Study: The Faculty Role.* Campus Compact, Providence, RI.

SERVICE-LEARNING ARTICLES

AmeriCorps to Africa or How I Got From CASE to Ouagadougou
Elizabeth King, CASE Alum

In September 1995 I made a decision that would affect the rest of my life. I joined the CASE Staff as coordinator of Rutgers’ first ever AmeriCorps program. In an instant, my senior year was transformed. Suddenly, I had to handle a $25,000 budget, hire 10 AmeriCorps student volunteers, and manage the mentor/tutor project. My life that year was complicated, but fiercely rewarding. In fact, it was so rewarding that I was having a hard time deciding what to do after I graduated. AmeriCorps was a constant challenge and I was seeking something equally adventurous.

After CASE and AmeriCorps, east coast US to west coast Africa seemed the only natural choice—even for a Vietnamese-born American named Elizabeth Campbell King! As my classmates headed for the Big Apple for a one room apartment and an entry level cubicle, I headed to the sub-Saharan Burkina Faso as the High School Supervisor at the American International School of Ouagadougou. Undeniably different than anything I had ever known, my time in Africa challenged my values as I developed new perspectives. Although my CASE experience was an ocean away, I brought with me the important principles I learned on the job managing AmeriCorps: practiced compassion, willingness to learn from others, and an ability to recognize talent and potential in all humans.

Since CASE, I have constantly been moving forward. After serving at the American International School, I have worked at Coca-Cola and consulted for the US Peace Corps mission in Côte d’Ivoire. When I turn 25 this year, I hope to be publishing books and preparing a personal journey back to my birthplace of Vietnam. And it all started at CASE.
Poetry and Puppets  
Mary Shaw, Professor of French

What a joy to have completed my CASE course this year! My sixteen undergraduate students taught approximately sixty (60) 3rd-6th graders beginning French at Lord Stirling Elementary School. We gave Lord Stirling an excellent introductory language program, the only foreign language program Lord Stirling has. We also ran an extremely popular after-school French Club, which introduced children to French culture through projects ranging from World Geography and cheese-tasting to fashion and Impressionist painting.

Our semester ended with a bang as the children in the after-school program and my students presented a puppet show extravaganza, reviewing our lessons and projects for a crowd of two-hundred children. And to top it off, French Department graduate students and faculty joined in the gala. You should have seen Uri Eisweig singing and playing traditional songs on the accordion to the great delight of us all.

All this fun capped a semester of intensive discussions, planning, and academic research. My students had to master difficult readings on the themes of childhood and community from the Renaissance through the 19th-century (by authors such as Montaigne, Rabelais, LaFontaine, Rousseau, and Tocqueville) and do independent research on the topics they chose for their cultural presentations. They had more and more difficult reading and writing than they do in most 300-level courses, but their papers show that they managed this brilliantly—and I am happy to add with fewer complaints than usual.

The fun aside, CASE courses are challenging for both the teacher and the students. The reality of serving is not always as appealing as the idea. By the time my students each the end of the semester, I am often concerned that they do not fully realize the full implications of what they have been doing, nor the benefits for them and for others for their efforts. But then, miraculously, everything comes together with the puppet show. This year was no exception—and was even better than usual. Perhaps because the puppet show went more smoothly than in the past, or perhaps I was honored for creating my CASE course with an FAS Teaching Award (which I shared with my students through the purchase of new materials for the puppet theater and in a final celebratory lunch) students parted from my CASE course on a particularly high note.

Needless to say, I feel my students have experienced, at the highest level, what only the CASE program offers—an opportunity to synthesize community service and personal, intellectual growth, and I look forward (after a rest) to offering the experience again, and again, and again.
CASE Gives Head Start a Head Start
Maurice Elias, Professor of Psychology

My large lecture courses, Atypical Development in Childhood and Adolescence, and Community Psychology, and Community Mental Health have been CASE courses for four years. Each semester 30-50 students from class work at a CASE placement in Head Start classrooms throughout Middlesex County, with a special focus on the needy areas of New Brunswick and Perth Amboy. To date, my students have given Head Start almost 13,000 hours of hard work!

CASE students provide essential support and attention to the Head Start students. During the term, they work one-on-one with kids on a wide variety of enrichment activities. And at the end, each Rutgers Student creates a “good-bye” project that allows them to thank the class for the privilege of doing service with them and to leave them with something to help them continue to build their social and emotional skills. Some examples include making “trees” with all the students’ names, birthdays, and pictures on them, creating storybooks with accompanying audio tapes, and activities on friendship, how to say goodbye to friends, and how to keep in touch.

Like all CASE courses, however, mine also demands extra academic preparation and work from participating students. All CASE students attend regular—supplementary—recitation sections where they learn about these children, their special needs, and how to help prepare Head Start kids for future citizenship. They also keep reflective journals for which they get instructor and peer feedback. During the semester, time is reserved to allow CASE students to share their experiences with the rest of the class, and to provide specific examples of points that have come up in course material. The CASE students, in effect, help teach the course by providing real world, empirical examples to illustrate the abstractions of academic psychology.

Student feedback about the Head Start experience has been consistently positive, as have my CASE course evaluations. Even better, I am delighted to report that the Rutgers-CASE-Head Start connection and my CASE students’ thousands of hours of service were honored at a May legislative reception sponsored by MCEOC, Head Start’s parent organization. The CASE-Head Start partnership is an excellent example of the synergy that CASE brings to the community and to the learning process.
The Gender of Community
Lea Stewart, Professor of Communications

CASE Students in Communication and Gender learn about—and experience the enactment of gender in everyday life. Some work at the local elementary schools like Arbor Elementary School and daycare facilities such as the Pine Grove Cooperative Nursery School and Campus Kids. Others mentor and conduct intake interviews at agencies such as the Women’s Job Center and the NJ Women and AIDS Network. Still others work with older adults at facilities like the McCarrick Care Center, tutor at the Adult Learning Center, produce fundraising events for the Alliance for Disabled in Action, and even assisted nurses on the maternity ward at the Robert Wood Johnson University Hospital.

At the beginning of the semester, I ask students what they expect from their experience in the community. The responses are varied, but several themes emerge. They tell me they would like “to learn how to work with children of different backgrounds and genders,” “gain experience in PR as well as becoming part of a community,” “gain knowledge and skills that will enable me to educate women about HIV/AIDS as well as to be educated myself,” and “be able to communicate more effectively with the elderly.” Like all of my CASE students, they want both to learn more about themselves and to contribute to the community. One student summed up her expectations for her CASE experience in words that echo throughout the program, “I would like to become a more effective citizen and individual,” while another wrote, “I want to know that my contributions are making a difference for these children and their future.”

Although their activities vary, all CASE students bring back to the classroom both an increased awareness of their own abilities as future communication professionals and citizens, and an appreciation for the diversity of society reflected in New Jersey. The students learn that they are indeed a part of a greater community, and that they have a responsibility to contribute to the community that extends beyond the boundaries of the campus. They also learn that they can make a meaningful contribution that goes beyond their individual studies. This is an empowering experience for them. They learn that with the knowledge and skills they have acquired at Rutgers, they can, in 10 short weeks, make a huge difference in the community. This is a powerful lesson to learn in exchange for 40 hours of volunteer service.