



MARQUETTE
UNIVERSITY

SERVICE LEARNING
PROGRAM

Agency Manual

Service Learning Program Contacts

DIRECTOR

Kim Jensen Bohat
Phone: (414) 288-0250
E-mail: kimberly.jensen@marquette.edu

ASSISTANT DIRECTOR

Corey Young
Phone: (414) 288-0302
E-mail: corey.young@marquette.edu

PROGRAM ASSISTANT

Peggy Mead
Phone: (414) 288-5473
E-mail: peggy.mead@marquette.edu

STAFF MANAGERS & STUDENT COORDINATORS

(414) 288-3262 or (414) 288-3264

WEB SITE: www.marquette.edu/servicelearning

ADDRESS: Service Learning Program
Marquette University
P.O. Box 1881
707 N. 11th Street, Room 303
Milwaukee, WI 53233-1881

FAX: (414) 288-3259

Table of Contents

Chapter 1: Service Learning at Marquette University

- Service Learning Mission
- Current Community Partners
- What is Service Learning?
- A Brief History of Service Learning
- 5 Models of Service Activities
- Service Learning Courses
- Examples of Service Provided

Chapter 2: The Role of Agencies

Chapter 3: The Service Learning Process

Chapter 4: Working with Service Learners

- Placement Concerns

Sample Documents

- Placement Description
- Timesheet
- Contract

Service Learning Mission

Following in the Jesuit tradition of faithful service, the Service Learning Program at Marquette University facilitates student academic learning through meaningful service experiences, which encourage and enable Marquette's faculty and students to positively impact the community. The Service Learning Program seeks to bring campus and community together in partnership to share resources, meet real community needs, and help to educate women and men to become the change agents of tomorrow.



Current Community Partners

Agencies and Schools Involved with the Service Learning Program at Marquette

Adult Learning Center	Milwaukee Center for Independence
AIDS Resource Center	Milwaukee Christian Center
Alliance High School	Milwaukee College Preparatory School
Aurora Adult Day Center	Milwaukee Secure Detention Facility
Aurora Sinai Medical Center	Mke. Women's Center/Community Advocates
Benedict Center	Nativity Jesuit Middle School – After School
Big Brothers/Big Sisters	Nativity Jesuit Middle School – ESL program
Boys and Girls Club	Neighborhood House
Bruce Guadalupe CLC	Next Door Foundation
Campus Kitchen	Notre Dame Middle School
Central City Churches Emergency Needs	Odyssey Health Care
Centro Legal	Our Next Generation, Inc.
Children's Hospital	Pan African Community Association
Children's Hospital CPC	Parkway Dental Clinic
City of Milwaukee Employee Relations	Penfield Children's Center
COA Youth and Family Center	Project Excel
Community Care	Project Q
CORE/EI Centro	Project Return
Council for the Spanish Speaking	Reach Out and Read
Eastside Rehabilitation Center	Repairers of the Breach
El Puente High School	Rescue Mission
Escuela Vieau	Safe Streets Milwaukee
Grandview High School	Salvation Army – Emergency Lodge
Guadalupe Head Start Program	SER Jobs for Progress
Guest House	Sojourner Family Peace Center
Highland Community School	South Division High School- ESL Program
Hmong American Women's Association	Southside Health Clinic
Homework Help	Spotted Eagle High School
Hope House	St. Aemilian Lakeside, Inc.
International Learning Center	St. Ann's Rest Home
Journey House – Education Program	St. Francis Children's Center
Keep Greater Milw. Beautiful, Inc.	St. Joan Antida High School
Keefe Avenue After School Program	St. Mark's AME
La Causa CLC	St. Vincent de Paul
La Causa Crisis Nursery	Summit Educational Assoc.
La Causa Family Resource Center	Tenor High School
La Escuela Fratney	UCC Elderly Programs
Latina Resource Center	UMOS, Inc.
Latino Community Center	Urban Waldorf School
Lincoln Avenue School	Urban Ecology Center
Literacy Services	Voces de la Frontera
Loyola Academy	Walker's Point Community Clinic
Marquette University High School	Walker's Point Youth and Family
Menomonee Valley Partners	Windlake Elementary School
Midnight Run	YES Project

What is Service Learning?

Service Learning is an academic program that enables students to perform meaningful community service related to their courses. Each semester, many professors at Marquette University offer their students a service option as a means to learn in practice what they're learning in theory in the classroom. Agencies and schools in the community benefit from the services provided by the students and become partners in their education as well. Service learning classes are offered in many departments and demonstrate the creative expertise of faculty committed to extending disciplinary work into local communities. Currently, approximately 1200-1300 students from 55-65 university courses are placed at 100-125 community agencies each semester.

Service learning relies on an innovative method of teaching and learning that integrates community service activities into academic curricula. Within service learning, classroom studies complement service within the community and enable students to reflect upon and lead to addressing local and national problems. Service learning curricula enlarge the learning arena of students from the classroom to the community. Coordinated and thoughtful activities encourage students to prepare and reflect on issues in ways that permit them to use their academic skills to deliver effective service to the community.

It is very important to note the differentiation of service learning from community service or internships, as illustrated below.

	Community Service <i>service</i>	Service Learning <i>service & learning</i>	Internship <i>learning</i>
Primary intended beneficiary	Recipient	Recipient & provider	Provider
Primary focus	Service	Service & learning	Learning
Intended educational purposes	Civic and ethical development	Academic and civic development	Career and academic development
Integration with curriculum	Peripheral	Integrated	Co-curricular/supplemental
Nature of service activity	Based on social cause	Based on academic discipline	Based on industry or career

A Brief History of Service Learning

As a Jesuit university, there is a strong focus on community service at Marquette. Service is one of the four pillars in the university's mission statement. It also holds an important place in the Jesuit credos of *cura personalis* ("care for the whole person") and "women and men for others." Each year Marquette students perform about 200,000 hours of service to the Milwaukee community. The Center for Community Service, located under Student Affairs, coordinates the majority of the student volunteer community service efforts. The Service Learning Program, which began in 1994, is a separate unit, housed within Academic Affairs, and coordinates community-based learning experiences within courses across the curriculum.

The Service Learning Program was created in the spring of 1994 to facilitate community-based learning in selected courses and departments throughout the University. The founding father of the program was Dr. Andy Tallon (Professor, Philosophy Department), who had been sending his *Philosophy of Community* students into the community for the previous 25 years. His efforts, with the assistance of the Office of Research and Sponsored Programs, enabled Marquette to receive federal funding to initiate what was then called the Service Learning Project at Marquette.

The Marquette Service Learning Program began under the leadership of Bobbi Timberlake after the University was awarded two grants from the U.S. Department of Education. Federal grant monies supported the Program from its inception until the fall of 1996 when Service Learning became fully integrated in the University budget.

The Program has grown steadily since 1994, when 217 students in 10 courses were placed with 39 community partners. During the fall 2008 semester, 1,359 service learners from 69 courses served at 122 sites around Milwaukee. Over the course of that time, Marquette's Service Learning Program has grown to be one of the highest-ranked in the nation, recognized by U.S. News & World Report and the Presidential Honor Roll for Community Service, with distinction.

Having just celebrated its 15th Anniversary, the Program is going strong, though with some major changes. Bobbi Timberlake retired as Program Director at the end of 2008. She is replaced by Kim Jensen Bohat, bringing with her years of experience as a Student Coordinator, Staff Manager, site contact, professor, and Assistant Director. Beyond providing hands-on experience for students in their classes, Marquette Service Learning was proud to host the first Midwest Service Leaders Conference in the fall of 2008, a tradition that will continue every other fall semester. Additionally, a faculty development seminar was offered on community-based research along with a bus tour of a number of our community partners, which was attended by around 40 Marquette faculty members this year, and the Program hopes to host as an annual event.

5 Models of Service Activities

*At Marquette, service learners are involved with community service in several different ways. **The Five Models of Service Activities** represent the variety of ways students participate in the Service Learning Program.*

Placement Model: Students choose from among several placements that have been chosen for their courses. They usually work at these sites 2-3 hours per week throughout the semester. The service students provide is the conduit to their learning; they gain access to the populations or issues related to their courses and, in return, provide needed assistance to the organizations and/or their clientele.

Presentation Model: Students in certain courses (e.g. Physics 1 and Substance Abuse), take material that they are learning in class and create presentations for audiences in the community. The service learners work in small groups and choose from among several sites, which have been set up by the Service Learning office. Sometimes professors require students to do their presentations more than once; others have them present in class before going to the community.

Presentation-Plus Model: Similar to the Presentation Model except students all work with the same organization and put on a fair, or a mini-conference, that includes several learning stations or short workshops. Service learners work in groups to coordinate all aspects of the event; they gain leadership skills as well as a greater knowledge of course content working with the Presentation-Plus Model.

Product Model: In some courses, service learners - working alone or in groups - produce a tangible product for their agencies.

Project Model: Working in groups, service learners collaborate with community members to devise and implement a project.

Service Learning Courses

The following is an example of some University classes that regularly offer a service learning component:

PLACEMENT MODEL COURSES

Department	Course
Communication Studies	Communication and Gender
Criminology	Juvenile Justice
Criminology	Social Reality of Crime and Criminal Justice
Education	Intro. To Schooling in a Diverse Environment
Health	Culture and Health
Health	Immigration and Health
Management	Human Resources Management
Philosophy	Philosophy of Human Nature
Philosophy	Philosophy of Community
Psychology	Psychology of Prejudice
Psychology	Psychology of the Exceptional Child
Psychology	Cognition
Sociology	Sociology of the Family
Social Welfare and Justice	Introduction to Social Welfare and Justice
Social Welfare and Justice	Practice Skills with Individuals, Families, and Groups
Spanish	Spanish Composition and Conversation I & II
Spanish	Contemporary Issues in the Hispanic World
Spanish	Advanced Spanish for the Health Professions
Speech Pathology	Multicultural Issues in Speech Language Pathology
Speech Pathology	Language Disorders in Children
Theology	Theology of Non-Violence
Theology	Dorothy Day and the Catholic Worker Movement

Service Learning Courses

PRESENTATION MODEL COURSES

Department	Course
Communication Studies Health Honors Program Seminar Psychology Physics Spanish	Family Communication Women's Health The Spanish Mystics Health Psychology General Physics Advanced Spanish for the Health Professions

PRODUCT MODEL COURSES

Department	Course
Advertising & Public Relations Broadcast & Electronic Communication English Information Technology	Campaigns Television Production Writing for the Professions IT Project Management

PROJECT MODEL COURSES

Department	Course
Communication Studies Counseling Management	Organizational Communication Multicultural Counseling Business and Its Society

Examples of Services Provided

Service Learners are able to assume the following responsibilities at your site. The list is not exhaustive, so please let us know other ways students could serve your agency.

- Advocate for the elderly
- Assist in human resource departments
- Assist with recreational programs
- Assist with meal programs
- Build public and private partnerships
- Create or develop web pages; create or modify database systems
- Co-facilitate support groups
- Develop interactive software geared specifically toward your population
- Do environmental research
- Help to market minority-owned businesses and small non-profits
- Mentor youth
- Present information on substance abuse as well as personal and women's health issues
- Produce a video about your agency or training video for clients
- Provide childcare
- Research information for grant writing
- Serve as a positive role model for Milwaukee youth
- Speak with/tutor clients in their native language
- Teach children physics concepts via interactive experiments
- Teach computer workshops
- Teach violence prevention to youth
- Tutor children and adults
- Translate dental procedures and other health-related topics into Spanish
- Visit the elderly
- Visit the incarcerated
- Work with victims of domestic violence and individuals experiencing homelessness
- Work with people who are HIV/AIDS positive; educate others to help stop the spread of the disease
- Work with persons with disabilities
- Write grants, newsletters, annual reports, case histories, brochures, and manuals

The Role of Agencies

Your partnership with our Program is extremely beneficial to the academic growth of our students at Marquette. By collaborating with Service Learning, you help students test out classroom theories in real-life situations. They gain invaluable hands-on experience at your agency and are able to learn and reflect upon larger issues. You provide an atmosphere in which students can effectively understand the academic aspects of service. Your agency is an extension of the classroom.

We ask the following commitment from community organizations that wish to collaborate with Service Learning:

1. You, or someone you designate, will serve as the Site Coordinator. The Site Coordinator is your organization's liaison with the Program. He or she must be informed of the goals of collaboration; also, the Site Coordinator generally assumes responsibility regarding the following points:
2. Provide course-related service experiences. Our Service Learning staff will work with you in correlating the service needs of your organization with course objectives.
3. Present a site orientation and offer basic training to your Service Learners at the beginning of the semester.
4. Be accessible and willing to answer students' questions; be able to supply students with information if they seek your help during their learning process.
5. Supervise Service Learners. While the students are adults, they will be working in unfamiliar surroundings and may need your guidance at some point during the semester.
6. Stay current with Service Learning. Our staff, and in particular, our Student Coordinators, will make contact with your Site Coordinator about three times each semester. We want to evaluate the situation and see if there are any questions, problems, or agency changes that may impact the collaboration. Our goal is to maintain strong, open communication with you in order to stay on top of your needs and be able to address any issues that may arise.
7. If possible, attend one of the six reflection sessions organized by Student Coordinators and held at Marquette each semester. You will serve as a resource and discussion guide to facilitate reflection on service learners' experiences.

The Service Learning Process

Initial Semester Contacts

Each Student Coordinator- or SC- acts as the campus liaison between service learners and their placement sites. The SC assigned to you is your **direct link** to the Service Learning Program. When an issue or question arises, please **contact your Student Coordinator**. Your SC is responsible for contacting you at the beginning of the semester to get the Service Learning process moving, and for visiting your site at least twice during the semester.

*Through the site visits, the SC will be able to (1) attend the site orientation with service learners, (2) maintain communication and develop a closer working relationship with you, (3) become more familiar with your organization, and (4) ask for your feedback at the end of the semester.

At the beginning of the semester, the SC will give you his or her name, office phone number, and e-mail address. Also during this initial contact, he or she will verify any changes your site has made, set orientation dates and times, determine whether Service Learners need to complete volunteer applications, undergo TB tests, background checks, etc., and work out any other logistical details. Each SC maintains regular office hours and has voicemail for your convenience. If, for some reason, you keep missing your SC, please feel free to contact another SC or call the Service Learning Assistant Director.

Site Orientation

You may choose how you would like to handle your site orientation. If you are expecting a large number of service learners, a group orientation may be the best choice. If only a few service learners will be working with you, then individual orientations may be better.

Site orientations may take place at your agency or at Marquette. Your Student Coordinator will assist you in the room and equipment arrangements if you choose to conduct your orientation at Marquette.

By the time that you hold your orientation, you will have a brief description of each course that is using your site as a service option for the semester. This information will help you to better understand the academic objectives of your service learners. For additional information, ask students to see copies of their syllabi before signing their Service Learning Contracts.

Please include the following information at your orientation:

- **Agency Overview-** please provide service learners with a general impression of your agency or school. This can include a brief history of your program, a tour of the facilities, what your philosophy or mission is, who your clients are, what to do in case of an emergency, safety procedures, etc.
- **Job Description-** it is essential that you supply service learners with a clear description of the role and responsibilities they are to fulfill at your site. They also need instruction and support from you in order to be a productive contributor to your agency.
- **Information sharing-** please take time to determine which service learning courses the students are in so that they may be placed properly within your agency. Also, inform students of how you may be reached for questions and clarifications, what your attendance expectations are, and what the students should do if they are unable to fulfill one of their shifts. In addition, students should give you the days which they are on break, as well as when they will be unable to perform a service shift. Students should be made aware of the days that your agency will be closed and/or the days in which their services are not needed.
- **Contract signing-** Orientation is a great time for students to have you sign their Service Learning Contracts.

Mid-Semester Check-ins

Approximately halfway through the semester, your Student Coordinator will contact you by phone or e-mail for a mid-semester check-in. In this way, we are able to address- and hopefully solve- any issues that you may have with your service learners. This gives us adequate time to address any problems and make improvements if necessary.

End of the Semester Feedback

Finally, during the last weeks of classes, your Student Coordinator will again contact you to go over end of the semester feedback. During this time, service learners will be evaluated and suggestions for how to improve the collaboration the following semester can be made. These feedbacks may be done in person at your agency, or over the phone.

Working with Service Learners

Service Learners are to conduct themselves in your agency as they would in any other work environment.

After a student selects which site he or she wants to serve, the student registers for the course at Sign-Up Night, and then commits to volunteer his or her time by signing a contract.

1. **Site selection-** students participating in the Service Learning Program are able to view placement descriptions on the Service Learning website.

**Placement descriptions summarize the agency and its programs, provide students with the site location and the days and times students are needed, and list the service tasks that are required by the agency. (A sample placement description can be found in the Sample Documents section)*
2. **Sign-Up Night-** after a student peruses each agency's placement description, the student decides which agency he or she wants to work with and then registers at Sign-Up Night. Sign-Up Night is an event held on Marquette's campus that enables students to register for the site of their choosing. If a student is unable to attend Sign-Up night, we allow students to sign up at our office after the event has passed.
3. **Time-** most of our sites ask that students provide 2 hours of service per week throughout the semester. Some professors may require more service hours, and some agencies ask that students spend more time at their sites. Please let us know your time requirements prior to the beginning of the semester so that your agency's placement description is accurate.
4. **Commitment-** we impress it upon students that Service Learning is to be taken seriously. Service Learners are expected to arrive on time, be prepared to productively contribute to your agency, and accomplish all tasks necessary for course completion. By signing a contract, students make a firm commitment to complete the specified service for the duration of the semester. The contract is signed by the student, his or her professor, and by the individual that you designate at your agency. Please be sure that the student completes the section where he or she needs to state their learning objectives before you sign the contract.

In many respects, you will supervise Service Learners as you do your volunteer staff. You will oversee students' work, and be able to clarify job responsibilities, answer questions, or address concerns.

In addition to providing basic supervision, we ask that you please be aware of the students' timekeeping responsibilities and absences.

TIMEKEEPING

1. Service Learning students are required to keep their own record of the time spent serving your agency. They will ask you to verify and sign this timesheet at the end of the semester. Students are asked to record their service hours on timesheets that our office provides for them. These timesheets are collected by the professors at the end of the semester, and are passed on to the Student Coordinators and stored in our database. *(For a sample student timesheet, see the Sample Documents Section)*
2. Many of the Service Learning professors assign a certain number of service hours for the students to complete by the end of the semester. In general, students are required to perform two hours per week, with variations on the commitment at the professor's or Site Coordinator's discretion.

ABSENCES

1. We all understand that students may occasionally miss service for a personal or important reason. When they must be absent, we inform students to notify their sites in advance. You may administer your own attendance policy as long as we, as well as service learners at your site, are informed of your policy ahead of time. Students will be more willing to call ahead and not "skip" a day if they know how you feel about absences and what impact they have on the agency and its clients. Make sure during orientation that your attendance policy is clearly stated and that students know who to contact and what number to call if they need to be absent. Students are excused from Service Learning during school breaks, and we ask that they remind you ahead of time which dates the breaks will cover.
2. If a student or students are frequently absent, we ask that you address the situation immediately. If you are unable to have a discussion with your service learner, or if your service learner seems unresponsive during your conversation, please contact your SC. Your Student Coordinator will attend to the problem and inform you of the outcome.

Placement Concerns

The following questions may arise regarding the placement of student at your agency. If you have a placement-related question that is not answered on this page, please contact us.

Q: What if your agency is no longer able to accept Service Learners?

A: No matter the situation, we prefer that students continue with the Service Learning Program. Therefore, if you know that a change in your agency will affect your ability to keep Service Learners at your site, please contact us as soon as possible so that the student can be placed at another site.

Q: What if the placement does not seem to fit the class?

A: Sometimes the tasks that the students are completing do not connect to their class as we had originally thought. If this is the case at your site, please talk to your service learners to determine what connections they are able to make between their service and what they are studying in class. Sometimes students can make wonderful connections in the most unlikely of ways.

If the students are still having trouble, and it's early enough in the semester to get them started on a new project that relates more to their course, we suggest doing so. If you are able to change the situation and allow students the flexibility needed to foster a meaningful service learning experience, please go ahead. If you and the service learners are satisfied with the new arrangement and the students are able to reflect upon their service and make connections to their coursework, then the semester will be a success.

Q: What if a student does not seem motivated?

A: Occasionally you may notice an apparent lack of enthusiasm in one or more of your service learners. Address the student or students directly to determine why they seem disinterested. Maybe the student is not as interested in the project as he or she thought, or perhaps their service is not fulfilling the professor's expectations, or he or she could have had a negative encounter at your site.

Sometimes all it takes is to talk to the student to find out what he or she is interested in doing. Maybe a change in approach of project is the key. In most case, early communication can resolve the problem. However, if after speaking with the student you feel as though he or she is not the right fit for your agency, please contact your Student Coordinator to discuss and resolve the issue.