Service-Learning Handbook
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**Contact Information:**

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Welcome to your service learning class at Morningside College! Please review this Handbook carefully as it will guide you through the experience, as well as provide you with answers to frequently asked questions. It also includes all the forms you need to successfully complete your service-learning project.

Morningside College is a student-centered participatory community, offering liberal arts curriculum combined with a diverse array of practical experiences. The goal is the development of the whole person through an emphasis on critical thinking, effective communication, cultural understanding, practical wisdom, spiritual discernment, and ethical action. The Morningside College graduate is equipped for both personal and professional success. The Morningside College experience has been designed to produce the following eight educational outcomes for our students.

Morningside graduates:
1. demonstrate analytic, synthetic, creative, evaluative, and quantitative thinking;
2. communicate effectively;
3. behave ethically and responsibly;
4. use knowledge of cultures to enhance their understanding of themselves and others;
5. apply knowledge and skills from multiple, diverse disciplines and practical experiences to understand complex issues to solve problems;
6. exhibit a passion for life-long learning;
7. effect positive change through leadership or active participation in their communities;
8. articulate their own spirituality and personal values, while understanding those of others.

General Studies Requirements
The general studies requirements, required of all students earning the baccalaureate degree, are the foundation of a student’s liberal arts education. Students must complete each distribution and flag requirement. Courses taken for distribution requirements must be spread across at least five prefixes to ensure breadth. Each course may satisfy only one distribution requirement. Flags may be satisfied in courses that fulfill other requirements. One of these flags is Service Learning.
What is Service Learning?

**Service Learning** is defined as any program in which students learn and develop through thoughtfully organized service experiences that meet real community needs. Service Learning is a pedagogy that integrates service in the community with academic courses to meet specific learning goals for students. Faculty, in partnership with representatives of non-profit, community organizations, design service-learning projects based on two main objectives:

1. meeting identified community needs, which helps strengthen the community, and  
2. advancing the students’ understanding of specific course content and related civic learning objectives.

Strong reflective components are built into the course to help students consider relationships between their service, the course curriculum, and its impact on their personal values and professional goals.

Service Learning is a graduation requirement at Morningside. Students must complete at least one service-learning course (see below or the current course catalog for a complete list of service learning courses. *Note: Not all of these courses are offered every semester*) and fulfill the requirements set by the individual instructor of that class.

Why Do Service Learning?

- **ACTIVE LEARNING** -- The best way to learn is through active participation.

- **PERSONAL GROWTH AND DEVELOPMENT** -- One of the best ways to help yourself is to help someone else. Through service, you will gain skills that will help you for the rest of your life.

- **MEETING COMMUNITY NEEDS** -- Each one of us must do our part to help make our community better.

- **CIVIC RESPONSIBILITY** -- Our country was founded on an ethic of service. The health of our democracy depends on service and community involvement. Working toward the common good is something we must all practice.
PROVEN BENEFITS OF SERVICE-LEARNING

- Explore majors and careers that interest you
- Build your resume and gain valuable work experience
- Learn new skills
- Gain a better understanding of what you are learning in the classroom
- Improve your chances of getting a job
- Learn things that you’ll never forget and that will benefit you for the rest of your life
- Improve your self-esteem and sense of personal satisfaction
- Meet new people, make new friends and contacts
- Contribute to our community
Morningside College and your professor are providing you with an opportunity to experience the concepts and theories of the course hands-on. You will be joining thousands of college and university students who are doing the same thing all over the United States -- getting involved in service projects designed to **enhance classroom learning, foster civic responsibility, and meet community needs**. Getting out and experiencing what you are learning in the classroom is a fun way to learn!

This experience can also provide you with valuable contacts in and around the Siouxland community that may be beneficial after graduation, especially if you continue working with the organization even after you have completed the hours required for your course (doing so is greatly encouraged!).

Service learning is required, and the great thing about this requirement is that the student has a choice which class he/she takes! Below is a list of the courses offered at Morningside College that satisfy the Service Learning flag. Not all courses are offered every semester (see current Course Book for list of service learning courses offered this academic year by semester).

**Service Learning Flag Courses:**

- ART 366 Intermediate Photography
- BIOL 260 Introduction to Geographic Information Systems (GIS) and Global Positioning Systems (GPS)
- BIOL 319 Epidemiology
- BUSN 430 Contemporary Leadership and Ethics
- COMM 204 Audio Production for Radio and the Web
- COMM 330 Public Relations
- CSCI 320 The Technical Web
- ENGL 354 Teaching Writing: Methods and Mediation
- ENGR 290 Engineering in the Community
- NURS 402 Community Health Nursing
- PHYS 290 Physics in the Community
- POLS 147 United States Government
- POLS 182 Citizenship
- POLS 320 United States Food Policy and Globalization
- POLS 342 Human Rights, Women’s Rights
- PSYC 303 Child and Adolescent Psychology
- PSYC 344 Introduction to Behavior Modification
- PSYC 405 Psychology of Gender
- PSYC 444 Psychology, Politics, and Law
- SOCI 101 Introduction to Sociology
- SPAN 202 Intermediate Spanish II and Lab
- SPED 208 Survey of Exceptionalities and Practicum
Morningside Student Learning Outcomes:

Service learning courses at Morningside College are designed to achieve the following student learning outcomes:

- demonstrate analytic, synthetic, creative, evaluative, and quantitative thinking
- behave ethically and responsibly
- use knowledge of cultures to enhance their understanding of themselves and others
- effect positive change through leadership or active participation in their communities

Service Learning Flag Rubric:

Overall goals for service learning set forth by Morningside College faculty:

- course objectives are integral to the service-learning project (see course syllabus)
- the project fills a community need
- student reflection (oral and written) is necessary
- the project will account for at least 10% of the course grade

Assessable Outcomes – At a foundational level, students are able to:

- identify connections between course objectives/content and their student service
- identify how their ethical and active participation contributes to the community
- identify knowledge they gain about themselves, their strengths and limitations, through their service in the community.
HOW DO I GET STARTED?

1.) TALK TO YOUR INSTRUCTOR/REVIEW THE COURSE SYLLABUS

- What are the deadlines?

- How many hours are required?

- What else is involved? (Journals, class presentations, class discussions, reading assignments, etc.)

- Which agencies are approved for this class? (Depending on the instructor, you may be provided with a preset, preapproved list of agencies from which to choose your placement preference, or you may be given some guidelines and asked to locate a placement on your own. Your service experience must be related to your class and approved by your instructor.)

2) PLEASE CONTACT THE AGENCY YOU ARE ASSIGNED/ HAVE CHOSEN TO SERVE IMMEDIATELY.

AGENCIES HAVE BEEN CONTACTED AHEAD OF TIME BY THE SERVICE LEARNING COORDINATOR, YOUR INSTRUCTOR, OR BOTH, AND WILL BE EXPECTING TO HEAR FROM YOU. IT IS A MATTER OF COMMON COURTESY AND PROFESSIONALISM THAT YOU DO SO IN A TIMELY MANNER. Contacting the agency immediately is also to your benefit in case you happen to have a scheduling problem and need to change placement. If that should be the case, please let your instructor or the service learning coordinator know. Your service learning coordinator serves as a link between students, faculty and non-profit, community organizations by contacting the agencies for their needs in the community and then assisting the students and faculty in matching those community needs to their service learning courses. The Service Learning Coordinator’s contact information can be found at the bottom of the table of contents page of this handbook.

3.) SHOW UP AT YOUR SCHEDULED TIMES, KEEP TRACK OF YOUR HOURS, AND COMMUNICATE REGULARLY WITH YOUR AGENCY SUPERVISOR

- Use the “Service-Learning Student Time Log” to keep track of your hours by week (this must be turned in to your professor at the end of your service project). Plan to spend only 2 hours at a time at your agency.

- Inform your supervisor that an evaluation will be required at the end of your services (note: this is at the discretion of each instructor; your instructor may or may not ask the agency do an evaluation. Consult your course syllabus or talk to your instructor). Have your agency supervisor complete the evaluation 2 weeks before the end of the semester.

- Turn the evaluation sheet (if one is required) and student log/time sheet in to your professor at the end of your service project.

NOTE: An evaluation and time sheet must be turned in for each service learning site where you volunteered. You will find these forms in the back of this handbook.

***Do not procrastinate! Do not try to squeeze in times toward the end of the semester.***

If for some reason you drop the course after you begin your service, YOU MUST INFORM BOTH YOUR INSTRUCTOR AND YOUR SUPERVISOR AT THE AGENCY. Again, this is a matter of common courtesy and professionalism.
Guide to Reflection

Reflection is a key component to service-learning. All service-learning courses need to have some sort of reflection as part of the course requirements in order to be flagged as a service-learning course. Here are a few tips on getting the most out of your reflection experience.

I. Keep the 4 Cs in mind when you are planning your project.

The 4 Cs – *Principles of Reflection*:

- **Continuous** – This includes reflection before, during, and after the experience.
- **Connected** – Links service to class work.
- **Challenging** – Proposes questions and different ideas to the student.
- **Contextualized** – Different methods of reflection might lend themselves better to the type of class.

Taken from a summary of *A Practitioner’s Guide to Reflection in Service-Learning* by Janey Eyler, Dwight E.Giles, Jr., and Angel Schmiede.

II. Take your time while writing journal entries about your experience.

There are three parts to written reflection:

- **Objective**: a detailed description of what you did. If you find yourself simply saying “more of the same”, you are not being sufficiently specific. Grading criteria for this section may be the amount of useful detail and the degree of objectivity (talk to your instructor for grading criteria).

- **Personal**: a personal response to your visit, including feelings, thoughts, judgments, and what you can learn about yourself and your assumptions from what you did and how you reacted. This section is particularly concerned with discoveries you make about yourself and your attitudes toward other people you encounter in the course of your community-based work. Grading criterion for this section is self-analysis – not just what, but why; not just how you reacted, but what you can learn from your reactions (talk to your instructor for grading criteria).

- **Class Connections**: a discussion of your experiences in terms of concepts and themes discussed in class and/or class readings. This section should contain NO narrative and very little subjective reaction. It should demonstrate your skill in making connections between the community-based experiences and class concerns, as well as your skill in using concepts discussed in class to analyze and illuminate your community-based experiences.
**Keys to Success**

**BE PROACTIVE**

- Start your service early in the term to obtain the maximum benefit from your experience.
- Being proactive means taking charge of your own experience. By being responsible, you can make your experience one that is meaningful, positive, and allows you to learn and grow.
- If you are bored, feel like you aren’t doing something worthwhile, or are in any way dissatisfied—TALK TO YOUR SUPERVISOR OPENLY AND HONESTLY TO RESOLVE THE PROBLEM.

**RESPONSIBILITY & COMMITMENT – Please be ethical leaders!**

- The agency is counting on you...show them they can!
- Treat your service-learning assignment like a job:
  - be prompt for your interview/orientation
  - set up a schedule and stick to it
  - call your supervisor ahead of time if you can’t attend--and arrange to make up the missed hours
- As a service learning student, you are representing:
  - yourself
  - your instructor
  - Morningside College – a good reputation is much easier to maintain than to rebuild!
  - the entire service learning program

*** If you drop the class or stop your service for any reason, please inform both the agency and your instructor.***

Keep this in mind and do a great job!
Service Learning Roles and Responsibilities
Morningside College

This document is designed to clarify expectations of Morningside students, instructors, service learning coordinator, and the community sites and supervisors to ensure communication of service-learning course objectives, promote safety, and foster communication.

The Morningside College Instructor Will:
1. Provide written service learning specific course objectives for the students to take to the site, and approve the service learning opportunity.
2. Orient the students to the purposes of service learning, the connection of service options with the course, and the importance of commitment and respect at the service site.
3. Stress the importance of students’ finding placements at the beginning of the semester.
4. Ensure a solid service learning experience by providing opportunities for students to reflect on their service and integrate it with the course.
5. Notify the student and/or the site supervisor of any concerns or changes.

The Morningside College Students Will:
1. Follow all policies as outlined by course instructor/syllabus.
2. Be responsible for the agreed service hours. Call ahead if they will be late or unable to attend a scheduled service shift.
3. Contact agency/organization to schedule service shifts (ideally done towards the beginning of the semester).
4. Follow all policies of the site, including health and safety precautions and confidentiality.
   - Do not go beyond the scope of assigned responsibilities. Use your judgment, and refuse risky or inappropriate requests and situations.
   - Do not work in a room alone with a child or other client, or transport a child or other client, unless screened and cleared by the site to do so.
   - Follow all confidentiality and reporting policies at the site.
5. Inform the site supervisor of the learning objectives for the service learning course in order to be placed in a service experience that connects with the course.
6. Notify the supervisor and/or the instructor of any concerns or changes.

The Community Site Will:
1. Provide service descriptions, outlining expectations.
2. Provide the student orientation to the agency, the issues and populations it serves, and provide appropriate training, if applicable, to perform service.
3. Provide a supervisor to guide the student. Clarify procedures for the student to report problems, to get assistance, and to make suggestions.
4. Relate the student’s service assignment to the course learning objectives provided by the student and/or course instructor, verify student hours, and complete an evaluation form if provided by Morningside College.
5. Notify the student and/or the instructor of any concerns or changes.

The Morningside College Service Learning Coordinator Will:
1. Communicate with non-profit agencies/organizations to gather needs and match needs/opportunities to service learning courses.
2. Serve as the Morningside service learning contact (bunkers@morningside.edu) for community agencies, instructors, and students.
3. Serve as a resource and make service learning opportunity information available to students and instructors.
4. Notify the instructor and/or student and/or site supervisor of any concerns or changes.
MORNINGSIDE COLLEGE

Service Learning Student Agreement

MORNINGSIDE COLLEGE is dedicated to developing our student body into life-long learners, critical thinkers, ethical leaders and responsible, contributing citizens. To this end, we require our students to serve their community while, at the same time, enhancing their education. Your community service will be demanding, but it is also an opportunity for personal growth, as it requires you to invest a high level of commitment.

1. I am committed to volunteer no less than 10-20 hours (varies by course).

2. I understand what days and times I am scheduled to work/serve. If I am unable to make a shift, I will contact my supervisor as soon as possible (preferably no less than a 24-hour notice).

3. I will not bring any unauthorized visitors or friends to my community service organization.

4. All contacts with other staff, volunteers, community members, and clients that my community service organization serves will be appropriate and professional. I understand that I am expected to act in a mature manner at all times.

5. I will record all hours worked/served on my Service Learning/Community Service Verification Form and will seek out my supervisor’s signature each time I serve my organization.

6. I understand that MORNINGSIDE COLLEGE’S behavior expectations/policy is in effect while at my community service organization. Further, I understand that if my behavior conflicts with those expectations, I am subject to the consequences as outlined in MORNINGSIDE COLLEGE’S policy and student handbook.

7. I will not divulge any private information regarding other staff members, volunteers, community members, or clients that my community service organization serves. I will abide by and will follow the rules of confidentiality.

_____________________________________________________________
Name of Agency/Organization

_____________________________  _______________________________
Print Student Name  Student Signature

_____________________________
Date
Service-Learning Student Time Log

Students: Please use this form to record the number of hours that you serve at the site. When you have completed your service-learning hours, please turn this report in to your professor.

Student Name ____________________ Phone Number ________________
Course __________________________ Year/semester ________________
Instructor’s Name _________________ Student’s Email ______________
Community Placement ______________ Supervisor’s Name ____________

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<th>Date</th>
<th>Time In/Time Out</th>
<th>Activity</th>
<th>Supervisor’s Initials</th>
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Ending Date ____________________ Total Hours Completed __________

Supervisor’s Signature __________________________
# Community Partner Evaluation of Student

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<tr>
<td>Site Name:</td>
<td>Student’s Supervisor:</td>
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<tr>
<td>Evaluation Period:</td>
<td>Approx. # of Hours Worked:</td>
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<tr>
<td>Course Name:</td>
<td>Instructor Name:</td>
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Please rate the service learner’s performance in the following areas: (1- Unsatisfactory, 3- Satisfactory, 5- Excellent):

1. Fulfillment of Service Learning Agreement.............................. | 1 | 2 | 3 | 4 | 5 |
2. Sensitivity toward people with whom s/he worked..................... | 1 | 2 | 3 | 4 | 5 |
3. Responsibility for regular attendance and punctuality ................ | 1 | 2 | 3 | 4 | 5 |
4. Quality of performance of service activities .......................... | 1 | 2 | 3 | 4 | 5 |
5. Commitment to completing tasks? ............................................ | 1 | 2 | 3 | 4 | 5 |
6. Adaptability to changes (i.e. scheduling, agency needs, etc.) ...... | 1 | 2 | 3 | 4 | 5 |
7. Respect for confidentiality .................................................... | 1 | 2 | 3 | 4 | 5 |
8. Awareness of agency mission & role in the community ............... | 1 | 2 | 3 | 4 | 5 |
9. Enthusiasm for service activities........................................... | 1 | 2 | 3 | 4 | 5 |
10. Benefit of service provided to agency .................................... | 1 | 2 | 3 | 4 | 5 |
11. Communicated in writing/speaking appropriately ............... | 1 | 2 | 3 | 4 | 5 |
12. Demonstrated initiative .......................................................... | 1 | 2 | 3 | 4 | 5 |
13. Arrived on time as scheduled. ................................................ | 1 | 2 | 3 | 4 | 5 |
14. Modified behavior as needed or suggested. ............................ | 1 | 2 | 3 | 4 | 5 |

B. Please explain any less than satisfactory ratings (i.e. rating of 1 or 2).

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________
C. Please comment on the student’s greatest strengths and any areas for improvement that may assist the course instructor in evaluating the student’s ability to enter, participate in and exit your community agency responsibly and sensitively. Also, is there anything this service learner did that was particularly creative or noteworthy? Feel free to continue comments on the other side of this form.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Please complete and return this evaluation to the student so he/she can deliver it to their instructor. This evaluation will be considered in assessing the student’s performance in his/her service-learning course. Thank you!

____________________________________  ______________________________________
Signature of Student Supervisor       Signature of Student Service Learner

Date ______________________________
Dear Service Learning Student Supervisor,

Thank you for accepting a student from the _____________ class at Morningside College. I appreciate your willingness to share your knowledge and skills with this student.

A semester experience of ____ hours is part of this course. For your reference, a copy of the course syllabus is attached, which spells out the objectives of this learning experience. They are to spread out this experience with no more than 2 hours at one time. They have approximately twelve weeks to complete this assignment.

College supervisors do not observe the students while volunteering at your organization, but I welcome your input on a particular student at any time.

My email address is:

As part of the course requirement, the time sheet and final evaluation form need to be completed by the student’s on-site supervisor and returned to me two weeks prior to the end of the semester.

Thank you for your cooperation and willingness to participate. This experience contributes greatly to the students’ deeper understanding of the concepts taught in the classroom and the connection between those concepts and the service they are providing.

Respectfully,

Professor (Name)
Professor of (course)
Morningside College