

SERVICE-LEARNING PROGRAM

AGENCY MANUAL

*(TO BE LEFT WITH THE SERVICE-LEARNING
SUPERVISOR)*



SEATTLE CENTRAL
COLLEGE

One of the Seattle Colleges

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WELCOME TO THE SERVICE-LEARNING PROGRAM SEATTLE CENTRAL COLLEGE

SEATTLE CENTRAL COLLEGE'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 non-profit 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
Student Leadership Building
Seattle, WA 98122
206-934-6997
Patti.Gorman@Seattlecolleges.edu

Program information and electronic copies of forms can be accessed at:
<https://seattlecentral.edu/programs/alternate-programs/service-learning>

WHAT IS SERVICE-LEARNING?

Service-learning integrates community service and academic instruction as it focuses on critical, reflective thinking and civic responsibility.

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.



TIPS FOR A SUCCESSFUL AGENCY/STUDENT EXPERIENCE

Student Selection

It is entirely at the discretion of the agency to determine which students may or may not be a good fit for your organization. This covers schedules, skills, personality, how late in the quarter a student contacts you, etc.

Have Realistic Expectations of the Student's Time Commitment

We suggest you have an open discussion with the student at the beginning of their service period so both of you are aware of each other's expectations. Try to keep in mind a student's other time commitments and be aware of the quarterly schedule.

Planning for the Service-Learning Experience

At the beginning of the service-learning period, try to think about how a student's service will be most beneficial to your organization and to the student. This can ensure that both your agency and the student gain as much as possible from the relationship.

Getting Off on the Right Foot

If possible, give the incoming student an orientation to your organization, its staff, and your facility. Introduce the student to your organization's mission statement and explain to her/him what your philosophy and goals are.

Keep in Mind that Service-Learning Participants are Students

Helping students focus on how their service-learning participation connects and relates to their academic learning will allow them to develop new levels of insight or knowledge. If they are not clear on what the connections are between their class and their service, you might ask to see their syllabus. We appreciate your being a partner in the student's education.

Stay Involved in the Process

Staying involved and communicating with the student throughout their service will ensure a successful experience for both the student and the agency.

Provide Feedback for the Student

When possible, let the student know how s/he is doing. It is beneficial for both parties to provide periodic evaluations of the student's performance. (Also, please be sure to complete and return the formal evaluation in this manual at the end of the student's service.)

Questions, Comments, Concerns?

Feel free to contact the Service-learning Coordinator (contact info on the first page). SEATTLE CENTRAL COLLEGE is committed to making sure your needs and expectations are being met.

THE “BIG PICTURE” PROGRAM SCHEDULE AND EXPECTATIONS

WEEKS 1 & 2 OF THE QUARTER

- Faculty introduces Service-Learning in syllabus
- Students attend classroom orientation to Service-Learning Program

WEEKS 2 – 4 OF THE QUARTER (approx.)

- Student chooses a service site

WEEKS 3 – 4 OF THE QUARTER (approx.)

- Student and agency supervisor sign Service-Learning Agreement

WEEKS 6 – 8 OF THE QUARTER

- 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 of student's performance by agency
- Reflection: student explores and examines her/his experience, as directed by faculty
- Agency supervisor verifies student's hours by signing time sheet which student submits to faculty

AGENCY AGREEMENT

Seattle Central College
Service-Learning Program
1701 Broadway
Student Leadership building
Seattle, WA 98122
(206) 934-6997

As a partner in Service-Learning with SEATTLE CENTRAL COLLEGE, 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 SEATTLE CENTRAL COLLEGE 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
- An evaluation of the student on the provided form (Agency Evaluation of Service-Learning Student)
- General feedback on the form provided (Agency Evaluation of Volunteer Services)

WHAT PEOPLE HAVE TO SAY ABOUT SERVICE-LEARNING

From students

"My class with Tracy truly changed my life. I was unsure of what I was going back to school for . . . I completed spring quarter a different person. A large portion of my experience was due to service-learning. I know now that I will pursue a career in human rights and activism."

"I was very reluctant to choose service-learning at first. Using my free time to volunteer at some organization did not appeal to me. However, after completing a quarter's worth of service-learning, I am definitely happy I chose this option. It has given me an opportunity to learn about a different culture, and to volunteer when I otherwise would not have."

"I've learned a lot at the garden, not just about planting and harvesting but about community service . . . I grew up on a small island where everybody knows everybody and helps each other out. When I moved to Seattle I expected to see a bunch of people staying away from one another and living separate lives. But this experience showed me that people will work together to benefit the community if help is needed."

"I do believe this volunteering position has changed me, in the sense that I am trying to look at the positive in people. Just from 5 months of volunteer service I am already realizing that it is probably one of the most important things I am doing right now in my life. It's teaching me things about myself, other people and bigger social issues that need to be discussed and dealt with."

"I felt this experience changed me in the sense that I began to realize how vast the basic challenges are (adequate shelter, food and clothing). But I also witnessed the safety net role organizations like Community Lunch play in addressing the needs of our most needy . . . My experience has impressed the need for political action. . . The experience has influenced me to get others involved in giving back to the community."

From faculty

The student's "entries reflected a new found respect, even reverence, for the work of the artist and craftsman, and for the work of many different cultures. No matter how much I try to impart these attitudes in my classroom, it cannot be compared to the lasting impression that 10,000 Villages left in her heart and mind."

After students gave presentations, the professor wrote, "I wish I could have zapped you there to hear the emotional and life changing experiences they had. In particular, several of my students with pretty set ideas on stereotypes shared that they will no longer judge people by the way they look because they now know what it is like to be pre-judged . . . 6 students have already signed on to continue working with their organizations."

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

Service-Learning Agreement

Seattle Central College
Service-Learning Program
1701 Broadway, SAC 350, Seattle, WA 98122
(206) 934-6997

TURN IN TO YOUR INSTRUCTOR

Current Quarter/Year _____ Course/Section # _____ 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 <https://seattlecentral.edu/programs/alternate-programs/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 _____

This form is available electronically on our web site. Please go to the Agency section and click on the appropriate link at <https://seattlecentral.edu/programs/alternate-programs/service-learning>

AGENCY EVALUATION OF SERVICE-LEARNING STUDENT

SEATTLE CENTRAL COLLEGE
PLEASE RETURN DURING THE STUDENT'S LAST TWO WEEKS OF SERVICE TO:
SERVICE-LEARNING COORDINATOR, 1701 BROADWAY, SAC 350
SEATTLE, WA 98122 or Patti.Gorman@seattlecolleges.edu

STUDENT: _____

COURSE NAME AND NUMBER or INSTRUCTOR'S NAME _____

SITE NAME: _____

SITE ADDRESS: _____

CITY/STATE/ZIP: _____

SITE SUPERVISOR/EVALUATOR: _____

PHONE: _____ **E-MAIL:** _____

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: _____

**This form is available electronically on our web site. Please go to the
Agency section and click on the appropriate link at
<https://seattlecentral.edu/programs/alternate-programs/service-learning>**

Agency Evaluation of Volunteer Services
SEATTLE CENTRAL COLLEGE

**(Your feedback will enable us to better serve your agency.
NO NEED TO SUBMIT THIS IF YOU HAVE COMPLETED IT IN THE PAST
AND HAVE NOTHING NEW TO SAY)**

Evaluator's Name _____ **Date** _____

Agency _____

Phone _____ **E-mail** _____

What were your responsibilities to the Seattle Central College volunteers?

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

What suggestions do you have to improve our volunteer services?

**Did the Seattle Central College 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**
 1701 Broadway, SAC 350
 Seattle, WA 98122
 Patti.Gorman@seattlecolleges.edu