

# **SERVICE-LEARNING PROGRAM**

# **AGENCY MANUAL**



**Seattle Central Community College**

## WELCOME TO THE COMMUNITY SERVICE-LEARNING PROGRAM SEATTLE CENTRAL COMMUNITY COLLEGE

SCCC's mission is to ensure opportunities for academic achievement, workplace preparation and service to the community by creating a learning environment which is accessible, diverse, responsive, and innovative.

Service-Learning creates an unparalleled opportunity to explore and realize a high standard of academic achievement, intercultural empathy and lifelong social action. By extending learning from the classroom to the community, students cultivate sustainable partnerships in their community which nurture civic responsibility and impact social issues.

Service-Learning is an opportunity for students to earn classroom credit while serving their community and reflecting on the experience. Students in the Service-Learning specified classes work cooperatively with faculty and social service agencies to learn about issues in our community while acting to address them. As they encounter individual situations, students realize that their involvement and commitment can make a difference in the life of another person and in the life of the community, hence developing their own civic identity in the process.

During the course of this hands-on, practical experience, Service-Learning students are provided with opportunities to reflect on the personal and academic meaning of their Service-Learning experience.

The Service-Learning Program creates partnerships and organizes resources to enable our students and faculty to partner with agencies working with a variety of issues and populations in the Seattle area. Our program provides the support necessary to oversee quality immersive learning and critical reflection, both key elements in integrating service with academic study.

I look forward to working with you in developing Service-Learning experiences with our students.

Patti Gorman, MSW  
Service-Learning Coordinator  
1701 Broadway, BE 1103  
Seattle, WA 98122  
206-587-6997  
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## *WHAT IS SERVICE LEARNING?*

THE COMBINATION OF FOCUSING ON ADDRESSING COMMUNITY ISSUES, IDENTIFYING LEARNING OBJECTIVES, AND INTENTIONALLY REFLECTING ON WHAT IS BEING LEARNED MAKES SERVICE-LEARNING DIFFERENT FROM VOLUNTEERISM.

- ✿ Service-Learning is based on a reciprocal relationship in which the service reinforces and strengthens the learning, and the learning reinforces and strengthens the service.
- ✿ Service-Learning is integrated into academic curriculum and provides structured opportunities for students to reflect critically on their experience through a mix of writing, reading, speaking, listening, and group discussion.
- ✿ Service-Learning provides students with opportunities to use newly acquired skills and knowledge in their own communities.
- ✿ Service-learning gives academic credit for demonstrating learning achieved through service, not just for putting in hours at a given position.



## Helpful Hints for Success

- **SERVICE-LEARNERS ARE STUDENTS**

Supervisors must always keep in mind that not only do service-learning students want to help meet important community needs but they are also using the experience as the basis for extending the learning in their college course. Students are receiving academic credit for learning through their service efforts. Guide students in thinking about what the experience means to them. The organizational context and overall social issues and impacts are also key components to their on-site experience.

- **INVOLVEMENT**

The relationship between supervisor and student is vital to the success of your service-learning partnership. As a supervisor, you may represent the student's first contact within their service-learning experience. With your helpful guidance, the student will develop the skills, attitude and knowledge to achieve their goals and become proactive citizens in their community. Throughout the assignment, the supervisor is considered a partner in the student's education.

- **ORGANIZATIONAL PLANNING**

Often a needs assessment with key staff will allow you to more effectively use service-learners within the framework of your agency. Service experiences should be progressive whenever possible to enhance student learning. Is there a project you have been wanting to do, but haven't had the time to develop? Positions which embrace ownership and idea building can be ideal for service-learning students.

- **SELECTING STUDENTS**

The SCCC Service-Learning Program provides students with an agency listing. It is the responsibility of the student to make the initial contact. The idea of a mutually beneficial partnership is one in which the curriculum learning objectives and student interest are matched with your agency and/or program mission and goals.

- **ORIENTATION/TRAINING/SUPERVISING**

Students should be given a good, structured orientation to your agency, staff, and clients. Students should be familiarized with the mission and philosophy of your agency. They should know the community issues facing your agency. They should know where to get support and information.

- **TIME COMMITMENT EXPECTATIONS**

It is important to be realistic in your time commitment expectations of students. It is important to be aware of the quarter schedule and adapt programmatic or project goals accordingly. It may be helpful to offer training during the early part of the quarter and schedule students for eight weeks.

- **RECOGNITION AND POSITIVE REINFORCEMENT**

Like many people, students want to be welcomed and encouraged. This could take the form of reminders of recognition, a pat on the back, or a simple thank you note. Students like to see how their work is important to your agency's mission. It can often be helpful to your internal quality control to ask the students how they are doing and what can be improved upon. Remember, the development of a mutually beneficial partnership depends, in part, on your ability to recognize and tailor your approach to the individual needs and skills of each student.

- **COMMUNICATION**

The SCCC Service-Learning Program is committed to ensuring that partners' goals are met. Please feel free to keep the Service-Learning Coordinator informed of any concerns, problems, successes, or other important issues.

## What Do SCCC Faculty Say About Service-Learning?

- "Service-Learning has been instrumental in facilitating the students' grasp of in-class concepts and putting them into practical application in the community."  
-Dick Burton, Philosophy Instructor
- "It brings a whole new dynamic to the education process."  
Tracy Lai, History Instructor
- "Service-Learning is essential to learning content in any discipline. For years, faculty have required field work or s-l and students have experienced new insights into intercultural communication."  
Minnie Collins, English Instructor
- "There was definitely something for everyone. I look forward to doing it again."  
Nancy Finley, Psychology Instructor
- "Long process, feels so good its happening, rewarding, satisfying."
- "Society should be a learning society, sharing knowledge and information. Service-learning puts that into practice in many concrete ways."
- "They saw the connection between theory and practice and applied them--theories about race, gender, class issues, and different styles of learning-- to their own tutoring. In the past when I've taught and read some of these essays, they've applied them to their own educational experience, but what they can do now is apply it on both sides, talking as a student but also as a teacher..."
- "These projects integrate practice with skill and theory. There is a deep use of the knowledge. The students learn from themselves how to move on..."
- "Education as an abstraction versus education as building communities, cities and relieving problems. It becomes important to the social fabric of what we are and not just the individualistic fabric."

# **Expectations**

## **Student Requirements**

### **As Service-Learners, Students Must...**

- Serve the number of hours required by their instructor at their agency of choice, generally 16-20 hours per quarter, depending on the course format.
- Participate in orientation/training sessions as provided by the agency.
- Follow through with the schedule to which they commit. Agencies will be asked to verify that students complete their hours.
- Complete any particular assignments relating to service-learning that are required by instructors (journal, reflection paper, class presentation, etc.).
- Complete an evaluation of the Service-Learning Program and their experience.

## **Agency Expectations and Responsibilities**

Service-learning agencies are important to the success of the student's education and the SCCC Service-Learning Program. We ask agencies to do the following:

- Become familiar with the SCCC Service-Learning Agency Handbook.
- Interview service-learning student applicants to clarify position responsibilities and to evaluate students' abilities for positions.
- Confirm the placement by signing the Service-Learning Agreement which will be brought in by the student. The student will return this form to their instructor as notification of your acceptance of their placement.
- Provide the service-learning student with the appropriate orientation, training, and on-going supervision.
- Complete a brief end-of-quarter evaluation of the program. Please communicate any challenges, concerns, or issues that may arise regarding our service-learning partnership to the Service-Learning Program Coordinator.
- Complete an end-of-quarter evaluation of the student and return it to the school during the student's last two weeks of service.

## **5 Steps to a Successful Orientation**

Orientation is a vital component toward the success in placement of service-learning students. A thorough orientation should make students feel confident and knowledgeable about their roles and duties at your agency. The orientation should include the following, if applicable:

1. Tour of the facility.
2. Introduction to staff and directors.
3. Review of rules, regulations, and policies (topics such as parking and safety should be discussed).
4. Discussion of the duties and responsibilities of the service-learner.
5. Explanation of the chain of command.

# The "Big Picture" Program Schedule

## WEEKS 1 & 2 OF THE QUARTER

### **Faculty Introduce the Service-Learning Component in the Syllabus To the Students:**

- Faculty discuss the service-learning (s-l) component in the course.

### **Students Attend the SCCC Service-Learning Orientation:**

- At the beginning of each quarter, there will be sessions for students to meet staff from the S-L Program, with an introduction to s-l and a question and answer period. This orientation is an integral and required portion of the service-learning process.

## WEEKS 2 – 4 OF THE QUARTER

### **Students Choose a Service Site:**

- Students look through the service-learning "Yellow Pages" for a site placement, in the Student Resource Room in BE-1103.
- Students call an agency to set up a placement.

## WEEKS 3 – 4 OF THE QUARTER

### **Students Begin Service with Agencies:**

- Student and agency supervisor sign a Service-Learning Agreement which the student submits to their faculty. This gives the faculty person the opportunity to:
  1. Verify the student's placement with an agency supervisor signature.
  2. Assess the student's activity, which is outlined in the agreement by the site supervisor and student. This is a good chance for the faculty to glance over the placement activity and most important, determine if the service activity matches the curriculum focus or requirement.
- Agency supervisors are asked to verify students' hours by signing a time sheet which students submit to faculty at the end of the quarter.

## **WEEKS 6 – 8 OF THE QUARTER**

### **Mid-Service Assessment:**

- Sometime midway through the student's service, it would be advisable to talk about the student's work to review and perhaps revise your initial goals.

### **CLOSURE: WEEK 8 THROUGH END OF QUARTER:**

#### **Evaluation:**

Agency supervisors are asked to complete an evaluation of each student's performance. (form at the back of this manual) This will help the student's professor evaluate the student's service-learning work.

It is also important to assess, evaluate and research the impact of service-learning on our students, faculty and community members. Students and partnering agencies are asked to complete an evaluation instrument (located in the back of manuals).

#### **Reflection:**

This is a core element of service-learning which gives students the opportunity to explore in detail and examine the impact of the overall learning objectives. Examples of reflection include journal entries, class presentations, seminar or responses to specific reflective questions. Reflection assignments are the responsibility of SCCC faculty.

#### **Recognition:**

Students will receive letters from SCCC's President, recognizing their community involvement.

**Agency Agreement**  
Seattle Central Community College  
Service-Learning Program  
1701 Broadway, Rm. BE1103  
Seattle, WA 98122  
(206) 587-6997

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As a partner in Service-Learning with SCCC, you agree to read the Agency Manual and provide students with the following:

- Orientation, training, and supervision.
- If state regulation requires a background check, the agency will provide the necessary forms training and/or coordination for the SCCC service-learner to receive the "check" in its entirety.
- A description of the skills needed for service-learning students within your agency.
- A clear outline of the assigned work, including expectations, requirements, and responsibilities of the service-learner.
- A safe and appropriate work environment.
- Appropriate liability insurance coverage, in the event of injury to the student at the training site or in the execution of training responsibilities.
- Release of liability: The student and agency/organization agree to waive any and all claims that may arise against the college, its officers, agents, or employees in connection with the service-learning program and participation therein.

**TURN THIS PAGE IN TO YOUR INSTRUCTOR, as soon as you have set up a placement.**

## Service-Learning Agreement

Seattle Central Community College  
Service-Learning Program  
1701 Broadway, BE 1103, Seattle, WA 98122  
(206) 587-6997

**TURN IN TO YOUR INSTRUCTOR**

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Current Quarter/Year	Time Class Meets	Course #	Instructor
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Name of Student \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Telephone \_\_\_\_\_

Student ID Number \_\_\_\_\_

Title of Position at Agency \_\_\_\_\_

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TO BE COMPLETED BY THE SUPERVISOR AND STUDENT: \_\_\_\_\_ Date \_\_\_\_\_

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

Address \_\_\_\_\_

City/State \_\_\_\_\_ Zip \_\_\_\_\_

Describe student's activities/ responsibilities: \_\_\_\_\_

Supervisor's Name \_\_\_\_\_ Phone \_\_\_\_\_

Representing the agency, I have read the agency manual (in print or on the website <http://seattlecentral.edu/service-learning/>) and agree to the guidelines in the agency agreement. As a student, I agree to uphold the commitment of hours and service I establish in my partnership with the agency. Further, the student and agency/organization agree to waive any and all claims that may arise against the college, its officers, agents, or employees in connection with the service-learning program and participation therein.

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Student Signature \_\_\_\_\_ Date \_\_\_\_\_

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Agency Representative Signature \_\_\_\_\_ Date \_\_\_\_\_

**This form is available electronically on our web site. Please go to the Agency section and click on the appropriate link.**

**AGENCY EVALUATION OF SERVICE-LEARNING STUDENT**

**SEATTLE CENTRAL COMMUNITY COLLEGE**  
**PLEASE RETURN DURING THE STUDENT'S LAST TWO WEEKS OF SERVICE TO:**  
SERVICE-LEARNING COORDINATOR, 1701 BROADWAY Rm. BE 1103,  
SEATTLE, WA 98122 FAX 206.287.5529 or pgorman@sccd.ctc.edu

STUDENT: \_\_\_\_\_ I.D. NUMBER \_\_\_\_\_

COURSE NAME AND NUMBER or INSTRUCTOR'S NAME \_\_\_\_\_

SITE NAME: \_\_\_\_\_

SITE ADDRESS: \_\_\_\_\_

CITY/STATE/ZIP: \_\_\_\_\_

SITE SUPERVISOR/EVALUATOR: \_\_\_\_\_

PHONE: \_\_\_\_\_

PLEASE RATE THE STUDENT IN THE FOLLOWING AREAS:

	Poor			Outstanding	
<b>Dependability</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Attendance</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Punctuality</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Participation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Overall Performance</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**COMMENTS:** (Skills developed, ability to integrate theory and practice, contributions to agency, interpersonal skills, overall work ethic, etc.)

**SITE SUPERVISOR'S SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**This form is available electronically on our web site. Please go to the Agency section and click on the appropriate link.**

**Agency Evaluation of Volunteer Services**  
**SEATTLE CENTRAL COMMUNITY COLLEGE**

**(Your feedback will enable us to better serve your agency.)**

**Your Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Agency** \_\_\_\_\_

**Phone** \_\_\_\_\_

**What were your responsibilities to the SCCC volunteers?**

**How did the SCCC volunteers contribute to the goals of your organization?  
Please share an example of how SCCC volunteers made a significant difference to you or your organization.**

**What suggestions do you have to improve our volunteer services?**

**Did the SCCC volunteers meet your expectations of the duties and responsibilities to be performed?**

**When will you need volunteers again? How many?**

**Other comments:**

**Thank you for your feedback.**  
**Please return to:** Service-Learning Coordinator  
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pgorman@sccd.ctc.edu