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*Thanks and appreciation to Leonard Rifas's fall 2012 Technical Writing class
for their revision suggestions.*

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. 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, you can develop important skills to empower yourself and others to positively impact the community.

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

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

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.

Remember

Make sure your service site is aware that you are participating through Seattle Central's Service-Learning Program.
For assistance, contact: Patt Gorman at

Patti.Gorman@seattlecolleges.edu, 206-934-6997, or stop by SAC 350, Student Leadership Building, M.W,Th, 8:00 a.m.–3:00 p.m. or speak with your instructor.
Program information can be accessed at:
<https://seattlecentral.edu/programs/alternate-programs/service-learning>

IF YOU MISSED THE CLASSROOM ORIENTATION, YOU MUST WATCH THE 11-MINUTE VIDEO ON THE WEBSITE!!!

How to Choose Your Service-Learning Site

Go to the Service-Learning Program Orientation at Seattle Central:

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 relationship to your class work.

Research a Placement:

The Service-Learning Yellow Pages is a resource book that lists agencies that are interested in Central students. Copies are in the Service-Learning office and the library. Choose at least three agencies to contact.

The Service-Learning Coordinator can suggest placements related to a particular class and would be glad to give you any help you need.

Contact Agencies:

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

When Speaking With An Agency's Contact Person:

Identify yourself as a Seattle Central 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 name)? I'm a Seattle Central student in a (philosophy, for example) class with a service-learning component. I am interested in the work of your agency and am available 2 hours per week on Monday or Wednesday mornings this quarter, until (date). I would like to help in your soup kitchen." (Or ask what opportunities there are that are in keeping with the learning objectives of your class.)

It is important that you 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. (Not sure of the learning objectives? Look at the syllabus or ask your professor.)

IMPORTANT

WHEN CHOOSING AN AGENCY

Many agencies work with children, students in the public schools, the elderly, 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 prints 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. However, students with felony convictions may be turned down.

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.

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.

Some Reflective Questions to Help Guide You When Choosing a Service-Learning Site

This is for your benefit; it is optional.

- ✓ What values are most important to you? What do you value?
- ✓ What are your strengths? What kinds of things are you good at?
- ✓ What kind of work do you enjoy doing?
- ✓ What kind of work makes you feel successful and fulfilled?
- ✓ Would you like to push yourself beyond your comfort zone? In what ways?
- ✓ What kind of service would enhance your educational goals?
- ✓ 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.

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 do 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 course work 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?

(Created by Tracy Lai, history professor, Seattle Central)

Steps to Follow

Meet With An Agency Representative

When an agency is interested in you and you in it, meet a representative in person. Give her/him the Agency Manual to keep. (If it is not possible to meet in person, please refer to the manuals and forms at the Service-Learning Program website listed in the introduction.)

Service-Learning Agreement Form

This agreement is to let your instructor know you have secured a placement and are in agreement with your agency supervisor about your position. You should turn it in to your instructor as soon as possible, in case s/he has concerns about the appropriateness of the placement, which could result in your not being allowed to serve there. It is also a contract between the agency and Seattle Central, 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 early in the quarter!

Service-Learning Registration Form

Submit the registration form to the Service-Learning office as soon as you secure a placement and it has been approved by your instructor. 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.

Begin Service

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.

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 will be used to verify your hours and should be turned in to your instructor a full week before the end of the quarter.

Evaluation

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 also advisable. That would also be a good time to review and perhaps revise your initial goals.)

Complete the on-line survey of your experience by the end of the quarter.

Recognition

Smile and pat yourself on the back for your service!

Checklist

- ☐ Read the Student Manual
- ☐ Complete the Service-Learning Agreement
- ☐ Complete the Service-Learning Registration form
- ☐ Attend your agency's orientation and/or training
- ☐ Complete the Service-Learning Time Sheet
- ☐ Complete the Service-Learning Survey

Be Safe!!!!

Know your service site supervisor.

Inquire about policies, procedures, and etiquette specific to your service site.

When in doubt, always ask for help.

Pitch in where needed and remain flexible and helpful within your limits of responsibility.

Avoid the responsibility of being in charge of money.

Avoid the responsibility of opening or closing the community agency for the day.

Respect the privacy of all clients (recipients of volunteer service). Maintain confidentiality.

Avoid any language communications that may be perceived as inappropriate or harassing.

Do not offer your home as a shelter for clients.

Do not give your phone number or address to clients.

Do not have financial exchanges with clients.

Do not transport clients.

Be kind, courteous, and helpful to all clients and visitors.

Do not report to the service site under the influence of drugs or alcohol.

Dress comfortably, neatly, and appropriately. Do not wear excessive or expensive jewelry.

Do not leave your purse or personal belongings in an unsafe location.

Familiarize yourself with the neighborhood and environment of the service site with someone who is already familiar with the service site.

Trust your instincts, but seek supervisor approval.

Walk with confidence.

Be aware of and stay in touch with incidents affecting the area where you serve.

Leave the service site number and your schedule with a friend.

Avoid one-on-one situations that isolate you from a supervised area of activity.

Restrict service activities to the pre-approved and designated site.

Avoid planning off-site activities unless this is done in conjunction with the site supervisor.

If you have any doubts about safety, consult with your site supervisor, faculty, or service-learning coordinator to assess the risks of the assignment.

Report any suspicions of abuse, neglect, or criminal activity to both your site supervisor and the service-learning coordinator.

Inform your professor or the service-learning coordinator of safety concerns

FORM A

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

Service-Learning Agreement

Seattle Central College

1701 Broadway, SAC 350, Seattle, WA 98122

(206) 934-6997

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

FORM B

TURN THIS PAGE IN TO THE SERVICE-LEARNING PROGRAM IN STUDENT LEADERSHIP BUILDING as soon as your placement is approved by your professor.

Service-Learning Registration Form

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

Personal Information

Student Name: _____ Date _____

Student ID# _____ Ethnicity (optional) _____

Address _____

City _____ State _____ Zip _____

Preferred pronoun _____ E-mail _____

Phone _____

Home _____ Work _____

Academic Information

Year/Qtr _____ Item# _____ Course/Section# _____

Course Name _____

Instructor _____

Service-Learning Placement Information

Agency Name: _____

Address: _____ City _____ Zip _____

Supervisor: _____ Phone _____

E-mail: _____

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.**
FORM C

TURN THIS PAGE IN TO YOUR INSTRUCTOR, no later than a week before the end of the quarter.

Student Time Sheet

Seattle Central College 1701 Broadway, SAC 350, Seattle, WA 98122

(206) 934-6997

STUDENT NAME _____ STUDENT E-MAIL AND PHONE _____

ORGANIZATION NAME _____ SUPERVISOR NAME _____

SUPERVISOR PHONE NUMBER _____ SUPERVISOR EMAIL ADDRESS _____

REQUIREMENTS: You must serve the minimum number of hours required by your instructor no later than a full week before the end of the quarter. **REMEMBER: Additional hours are required if you are registering for the additional credits. (33 hrs=1 credit, 66 hours=2 credits)**

RECORDING HOURS: Record your hours on this form at each visit. You are responsible for turning it in to your instructor no later than the week before the end of the quarter. Agency training may be included on your time sheet, but not general orientations provided by the agency.

Date

Time In

Time Out

Total Hours

TOTAL NUMBER OF HOURS: _____

Service-Learner Signature _____

Agency Supervisor Signature _____

This form is available electronically on our website. 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: _____