

STUDENT HANDBOOK

Liemandt Family

Service-Learning Program

COLLEGE OF
Saint Benedict



Saint John's
UNIVERSITY

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College of Saint Benedict | Saint John's University
Liemandt Family Service-Learning Program

CSB|SJU Non-Discrimination Policy

“Discrimination or harassment relating to race, creed, religion, color, national origin/ethnicity, sex, sexual orientation, age, marital status, status with regard to public assistance, or disability is prohibited by both state and federal law under such Acts as Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Americans with Disabilities Act of 1992 and Sections 503 and 504 of the Rehabilitation Act of 1973, which prohibit discrimination against persons with disabilities; the Age Discrimination in Employment Act of 1967 and/or the Minnesota Human Rights Act. Sexual harassment or other forms of harassment based on race, creed, religion, color, national origin/ethnicity, sex, sexual orientation, age, marital status, status with regard to public assistance, or disability are reprehensible, are antithetical to the mission of these institutions, and will not be tolerated.” (Joint Human Rights Policy, the College of Saint Benedict and The Order of Saint Benedict, Collegeville)

College of Saint Benedict | Saint John's University Service-Learning Program

CSB|SJU Service-Learning Program Mission

The Liemandt Family Service-Learning Program models Benedictine values by providing education and support to CSB/SJU faculty and students, co-curricular programs, and the community through service experiences in order to strengthen communities, integrate theory and praxis, and foster citizenship. Students in the program work towards positive, sustainable change in their community while enhancing their own education.

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CSB|SJU Service-Learning Webpage

For more information about CSB | SJU Service-Learning, check out our website!

<http://www.csbsju.edu/servicelearning>

What is Service-Learning?

The Liemandt Family Service-Learning Program is committed to holistic learning by incorporating the classroom and community into the learning experience. Service-learning is, at the same time, a learning process and teaching method, incorporating a relationship between the student, community, and the classroom. It is different from volunteering in that typical volunteering does not incorporate academic elements with service.

Students in the program work towards positive, sustainable change in the community while enhancing his or her own education. The program:

- Enhances critical thinking skills
- Integrates theory and praxis
- Fosters the practice of Benedictine values
- Encourages active commitment to citizenship
- Fosters career exploration
- Develops personal and social skills by challenging existing boundaries
- Increases awareness and commitment to social justice issues

Why am I getting credit for volunteering?

You are receiving credit for *learning* connected to your work in the community. You will be asked to articulate the connections between your classroom work and your service experience.

Examples of Service-Learning Projects:

Below are examples of previous partnerships with the CSB|SJU Service-Learning Program.

Psychology 360: Developmental Psychology

Students in Developmental Psychology have the chance to partner with various organizations that help to realize the full age spectrum of psychological development. Students work with elementary school children at Boys & Girls Clubs and Reach Up Inc. Students can also work with teenagers in the Fast Forward Youth Program. The Service-Learning Department also pairs students with the elderly at Arlington Place and Saint Benedict's Senior Center.

Education 111: Teaching in a Diverse World

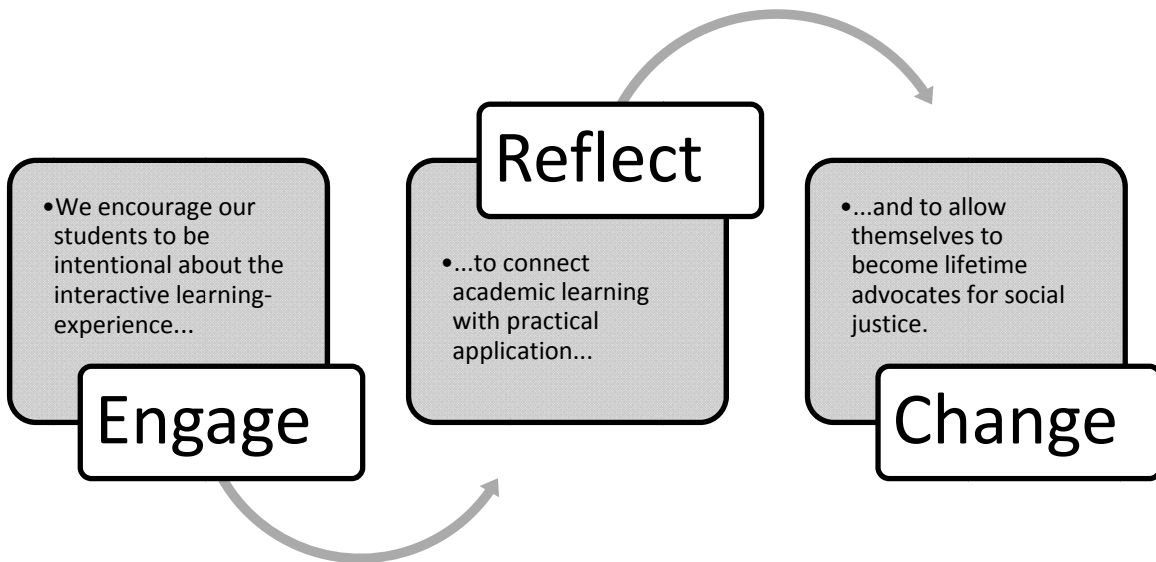
Education 111 students have the opportunity to work one-on-one or with groups of youth. Students are able to explore teaching and mentoring, which helps to prepare them for classroom work. Some projects and sites include: tutoring at St. Joe Lab School and Fast Forward; mentoring at Boys & Girls Clubs; working with ELL students in the local public school district.

Communication 367: Organizational Communication

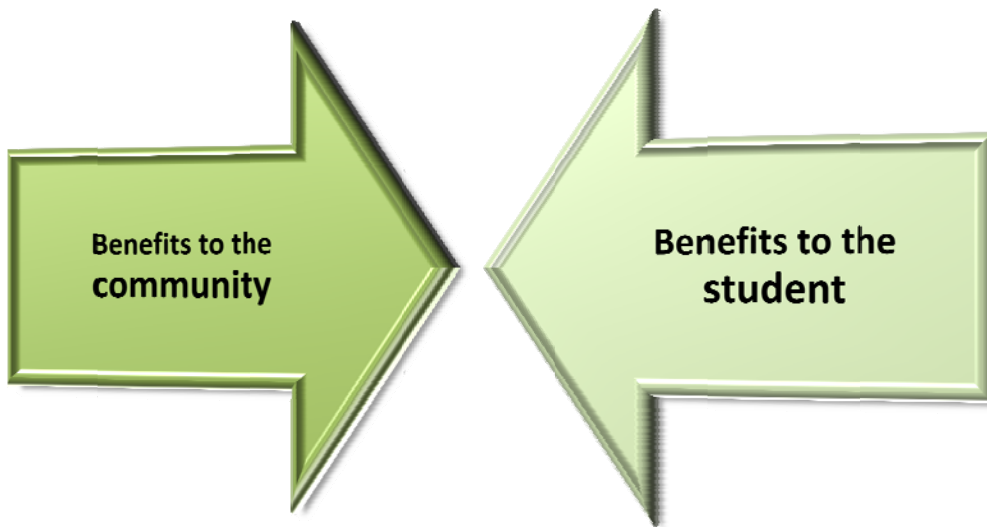
Organizational Communication is unique in that it works strictly with Central Minnesota Habitat for Humanity. Students in this class work with various sections of Habitat, helping to promote events, recognize volunteer labor, and assist in the Habitat for Humanity office with various tasks.

Engage, Reflect, Change

This diagram breaks the Liemandt Family Service-Learning Program's purpose into three distinct opportunities for growth.



Service-Learning is distinct from volunteering and community service. Service-Learning encompasses both the benefits to the community and the student, creating one learning experience.



Service-Learning

Intentional Service

An overall view of the three components of Service-Learning:

Intentional Preparation

- Community Voice

Community voice is essential if we are to build bridges, make change, and solve problems. Community service organizations are encouraged to voice the needs of the community in the development of service-learning projects.

- Orientation & Training

Orientation and training are important first steps for any service-learning experience. Information should be provided for service-learning students about the community, the issue, and the agency or community group. In the first days of the service-learning project, it is often helpful for students to have increased direction to help them fully understand their role in the organization.

Meaningful Action

Meaningful action means that the service being done is necessary and valuable to the community itself. Meaningful action makes people feel like what they did made a difference in a measurable way and that their time was utilized well. Meaningful action makes the greatest impact possible for the student and the community partner.

Reflection and Evaluation

- Reflection

Reflection is a crucial component of service-learning experiences. To reflect through reactions, stories, feelings, and facts about the issues may dispel stereotypes and connect the experience to a larger social issue. Reflection is also a time to think about personal and professional growth.

- Evaluation

Evaluation measures the impact of the students' learning experiences and the effectiveness of the service community. This is done through evaluations that the community partner completes regarding the student. Students also evaluate the effectiveness of their own service. Students will complete an online evaluation of their experience that will be administered from the assessment office. Evaluation gives direction for improvement, growth and change by providing feedback.

Semester Timeline

The following is a simple timeline of a typical semester for Service-Learning. Pages 9-10 of this handbook will go into depth on the concepts below.

First Two Weeks of the Semester:

- Initial Presentations / ED 111 Fair
- Complete information and waiver forms
- Service-Learning Program places the students with a community partner and relays that information to the students, faculty member, and community partner through master lists
- Student will contact the community partner to set up an orientation and schedule

Throughout Semester:

- Students work regularly on their service-learning project
- Students will (if required) continuously post their hours to Service-Learning's Public Folders as they are completed
- Academic Coordinators will be in regular contact with the students, faculty members, and community partners with updates and check-ins
- Some classes will require periodic reflection points, which may involve the community partner

Last Two Weeks of the Semester:

- Classes will hold final, comprehensive reflections
- Evaluations from community partners are due to the Service-Learning Program
- Students should post their final hours in the Public Folder by the last day of the regular semester (before study day and finals begin).

Student Service-Learning Project Expectations and Guidelines

The following are guidelines that will help students through the semester. Please reference these pages periodically, as they may be able to answer questions.

Initial Presentations

Initial presentations are conducted at the beginning of each semester. Community partners are invited into the classroom where each partner spends approximately 5-10 minutes describing their organization and projects to students. The last half of the class time is spent in small groups where students are able to meet with representatives from projects that they are most interested in.

ED 111 Fair

Education 111 students will be required to attend the Education 111 Fair. At the Ed Fair, students will have the opportunity to talk to community partners and choose the site they would like to partner with for the rest of the semester. Students will sign up with community partners, schedule interviews (if necessary), and turn in their contract and liability forms to Service-Learning. The Service-Learning office or professors will inform students of the time and date of the Ed Fair. Failure to attend the Ed Fair means that students will have limited community partner options. If you cannot attend the Ed Fair for any reason, please contact Service-Learning office.

Contracts and Liability

Copies of our Contract and Liability forms are located on pages 13-15. Students are required to read, sign, and return these forms to our department before they begin their projects for the semester. Please note that the liability form addresses liability from the perspective of CSB/SJU and does not address questions or concerns that relate to specific community partners. Students can also be required to complete specific requirements for their community partner's organization such as background checks, interviews, and applications.

Posting in the Public Folders

Most students will be required to post their hours in a public folders. If your course does not require posting, it will require an alternative way to document your progress. It is important to keep a thorough record of all hours completed. Please see page 11 for specific directions on posting.

Contacting Community Partners

Students are in charge of contacting their community partner and setting up orientations as well as their schedule. The Service-Learning office will not do this for students. Contact information can be found on the Master List of community partners that students receive during the initial presentation. If you misplace contact information or do not receive any, please contact the Service-Learning office for assistance.

Compliance with the Non-Discrimination Policy

All students must comply with the CSB/SJU non-discrimination policy, as outlined on page 2 of this handbook.

Expectations and Guidelines (cont...)

Switching Placements

Occasionally, there is a need for a student to switch placements during the semester. To do so, the student must make the current supervisor, faculty, and Service-Learning aware that he/she is seeking a different placement. Once the student has discussed this with the Service-Learning Coordinator, they are to complete the form located at the end of this handbook, as well as have the new supervisor sign and approve it.

We will not accept switching placements after the first half of the semester unless students can document that he/she has made every possible effort to make the current placement work. When a student is not meeting the expectations of the program, we encourage the student to discuss opportunities for improvement with his/her site supervisor.

Reflection

Reflection is essential to the service-learning process and is a key factor in distinguishing service-learning from many other opportunities in the community. Reflections will generally take place at the end of the semester, with possible periodic reflections throughout the semester. Each professor will structure reflections differently, but all of these discussions will encourage students to gain a deeper understanding of how their experience impacts their education, the people they serve, the organization, and the community.

Questions important for students to reflect upon are:

- Discuss what you have found to be most challenging. What possible solutions exist to these challenges? What are you learning through these challenges?
- Describe one experience or moment that sticks out in your mind. What is important about this moment?
- What are you learning about yourself in this project?
- Discuss the value of your project as it relates to what you are learning in class. How does what you are learning in your service learning project relate to what you are learning in class? How does what you are learning in class relate to your service learning project? Cite specific examples, concepts, and theories.
- What impact is it that you hope to be making? Is that impact realistic?
- What suggestions would you offer future students who are interested in participating in this organization?
- What have you learned about the organization or social issue that has increased your understanding of the need for this work or service in society?

These are just a few. The goal is to encourage students to explore and understand the “big picture” or the complexity of issues that your organization addresses and the importance of their role in addressing these issues.

Evaluation

At the end of the semester, the site will evaluate each student’s work and submit it to the Service-Learning office. Students and professors will also receive a copy. It will be a one page document that evaluates job performance. This will serve as valuable feedback from the site and generally impacts credit awarded for the service-learning project in the course. Students will also complete an online evaluation of their experience that will be administered through the assessment office.

Ending Your Service-Learning Project

As you end your service-learning project, be mindful of any commitments you have made to people at the site you’ve worked at. They will expect you to honor those (i.e. if you say you will be in contact or visit, be sure to do so!). It is also helpful to remind the supervisor of the site when you will be ending your service-learning project and to schedule a meeting with them to discuss what you learned. Keep in mind that if you enjoyed your time there, you can usually continue to volunteer!

Guidelines for Posting in the Public Folders

Many Service-Learning courses require that students post in the public folders. There are three important things to remember when posting:

1. **Post continuously throughout the semester, as soon as you complete the hours.**

This is very important. If you do not post right away, it is likely that you will lose the documentation of hours. If the hours are not documented by the Service-Learning office, they will not count towards your end total. Further, if you do not post continuously, our office will not be able to give you accurate feedback on your progress.

2. **Be sure to include the date and total number of hours you completed.**

3. **Provide an accurate reflection in your post.**

An accurate reflection includes a brief summary of what you did at the site, comments on how your project is progressing, making a note of what is going well and what is not, as well as any concerns you may have about the project.

Instructions for accessing the Public Folders:

1. Click on “Public Folders”
2. Click on the plus sign to the left of “Academic”
3. Scroll down to “Service-Learning” and click the plus sign to the left of that
4. Click on the plus sign to the left of the current semester
5. Select the folder for your class

Directions for Posting

1. Click “New” to post a new post.
2. In the Subject Line, enter the date and hours completed. (ex. 01/01 – 2 hours)
3. In the Text Box, include your reflection. (See post example below.)
4. It is helpful to include an hour total at the bottom of your post. It helps our office to know that

Example Post (many posts will be longer and more detailed than this)

Student: Jane Doe

Subject Line: 3/22 – 2 Hours

Post:

Today, I arrived at 3:00 at my service-learning site. I spent one hour tutoring youth, and the second hour playing with first graders. I also talked to the site manager and had questions about being a more effective tutor. I left at 5:00 because I had a meeting back on campus, but I hope I will be able to stay longer next week.

I feel that my project is going well, and I have no concerns at this time. I am currently trying to become a more effective communicator and tutor to the youth. I am also working on my time management skills, because they are important if I am to get everything done that I need to.

Total Hours on 3/22: 2 hours

Total Hours so far this semester: 16 hours

Student Guidelines for Working with Community Partners

- Communication between all parties involved will be an important key to success in your Service-Learning project. Review the particular goals and objectives that the professor has for the service-learning project, as well as the mission of the community partner, and learn about specific roles at the site. This will help the student to take ownership and understand the purpose of their project.
- After receiving your placement assignment, contact the community partner that you are working with and explain that you are doing your service-learning project with them. Be sure to set up an orientation time if necessary. Sometimes it is difficult to connect with your community partner—be persistent! Let your community partner supervisor know your schedule. Be accountable, have an open-mind, and expect uncertainty!
- At the start of the partnership, questions should be asked regarding the student’s role at the site. Maintain consistent contact with the community partner and the Service-Learning Department, communicating any problems or concerns, as well as the successes and positive learning experiences you have at the site. This can be done by speaking regularly with staff at your site and providing a thorough reflection in public folder posts. Take the initiative to research the organization on your own.
- The community partner’s expectations for the students should be clearly stated. Students will be held accountable for their actions. It is possible for community partners to let students go if the student is not meeting the standards of the site.
- You are representing yourself and CSB/SJU. You are expected to conduct yourself in a professional manner. All email and phone communication should be respectful. Dress appropriately.
- Confidentiality is a very important issue. During reflection it is important to talk about experiences, but please use discretion with your reflection and do not include names of individuals that you work with.
- When working with vulnerable populations, chances are you may encounter some new experiences. If any issue comes up that confuses or concerns you, do not hesitate to tell your supervisor. It is their job, not yours, to resolve any issues. Report any concerns regarding neglect, abuse, or harm to your supervisor immediately.
- The Service-Learning Department at CSB/SJU is committed to an open partnership between the student, faculty member, community partner, and the Service-Learning Department. We welcome your suggestions and feedback on the effectiveness of our program.

Service-Learning Program

Information Form and Contract of Agreement

Student Information

Name _____

Phone _____

Email Address _____

- The above information will be shared with other students in your course as well as your community site.

Course Title _____

Instructor _____

Required Hours _____

Placement Information

Please indicate the top three community partners you are interested in partnering with for the semester:

1. _____

2. _____

3. _____

Schedule Details (to be used in placement):

Class Schedule:

Odd Days: _____

Even Days: _____

Night Classes: _____

Work Schedule (If applicable): _____

Extracurricular Activities: _____

Time Available to Complete Project (Based on above responses):

Do you have transportation? Yes _____ No _____

If yes, are you willing to carpool? Yes _____ No _____

By signing below, I understand and agree to fulfill a commitment with a local community partner for the Fall/Spring Semester (circle one) of the 2008-2009 academic year. I understand and agree to fulfill all expectations of the organization and my service learning project including all necessary paperwork, documenting contacts/hours, committing to a consistent, semester-long project, and engaging in activities that enhance the mission of the organization and the quality of life of the people it serves.

Signed _____ Date _____

****Please read and sign the back of this form!***

RELEASE AND WAIVER OF LIABILITY

I understand that the community service work required for this class of the College of Saint Benedict/ Saint John's University is a "hands-on" service educational opportunity. I agree to engage in activities related to visiting one of the sites. Therefore, I agree:

1) **Waiver and Release.** I hereby release and forever discharge and hold harmless the College of Saint Benedict/Saint John's University, volunteer coordinators, class professors and other successors and assigns from any and all liability, claims, and demands of whatever kind or nature either in law or in equity, which arise or may hereafter arise from my volunteer work experience through the Service Learning Initiative.

I understand and acknowledge that this Release discharges the College of Saint Benedict/ Saint John's University from any liability or claim that I may have against the College of Saint Benedict/ Saint John's University with respect to any bodily injury, personal injury, illness, death or property damage that may result from volunteer work, whether caused by the negligence of the College of Saint Benedict/ Saint John's University, service coordinators, or otherwise. I also understand that, except as otherwise agreed in writing, the College of Saint Benedict/ Saint John's University does not assume any responsibility for or obligation to provide financial assistance or other assistance, including but not limited to medical, health, or disability insurance, in the event of injury or illness.

2.) **Medical Treatment.** Except as otherwise agreed by the College of Saint Benedict/ Saint John's University from any claim whatsoever which arises or may hereafter arise on account of any first aid, treatment or service rendered in connection with my work on a service project or requirement.

3.) **Assumption of the Risk.** I understand that volunteer work may include activities that may be hazardous to myself including, but not limited to, construction, loading and unloading and transportation to and from sites. In connection thereto, I recognize and understand that the activities may in some situations, involve inherently dangerous activities.

I hereby express and specifically assume the risk of injury, illness, death, or property damage resulting from the activities as a volunteer fulfilling service requirements.

4.) **Insurance.** I understand that, except as otherwise agreed by the College of Saint Benedict/ Saint John's University in writing, the College of Saint Benedict/ Saint John's University does not carry or maintain health, medical, or disability insurance coverage for any participant. I am expected and encouraged to obtain my own medical or health insurance coverage.

5.) **Other.** I expressly agree that this Release is intended to be as broad and inclusive as permitted by the laws of the State that my volunteer experience may be in as well as the expectations and policies of the College of Saint Benedict/ Saint John's University.

Name (please print) _____

Signature _____ Date: _____

Request to Continue or Switch Placement

Service-Learning Program

CSB/SJU

Student Section

Are you requesting to continue or switch your placement? _____ Continue _____ Switch

Reason for request _____

Student Signature _____ Date _____

Site Section

The student listed above is requesting to switch their service-learning placement during the current semester or extend their experience into the following semester with your organization. By signing below, you agree that this student can participate with your organization.

Do you approve the above student request? _____ Yes _____ No

If no, please explain. Note specific information on attempts to communicate with student and/or warning of poor job performance. Please use back of sheet if necessary.

Site Supervisor Signature _____ Date _____

Name of Organization _____

Phone _____

This form will be shared with your instructor. In most cases, academic credit will not be given without this document. Please return to the Service-Learning Coordinator, Marah Jacobson-Schulte, in the Murray Hall, office 171 at CSB.