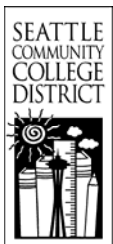


SERVICE-LEARNING PROGRAM

STUDENT MANUAL



Seattle Central Community College

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Welcome to SCCC's Service-Learning Program!

INTRODUCTION

This packet is a tool to help guide you through the nuts and bolts of service-learning. **Please read it thoroughly.**

Your service-learning is not envisioned as charity work. Although doing community good is significant and worthwhile, the community service activities that you will be engaged in focus more on education, social awareness and strengthening specific skills that will cultivate a sense of ownership for your academic, personal and career goals.

Service-learning is an important component of this course. It will give you the opportunity to link and synthesize course readings, projects and assignments with what you experience out in the community. As you venture through your service with an agency, you will have the chance to learn and develop your own insights on critical issues.

Reflection is another key element of service-learning. It gives you the opportunity to explore and examine the impact of service on your overall learning objectives. Examples of reflection include journal entries, class presentations, seminars, or responses to reflective questions.

Through service-learning and reflection, you can develop important skills to empower yourself and others to pro-actively impact the good of the community.

If you have any **QUESTIONS**, contact the Service-Learning Coordinator:

Patti Gorman
587-6997
pgorman@sccd.ctc.edu

Or stop by room BE1103 weekdays 8:00 a.m. - 4:30 p.m. to make an appointment or speak with your instructor.

STUDENT RESPONSIBILITIES

Students who wish to participate in the Service-Learning Program must...

Read the Student Manual.

Complete the Service-Learning Agreement.

Complete the Service-Learning Registration Form.

Complete the Service-Learning Time Sheet.

Complete the Service-Learning Evaluation of Placement.

Did You Know?

As a student it is important to keep in mind your own personal, academic and career goals. Service-learning is a teaching and learning method, which enables you to define, support and **explore** your world.

By extending your learning into the community you can:

- Enhance your understanding of course content.
- Create/expand opportunities for yourself when transferring.
- Explore career options.
- Empower yourself and others through leadership, social action and citizenship.

Remember....

Make sure your service site is aware that you are participating through the **SCCC** Service-Learning Program.

The range of appropriate service-learning placements is circumscribed by the specific content of your particular course. Helping a YMCA increase the number of children served would be an appropriate placement for a marketing class, while tutoring special needs youth would not. Your service should be relevant to course content. If you have questions about this, speak with your instructor.

Follow through with the time commitment and schedule you make with an agency. People will be counting on you; and it is important that you take your commitment seriously. Complete your **time sheet** at each visit to your agency.

What Do Seattle Central Students Say About Service-Learning?

"This class has prepared me for almost every area of academic life."

"The single most important part of my life right now."

"Many of my expectations were reversed."

"A much better understanding of my classroom work."

"It gave me back the self-esteem I had lost."

"It has meant more than words can say."

"It changed my career and my life."

"Improved my communication skills."

"Made me redefine the word elderly."

"I can't think of anything more humbling and rewarding."

"What a harvest of personal growth and development!"

"It gave my life a purpose."

Ways Students May Contribute to Safer Service

1. Know your service site supervisor.
2. Inquire about policies, procedures, and etiquette specific to your service site.
3. When in doubt, always ask for help.
4. Pitch in where needed and remain flexible and helpful within your limits of responsibility.
5. Avoid the responsibility of being in charge of money.
6. Avoid the responsibility of opening or closing the community agency for the day.
7. Respect the privacy of all clients (recipients of volunteer service). Maintain confidentiality.
8. Avoid any language or communications that may be perceived as inappropriate or harassing.
9. Do not offer your home as a shelter for clients.
10. Do not give your phone number or address to clients.
11. Do not have financial exchanges with clients.
12. Do not transport clients.
13. Be kind, courteous, and helpful to all clients and visitors.
14. Do not report to the service site under the influence of drugs or alcohol.
15. Dress comfortably, neatly, and appropriately.
16. Do not wear excessive or expensive jewelry.
17. Do not leave your purse or personal belongings in an unsafe location.
18. Familiarize yourself with the neighborhood and environment of the service site with someone who is already familiar with the service site.
19. Trust your instincts, but seek supervisor approval.
20. Walk with confidence.

21. Be aware of and stay in touch with incidents affecting the area where you serve.
22. Leave the service site number and your schedule with a friend.
23. Avoid one-on-one situations that isolate you from a supervised area of activity.
24. Restrict service activities to the pre-approved and designated site.
25. Avoid planning off-site activities unless this is done in conjunction with the site supervisor.
26. If you have any doubts about safety, consult with your site supervisor, faculty, or service-learning coordinator to assess the risks of the assignment.
27. Report any suspicions of abuse, neglect, or criminal activity to both your site supervisor and the service-learning coordinator.
28. Inform your professor or the service-learning coordinator of safety concerns.

WHEN CHOOSING A SERVICE-LEARNING SITE

1) **Go to the Service-Learning Program Orientation at SCCC:**

This orientation will take place during the first two weeks of the quarter. It is scheduled by your instructor with the Service-Learning Coordinator to take place during class time. The orientation will give you a chance to ask questions about service-learning and discuss its relation to your class work.

2) **Researching a Placement. The Service-Learning office (BE1103) has a number of resources to help you choose a placement:**

- Computer for students to use - Our website lists several particularly appropriate non-profit agencies with links to others. Some match volunteers with agencies according to criteria the volunteer inputs.
- Agency "Yellow Pages"- a detailed directory (in notebook form) of agencies that welcome service-learning students.
- Lists of resources - See the Service-Learning Coordinator to inquire about additional resources. The Service-Learning Coordinator can suggest placements related to a particular course.
- Real, live person—The Service-Learning Coordinator would be glad to give you any help you need.

3) **Confirm Your Service Site Placement:**

Once you find an agency that meets your interest, course requirements and schedule availability, call and speak with their contact person. Have a back up agency, just in case. If you have difficulty reaching an agency in the Yellow Pages, let us know.

4) **When Speaking with an Agency's Contact Person:**

- Identify yourself as an SCCC service-learning student.
- Explain what you would like to do, based on the agency's options. Some agencies are open to special projects. So suggest your ideas early on to find out if they're possible.
- Arrange the details for your interview, orientation and training and placement at the agency. Here's a sample introduction:

"Hi. Is this (agency contact)? I'm an SCCC student in a (philosophy, for example) class with a service-learning component. I am available 2 hours per week on Monday or Wednesday mornings this quarter—until (date). I would like to help in the soup kitchen at your shelter." (Or ask what opportunities there are that are in keeping with the learning objectives of your class).

It is important to tell them early on what your time parameters are and what the learning objectives are for your class, so they can find an appropriate service opportunity for you.

IMPORTANT INFORMATION WHEN CHOOSING AN AGENCY

Many agencies work with children, students in the public schools, the criminal justice system and health services.

Washington State law requires anyone working with these agencies and the populations they serve to obtain a background check or, depending on the agency, a health-related check.

For those who choose an agency within a health field, you may be asked to have a chest x-ray taken, to answer general questions about your health or to take a tuberculosis test.

The background check may consist of filling out a form and/or having your finger print taken. This "check" views a person's police record, which may cover anything from a ticket for a broken tail light, to a more serious infraction.

No need to be discouraged by this! It is a simple process that is coordinated by the agency to meet State laws. Not all agencies working with the above mentioned groups will require you to complete the "checks".

Not all agencies list this in their profile. So remember, be aware, ask questions; and if you need further assistance with this portion of your service-learning placement, speak with your instructor within the first two weeks of the quarter and/or ask for assistance in the Service-Learning Program office, Rm. BE 1103.

Note: At some agencies the background check and general screening process take a long time. Ask how long it will take so you can determine whether you will be able to get your hours in during the quarter.

SELF INVENTORY FOR CHOOSING A SERVICE-LEARNING SITE

Take a few moments to sit down and think about these questions. Writing your responses may help you consider the type of service-learning experience that will be most valuable and enjoyable for you.

This is for your benefit; it is optional. Do not turn it in.

- What values are most important to you? What do you value?
- What are your strengths? What are your best characteristics?
- Think about the things you enjoy doing. Start to list them. Consider hobbies, free time activities, things you enjoy in your work.
- What do you dislike? What kinds of activities do you avoid?
- When have you felt most successful? Most effective and powerful?
- What did you enjoy most about your favorite job?
- What has been your greatest learning experience? Why?
- What do you most want to learn in this service-learning experience?
- Would you like to push yourself beyond your comfort zone? In what ways?
- What do you expect to get out of this service-learning experience?

REFLECTION TOOLS

The following definitions and questions may be helpful in clarifying how you might approach service-learning in the context of a course. Use the questions as a starting point and reframe the questions to fit your needs and the situation. Besides helping in writing your initial proposal, the questions may help to focus your reflection essays at the midpoint and end of your service-learning.

Service-Learning: *experiential community-based learning, usually on-site engagement, in the context of an academic course.*

- What is the purpose of the organization where I plan to do service-learning?
- How does this organization relate to the themes and content of my course?
- How does my role and responsibilities as a service-learning student relate to my course?
- What knowledge and skills do I believe that I bring to this service-learning experience?
- What knowledge and skills will I gain through this service-learning experience?
- How do I approach my service-learning academically, not just on the basis of “volunteerism”?

Discipline-based Learning: *academic coursework consisting of content (i.e. knowledge, concepts, theories) and skills reflecting expectations of discipline mastery.*

- What are themes, concepts and relationships in my course that I can explore in my service-learning?
- What assumptions or theories guide or frame the course information?
- How do these assumptions or theories shape my attitude and perspective as I engage in service-learning?

Self-Learning: *Locating oneself in relationship to the subject and context in terms of skills, knowledge, values and assumptions.*

- What skills am I developing in my service-learning?
- What knowledge have I gained in my service-learning (e.g. knowledge about the organization, its issues and service, the clientele, the staff, my “location”)?
- In my service-learning, what are my biggest personal challenges?
- Have my values and perspectives changed in the course of my service-learning? How? Why?

STEPS TO FOLLOW

- 1) **Meet with an agency representative where you will be serving. Give him/her the Agency Manual.**
- 2) **Service-Learning Agreement:**
This agreement is to let your instructor know you have secured a placement and are in agreement about your position with your agency supervisor. You should turn it in to your instructor as soon as possible, in case s/he has concerns about the appropriateness of the placement. It is also a contract between the agency and SCCC, since the agency representative's signature indicates that s/he has read the agency manual. ***It is very important that you complete and turn in this form!***
- 3) **Registration:**
Submit the ***service-learning registration form*** and the ***college add/drop form****, (handed out during your classroom orientation)--the latter only if you want academic credit for your service-learning--to room BE1103 as soon as you secure a placement. The Coordinator will make contact with the agency, to offer assistance and clarify expectations. It is very important to hand this in; otherwise you may not receive credit for your service-learning work.
(*In some classes the additional credit does not apply.)
- 4) **Attend your agency's orientation and/or training.**
- 5) **Begin service.**
- 6) **Reflection:**
Reflect consistently and thoughtfully on your service experience. Your instructor should provide you with specific opportunities for reflection, such as journal guidelines or reflective questions.
- 7) **Service Hours:**
Complete the required hours, as well as any other assignments related to service-learning, i.e. journal, reflection paper, or presentation. Your time sheet (in this packet) will be used to verify your hours and should be turned in to your instructor a full week before the end of the quarter.
- 8) **Evaluation:**
You should remind your service-learning supervisor to evaluate your work two weeks before the end of the quarter. (A mid-quarter discussion/assessment of your work is advisable. That would also be a good time to review and perhaps revise your initial goals.) You should complete your evaluation of the placement and return it to the Service-Learning office. (Forms for all evaluations are in manuals.)
- 9) **Recognition:**
Smile and pat yourself on the back. You did a great job!

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

Service-Learning Agreement

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

Current Quarter/Year _____ Time Class Meets _____ Course # _____ Instructor _____

Name of Student _____

Address _____

City _____ State _____ Zip _____

Telephone _____ Student ID Number _____

Title of Position at Agency _____

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.

Student Signature _____ Date _____ Agency Representative Signature _____ Date _____

**TURN THIS PAGE IN TO THE SERVICE-LEARNING PROGRAM IN ROOM BE 1103,
as soon as your placement is approved by your professor.**

Service-Learning Registration Form

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

Personal Information

Student Name: _____ Date _____
Student ID# _____ Ethnicity(optional) _____
Address _____
City _____ State _____ Zip _____
Gender (optional) _____ E-mail _____
Phone _____
Home _____ Work _____

Academic Information

Year/Qtr _____ Item# _____ Course/Section# _____
Course Name _____
Instructor _____
Is Service-Learning Required? _____

Service-Learning Placement Information

Agency Name: _____
Address: _____ City _____ Zip _____
Contact: _____ Phone _____
I chose this particular placement because: _____

Transcript Information

PLEASE CHECK ONE BOX

- I plan to register for Service-Learning academic credits.
 - I DO NOT plan to register for Service-Learning academic credits, but would like my service-learning experience noted on my transcript.
 - Not interested in either option.
-

Thank you for filling out this form **COMPLETELY.**

Student Volunteer Evaluation of Placement
SEATTLE CENTRAL COMMUNITY COLLEGE
SERVICE-LEARNING

Agency: _____ Supervisor: _____

Description of Service: _____

Dates of Service: Started _____ Ended _____ Hours/week: _____

Circle the most appropriate response for the criteria given. Try to keep your emotions separate from your observations of people and processes.

	Very Poor	Poor	Average	Good	Very Good
Placement in an educationally meaningful experience.	1	2	3	4	5
Clarity of duties and responsibilities.	1	2	3	4	5
Sufficient training to perform the work.	1	2	3	4	5
Perception of my emotional and physical safety at site. (Please comment if 3 or below.)	1	2	3	4	5
Regular suggestions from supervisor on ways to improve performance.	1	2	3	4	5
Availability of supervisor when I needed assistance.	1	2	3	4	5
Willingness of workers to give advice.	1	2	3	4	5
Importance of placement to operation of agency.	1	2	3	4	5
Importance of placement to needs of the community.	1	2	3	4	5
Relevance of experience to career goals.	1	2	3	4	5
Willingness of supervisor to listen to my ideas.	1	2	3	4	5
Academic preparation for placement.	1	2	3	4	5
Ability of campus faculty to provide needed help.	1	2	3	4	5
Ability of campus Service-Learning office to provide needed help.	1	2	3	4	5
Overall rating of this placement.	1	2	3	4	5

Comments or suggestions: (For more space, please continue on the back.)

Please return to: Service-Learning Coordinator: 1701 Broadway Rm1103; Seattle, WA 98122

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. BE1103,
SEATTLE, WA 98122 FAX 206.287.5529 or porman@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	
Dependability	1	2	3	4	5
Attendance	1	2	3	4	5
Punctuality	1	2	3	4	5
Participation	1	2	3	4	5
Overall Performance	1	2	3	4	5

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

SITE SUPERVISOR'S SIGNATURE: _____

DATE: _____