



CALIFORNIA STATE
UNIVERSITY
E A S T B A Y

The Center for
communityengagement

OPPORTUNITY · PURPOSE · ACTION



*California State University
East Bay*
Student Handbook
for Service Learning &
Community
Engagement



Who we are & what we do

What is the CSU East Bay Center for Community Engagement?

We support and cultivate a culture of socially responsible learning.

What does the CCE do?

- **Support faculty**
- **Build community partnerships**
- **Showcase community engagement**
- **Host Pioneers for Change, a paid service learning leadership program**
- **Coordinate the Freshmen Day of Service**

Our impact 2013-14

200+ service learning courses
4,000+ students enrolled
275,000 hours of service

Freshmen Day of Service:
12 cities
84 projects
1198 students
4780 hours of service

Pioneers for Change:
31 students
1440 hours of training
6500 hours of service

The CSU Commitment to Community Engagement

Beginning in the 1990s, the California State University (CSU) began to recognize the value of service learning. In 1997, the Board of Trustees called for the creation of service opportunities for all students. Since that time, the CSU's reputation as a leader in community engagement has risen to national prominence. With nearly 450,000 students, the CSU offers annually at least 2500 service-learning courses in virtually every discipline, providing opportunities for more than 65,000 students.

Our programs

PIONEERS FOR CHANGE

A PAID SERVICE LEARNING
LEADERSHIP PROGRAM
FOCUSED ON PERSONAL,
PROFESSIONAL, & SOCIAL
RESPONSIBILITY

- Paid leadership training throughout the year
- Peer-to-peer leadership with opportunities for advancement
- Personal portfolios
- Group service events
- Individual service learning internships

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The Freshmen Day of Service

- A partnership with the General Studies Freshmen Year Experience
- Projects run during the first 8 weeks of the spring quarter
- Projects are 1 day for 4-5 hours

The Center for Community Engagement

Faculty & Community Partner Support: LI 2800

Freshmen Day of Service & Pioneers for Change: trailer 120 (walkway above Agora stage)

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Community Engagement? Service Learning? Community Service? Internships? What's the Difference?

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?

Getting Started

How can I get involved with service learning through my academic major?

Many majors already require students to complete a course with a service component. The list below is just a sample of majors that involve students in service learning for academic credit:

Accounting
Anthropology
Criminal Justice
Dance
Environmental Studies
Entrepreneurship
Ethnic Studies
Health Sciences
History
Human Development
International Studies
Kinesiology
Modern Languages
Political Science
Recreation
Sociology

Are there other ways to get involved with service learning or a service learning internship as a pre-professional experience?

You can seek out a service learning experiences or internships through the Center for Community Engagement's [Pioneers for Change service learning leadership program](#)

and the [Academic Advising and Career Education offers a Community Service Scholarship Program in the summer.](#)

There are a lot of options when it comes to serving the community. If you are not sure where or how you would like to get involved, think about the following:

- **Do you like to work outside**, gardening, or getting your hands dirty? If so, look up environmental agencies, advocacy groups, or community gardens. In April, many different organizations will host outdoor projects in honor of Earth Day and in September many agencies host shoreline service events for Coastal Clean Up Day.
- **If you prefer indoor work**—think if you prefer to be behind the scenes or working directly with the service population?
- **If behind the scenes**, think about what skills and knowledge you possess—through hobbies, studies, or previous work experience.
- **If you would like to work directly** with the service population—is there a particular age group you would prefer to work with? Is there a particular cause, challenge, or issue you are passionate about? Who is most affected by this?
- **Think about** time, location, and transportation.

Once you have an idea of the kind of service project or community based organization and your schedule, you can search [our database](#) . Call the agency. Don't just email! Visit. Be professional. Dress professionally. Even though you might be a “volunteer” represent yourself and the university well.

How can I get involved with community service through CSUEB?

- Student clubs & organizations often engage in community service. To get involved with a club, fraternity, or sorority, look up:
<http://www20.csueastbay.edu/students/campus-life/student-life/student-club-organization.html>
- Student Life & Leadership coordinates a few community service projects every year for all CSUEB students:
<http://www20.csueastbay.edu/students/campus-life/student-life/slife/index.html>
- If you live in the Residence Hall, check with your RA. Residence Life also organizes service events.
- You can also check the Center for Community Engagement's [partner database](#) and contact agencies directly.

Service Learning Courses!

(Remember: these courses may be called internships, applied courses, or fieldwork.)

"service learning made me think and do things that I didn't think I could do."

A variety of departments and majors offer courses with service learning: Anthropology, Criminal Justice, Health Sciences, Human Development, Kinesiology, Sociology, Theatre, Sociology, even Business & Marketing!

"College gives you the understanding in the field of choice but the internship program gave me actual experience....this was the best part about completing my education."



"I am happy that I tried something new. Being in a community means something more than just living for ourselves each day. It means to work together and help other people we live with when we can."



"When someone cares about the work they do it reflects in their performance and it makes a big difference. Sometimes it only takes one person to believe in you or inspire you to spark motivation."



"Even when I was growing up I remembered that there was some high school and college students volunteering at the school I went to as a little kid in South Stockton. ...if what I did is just a small act of kindness from a college student maybe this will inspire the youth of the neighborhood to also want to help others in a less fortunate neighborhood in their future as a college student as well."

Service Learning Ideas by Major

BUSINESS/MARKETING/ENTREPRENEURSHIP PROJECTS

- budgeting/fiscal assistance (planning, record keeping)
- data collection,
- developing client satisfaction surveys,
- strategic planning
- program evaluation & design
- meeting or workshop facilitation

SCIENCE PROJECTS IN HEALTH:

- health education for teens/kids/families, health career job shadowing,
- community health outreach/education to underserved populations,
- planning & implementing a health fair,
- developing community education lessons on healthy eating/nutrition/fitness

ETHNIC STUDIES/

HUMAN DEVELOPMENT/ANTHROPOLOGY PROJECTS:

- developing history & cultural lessons for schools/after-school programs,
- facilitating or developing lessons for cultural education & arts programs;
- cultural events planning and support

PROJECTS IN THE ARTS:

- designing art lessons
- working with high school multimedia students, work with youth in technology-based after-school programs (web design, music studio, robotics, video),
- facilitating dance & art projects in an after-school programs,
- arts advocacy, special events assistance, gallery work

PROJECTS IN STEM (Science, Technology, Engineering, Math):

- hands-on learning in 'build it' after-school programs in science/engineering,
- interning 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);
- tutoring youth in science,
- supporting adult computer learning in community outreach centers,
- conducting space/systems efficiency assessments
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NATURAL SCIENCES PROJECTS:

- assistance with animal care,
- developing lessons/teaching on the history of native California wildlife, agriculture, animal habitats, ecosystems,
- leading nature walks
- environmental advocacy

How do service learning and community service help prepare me for the job market?

Students participating in community engagement activities gain valuable skills and experience that can help build a career in nearly any sector of society.

1. Exposure to and work with a wide range of ethnicities, cultures, socioeconomic levels, and family structures.
2. Work in general cooperation with other volunteers, staff, and the public.
3. Communicate verbally with clientele and give assistance.
4. Give presentations or teach lessons to clientele.
5. Practice communicating in a public and professional setting.
6. Evaluate and respond in new situations, environments.
7. Work as part of a functioning team of staff and volunteers or independently.
8. Meet the goals and standards of the organization.
9. Take directions to complete projects.
10. Motivate and encourage others involved in the project or the clientele receiving the service.

Students can use their experiences to increase marketability to employers. Many jobs today ask or require potential employees to have the following skills or experience. Culled from actual job postings:

1. Demonstrated ability to work with persons of diverse abilities, socioeconomic, cultural, and ethnic backgrounds.
2. Demonstrated commitment to the increased understanding of, sensitivity to, and respect for all cultural groups, women, and the disabled.
3. Establish and maintain cooperative working relationships.
4. Communicate verbally, including giving verbal assistance or directions.
5. Conduct public relations activities such as making presentations to a variety of groups.
6. Ability to work both independently and as part of a team.
7. Ability to work well under pressure, analyze and evaluate a variety of situations.
8. Provide motivational leadership and day-to-day supervision of employees.
9. Support and model the company's ethics and core values; hold employees accountable to the same standards.
10. Take direction well, and then execute independently.

How can I use service learning, or community service in resumes or employment applications?

Below is a list of key words and skills many employers are looking for in their employees. Students can use these words to enhance a cover letter, resume, or application. Many of these words can be used in conjunction with a description of community service activities.

- Leadership/Lead
- Motivate and engage
- Cooperation
- Coaching, Assisting
- Manage, Organize
- Teamwork
- Problem-solving
- Critical thinking
- Analyze
- Develop
- Communication skills
- Written skills
- Work with diverse communities
- Work independently
- Work in face-paced environment
- Mentoring, Supporting
- Proactive
- Prioritize
- Creative
- Contribute



Developing the resume (taken from *Service Learning: From Classroom*

to Community to Career): Employers are always impressed when individuals can articulate the skills and experiences they've had.

1. Brainstorm those activities and skills used during the service experience.

⇒ Ex. tutoring, managing, communicating, problem-solving

2. Use the words listed to write short descriptions. Here are some examples:

⇒ Ex. Assisted children in grades 4-8 with their homework. Organized individual and group tutoring time. Communicated with teachers on student progress. Wrote letters to parents.

⇒ Ex. Managed a community service project to collect, sort, and distribute food to the homeless. Organized on campus collections of food. Created marketing materials. Cooperated with local food banks. Engaged in problem-solving with campus administration and local delivery company.

How to include service in a resume

check the [Academic Advising and Career Education website](#) for complete content and format guidelines

Resume Example:

Team Leader

2007-2008 BUILD, Oakland, CA

BUILD serves youth in low-income communities by giving them entrepreneurial experience.

- *Worked independently as a team leader for high school students*
- *Developed a business idea and plan with the team*
- *Motivated students to complete project*
- *Acted as a writing tutor for students*
- *Submitted the business plan to a marketing competition*
- *Communicated with staff, students, and business executives*

Coach

2006-2007 TEAM-UP FOR YOUTH, Oakland, CA

Team-Up for Youth is a non-profit organization that helps children in low-income communities.

- *Lead team to district championship*
- *Motivated students while keeping in line with the mission of the organization*
- *Multi-tasked on various projects*
- *Worked in a fast-paced environment*
- *Acted as a hub of communication between youth, staff, and parents*

How to talk about service in a cover letter

check the [Academic Advising and Career Education website](#) for complete content and format guidelines

- Discuss how community service has helped develop your professional skills.
- Provide specific examples of your community service projects and the skills and experiences you developed.
- Reinforce and expand upon what you provided in your resume.
- Discuss how this activity and the skills you learned relate to the position you are applying for.
- Use key words from the job description.

Example:

For the past two years I have been volunteering at two non-profit organizations. These opportunities have allowed me to make the leap into the world of management by giving me opportunities to act as a coach and leader. As a Team Leader at BUILD, I lead my team of high students to a semifinal placement in a business marketing competition. As a Coach at Team-Up for Youth, I was able to positively influence the lives of disadvantaged middle school students by motivating them through sports, showing them the importance of teamwork and setting goals. I have worked in complex environments and have been able to tackle problems with ease. Using my experiences working with the community, I know I could make a significant contribution to [name the company].

Students in Service: Rights and Responsibilities

You have the right to:

- Receive accurate information about the agency
- Receive a clear, comprehensive description of your placement
- Be appropriately assigned
- Receive training
- Be supported in your role
- Be safe in your placement
- Not be exploited
- Be consulted on matters that directly affect you and your work
- Receive feedback on your performance
- Receive recognition for your contribution, such as references and letters of recommendation as appropriate and earned
- Have your personal information kept confidential

You are expected to:

- Be reliable and punctual
- Complete assigned tasks on time and accurately
- Work efficiently and effectively
- Be trustworthy
- Respect confidentiality
- Respect the rights of people you work with
- Dress and act appropriately
- Submit paperwork as necessary
- Know agency policies
- Have a non-judgmental approach
- Carry out the specified placement description
- Give feedback (i.e. participate in evaluations when asked)
- Be accountable and accept feedback
- Be committed to the program
- Avoid overextending yourself; be upfront and clear about your schedule and availability
- Acknowledge decisions made by the staff or the organization
- Address areas of conflict with the appropriate staff member or volunteer coordinator
- Actively participate in training
- Ask for support when it is needed
- Stay safe on the job; for example, make sure that you are never alone with a client; pay attention to safety guidelines and signs

Adapted from "Volunteer Rights and Responsibilities" from the PAVE Volunteer Management Training Kit, and "Sample Volunteer Rights and Responsibilities" from the [University of North Carolina, Chapel Hill](#) Department of Recreation and Leisure Studies.

Appropriate Dress

The specific dress code requirements will vary from site to site. However, some general guidelines for inappropriate clothing:

- Revealing clothing, including shorts, spaghetti-strap tops, low-cut shirts, halter tops, bare midriffs, extremely low-rise pants or short skirts
- Clothing with offensive, vulgar or discriminatory slogans, sayings or images
- Clothing advertising alcohol or cigarettes
- Dirty or torn clothing
- Flip-flops or dirty sneakers

Confidentiality

Certain organizations (like schools and agencies that work with children) are obligated to maintain confidentiality between themselves and their clients. This means that information about the client is never to be discussed outside the work of the agency. As a student engaging in service, you may be included in this kind of work or given access to this kind of privileged information. Confidentiality is extremely important! You are expected to follow the agency's guidelines regarding privacy and confidentiality. If you are unsure—ask your direct supervisor.

The End of Your Service assignment

You may have developed relationships with the people at the agency and the clients. They may have come to rely upon you in ways that you are not aware of. It's important not to just “disappear” at the end of your service placement. Make sure the people you serve and the people you work directly with are given notice of your last day a couple of weeks in advance. It is good professional practice to give two weeks notice. On your last day, shake hands as appropriate with your supervisor, coworkers, and clients. Let them know specifically what you appreciated of the experience.

Testing and Checks

Many sites, like schools and other agencies that work with children require background checks and tuberculosis tests. If the placement site does not have a process for you to follow, both are available at a reduced cost for students here at CSUEB. [Student Health Center Background Checks](#)

Guidelines for working effectively in diverse communities & having a great service experience

- Make an effort to learn about existing strengths, as well as needs, of the community with which you are working. Do not assume how to help and how to solve perceived “problems.”
- Be open to seeing things in new ways and from new viewpoints. Observe and respect cultural differences in language, expectations and values. Recognize that people communicate differently. For example, some people smile a lot; others do not.
- Ask questions and really HEAR what is being said; let the people who live and work within the area of your public service placement help you become an effective service learning student.
- Be proactive about asking questions if you don't understand what is expected of you on site.
- Pay attention to how you practice power. Learn and serve WITH the people at your site. We are reaching our hands out, not down.
- Give people the benefit of the perceptual doubt. Assume goodwill. This rule assumes that most individuals seek psychological comfort and congeniality. Use "I" instead of "you" to deflect blame. Say, "I'm having some difficulty understanding A or B" rather than "You are not explaining A or B very well"
- Minimize confrontations by asking questions such as "How's that?" and "How so?" Or say, "Please help me understand why you see A or B the way you do." Here the emphasis is on giving the "other" an opportunity to explain his or her point of view.
- Try to look at people as individuals rather than as members of ethnic groups. Some stereotyping will occur, of course, since we generally do not start each encounter with a clean slate of impressions. Seek common ground. Learn about things that you share in common with others, like music, food, or hobbies.
- Learn how to distinguish between things that happen to you because you are part of a certain group (example gender or religion) and things that happen to everyone as a part of the human condition.
- Develop empathy. Try to infer the feelings and actions of others.



Tips for Working at school sites & with children

- You should never be left alone in a classroom with students, unless that is an agreed upon requirement for your placement. Be sure you have the school emergency name and number before the teacher leaves the room, and be sure to confirm with the teacher when s/he will return.
- Do not ever agree to be alone in a room with a student or client. If you are working one-on-one you should be in an open or public area.
- Remember that children will sometimes not follow directions or misbehave. Try to understand what caused the child's behavior.
- The teacher or school representative should be the one to address the child's behavior, unless it is a matter of safety. Make sure you report any issues immediately.
- Have a plan for how you will deal with behavioral issues. Know the school or agency's protocol.
- Admit when you don't know something.

Tips for Tutoring & Homework Help:

- Introduce yourself. Talk for a few minutes. Don't jump right in to the schoolwork. Ask the student to tell you what s/he needs help with. Ask the student to explain what she does understand.
- Ask questions to help the student think more deeply or to encourage the student to take ownership of his/her understanding.
- Break down material into smaller sections or parts.
- Take every opportunity to give positive feedback and reward right answers or effort. Help the student deal with any frustration that may arise from wrong answers or not understanding the material.
- Give clear, slowly paced instructions. Ask for feedback to confirm the student is listening or following along.
- Be patient. Give hints. Don't give the answers right away.

Tips for Tutoring & Homework Help: (continued)

Types of guidance:

- Model—show a similar example
- Instruct—explain steps
- Question—ask leading questions that may hint at an answer
- Respond—give feedback on their answers and efforts

For additional help:

<http://gradebook.org/>

The Internet Public Library <http://ipl.org/>

<http://www.infoplease.com/>

Behavior Management & Conflict Resolution for working with youth:

- Make sure you know the guidelines and expectations of your program/agency. Know whom to call or report to.
- In the moment--Listen, understand, defuse.
- Don't judge or take sides.
- Be pro-active--Don't allow put downs or physical contact with you or among students.
- Be pro-active--Treat everyone fairly according to program expectations. As a policy, avoid having 'favorites.'

Understanding Service Learning in Courses

STEP 1: Become familiar with service learning through our [website](#) and this handbook

STEP 2: Select a site from the pre approved partner list available at [CalStateS4](#)

If your instructor allows you to choose your own sites, the faculty member is then responsible for contacting the agency to complete the online Partnership Request before a student can begin service. Please ask community partners to complete the online Partnership Request at [CalStateS4](#)

STEP 3: Required Student [Off Campus Learning Waiver](#) (Online--information automatically collected by the Center for Community Engagement)

For community Service activities & events not connected to courses:

Students must complete a [waiver!](#)

Guiding Principles to Reduce Risks for Service Learners

Please review the [CSU policy on Sexual Harassment](#)

At the start of your service placement, it's important to remember that you must take personal responsibility for ensuring your own safety and for representing CSUEB in the community. The following guidelines will help you:

- **DO** participate in orientation for your service learning experience
- DO make sure you know whom to contact at the site and at the University in case of an emergency
- DO make sure you know how to exit your service site in case of an emergency
- DO ask for help from your supervisor or another staff member at your service site when in doubt
- DO be punctual and responsible in completing your commitment to the service site
- DO call your site supervisor if you know you will be late or not able to come in at all
- DO keep all information about clients you work with confidential
- DO show respect for your service site, its staff, and its clients
- DO be aware that you are representing the University
- DO know that if you are having trouble at your service site, you can talk with your faculty member about it
- DO sign-in at your service site every time you are there, and record your service hours as instructed.

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- **DON'T** report to your service site under the influence of drugs or alcohol
 - DON'T give or loan a client money or other personal belongings
 - DON'T make promises or commitments that you cannot keep
 - DON'T give a client or community-based organization representative a ride in a personal vehicle
 - DON'T use your personal vehicle to provide services for your organization, unless it is an explicit part of the service assignment approved by a CSUEB program.
 - DON'T tolerate verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or community-based organization representative.
 - DON'T tolerate verbal exchange or engage in behavior that might be perceived as discriminating against an individual on the basis of her/his age, race, gender, sexual orientation, ability or ethnicity.
 - DON'T engage in any type of business with clients during the term of your service.
 - DON'T enter into personal relationships with a client, or community-based organization representative during the term of your service.
 - DO know that you can request an alternative service site if you are not comfortable with your current site.
 - DO use common sense and conduct yourself in a professional manner at all times.
 - DO check the rules, policies, procedures, protocol and expectations, for your site.

Familiarize yourself with the workings of the site/agency. This will contribute to your success in service.

- Report any concerns immediately to your site supervisor AND a CSUEB representative. For assistance in accommodations for any disabilities you may have please contact the Center for Community Engagement at cce@csueastbay.edu or (510) 885-4437.

Traveling to and from sites:

1. Do not leave items visible in the car's interior. Place valuable articles in the trunk prior to arrival at site.
2. If you take public transportation, be sure to know the route and cost of fare.
3. In case of a breakdown or a mix up with transportation, carry enough money to get home via an alternate method.
4. Get to know your supervisor at the agency.
5. Familiarize yourself with people, places and things in the area that can be of assistance in times of emergency (e.g. know the location of phones, 24-hour stores, police station, etc.).
6. Give the phone number of the agency where you'll be serving to a roommate, friend, or relative before leaving for your placement site.

What are Community-based Organizations (CBO's)? What is it like to work with a CBO? CBO's or "service sites" are generally non profit, social service, or relief organizations that work to develop and support the quality of life in communities. Most service learning placements occur at a CBO, school site, or possibly a government agency. CBO's are different than for-profit businesses and corporations. Here is a brief overview of a CBO:

- Among CBO's there is a wide variety in organizational structure, administrative processes, and familiarity working with a university and college students—don't expect that one non-profit works like another.
- Sometimes there is little infrastructure to support activities and programs; CBO's may over-estimate the opportunity to partner with the university and students. It's important not to promise more than you can accomplish. It's important to meet commitments.
- CBO's are always focused on the survival of the agency—which affects timelines, staffing, resources, program design, & the need for tangible outcomes
- Even though new ideas are often welcome and needed, there may not be the resources to start new programs or make big changes
- Service learning students are both an asset and a responsibility—understand that even though you are there to contribute to and support the mission of the agency—it also takes resources on their part to support your being there.
- CBO's are a great model for how to implement and apply theory.
- CBO's can help you understand the complexity and diversity of opportunity within various communities
- CBO's have practical expertise in working on complex issues and knowledge of public policy; their focus is always on problem-solving and conflict resolution

Ways to Get Involved

Programs through academic departments, like [University Role Models](#) in the Department of Criminal Justice

Community service events through [Student Life & Leadership](#)



[Residence Life](#)



[Pioneers for Change](#)



[Community Service Summer Scholarship Program](#) through Academic Advising & Career Education

