COMMUNITY PARTNER GUIDE
What We Do

Support Faculty
engaged in community based teaching, learning, and scholarship.

Build Community Partnerships
with non-profits and social services agencies for curricular and co-curricular community engagement.

Showcase Community Engagement
through presentations, publications, newsletters, and social media.

Coordinate Pioneers for Change
a paid community engagement student leadership program.

Facilitate Freshmen Day of Service
exposing first year students to service in the local community.

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Pioneers for Change

A year-long paid student leadership opportunity.

All Pioneers for Change participate in 40 hours of paid group training, service activities, and leadership development to become catalysts for change.

Freshmen Day of Service (FDoS) Track

- Work in support of FDoS on campus
- Serve as group leaders for freshmen service projects
- Can choose an off campus Community Engagement Internship at a nonprofit or school

Sustainability Track

- Enhance current CSUEB sustainability projects and programs
- Research and create new campus sustainability efforts
- Educate the campus community on sustainability initiatives

Freshmen Day of Service

2013-14 Impact

- 12 cities
- 84 projects
- 1198 student volunteers
- 4779 hours of service

Provides students with an opportunity to learn outside the classroom while contributing to the local community.

Fast Facts

- A partnership with the General Studies Freshmen Experience course
- Projects run during the first 8 weeks of the spring quarter
- Project planning begins in fall
- Projects are 1 day for 4-5 hours

Community Partner Breakfast Meetings

- Held in December & January
- An opportunity to learn more about FDoS, the Center for Community Engagement, & network with other community organizations
- Contact us to learn more
Important Terms

Rather than relying upon specific labels like ‘service learning’ versus ‘internship’ or ‘fieldwork’ it is important to consider the function of the student’s experience and the partnership within the community. The term ‘service learning’ is used throughout this guide. This can refer to a variety of off campus learning experiences and activities that students engage in that contribute to the public good. The recommendations and requirements in this guide are meant to apply to the variety of off campus learning activities that contribute to the public good, i.e. community engagement.

COMMUNITY ENGAGEMENT
An umbrella term that encompasses the variety of ways the campus collaborates with the community to strengthen and improve the quality of life in communities and contribute to the public good.

SERVICE LEARNING
A teaching method that promotes student learning through active participation in meaningful and planned experiences in the community that contribute to the public good and are directly related to course content. Through reflective activities, students enhance their understanding of course content and sense of social responsibility.

FIELDWORK COURSES
(Field Instruction or Field Practicum) Place students in supervised community-based learning experiences. Fieldwork courses are traditionally strongly connected to discipline learning, required in sequential courses for a major, require discipline-specific expertise and a large number of hours.

INTERNSHIPS
From Executive Order 1064, “It is an off-campus activity designed to serve educational purposes by offering experience in a service learning, business, non-profit, or government setting. For the purpose of this executive order internship’ does not include teacher preparation placements or clinical placements such as for nursing, counseling, physical therapy or occupational therapy.”

The essential differences between an internship and service learning are: internships generally require more hours and/or expertise; students may seek out internships independent of courses for pre-professional experience or pay; students may or may not be asked in any formal way to connect experience with discipline learning or social responsibility.

Guiding Principles of Service Learning

Engagement
Does the service component meet a public good? Has the community been consulted?

Reciprocity
Is the relationship mutually beneficial to the university (our students) and the community?

Reflection
Is there a mechanism that encourages students to link their service experience to course content and to reflect upon why the service is important?

Public Dissemination
Is service work presented to the public or made available for the community to enter into a public dialogue?
Six Models of Service Learning

“Pure” Service Learning
The community is the central focus of the class. Students go out into the community to serve. The intention of the course is to foster community awareness and civic engagement. These courses are generally not housed in any one discipline.

Discipline Based Service Learning
Course content drives the area of service and works as a guide for reflecting upon student experiences. Students have a strong presence in the community.

Problem Based Service Learning
Students work individually or in groups to understand and develop a solution for a specific community problem. Students work closely with community members as they involve themselves in the problem and its solution.

Capstone Courses
These courses offer students in their final year the opportunity to transition from theory to practice, to see their studies come to life. Students generally draw upon the knowledge they have obtained through their studies and apply it in the community.

Service Internships
These courses usually require a large time commitment, sometimes 10 to 20 hours per week and differ from traditional internships in that students have on-going reflective experiences through out the term in small groups or one-on-one with the instructor. In a service internship the community takes equal importance, in that the service meets an identifiable community need.

Community Based Action Research
This course works best when students are already familiar with community work. Students work closely with a faculty member to learn research methods while serving as advocates for the community. The reciprocity must be evident in that the findings somehow benefit and are channeled back into the community.

What to Expect from Students
An understanding of student readiness to participate in community-based learning will help you create a positive learning experience. Community partners can enhance classroom reflections by sharing organization information with students regarding history, mission, public policy, various initiatives and programs, funding efforts, population demographics, etc. Students need to know the benefits of service learning, have supervision, know the organizations mission/vision, be able to ask questions and not be treated like free labor.

Freshman Year
Students are ready to explore, community service should be well-supervised and structured. In the classroom, pre-service reflections might facilitate discussion of values/identity, community, and social awareness.

Junior Year
Students can lead by example; projects should offer the opportunity to demonstrate learning; students can reflect on social responsibility within disciplines/careers and project outcomes from engagement with the community.

Sophomore Year
Students are ready to gain experience and should be encouraged to take initiative in their community service assignments. In the classroom, students might be asked to make explicit connections between their service and learning/discipline-based knowledge.

Senior Year
Students are ready to let personal expertise guide their service: reflections should focus on connections between student’s personal beliefs, community commitments, and career/major choices.
Finding University Partners

Academic service learning, internships, and community service are generally coordinated through three different areas of the university. There is no one way to develop partnerships. Generally, faculty and program coordinators are approachable. Learning the culture of the university: academic calendar, terms, and procedures will help you to be successful in the partnership process.

ACADEMIC SERVICE LEARNING ACTIVITIES
Service learning courses, internships, fieldwork at CSUEB are facilitated through and connected to specific courses based on a faculty member’s interest in sponsoring a service learning activity in his/her class. Some faculty actively seek out these types of projects by contacting the Center for Community Engagement. We reach out to faculty to let them know of the community-based learning opportunities for their students. The community partner can assist the CCE by informing our office of activities well in advance of the calendar date. Keep in mind that faculty must plan out courses the quarter before they teach them. For example, a faculty member teaching a course in the spring (end of March to beginning of June) will be planning a syllabus and calendar in the winter! Because we run on a ten week quarter system, there is not much room for last minute schedule changes.

COMMUNITY SERVICE
Many student clubs and organizations engage in community service which is a more traditional model of volunteerism. Our campus has a variety of clubs and organizations—social, cultural, academic—that may connect with the population or mission of your organization. Our Student Life and Leadership Program frequently coordinates community outreach projects. You can contact clubs and organizations through Student Life and Leadership studentlife@csueastbay.edu.

INTERNSHIPS
Internships are coordinated through two offices: the Career Development Center and the department office.

1) The Career Development Center has a great online submission form for internships.
   http://www20.csueastbay.edu/academic/academic-support/aace/resources/employers.html

2) Many department offices keep binders of internships or have faculty coordinators. You may contact the departments through the campus directory.
   http://www20.csueastbay.edu/directory/

Public Relations & the University
The university can be a great public relations resource. We have a strong online community, led by our Office of University Communications which distributes announcements via an online campus newsletter. Given advance notice (approximately ten days), The Center for Community Engagement can submit press releases and event announcements. Stories and photos of our students in action is a great way to promote your organization and work as well!

To submit news, please see the following links:
http://adhayweb13.csueastbay.edu/newsform/submit-news.html
http://www20.csueastbay.edu/ua/communications/
http://www20.csueastbay.edu/news/
Working with University Faculty & Administrators

What to Expect from University Faculty & Administration

- a lot of diversity within the university regarding people’s roles, authority, comfort with community involvement, disciplines, etc.
- varied coordination of programs within the institution
- numerous levels of bureaucracy
- a complex faculty reward system (promotion) can impact a faculty member’s willingness to reach outside the traditional scope of classroom education
- faculty workloads include teaching as well as meetings, committee work, research, and professional activities (all an expected piece of the faculty reward system)

Universities Can Share

- a knowledge of processes (e.g. economic development) and technical expertise (e.g. research skills)
- access to technology
- multiple perspectives to the many issues facing community agencies
- the ‘right questions’ to focus an issue (e.g. leadership)
- the next generation of staff, workers, administrators, voters...

Faculty Need

- To know exactly what the students will be doing & who will be supervising
- Time to plan a quarter project
- Official letters of recognition describing the collaboration for their professional dossiers
- ensure stable/supportive leaders
- change their reward system

Faculty Cannot

- act alone
- quickly change curriculum
- change cycle of activities/school calendar
- provide unlimited resources
- ensure stable course offerings/enrolments
- ensure stable/supportive leaders
- change their reward system

Understanding Academic Terminology

To effectively communicate with faculty, it is important to understand and properly use academic words. The use of these terms demonstrates may encourage them to assign community-based projects.

**Learning objective**: the specific skills or knowledge to be gained from a course.

**Reflection**: through discussion or writing students are asked to make connections between coursework and their service experiences.

**Learning Styles**: the various ways students learn based on their affinities and aptitudes.

**Assessment rubric**: the materials and standards for evaluating a student’s performance. Faculty need to assess and grade the service learning project.

**Tenured Faculty**: have the most departmental seniority. They have the rank of ‘full professor’ and are not under the same professional pressure as junior faculty.

**Department Chairs**: control the workings and course assignments of their department. They report to college deans.

**Institutionalization of Service Learning**: service learning is written into a department course description or becomes a graduation or major requirement.

**Pedagogy**: teaching methods, classroom teaching strategies & types of assignments.

**Faculty Dossiers**: the professional portfolio that determines promotion.

**Scholarship**: research, articles, conference presentations that are an expected and important part of faculty work and promotion determination.

**Assistant Professor/Associate Professor**: junior faculty positions. Their dossiers are frequently under promotional review.

**Lecturers/Adjunct Faculty**: generally work part-time and have little to no authority or seniority in a department. They don’t necessarily receive consistent course assignments.

**College Deans**: manage an entire college. CSUEB has four colleges: Arts, Letters, and Social Sciences, Business, Science, and Education and Allied Studies. Deans report directly to the provost of the university.

**Curriculum**: the readings, assignments, and activities that help faculty meet the learning objectives of a course.
Building Community-University Partnerships

What does community engagement look like?
Community-based projects vary widely based on the individual needs of your organization, the availability and ability of students, as well as the faculty member and course or program requirements. From the university’s perspective, the essential elements of a good service experience include: making a strong connection to course content; meeting a definable need within the community; and reflecting upon the crossover of the two. Required hours vary from one hundred to twenty. Some classes work as a group on the same project, others individually.

Like any corporate entity, the university has a complex infrastructure, which means that on occasion, the wheels of the university move slowly. On the plus side, there is no ‘cookie cutter’ model for developing partnerships. Mostly it takes time and navigation of processes. Learning the culture of the university—the lingo, academic calendar, and procedures—will help us succeed in the matchmaking process.

Why be involved?
The choice to use student “service learners” has many benefits. The short-term benefits can be seen in direct assistance and public relations. The long-term benefits include an aware and informed voting population and an aware and informed workforce. The corporate executives, teachers, social workers, computer geniuses of tomorrow are the college students of today. How do we shape corporate executives that donate the time, money and resources of their companies? We expose the students of today to important social issues; we help them understand the interrelatedness of community need and public policy.

Reciprocity
Creating reciprocal partnerships means that the community and university each gain from the experience; it means that service learning isn’t charity but that community agencies, faculty and students all learn and benefit. It can be empowering for a community organization to understand its role in the educational process: students gain experience, knowledge, perspective and faculty have both scholarship and dossier-building opportunities. Too often, faculty and students aren’t aware of what they have to gain from participating in academic service learning. Part of our job is to let them know!

Productive Partnerships

- establish ground rules and individual responsibilities and strengths
- identify potential barriers/roadblocks
- do not overestimate the internal coordination capabilities of the other
- communicate needs, expectations, and goals throughout the project
- have agreed upon mission, values, goals, & measurable outcomes
- are characterized by mutual respect, trust, & commitment
- create avenues for feedback with the goal of continuously improving
- define & acknowledge the priorities of each party—what issues are important to each
- find ways to demonstrate results
- are characterized by identified strengths and assets
- share credit for accomplishments
- acknowledge diversity and check assumptions of professional conduct
- are flexible
- balance power and share resources
- create avenues for clear, open, and accessible communication
- take time to evolve and develop

Adapted from “Principles of Good Community Campus Partnerships,” developed by Community-Campus Partnerships for Health (CCPH), SF, CA.
Building Community-University Partnerships

The Dos & Don’ts

- **DO** build a working relationship with your risk manager and contracts and procurement officer.
- **DO** be aware that special insurance policies for professional coverage are available for specific students and programs. (I.e. nursing, social work).
- **DO** conduct site reviews before, during and after a service-learning course is offered.
- **DO** understand that faculty members can be individually named in lawsuits and should play an active role in ensuring safe and positive service-learning experiences for their students.
- **DO** know that faculty members will be indemnified and protected by the university in the case of a lawsuit, so long as the faculty member was acting within the scope of his or her work.
- **DO** offer alternative placements and/or opportunities for students in service-learning courses to avoid potential risks. **DO** meet the special safety needs of any student.
- **DO** be aware that there are state and federal regulations regarding fingerprinting and background checks for those students whose service-learning placements are in organizations that work with children, the elderly, or persons with disabilities.
- **DO** know when each student is scheduled to provide service and be able to verify that the student did provide the service at the community-based organization site. This will help to determine who holds liability for student behavior or student injury at any given time.
- **DO** know where emergency contact information for students is kept, and what the procedures are at the university and at the community-based organization site if an emergency occurs. If the community-based organization asks the student for emergency contact information, a copy should be kept at the university for the duration of the service-learning experience.
- **DON’T** assume that students are automatically covered for liability through the university or community-based organization when they enroll in courses and participate in service-learning activities.
- **DON’T** assume that campus and site orientations are consistent; they vary among courses, campuses, departments and community-based organizations.
- **DON’T** assume individual and faculty members or departments are aware of the students’ whereabouts or activities while performing their service learning.
- **DON’T** assume that students are aware of such issues as liability or sexual harassment policies. Both campus and site orientations are necessary to familiarize students with any potential risks involved with service-learning activities.
- **DON’T** assume that student fees will automatically absorb incidental costs for fingerprinting and background checks, or that the community-based organization will pay these fees. They can be an additional financial burden for a particular placement.

**Learning Objectives**
related to community based learning activities

- to demonstrate an understanding of course content
- to demonstrate an understanding of community or diversity
- to understand social responsibility/or public policy issues related to the discipline.
- to gain experience presenting information coherently and effectively
- to engage in the practical application of discipline theory
- to practice civic engagement skills
- to acquire research skills
- to establish accountability when independently managing time
Community Partners Speak

Alameda County Community Food Bank

When considering a partnership with CSUEB, we at Alameda County Community Food Bank, begin as we do when considering any partnership, i.e. with an assessment of our needs. Those needs are often in the areas of administration, community outreach and advocacy. Working with a CSUEB student provides us with a capable and motivated person to assist with or spearhead work that needs to be done. In addition, the Food Bank gets broader exposure to and further connections with the community to whom we look for resources, staffing and volunteers.

Overall, we view a partnership with CSUEB as an excellent opportunity to efficiently promote our stated mission.

ARTS ORGANIZATIONS STAY AFLOAT WITH THE HELP OF VOLUNTEERS AND SERVICE LEARNING STUDENTS

Many arts organizations --- dance, theater, music, and visual arts --- exist on incredibly small budgets and few paid staff members. Our missions and visions are often large and ambitious. We need lots of people, minds, and hearts to fulfill them. We ALWAYS need help. Students are a great resource for arts organizations. Students help organizations go beyond their immediate community of family and friends and develop a new source for volunteers. By connecting with a local university like Cal State East Bay, and bringing students into our organizations, we can accomplish:

- Completing projects and tasks at our jobs, like fundraising events, data collection, having teaching assistants in classes
- Developing future employees and leaders in our field
- Opening students’ eyes to real world situations in the arts
- Creating public value for the arts and arts education
- Building connections between our organizations and the university
- Promoting our organization

Students also offer the youth voice and a “student’s perspective.” It is always great to hear more perspectives on the value and the role of the arts in education and in the community. Why is art important? What can the arts offer our community? Who has access to the arts, and how can we make them for accessible, available, and affordable? How can students help keep arts organizations—and thus THE ARTS—afloat?

BENEFITS FOR VOLUNTEERS OF AMERICA BAY AREA IN WORKING WITH THE SERVICE LEARNING PROGRAM AT CALIFORNIA STATE UNIVERSITY, EAST BAY, “EMPOWERING PEOPLE. TRANSFORMING LIVES.”

Volunteers of America Bay Area is a diverse creative ministry of service founded on spiritual values with unique programs designed to assist, treat and help empower people to transform the quality of their lives and expand their opportunities. There are many benefits for both the university and the community organization in partnering together.

They include, but are not limited to the following:

- Establishes a connection to the University and future leaders to potentially work in the organization.
- Gives VOABA the opportunity to establish further partnerships with the University, faculty and administration.
- Establishes a set up mechanism of students to work on short-term projects such as, Operation Good Neighbor Food Drive, Low income-Housing Community Events, and potentially longer-term programs, such as after-school and enrichment programs for children.
- Allows VOABA to have access to some college resources.
- Allows VOABA to help develop and assist in the educational process of students and future teachers as well as, helping students to develop a connection to the community around them.
- further establishes VOABA’s name and presence in the community and college campus.
REVIEW COURSE DESCRIPTIONS FROM THE CSUEB CATALOG

In the following descriptions for a few of our Service Learning courses, you will see service learning, or a ‘field component’ mentioned explicitly. In contrast, the course descriptions with no required service learning component—each with wording that might lend itself to community-based learning. Courses that identify as theory are not likely candidates; however courses that identify as an ‘exploration’ or ‘applied’ or a ‘study’ might prove more flexible in curriculum. When reading, look for crossover with the work of your agency, the population you serve, or the infrastructure needs you have. You may find more course descriptions in the CSUEB Catalog located here: http://www20.csueastbay.edu/ecat/general-info/index.html

Course Descriptions for Service Learning Courses

Anthropology 3785 Anthropology in Action (4)
Application of anthropological theory and methods to selected contemporary problems, including public health issues and policy, education, women and children, community development. Service learning activity at a local community organization. Prerequisite: upper division standing or consent of instructor.

ES 3290 Community Development (4)
Supervised field work in Mexican American/Latino communities. Provides a variety of learning experiences in community agencies, organizations, or educational institutions. Regular meetings with faculty sponsor and written reports required. Repeatable for maximum 12 units credit.

Health Sciences 4500 Supervised Field Training and Report Writing (3)
A supervised internship field experience in a health or health-related setting. Prerequisites: graduating senior status, completion of all major requirements except HSC 4700, completion of all elective units, and permission of instructor. Ninety hours fieldwork total.

Recreation 3010 Service Learning in Leadership, Hospitality and Leisure 2 (4)
Service learning in leisure, hospitality, clinical, school, college, and community settings. One hundred (100) hours of service with online reflection assignments connecting professional theories with professional service.

Course Descriptions for Courses with No Required Service Component

ANTH 3740 Cross-Cultural Studies in Child-Rearing (4)
Cross-cultural study of infancy, childhood and adolescence; the process of enculturation, socialization and methods of child rearing. (Y)

ENTR 4640 Enterprise Resource Management (4)
Concepts and applications of managing available resources, such as material, labor, capacity, and financial capital, in both service and manufacturing organizations. Emphasis on developing practical skills in internet era and utilizing modern business software in enterprise resource planning and e-commerce. Prerequisite: MGMT 3620

HD 4004 Current Issues in Aging (4)
Through the exploration and use of interdisciplinary methodologies, issues in aging will be considered (e.g. social class,
**Project Planning**

**Step Two**

**CROSS REFERENCE THE CLASS SCHEDULE**
After reading course descriptions, visit the CSUEB class schedule to discover which courses are being taught in a given quarter. At the following link, the catalog may be searched by quarter and subject matter. By clicking on course designation numbers a quick link to the course descriptions appears which enables an at a glance view to see which courses may fit an agencies needs. The class schedule may be accessed here: [http://tinyurl.com/CSUEBClassByQuarter](http://tinyurl.com/CSUEBClassByQuarter).

**Step Three**

**QUESTIONS FOR PROJECT PLANNING**
- What are my short term and long term needs?
- What work/materials do I need done/developed to meet these needs?
- How many people will need to work on this project: off site or on site?
- What skills (information-gathering, event planning, teamwork, oral/written communication, leadership, interpersonal) will student need?
- What academic disciplines connect to this work or the skills needed to complete the project?
- What is my timeline for planning and implementation?

**PRACTICAL ITEMS TO CONSIDER WHEN BECOMING A NEW PARTNER**
- Volunteer insurance information
- Risk identification
- Checklist for site visit
- Budget needs (fingerprinting/background checks)
- Work Space
- Supervision
- Training

**WHEN TO CONTACT FACULTY OR COMMUNITY PARTNERSHIPS COORDINATOR REGARDING PROJECT PLANNING**
- For fall events/activities make contact during early to mid August
- For winter events/activities make contact mid-November
- For spring events/activities make contact late February to early March

**ACADEMIC CALENDAR**

### Fall Quarter 2014
- Sept. 24 Classes begin
- Nov. 11 Veterans Day observed (University closed)
- Nov. 27-28 Thanksgiving recess (University closed)
- Dec. 7 Last day of classes
- Dec. 8-14 Final examinations
- Dec. 14 End of quarter

### Winter Quarter 2015
- Jan. 5 Classes begin
- Jan. 19 Martin Luther King, Jr. Day (University closed)
- Mar. 15 Last day of classes
- Mar. 16-22 Final examinations
- Mar. 22 End of quarter

### Spring Quarter 2015
- Mar. 30 Opening of spring quarter; Classes begin
- Mar. 31 Cesar Chavez Day (University closed)
- May 25 Memorial Day observed (University closed)
- June 7 Last day of classes
- June 8-14 Final examinations
- June 12, 13 Commencement Ceremonies
- June 14 End of quarter
Project Planning

QUARTERS MOVE QUICKLY
As you can see from the sample academic calendar, our quarters move quickly. While the exact start and end dates vary from term to term, we begin and end in roughly the same weeks each year. You can always access a current academic calendar at the University Catalog http://www.csueastbay.edu/ecat/index.html.

When planning projects and contacting faculty, it’s important to remember that faculty plan their classes in advance of the quarter. For instance, if you have a project for Women’s History Month in March, you’ll notice that the winter quarter ends on March 13th. During the last two weeks, faculty are usually wrapping up course material, not beginning new projects. So a Women’s History Month activity would need to begin much sooner in the academic calendar and culminate in early March, which in turn means that you would want to contact a faculty member in Women’s Studies during the late fall quarter to plan for winter!

When contacting faculty it’s best to present a start and end date for the projects, so the instructor knows just where and how to fit the project into the syllabus. A clear list of needs and a timeline is important.

Step Four

CONTACTING FACULTY
Below is a sample letter that offers ideas for how to word/craft a letter to faculty. A general rule of thumb is to briefly introduce your organization and the work/services you provide, list the specific course(s) this faculty member is teaching [make sure to double-check the current schedule to ensure the course is being taught by that faculty member in the next quarter], and outline the service learning project and cross-over with the course description.

Dear (Name of Faculty):

The NAME OF ORGANIZATION would like to support CSUEB’s mission to educate socially responsible and workforce-ready students in the coming school year. We are a 501 (c)3 nonprofit organization which exists to build a community in NAME OF AREA that YOUR MISSION/VISION/COMMUNITY IMPACT. One of our programs: the NAME OF PROGRAM attempts to do this by INCLUDE DESCRIPTION HERE. INCLUDE DESCRIPTION OF POPULATION SERVED HERE. In planning for INCLUDE SPECIFICS OF PROJECT HERE we hope to add the knowledge and expertise of CSUEB students to our efforts to MORE SPECIFICS HERE.

In the course description of your INCLUDE COURSE NUMBER/TITLE HERE class, I see that your students study INCLUDE LANGUAGE FROM COURSE DESCRIPTION HERE. I envision an applied research project or activity during which your students would work with SPECIFICS OF ACTIVITY & COLLABORATION. Our program will run from DATES and we need students INCLUDE DAYS/TIMES. If you would like to know more about our program, or how your CSUEB students might be involved, please contact me at any time. The Center for Community Engagement on your campus is also familiar with our program. We will need to begin planning by INSERT DATE.

Thank you,
CONTACT INFORMATION
Making it Happen

Paperwork, Orientation, Sample Forms
Two forms that must be in place before service learning commences:

1. Each community based organization must have entered into a contract with the university to ensure that the organization holds sufficient volunteer insurance and to ensure the site is appropriate and safe for our students.

2. The second necessary document is the Student Waiver. All students participating in off campus learning activities, projects or experiences for credit or as part of a course must complete a waiver. The student waiver for participation in Off Campus Learning Activities is now online! This e-waiver is administered by the Center for Community Engagement and can be found here: http://eastbay.calstates4.com/form/3

3. Optional: If you would like to have students sign a document or an instructor may ask students to have you sign Student Learning Plan for classroom/faculty/community partner use. This is not a substitute for the waiver.

Please note that our campus Department of Public Safety x3791 offers LiveScan fingerprinting services at the cost of $25 for CSUEB students, staff, and faculty. TB tests are available at our Student Health Center x3735 for $5.

Tracking Student & Program Evaluations
A great way to make a case for future service learning projects is to have evidence of current and past successes. Very often, being able to verify the numbers of CSUEB students that you’ve worked with in the past, from which courses, and with what instructors will entice new faculty. Put simply, you want to establish a proven track record of partnership. The CCE sends out quarterly evaluation forms to help us better track partnerships and projects. Occasionally, a faculty member may ask you to complete a separate evaluation for their students. Included is a sample student evaluation. Another great way to attract faculty is to offer in your letter of introduction to complete evaluations of students (feel free to use this sample). Again, it all comes down to learning—faculty need confirmation that students are engaged in a learning experience. Completing individual student evaluation forms will help reassure them.

Tracking and evaluation forms are also a fantastic way to document the great work you are doing at your organization for future and current funders, program evaluation, local publicity spots, newsletters, etc.
Examples

Sample Projects

BUSINESS/MARKETING/ENTREPRENEURSHIP PROJECTS
- budgeting/fiscal assistance (planning, record keeping),
- data collection,
- developing client satisfaction surveys,
- consulting and business planning for small businesses,
- strategic planning (program evaluation & design)

HEALTH SCIENCE PROJECTS
- health education for teens/kids/families, health career job shadowing,
- community health outreach/education to underserved populations,
- plan & implement a health fair,
- develop community education curriculum on healthy eating/nutrition/fitness

ETHNIC STUDIES/HUMAN DEVELOPMENT/ANTHROPOLOGY PROJECTS
- develop history & cultural lessons for schools/after-school programs,
- facilitate or develop curricula for cultural education & arts programs;
- cultural events planning and support

NATURAL SCIENCES PROJECTS
- assistance with animal care,
- develop curricula on the history of native California wildlife,
- small group teaching on agriculture, animal habitats, ecosystems,
- lead nature walks
- environmental advocacy

TECHNOLOGY/ENGINEERING/MATH PROJECTS
- hands-on learning in ‘build it’ after-school programs in science/engineering,
- intern with science teachers in local schools, work with high school multimedia students, work with youth in technology-based after-school programs (web design, music studio, robotics, video);
- tutor youth in science,
- support adult computer learning in community outreach centers,
- conduct space/systems efficiency assessments

ART PROJECTS
- Design art curricula
- work with high school multimedia students, work with youth in technology-based after-school programs (web design, music studio, robotics, video)
- facilitate dance & art projects in an after-school programs
- arts advocacy
- special events assistance
- gallery work
Student Performance Evaluation by Site Supervisor

Please complete and return this evaluation to the student or instructor. This evaluation will be considered in assessing the student’s performance in his/her Service Learning course. If you have any questions, contact the Service Learning Program at (510)885-4437. Thank you!

Student Name: __________________________________________ Date: ______________________
Site Name: _______________________________Student’s Supervisor: ________________________
Quarter: _________________________ Approx. # Hours Worked: _________________________
CSUEB Course: ________________________________ Instructor Name: _______________________

A. Please rate the Service Learner’s performance in the following areas: (1-Unsatisfactory, 3-Satisfactory, 5 Excellent), NA - not applicable to student assignment:

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<thead>
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<th>Please check the box that applies:</th>
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<th>2</th>
<th>3</th>
<th>4</th>
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<tr>
<td>Fulfillment of Learning Plan Goals &amp; Objectives</td>
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<td>Sensitivity toward people with whom s/he worked</td>
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<td>Responsibility for regular attendance and punctuality</td>
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<td>Quality of performance of service activities</td>
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<td>Commitment to completing tasks?</td>
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<td>Adaptability to changes (i.e. scheduling, needs, etc.)</td>
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<td>Awareness of agency mission /role in the community</td>
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<td>Enthusiasm for service activities</td>
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<td>Benefit of service provided to agency</td>
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B. Please explain any less than satisfactory ratings (i.e. rating of 1 or 2) on the other side or attached page.

C. On the other side or an attached page please comment on the student’s greatest strengths, 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?

Signature of Student: _______________________________ Date: ______________________
Supervisor Signature: ______________________________
Date: ______________________
# Examples

## Student Tracking Sheet

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<tr>
<th>Name:</th>
<th>Quarter:</th>
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<th>Course:</th>
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<tr>
<th>Date</th>
<th>Time In</th>
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<th>Hours</th>
<th>Activities</th>
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**Total Hours:**

Placement Begins:          Ends:

Student Signature:  
Date:

Site Supervisor Signature:  
Date:

Course Supervisor Signature:  
Date:
Developing and Delivering Student Orientation

The Orientation Checklist is a tool to help properly prepare service learning students for their community experience. This checklist, more than any other, can be easily adapted to each service learning placement. The orientation should provide students with a clear understanding of the work they will be doing, the risks associated with that work, and how they should conduct themselves when they are working in the community as part of a class assignment. The information and specifics you need in order to put together a comprehensive student orientation will come from the conversations you have had with the faculty member. You should also discuss what information each party will cover so that time is not spent duplicating efforts. All the responses to the questions in the Checklist for Community-Based Organization Visit will guide your orientation.

It is recommended that two orientations occur:

1. The First Orientation, prior to the first day of service, gives students information about the community-based organization and the nature of their service placements. This should take place on campus, either in class or in a required outside-of-class meeting.
2. The Second Orientation, presented by the community-based organization, should take place at the site where students will be working. This is the simplest, most effective way for students to become aware of emergency policies, accident procedures, and the rules and regulations of the site.

Since orientation addresses all the factors students should be made aware of before accepting the service learning placements, all students should attend both orientations in order to be permitted to serve. While we don’t want to ‘scare’ students out of participating, all parties are best protected if placement details are presented, any questions asked, and students sign an informed consent that ensures they are aware of the nature of their placement and agree to the terms. The informed consent policy is contained within the Student Waiver where it is most effectively used as both a learning tool and a risk management tool.
Making it Happen

Orientation Checklist

Orientation Provided Before First Day of Service

✓ Details related to serving at the site
  □ Mission of the Community-Based Organization (CBO)
  □ Who does the Community-Based Organization Serve?
  □ What programs/service does the CBO Offer?
  □ Specific policies and procedures related to the service placement.
  □ Review any proof of eligibility that is needed (fingerprinting, background check). Who will cover the cost of this? Where should students go to have fingerprinting done?
  □ Discuss CBO volunteer expectations.
  □ Provide students a job description detailing the work they will do (outlines scope of work). Explain the types of activities that are "outside" the scope of work.
  □ Give the students their site supervisor's contact information
  □ Will the students need to meet with the site supervisor prior to beginning their service?
  □ How closely will the student be supervised? By whom?
  □ Who do the students call if they cannot make their scheduled service, or will be late?
  □ Discuss appropriate attire when providing service (based on CBO standards)
  □ Provide specific training for the position.
  □ What will the student learn? What qualities or skills will the students develop?
  □ Review confidentially rules for the site. Are pictures or video allowed?
  □ Review the risks associated with this placement. (Risks should directly reflect those listed in the Learning Plan).
  □ Explain what students should do if harassment occurs. Whom do they contact.
  □ Talk about service schedule (total number of hours, days and times of the week etc) Also discuss beginning and end of service. Students should not volunteer outside of scheduled hours until requirement is complete.
  □ Who can the students contact with questions or concerns about their placement (CBO contact, and campus contact)?
  □ Is there a CBO training or Orientation to attend? Where? When? How long?
  □ Where do students check in at the site on their first day?
  □ How are students' service hours recorded? (For their course and the CBO).
  □ Give location of site and directions via personal car or public transportation. Where will students park if they drive? What is the cost associated with parking or taking public transit? Emphasize that student is responsible for getting to and from the site.
  □ Who will be evaluating the students' service? Is there a formal evaluation the CBO will fill out?

On Site Orientation – Must Occur On or Before First Day of Service

✓ Site Specific Information
  □ Tour of site - location of restroom and break room.
  □ Where, and with whom, do students check in each time they arrive at the site?
  □ Where is the logbook kept (to record service hours)?
  □ Review safety rules of the site, location of emergency exits, and emergency procedures.
  □ Introduce students to other staff at the agency.
  □ Emergency Contact Information: ask students' permission to share with university.
  □ Review accident procedures at the site and what to do if a student or client is hurt.
Making it Happen

Guiding Principles for Reducing Risk
The following guiding principles are considered best practices throughout the field and apply to all the parties involved in service learning experiences: service learning staff, faculty members, community-based organizations and service learning students. Since each service learning placement is different, these guidelines are not intended to be all encompassing. However, these do's and don'ts apply to most situations. (If you feel something included here is prohibitive to the service learning experience you hope to offer students, please have a discussion that includes the faculty member, the service learning office, and a university rank manager.) The intent of these guidelines is not to prohibit service learning experiences, but rather, to provide best practices that allow for safe and positive service environments where the risk and liability have been minimized.

- **DO** thoroughly review the Service-Learning Agreement to understand the roles and responsibilities of all parities.
- **DO** ensure that service learning comply with any legal requirements for background checks.
- **DO** assign a supervisor for service learning at your site.
- **DO** orient all service learners to your organization and its policies, procedures, clientele profile, and emergency procedures. This will ensure that service learners act in safe, positive, and productive ways during their placements.
- **DO** require that service learners complete a sign-in / out sheet each time they serve, so that you are aware of who is at your organization at all times.
- **DO** communicate with university representatives if your organization is experiencing any difficult time with a service learner.
- **DO** ensure that you have contact information for a representative at the university, in case problems arise, or accidents happen.
- **DO** ensure that you have emergency contact information for service learners.
- **DO** ask for a copy of the syllabus that a faculty member gives to the service learners.
- **DO** review and sign each student’s Learning Plan to ensure that you can help the students meet their service-learning objectives.
- **DON'T** share the results of background checks with university representatives.
- **DON'T** assume that any final products produced by students are the sole property of the community-based organization. The final products are the property of student, but more often then not, the student can grant rights to use the product to the community-based organization.
- **DON'T** request that service learners do tasks that are beyond their capabilities as volunteers, or beyond their scope of work, as outlines in the Service Learning Agreement.
Making it Happen

Community Partner Readiness Assessment

How Ready Is Your Organization for Service-Learning?

There is no simple checklist of what you need to do to get involved in service-learning. It all depends on your organization’s realities, needs in the community, and available partners. Here are some of the things that are important to have in place — or to create — when developing a program. For each one, mark the level of readiness you perceive. Then look for patterns.12

1. How much have you worked with volunteers (youth or adults) on other projects?
   A lot Some None

2. How much experience does your organization have in forming partnerships with other agencies, schools, or businesses?
   A lot Some None

3. Is someone eager to be a champion for service-learning within your organization? Is she or he available to work with students?
   Eager Willing Reluctant

4. Do you see youth as a valuable resource for your organization? Do you believe youth will bring fresh ideas and approaches that will help you better address community needs?
   Viewed as resources Neutral Viewed as problems

5. How much access do you have to supervisors for students?
   Plenty Some Little

6. How much experience has your organization had in working with teenagers or children (such as in youth groups, Scouts, or families)?
   A lot Some None

7. How diverse are the volunteer opportunities already available for people of all ages in your organization?
   Lots of diversity Some diversity Only 1 or 2 roles

8. How much does your organization use well-defined job descriptions for volunteers?
   Always Sometimes Never

9. How open is your organization to involving youth in decision-making roles in the organization once they have shown their commitment to your organization’s mission?
   Very Somewhat Not at all

10. How readily could students apply what they would do in your organization to what they are learning in school to real-life situations?
    Very Somewhat Not at all

11. How strong are your contacts in schools who could facilitate a service-learning partnership?
    Very Somewhat Not at all

12. How willing is your organization to provide release time for staff to meet with school faculty and attend training in service-learning?
    Very Somewhat Not at all

13. How clear is your organization’s mission (with clearly defined target groups and strategies for addressing specific needs)?
    Very Somewhat Not at all

14. How appropriate and accessible are your facilities to the age and skill levels of youth who will be providing services?
    Very Somewhat Not at all

15. How flexible is your organization to design services to fit students’ schedules?
    Very Somewhat Not at all

16. How prepared is your organization to spend the planning time needed to help youth translate their service experiences to their class work, and vice versa?
    Very Somewhat Not at all

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