



SERVICE PRACTICUM

SUPERVISOR'S MANUAL 2022-2023



DEAR SERVICE PRACTICUM SUPERVISOR,

The mission of Columbia Bible College is "Equipping people for a life of discipleship, ministry, and leadership in service to the church and community. To accomplish this, we must go beyond the classroom and offer students the practical training that only comes with direct "hands on" experience in actual service and ministry settings. The primary role of the Integrated Learning Department is to administer, facilitate and supervise the proper accomplishment of this basic objective.

Many students enrolled at Columbia come with very limited experience or background in serving. Consequently, they need personal help and careful training in practical Christian work. Even students who are seasoned in ministry can always use new ideas and richly benefit from being accountable to someone else. It is impossible and impractical for our department to adequately supervise and personally train all students as they serve in numerous capacities and places throughout the Lower Mainland and Fraser Valley.

The Service Practicum course is designed for the student to choose a ministry placement that gives the personalized guidance necessary to provide the best possible learning experience. We are relying on you as their supervisor to host them, love them and give them constructive assessments of their work. ***We see your role as being one of the most fundamental to the success of the whole course.*** Therefore, we acknowledge our profound indebtedness to you and we wish to express our highest appreciation for your willingness to assist us in this very important role. ***We could not accomplish our goal without you!***

Your responsibility as a supervisor will be a big challenge which takes time and commitment. It also assumes a certain understanding of the expectations, requirements, procedures, and policies we have for Service Practicum. This Supervisor's Manual is designed to help you understand these guidelines. It also gives some ideas about what we desire from you as a supervisor. Please read carefully to familiarize yourself with it!

Thank you again for your willingness to invest in students' lives as a Service Practicum supervisor. We appreciate you, we value your insights and ideas and we want you to know that you will always have our support. Please feel free to contact us if you ever have any questions or concerns.

Serving God together,

David Warkentin and Lorrita Bos

The Integrated Learning Staff

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INTRODUCTION TO THIS HANDBOOK

This handbook is designed to help a person, assigned to supervise a Columbia Bible College student's Service Practicum placement, to do the best job possible. We encourage you to take time to thoroughly read this handbook in order to help you supervise and in turn enable the student to be a more effective servant.

Please Note:

This handbook is written with the assumption that most of the Service Practicum placements will be in the context of Christian organizations with Christian supervisors. However, we realize that not all placements will fit that context. If you or your organization does not fit that context, we want you to know that does not eliminate you from participating as a supervisor. There is still much valuable information in the following pages to help you effectively supervise a CBC student. As you read, please make note of the things you feel you may not be able to offer as a supervisor. Then contact the Integrated Learning Department and we will be glad to discuss how we can work out those details in such a way that would still allow the student to serve in your context.

GLOSSARY

Integrated Learning (IL) Department– The department at CBC that oversees both the Service Practicum and Internship courses.

Service Practicum (SP) – The practical field education component in which all first- and second-year CBC students participate.

Internship – The practical field education component that all BA grads* must complete as part of their third and/or fourth year of studies.

* The only exceptions are for Intercultural Studies and Youth Work students

INTRODUCTION TO SERVICE PRACTICUM

As mentioned, Columbia Bible College is all about

"Equipping people for a life of discipleship, ministry, and leadership in service to the church and community."

To make this true, we must offer more than just classroom teaching. Practical training in real life situations teaches things a textbook never can and real-life experience in turn causes people to seek answers to questions they may not have thought of if they hadn't gained the experience. Formal education informs life experience and life experience motivates education. Study and integration of truth in everyday life must go hand in hand. In fact, teaching without practical experience produces an incomplete education. Learning by doing is quite often the best way of learning. The SP courses are designed to provide students the opportunity to do just that: to take classroom knowledge (theory) and apply it to real life situations (practice). We truly want them to "learn to live well".

Service is the focus of SP. It is something done with someone else in mind, something for their benefit. Service is other oriented, not self-oriented. The focus of service is giving, not getting! Ultimately, we desire to see students develop a servant's heart that will invade and affect their whole life, now and after Columbia!

OPEN COMMUNICATION

We desire to make every effort to communicate what you need to know to help students succeed in their SP classes. Your careful attention to the guidelines will help avoid confusion and will make the student's experience more rewarding. Therefore:

- Our department will communicate important messages regularly through a MS Team to which you will be added. Details about accessing this Team will be sent to the e-mail address you provide on the Supervisor Agreement Form from both MS and the Integrated Learning Department, so please look out for these e-mails.
- When you have questions or concerns about SP, please ask us. We are here to help you! You can contact us through MS Teams or via email.
- If concerns are raised, we may arrange personal times to meet with the students you supervise so we can check on how they are doing in their SP placement. We will do our best to let you know about these meetings before they happen and to give you any needed feedback following the meeting.
- Ultimately, we want the students to have a great SP experience. Reading this Manual, asking questions, and contacting us as needed, will contribute to their experience. We desire to see our students succeed!

INTEGRATED LEARNING

Integrated Learning at Columbia focuses on helping students make connections across the range of experiences within their education, both in and outside of the classroom. Extending Columbia's emphasis on practical theology, Integrated Learning courses use practical experience and reflective assignments to help students develop skills, relationships, and experience so they can faithfully navigate the complex world in which they live. Service Practicum, Internship, and other integrative educational experiences provide opportunity for students to practice key areas of learning in their program major and overall Columbia education.

STUDENT OBJECTIVES

Upon completion of Service Practicum, it is our desire that students would gain the following:

knowledge of...

- foundational characteristics of integrated learning
- key areas of personal development, such as potential strengths, gifts, and skills
- key areas of focus for vocational discernment
- the variety of opportunities for service found in the church and the community
- clear guidelines and structures that support accountability and integrity in the area of professional sexual ethics

appreciation for...

- reflective experiential education
- the importance of service in Christian life and faith
- the benefits of relational learning, such as through mentorship and supervisor evaluation

ability to...

- practice aspects of integrated learning, such as reflection and making connections between theory and practice
- engage self-reflection on personal development
- engage self-reflection on vocational discernment
- access and utilize key resources for addressing reports of sexual misconduct

ACCREDITATION & SERVICE PRACTICUM

Columbia requires SP not only because it is a strategic part of our overall mission, but also because our accreditation mandates it. CBC is accredited through the ABHE (Association for Biblical Higher Education). A school cannot receive or maintain ABHE accreditation without a mandatory service requirement.

REGISTRATION PROCEDURE

Service Practicum is an important part of the student's overall training while at Columbia, so it is necessary to keep accurate records of the student's Service Practicum involvement. We require students to register their SP placement with our department before they begin.

Without this formal registration, we cannot give them credit!

One of the essential steps in registration is your digital signature on the Supervisor Agreement Form acknowledging that you have agreed to carry out the necessary functions of a supervisor. By submitting this form, you are committing yourself to this important responsibility. If you have questions about your role and responsibility as a supervisor, do not hesitate to ask. This is very important!

If for any reason you are unable to fulfill these functions, please inform the student and the Integrated Learning Department immediately so that another supervisor can be found.

NOTE: Registration is not complete until the student has personally filled out his/her online Placement Registration Form and both you and the student have been informed of approval for that placement granted by the Integrated Learning Associate.

WAYS STUDENTS CONNECT WITH YOUR ORGANIZATION

While the student is responsible to locate an approved service opportunity and make contact with those supervising it, the Integrated Learning staff is available to help provide suggestions and information on potential placements. In order to help fulfill our departmental mission and objectives, we connect students with churches, as well as para-church and community organizations in the Lower Mainland and Fraser Valley.

Because almost all 1st and 2nd year students are required to do SP, we have the potential of approximately 150-200 students being available to serve in the community. You may have need of volunteers for your organization. Some of our students might come alongside you and assist as volunteers. The following are a number of ways you may be able to connect with students.

SERVICE FAIR

The Service Fair provides your organization with a personal opportunity for direct contact with students, to share your heart and needs with them. It is designed to help students select the placement best suited to their interests by exposing them to a wide range of opportunities. The Fair, which typically hosts 30 or more organization representatives visiting our campus, is held once every year early in the Fall semester. Registrations begin in late April or early May and can be made online. Spaces are limited. If you would like more information about the Service Fair, please contact our department.

PLACEMENT POSTING BOARD

If you desire students to serve with you in your organization, you, your staff and/or other leaders may also complete a Placement Posting form, available online. These opportunities are posted on an online board, which contains specific information on current SP opportunities for students. These local organizations may or may not be represented at the Service Fair.

OUR EXPECTATIONS OF THE STUDENT

To qualify for SP credit, a student's SP placement needs to meet certain specifications. Here is a brief summary of those requirements and expectations. For a more detailed description, please refer to the current Service Practicum Student Handbook.

THE NATURE OF PLACEMENT

The student's placement must *directly or indirectly serve people*, helping to meet their needs. This could happen directly in placement like teaching a Sunday school class, helping at a soup kitchen, or at a youth drop-in centre. It could also occur indirectly, like packing relief kits in a warehouse, cleaning bathrooms, or doing administrative tasks. Whatever the case, *the placement must give the student an opportunity to put their faith into practice and apply what they are learning in the classroom setting through service of others.*

For many students in their second year, it is required by their program department that they be involved in a setting which directly correlates with their major and life goals.

We strongly encourage all students to be involved regularly and committed in the worship and fellowship of a "church home," even if their SP is not directly in or through a local church. We request those students doing an SP in a church to participate in programs and activities of that church and to be a good model for those whom they serve. For example, they should not teach Sunday school in one church and go to the worship service or college group of another.

THE TIME FRAME OF SERVICE

The time students spend in the field at their Service Practicum is considered their "class" time for the course. Therefore, in most cases, the student's service should be done on a weekly basis during the Fall and Winter Semesters. Students are required to complete 10 weekly SP field classes over the course of the semester.

Each SP field class session should *be a minimum of 1.5 hours in length*. This includes:

- Preparation for the service
- The actual execution of the service and
- Any necessary follow-up after the service

Organizations are welcome to ask students to commit to longer and/or more field class sessions than the minimum requirement if that suits their program better. When making this decision, students are encouraged to consider the balance of their personal and school obligations. But, once they have made the commitment, they are expected to maintain it through to the end of the Academic year (September through to April).

All placements should continue through the full academic year (September through April) to allow a maximum and thorough learning experience. Any exceptions or changes must be authorized by the Integrated Learning Department.

ATTENDANCE

A minimum number of field classes within SP are crucial to provide an adequate training experience. Therefore, even with legitimate

excuses, *failure to achieve the required number of sessions may disallow credit.*

The Association for Biblical Higher Education (ABHE) and Columbia Bible College deem SP as a vital part of the educational experience. It is not an extracurricular activity. It is just as important as any other class. *Therefore, the student is expected to work around most other classes and extracurricular events* such as musical activities, sports, student government, retreats, and conferences. This even includes school functions!

NOTE: If a student knows they may be gone for long periods of time during the school year, especially on weekends (due to extracurricular activities, choir tour, sports trips, going home, skiing trips, etc.) they should select a placement which does not conflict with these activities to prevent numerous absences.

We believe that attendance is very important and understand that organizations are counting on their students' attendance for their programs to run smoothly. So, we encourage students to have perfect attendance. However, we recognize that sometimes there is legitimate need for absence. Based on the credit level of the course, SP students are allowed 1 personal excused or College sanctioned absence per semester and 2 unexcused absences. Unexcused absences will impact the student's final grade.

Examples of personal excused absences:

- Personal or family emergency
- Illness
- Accident
- Immoveable medical appointment

Examples of College-sanctioned excused absences:

- Quest S.A.L.T.S. / Mt Baker trip
- Columbia Sports Teams away games

Should the organization need to cancel a session due to one of the following, or any other reason, students can contact the Integrated Learning Associate to determine an appropriate course of action.

- Spring Break
- Statutory Holiday
- Hazardous weather conditions

The student is responsible for making proper notification and arrangements for any absence *well before the scheduled time.*

Attendance during Reading Week in the Winter semester is not mandatory and does not affect the student's excused absence count. However, students should notify you that they will be absent.

Any recurring attendance issues should be communicated to the Integrated Learning Associate who will address these irregularities directly with the student. The supervisor will give a report of the student's attendance on the Supervisor's Evaluation at the end of the semester. Therefore, it is important to maintain an accurate record of attendance.

GRADING

As Service Practicum is a class, the performance of all students will be evaluated. Evaluation occurs in two ways. The students will be given grades for their written assignments by the Integrated Learning Associate and their Supervisor will provide a grade evaluating their performance at the field site. The Supervisor Evaluation will be due in the last week of classes in each semester. Both the student and the Integrated Learning Associate will remind you in advance of the due date. The form can be accessed through the Supervisor Team or directly on the CBC website, Integrated Learning page. If for any reason you cannot access the form, please contact the Integrated Learning Department.

ACCOUNTABILITY

The student's SP must be done under supervision. We rely on students working

closely with qualified supervisors who will provide them with adequate direction, accountability, training and evaluation. For this to occur, we require students to initiate contact and have at least two meetings with their supervisor each semester. This is where you become directly involved in their education.

SUMMARY

A student's placement must meet the following requirements to be approved for credit:

- *Directly or indirectly serve people.*
- *Serve on a weekly basis for a total of 10 field class sessions and continue for a full academic year.*
- *Be under supervision; the student will be held accountable through meetings with a supervisor.*

SUPERVISOR EXPECTATIONS

BE QUALIFIED AS A SUPERVISOR

Students are expected to have a qualified supervisor, *meet for accountability* with him/her, and assure that all completed supervisor evaluations are returned to the Integrated Learning office. We ask for and need each supervisor's *full cooperation* for the SP course to work thoroughly and effectively.

All supervisors are to be approved by our staff. Here are the qualifications we are seeking and ask the students to keep in mind when determining their supervisor.

- We want supervisors to be *the person in the best position to observe and directly supervise the students* in their service for the entire academic year (September to April). If direct supervision is not possible, indirect supervision is permissible.
- We ask supervisors to be available to *interact with students* informally on an ongoing basis and formally through meetings at least twice per semester. We ask that supervisors limit themselves to supervising *no more than 4 – 6 CBC students*. If a supervisor has more than 6 students, sharing the load with another leader is advised (doing evaluations and meetings for more than 6 can be difficult).
- We expect the supervisor *to keep accurate records* of the student's service and supervisor contacts and to communicate appropriately with the student concerning pertinent issues (service or personal).
- We prefer supervisors to be of *the same gender* as the student. We desire the student-supervisor relationship to be close and meaningful, so as a general precaution, we encourage this principle. However, it is not an absolute. There may be cases in which the obvious person to be the

supervisor would be of the opposite gender and that is acceptable.

- Without special arrangement in extenuating circumstances, *relatives of the student or current CBC students are not eligible to be their SP Supervisor*.

BE AWARE OF OUR PROGRAM

Supervisors need to understand the criteria we use and encourage the students to meet those requirements in order to successfully earn and receive SP credit. So, we ask you to *be aware of the philosophy, principles, and policies of the SP course*. This is the main reason for this manual, to inform you of these things. We encourage you to periodically review this manual to refresh yourself on the requirements. We greatly appreciate your cooperation in the following areas:

- Provide the student with weekly volunteer field class sessions that are *at least 1.5 hours in length*.
- The student should be working with or provide a service to people if possible. This will provide the student with valuable educational experience.
- Students should be given clear expectations and responsibilities.
- When working with children/youth, CBC students should have another adult or student present if at all possible.
- Students should only mentor same gender.
- CBC recommends that organizations require a criminal record check for all students working with children, youth, or persons with special needs.
- If a criminal record check is required of student(s) please indicate this on the

application form and be willing to cover any related costs.

NOTE: While we do not offer a formal Supervisor's Orientation, you are free to contact the Integrated Learning Associate with any questions or concerns you may have.

BE AVAILABLE FOR STUDENT CONTACT

We ask you to be available to *personally meet with the student you are supervising for a minimum of 30 minutes at least twice per semester.*

We desire your meetings to be personal and one-on-one. You may request special consideration for group meetings. Sometimes, contacts may be made by telephone when personal meetings are not possible due to emergencies or unscheduled conflicts. (This is the exception, not the rule.)

We suggest you schedule a time for these meetings at least 2 weeks in advance. Without your cooperation, it will not happen properly. This personal contact is the only means you and we have to keep the student accountable. If you feel you are unable to fulfill the expectations, please pass this responsibility on to someone who is qualified to complete the requirements.

Our department expects the students to report periodically to us concerning their SP. However, we still need them to regularly report directly to you, their supervisor. Then you communicate to us through the final evaluation. This student contact becomes the basis of your final evaluation, which is turned in to our department at the end of the semester. Please feel free to contact us anytime concerning questions, issues or problems that come up.

BE HONEST IN EVALUATION

We ask you to *be candid in your evaluation of the student's SP performance.*

At the end of the semester, your student will contact you to request you complete the online [Supervisor Evaluation](#). This evaluation becomes the basis for granting credit to the student, so it is very important it is completed properly and submitted on time.

The evaluation is not only for our use in determining credit, but *it is primarily for the student's benefit, growth, and maturity.* This evaluation should reflect the student's actual overall performance completely unbiased by personal friendships, relationships, and/or feelings toward the student. They may be a great likeable guy/girl but the evaluation should distinguish between personality and performance. Students are not perfect and so you should not feel you are hurting them by telling them their good and bad points. We see little practical benefit if you make no useful feedback. Please take the time to clarify your rating by providing explanatory comments. Where they have done well, praise them! If they need improvement and growth, tell them! They will profit and grow more from your counsel than if the problem is overlooked. Do not be guilty of passing a "problem" student on to the next person without confronting them personally with the truth concerning their performance, actions, attitudes, and behaviour. It is a simple matter of "speaking the truth in love".

We ask you to personally go over your evaluation of the student with them after the form is submitted. We appreciate your time and interest with the students and thank you for this relationship.

WHEN YOU MEET: DIALOGUE & FEEDBACK

Good accountability and personal growth through a supervisor-student relationship will happen only if it is taken seriously by both parties and given enough time for meaningful, qualitative and individual interaction. If the student is not receiving adequate supervision, we ask him or her to talk with the supervisor about what can be done to improve the situation. Your communication and cooperation will do much to make your ministry time a great learning experience.

Supervisor contact should be far more than touching base on the simple logistics of the ministry. *It should be a time of personal dialogue, open communication, and prayer concerning the student's role, growth, feelings, and goals in ministry.*

Accountability is important to developing rapport with the supervisor. We believe the growth of a good relationship with the supervisor is one of the most significant aspects of the Service Practicum course. We appreciate the time and interest supervisors take with their students and have found that both students and supervisors benefit from their time together.

One goal in having the student meet with you is to facilitate communication about his or her progress in the service placement. This relationship should be one of personal accountability. You should ask questions that will not only assure the student that he or she is faithful and effective in the volunteer situation but is growing through this experience. We expect you both to challenge and encourage the student. We ask you to provide direction, support and feedback regarding his or her progress. We trust this time will be more than a review of his or her faithfulness in ministry.

A second goal is to provide a time to discuss the student's ability to integrate what he or she is learning in the classroom into the SP setting. Although your role in a student's SP may include technical supervision, we also want you to help him or her integrate Columbia training into real life settings.

Some supervisors may think, "How can I adequately supervise a student when I have never had any training myself?" Our reply would be that while the students may have the theory, many of them do not have the practical experience, which they need. Love and encourage them and teach them what you do know. We are not looking for a professional here, but someone who will take students "under their wing" and help them through the hard spots of their service.

Accepting the supervising responsibility is a great opportunity to influence the student's life. Their future effectiveness and success could depend upon the quality of training received from you in their present service. Truly, you are really multiplying yourself for future times throughout the world. WHAT KIND OF YOU DO YOU WANT TO SEND OUT INTO THE WORLD?

A third goal is to help the student in personal growth. We ask you to be someone who is able not only to build the student up in his or her SP but in personal development as well.

Strive to resolve any concerns that may arise in the student's relationship with other staff, volunteers, or you as the supervisor. The Integrated Learning staff should only become involved if the concerns persist.

OUR RELATIONSHIP & COMMITMENT TO YOU

It is our desire to provide quality students to assist you in your organization/church. To this end, we seek to develop the student through our own individual counselling, guidance, support, and direction.

We will try to contact you with relevant information about the Service Practicum course as it comes up. We will serve as a liaison between you and Columbia. Please take advantage of our contact to share any points of concern, satisfaction, or questions you may have. We would be delighted to receive your ideas and suggestions regarding our Integrated Learning courses. We want to be a resource to you, providing whatever help you need in your supervisory capacity.

We in the Integrated Learning Department are grateful for the opportunity to work together with you in the training of young men and women to serve God and others.

THANK YOU!

Please contact us if you ever have any questions or concerns. We are here to help and serve you!

RISK MANAGEMENT FOR INTEGRATED LEARNING

INTRODUCTION

This handbook is designed for use by students, organizations, supervisors, and Columbia Bible College (CBC) staff involved in the various Integrated Learning courses offered at CBC.

This handbook provides a risk management resource that will help conduct Integrated Learning experiences responsibly and to assist in the reduction or prevention of incidents to students, persons receiving service, organizations, third parties and CBC.

CBC desires to provide students and organizations with the necessary information to reduce risks related to the injury of service recipients, CBC students, other staff or volunteers of the organization, personal or organizational property, and CBC.

CBC further desires to inform organizations of their responsibilities regarding the involvement of CBC students in organized programs and to protect CBC from liability regarding student involvement in the community through Service Learning programs.

Responsible risk management is essential to provide a safe learning environment for students, and a profitable service to organizations and service recipients.

Risk management is not a one-time event. It is a process of adapting in response to changing circumstances. This process ensures that the Integrated Learning programs at Columbia Bible College will be regularly evaluated.

While the risk management information presented in this Handbook draws from the risk

management practices used by other post-secondary institutions and organizations, it is designed specifically for the Integrated Learning courses at Columbia Bible College.

Columbia Bible College desires that all organizations discuss and develop good risk management and liability policy and procedures. The Columbia Bible College Integrated Learning Department will provide organizations with the necessary information about risk management to benefit organizations in development of good risk management policy and procedures. Resources used to prepare this manual are listed at the end.

LIABILITY

OVERVIEW. Columbia Bible College and organizations involved in Integrated Learning courses at CBC have various legal and moral obligations. [Volunteers can be] personally liable when they fail to perform a duty and cause a loss or injury. Organizations may also be liable if their actions contributed to an incident. But organizations may be liable even if they did nothing wrong. Under the concept of vicarious liability, an organization may be held liable for the action of a volunteer if the volunteer was under the control and direction of the organization and acting within the scope of his or her responsibilities when the incident occurred. For these reasons, it is very important that volunteers and organization clearly agree on volunteers' roles and responsibilities, and the organization's policies and procedures. (The People's Law School, 2000, p.7)

Therefore:

- Be aware.
- Train all staff and volunteers to provide safe service.
- Protect and advocate for those receiving service.
- Responsibly care for Columbia Bible College students.
- Maintain an environment of safety for all.

Due to the wide variety of Integrated Learning activities in which students participate in, there are varying levels of risk, depending on the specific activity, and conditions at the time of the involvement.

DEFINITIONS

Incident, for the purposes of this handbook, is when an activity, as part of Integrated Learning at Columbia Bible College, results in loss or damage.

Risk is the possibility of suffering harm or loss; a danger. It is also a factor, thing, element, or course involving uncertain danger; a hazard (American Heritage Dictionary, 2000). Risk, in Integrated Learning, can involve personal injury and negatively affect mental, social, financial, ministry, business, and public relation aspects of the institution and the organizations involved.

Risk Factors are those elements that contribute to the likelihood of an incident occurring.

Risk Management, in the context of Integrated Learning at CBC, is “the formal process by which an organization establishes its risk management goals and objectives, identifies and analyzes its risks, and selects and implements measures to address its risks in an organized fashion” (Mihalynuk and Seifer, 2003, p. 1). “It includes an ongoing and complex process of evaluating and minimizing inherent, enduring organizational risks — in this case, those of the

academic institution, students, community agencies, community members and others involved in the service learning experience” (Mihalynuk and Seifer, p. 1).

Liability, for the purpose of Integrated Learning, is something for which a person or organization has legal responsibility or obligation.

SEXUAL ETHICS

Columbia Bible College holds to the highest standards of integrity in the exercise of power in relationships. In particular, the area of professional sexual ethics should be given careful consideration.

The Role of Power

All relationships, professional or personal, involve a power imbalance of one sort or another. Imbalance in power is caused not just by a person’s position of authority or leadership but also can be influenced by the person’s age, gender, culture, educational level, etc. in relation to the other person. A power imbalance in a relationship is not abnormal nor negative. But it must be handled with wisdom and care to avoid any abuse of power. Handling power well means maintaining healthy boundaries in relationships. Setting and keeping healthy professional boundaries is always the responsibility of the person with greater power.

Service Practicum typically places the student in the role of both leading and being led. The Practicum Supervisor is in a position of power over the student while the student may also be in a position of power over those they serve. Thus, the student is in a place where they could both abuse and be abused. Consequently, precautions should be taken. Students should:

- Be aware of the Risk Factors
- Be aware of whom you have power over & who has power over you
- Know & follow your organizations Risk Management Policy

- Maintain appropriate professional boundaries in language, emotional engagement, physical environment, body contact and thought life

Maintaining Boundaries

Often, misuse of power in a professional relationship starts gradually and escalates. Much like the proverbial frog in the pot of boiling water, it is easy not to recognize the danger until it is too late. Maintaining appropriate professional boundaries means recognizing and avoiding the Risk Factors. Risk Factors may be, but are not limited to, some of the following:

Environmental Risk Factors

- Meeting with someone of the opposite sex in a secluded and private area on or off the work site (e.g., a windowless room with the door closed)
- Meeting with someone of the opposite sex in an inappropriate and non-professional location (e.g., candle-lit restaurant, parked car, etc.)

Physical Risk Factors

- Unnecessary touching
- Hand holding
- Hugging
- Kissing

Emotional Risk Factors

- Giving of personal gifts
- Intimate sharing of personal issues
- Frequent contact outside of the professional environment

Language Risk Factors

- Comments, positive or negative, about body or appearance
- Dirty jokes
- Sexualized comments, texts, emails, etc.

Mental Risk Factors

- Sexualized thoughts
- Pornography

Reporting

In the event that a student witnesses or experiences sexual harassment or other abuses of power from someone at the Service Practicum site, unless it involves the supervisor, the student should bring this to the attention of the Supervisor. Should the offender be the supervisor, the student is encouraged to report the situation to the IL Associate.

INTEGRATED LEARNING PLACEMENTS

Integrated Learning students are involved in a number of service areas through Service Practicum volunteer placements and Internship leadership training placements. Some of these placements may be considered high risk depending on the setting, responsibilities of the student, and the precautions set in place by the organization.

High Risk placements include, but are not limited to:

- Youth work in churches, para-church organizations, and community youth services
- Day care or preschools
- Counselling services for pregnancy centres, addiction facilities, recovery centres, counselling agencies, and crisis lines
- Community, church, and para-church children's programs
- Community support in senior's facilities, services for people with disabilities, prison visitation, chaplaincy services
- Public and private education services in elementary, middle, secondary, and post-secondary institutions
- Church ministries in the area of Sunday school, pastoral assistance, care groups, study groups, visitation, worship, youth, families, and janitorial services

- Office assistance in the area of research, relief, or data entry
- Missions in the area of overseas or North American trip leadership or participation, local mission agencies, random acts of kindness, street ministry
- Outdoor leadership in the area of guiding, trip leadership, skill instruction
- Camp ministry in the area of skill instruction, cabin leadership, program directing, maintenance, food services, and administration

MANAGING RISK

Safety for the Student

It is important to take time to survey the Service Practicum site and evaluate on the basis of "Is the Service Practicum site safe"? The following are some questions to consider:

- When working with children/youth/persons with special needs, is there adequate visibility; are there always at least two adults in the room?
- When in a counselling situation, are you working with someone of the same gender? If not, are there precautions in place so you can maintain confidentiality and still be visible to others?
- Do you walk to your placement at night alone? Do you have access to a telephone? Do you arrive to or leave an unoccupied site?
- When doing activities are you taking all necessary precautions to minimize risk?
- When you drive others, do you consider that you are responsible for their safety?
- When on a hike, do you consider and prepare for all possible dangers?
- Do you and the people you are serving know the emergency procedures, fire exits, or

other safety procedures or devices at your Integrated Learning site?

- If you suspect abuse of a child or other vulnerable person, do you know whom to call? Do you know what your responsibility is?
- If doing water sports, is there a certified lifesaver present?
- Do you have the proper training or qualifications to do your position?
- If you are doing any heavy lifting, repetitive tasks or working with hazardous materials, is there appropriate training and resources provided by the site managers?

Reducing Risk for the Organization

Insurance is only one way to manage risk and there are often limits to coverage. Taking steps to reduce risk is the best way to manage risk.

Here are some things to consider:

- What things at your site could be potential risks?
- What is the probability that something will go wrong?
- What is the seriousness of the risk?
- What can be done to lower the risk or eliminate the risk?
- Do you need to consider eliminating activities or doing repairs to minimize risk?
- Define roles and responsibilities of key personnel and implement reporting procedures during emergencies.
- Implement safety procedures.
- Post emergency services and contact numbers.

Texas A & M University has developed an Event Planning Matrix for event planning and risk management (Texas A & M University Department of Student Affairs, 2001).

SPECIFIC GUIDELINES

Guidelines for the Organization

An organization is defined as the supervising agency, church, public or private institution, or business that agrees to taking on a CBC Integrated Learning student.

Organizations must provide a safe and risk-free working environment for students (e.g. making sure students are not alone with children/youth, doors are open or rooms have windows, all safety precautions have been taken for high risk activities, etc.).

Organizations must provide students with the necessary information regarding the organization's functions, policies, and purpose, so the student is well aware of the reason for their placement.

The organization must provide the Integrated Learning Department and the involved student with a job description outlining the responsibilities and expectations of the CBC student. Internship students will have their job descriptions outlined in their Learning Contract.

Organizations must provide CBC students with reliable, competent, and qualified supervision.

Organizations are responsible to properly interview and select qualified and appropriate CBC students for their positions. CBC will only provide services as a connecting agency for students and organizations.

Organizations must ensure that students have the necessary qualifications, training and ability level for the positions (e.g. if a student is serving as a climbing instructor, they must have the necessary training/certification required).

Organizations must provide the student with the necessary information, orientation, training, supervision, and resources required for the position.

Organizations should ensure that the student is given a viable and challenging learning opportunity that is appropriate to the student experience.

CBC strongly recommends that organizations discuss liability issues related to having CBC students volunteer for the safety of the organization, the student, and those receiving the service. Consider the potential risks to the organization, the student, and service recipients.

Organizations should ensure that appropriate insurance covering all activities is obtained and maintained. Check that volunteers obtain and maintain appropriate insurance for their activities (e.g. car insurance).

Organizations should anticipate and prevent accidents before they occur by developing safety procedures and ensuring they are carefully followed.

The college is not responsible for costs related to organizational requirements. CBC encourages organizations to cover costs related to the service assignment. If the organization is unable to cover expenses, this must be negotiated with the student before the start of the service assignment.

If students are required to have emergency training (first aid, outdoor leadership certifications, etc.) for their volunteer position, this must be made clear to the student before they begin. Any cost related to gaining or renewing certification is the responsibility of the student or organization.

CBC recommends that organizations require a criminal record check for all students working with children, youth, or persons with special needs.

If a criminal record check or training is required of the student, it must be clearly indicated on the application form and the organization

should be willing to cover any related costs. (e.g. reimburse student expenditures).

CBC recommends organizations use written application forms, reference checks, personal interviews for volunteers, and signed volunteer agreements.

Organizations should keep accurate and up-to-date information on all Service Practicum students. This information should be kept confidential and secured.

Guidelines for the Supervisor

A supervisor is the person who has been identified to the College as having responsibility to oversee and evaluate the CBC student.

All supervisors should read and be familiar with the guidelines for a supervisor as outlined in the Service Practicum Supervisor Manual.

Supervisors should be available to the student for supervision and encouragement throughout the semester. For Service Practicum this relationship is informal; for Interns, it is a formal mentoring relationship.

CBC encourages that supervisors develop appropriate relationships with the students and encourage them in their participation in their specific service placement, schoolwork, employment, and personal lives.

Supervisors should inform the student of cancelled assignments in advance if possible.

Service Practicum supervisors are expected to be honest in evaluation and provide adequate follow-up when assessing progress and addressing concerns.

CBC recommends that supervisors be of the same gender as the student. Where this is not possible, please ensure another leader, who is of the same gender as the student, is involved for mentoring.

Supervisors should strive to resolve any concerns that may arise in the student's relationships with supervisors, coworkers, service recipients, or other leadership. Integrated Learning staff should only become involved if the concerns persist.

CBC expects supervisors to respect the confidentiality of student's personal information and encourage students to respect necessary confidentiality of their placement.

Supervisors should ensure that when working with children/youth, CBC students should have another adult present.

CBC requires that students only mentor others of the same gender.

Guidelines for the Student

The student refers to any Columbia Bible College student enrolled in Service Practicum or Internship. The following are guidelines for the student:

Students must follow the guidelines for the Integrated Learning process as stated in the Service Practicum Student Handbook or the Student's Internship Manual.

All students must have adequate medical coverage upon acceptance at Columbia Bible College. Students are responsible to ensure they are covered during the entire time of their program at CBC. If medical information is required for any placement, it is the responsibility of the student to provide it to the organization; CBC will not divulge any personal medical information about the student. Please see the CBC Application Package for more information.

Students are expected to respect the confidentiality of Columbia Bible College, the organization, other staff or volunteers, and service recipients.

Students are expected to inform and discuss with their supervisors all concerns about their placement, responsibilities, and situations. If necessary students should also discuss concerns with Integrated Learning staff.

Integrated Learning staff should be informed of all critical or emergency situations if the student is involved. Please see Emergency Procedures for more information.

Students should be open and honest at their placement from the beginning and seek honest feedback from supervisors and Integrated Learning staff.

Students are responsible to inform supervisors of anything that might hinder their ability to serve (disabilities, medical conditions, phobias, etc.).

Students must follow the expectations, guidelines and responsibilities as outlined by the organization.

Students in the Outdoor Leadership program at CBC have specific risk management and liability regulations for the profession. Students must abide by the risk management procedures and regulations as outlined in Columbia Bible College Outdoor Leadership Manual and Risk Management for Outdoor Programs: A Guide for Students Enrolled in British Columbia (Province of British Columbia, 2003). OL Students will have access to these manuals through their program directors. Students in this program must ensure that if they are in a Integrated Learning placement related to outdoor leadership that their organization and supervisor have access and knowledge of the guidelines. Students must not work beyond their education, training, or certification level.

Guidelines for Columbia Bible College

The Integrated Learning department will serve as an information centre and coordination site for Integrated Learning opportunities.

The Integrated Learning department will ensure implementation of risk management policies and procedures.

Integrated Learning staff will give final approval for high-risk activities.

The Integrated Learning staff will communicate risk management policies and procedures for Integrated Learning courses to students and organizations.

Integrated Learning staff will keep record of incidents related to Integrated Learning experiences.

Columbia Bible College will ensure that documentation is kept safe and confidential.

GUIDELINES FOR SPECIFIC SITUATIONS

Caring for Children

When caring for children, organizations and students must use a high level of care as the students and organization have received the trust of the parents/guardians to provide supervision and safety for the child in that context. It is the duty of the organization and students to:

- Supervise: protect from harm; amount of supervision required will depend on the age of the child and the context of the activity.
- Not abandon: continue caring for them until they are safely in the care of another person, specifically their parents or appointed guardian.
- Not use excessive force: some degree of force may be needed to protect the child or other people from the child, but should only be used as a last resort and only with prior knowledge and training in proper procedures. Force should never be used for disciplinary reasons.

- Not attract them to danger: Keep them in a safe place, away from dangerous objects or situations.
- Report child abuse: "In British Columbia, any person who has reasonable grounds to believe a child has been or is being abused by a family member, employee, volunteer or other person must report those suspicions to a child protection social worker" (The People's Law School, 2000, p.5). If abuse is suspected, contact the Child Protection Offices in the area. If the child is in danger, contact the local Police, then the Child Protection Office (BC Ministry of Children and Family Development: TOLL FREE 310-1234)

(This information was adapted from The People's Law School, 2000, pp. 2-7)

Providing Services to Adults with Special Needs

Vulnerable adults with special needs may be seniors, persons in medical care, or persons with disabilities. The responsibilities of the organization and students are the same as the duties outlined for children. Three other duties apply:

- Accommodation: all reasonable efforts must be made to accommodate a person with a disability into a program or service normally available to the public.
- Consent: Speak directly to a person with disabilities, do not make assumptions about their wants or needs, and ask the person first before consulting parents or caregivers.
- Confidentiality: keep personal information private; information should not be released to anyone without permission (see your organization's procedures for details).

(This information was adapted from The People's Law School, 2000, pp. 7-8)

Giving Advice

Students may be in placements that require them to give advice, such as counselling, crisis lines, or even youth work. Students and organizations should be aware that if they provide bad information or advice, they could be held liable for the damage that results. Students required to give advice should be properly trained by the organization or through required prior education or experience before giving any advice.

(This information was adapted from The People's Law School, 2000, p. 8)

OTHER POLICIES & PROCEDURES

Communication

Open, frequent, and clear lines of communication are key to risk management. Organizations and students are able to contact the Integrated Learning Department should any questions, concerns or emergencies arise in the course of the Integrated Learning experience.

If a student is concerned about a service recipient, he/she should contact the supervisor; if necessary, the student should also contact Integrated Learning staff and any other appropriate authority (e.g. police).

If a student is concerned about a supervisor, that student should contact the Integrated Learning office. The Integrated Learning office will assist the student in contacting a higher level of authority in the organization.

If a supervisor is concerned about a student, they should contact the appropriate Integrated Learning office (Service Practicum or Internship).

If a student or supervisor is concerned about Integrated Learning staff, they should contact the Academic Dean at Columbia Bible College.

Orientation

Supervisors

A Supervisor's Manual for Service Practicum is provided for Supervisors.

Students

CBC will provide students with information related to their requirements for Integrated Learning programs. Organizations are responsible for orientation related to the specific requirements and responsibilities of the position. Service Practicum students complete an orientation class in which risk management will be discussed during their first semester of Service Practicum.

Supervision

CBC will provide the administrative supervision for information, coordination of placements and students and course management.

Organizations are responsible to provide students with adequate, involved on-site supervision. CBC requires that supervisors meet with students at least twice each semester to challenge and encourage the student.

Transportation

Transportation to and from placements is the responsibility of the student; Service Practicum is considered an off-site class and CBC is not responsible for transportation for Integrated Learning assignments. Some organizations may choose to provide transportation; this must be arranged with the student.

Students are responsible to ensure their transportation (whether provided by the organization, themselves, or others) is safe and reliable. Students, who walk to assignments or take public transportation, should take necessary precautions to ensure their health and safety.

CBC does not encourage the use of student vehicles to transport people for the

organization. In the event that students must use personal vehicles or a vehicle provided by the organization, it is the responsibility of the organization to ensure the driver has adequate insurance and the appropriate driving requirements. Organizations and students should screen drivers, follow safety precautions, develop and implement procedures for all drivers, ensure all vehicles are safe, and provide guidelines for passenger behaviour.

Insurance

Worker's Compensation Board

In some situations, organizations may apply to the Worker's Compensation Board to have volunteers included as workers for the purpose of on-the-job injuries. If the application is accepted, the volunteer will receive the same coverage as a regular employee.

If an organization is unable to get coverage from the Worker's Compensation Board, volunteers may be able to have coverage through the organization's general insurance policy or through additional personal insurance.

For specifics on your situation, please contact the Worker's Compensation Board for detailed information.

Columbia Bible College

Columbia Bible College will carry adequate and current liability insurance to protect the institution, the institutions' employees, students, and agents. This includes coverage for allegations of negligence on the part of the students while acting within the scope of their duties as they pertain to the school programs.

Organizations

Organizations should ensure they carry adequate and current liability insurance to cover all employees, volunteers (including CBC students) and service recipients.

EMERGENCY PROCEDURES

EMERGENCY CONTACT INFORMATION

Police / Fire / Ambulance Emergency
9-1-1

Other Emergency Services

Abbotsford Police Department (non-emergency) 604-859-5225
1-800-898-6111
or text ABBYPD (222-973)

Abbotsford Fire Department (non-emergency)
604-853-3566

Abbotsford Regional Hospital
604-851-4700

Child Protection Services (Abbotsford)
604-870-5880

Ministry of Children and Family Development
604-870-5888

Kids Help Phone
1-800-668-6868

Crime Stoppers/TIPS
1-800-222-8477

Abbotsford Emotional Crisis Centre
604-852-9099

Poison Control Centre (Abbotsford)
1-800-567-8911

Fraser Valley Pregnancy Centre
604-856-9151

* Note: all services are those in the Abbotsford area. For outside Abbotsford please consult the front page of the phone book for local emergency numbers

Columbia Bible College Campus Assistance
604-853-7010

FIRE

All Fires must be reported immediately. CALL 911.

If you discover a fire:

- Activate the fire alarm.
- Notify the Fire Department: Call 911.
- Fight the fire, only if it is small, using a fire extinguisher (See instructions below).
- Assist children or persons needing assistance to a safe area.
- Report details to fire department officer.

If you hear the fire alarm:

- Notify the Fire Department: Call 911. Tell them what you know (e.g. alarm is going and tell them whether you see smoke/flames or not).
- Evacuate the building(s).
- Fight fire only if it is small (See instructions below).
- Report details to Fire Department Officer.

Fire Safety Tips:

Keep low to the ground where there is more fresh air.

Feel the door for heat. If the metal knobs or door are hot, do not open the door. Go to a window and call for help. Do not jump from heights.

If you are able to exit your room, close the door behind you, pull a fire alarm if you pass one and go to the predetermined roll call location.

DO NOT use elevators to exit a building.

Directions for using a fire extinguisher:

- **Pull:** Pull the pin.
- **Aim:** Always aim at the base of the fire using the nozzle provided.
- **Squeeze:** Activate the fire extinguisher by squeezing the handle.
- **Sweep:** Move from side to side in a sweeping motion, watching to make sure flames do not start up again. Break up any clumps of burnt materials to ensure the fire is fully extinguished (back away from the fire when it has been put out).

INJURY

In the event of serious injury to the student, other staff/volunteers, or service recipients, the student should:

Call 911 immediately IF:

- the person is unconscious;
- has trouble breathing; has chest pain or pressure;
- is bleeding severely;
- appears to have been poisoned;
- has injuries to the head, neck or back;
- has had a seizure (prolonged);
- has fallen (from considerable height).

Give the following information:

- Your full name & status
- Nature of emergency
- Exact location of emergency.

Next Steps:

- Send someone to meet the ambulance & show them where to go.
- Notify your supervisor and parent or guardian if necessary.

- Follow emergency procedures of the organization.
- Contact the Student Development Office and the Integrated Learning Department if a CBC student is injured or affected) by calling Campus Assistance.
- Complete any necessary paperwork for the organization (incident reports, etc.).
- Complete a CBC incident report online.

In the event of a non-serious injury to the student, other staff/volunteers, or service recipients, the student should:

- Obtain the necessary medical assistance (Call 911 for emergencies).
- Follow guidelines of the organization.
- Notify your supervisor.
- Complete any necessary paperwork for the organization (incident reports, etc.).

MOTOR VEHICLE ACCIDENT

In the event of a car accident the student should:

- Call 911 for all emergencies.
- Contact your insurance provider if there is damage to vehicles.
- Contact CBC if a student is unable to return to campus, is hospitalized, or unable to attend classes due to injury or other situations related to the accident.
- Give appropriate notification to Student Development staff and faculty.
- Follow any guidelines in place for the organization.
- Complete any necessary paperwork for the organization (incident reports, etc.).
- Complete a CBC incident report online.

HOSPITALIZATION

If a student requires hospitalization, students should use the following guidelines:

Follow emergency procedures above.

- Notify your supervisor and follow guidelines of the organization.
- Contact CBC to inform them of your situation.
- Complete any necessary paperwork for the organization (incident reports, etc.).
- Complete a CBC incident report online.

FOLLOW-UP

Follow up is an important step after an incident occurs. In the event of an incident, students should notify the Integrated Learning Department and their supervisor. The situation should be discussed and steps be put in place to lessen the chance of that situation happening again. Integrated Learning personnel, and other CBC staff or faculty, are available to meet with supervisors and students if necessary.

Students have access to counselling and wellness services through the Student Care and Career Centre at CBC. Counsellors are able to provide referrals if necessary.

RESOURCES

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Volunteer Vancouver. City of Vancouver. www.volunteervancouver.ca

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