Test

Freshmen Day of Service

General Studies Faculty

Handbook

**FDoS Snapshot**

**Fall**

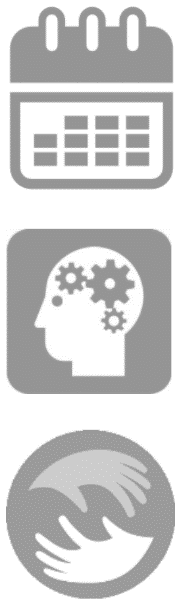
* + General Studies class curriculum addresses civic learning and social responsibility; orients students to reason and purpose of FDoS as related to mission of University
  + General overview is discussed in GS classes on registration and what to expect during FDoS
  + Classes preview a selection of projects at the end of the semester

**Spring**

* + Project preview available on the CCE website at the start of the semester
  + Registration opens early February (two weeks of open registration)
  + Students complete any additional Community Partner registration/waivers, if necessary
  + Students complete Freshmen Day of Service pre-survey
  + Students pick up t-shirt to be worn at FDoS project (when projects begin)
  + Students attend FDoS project
  + Students complete Freshmen Day of Service post-survey

**Students registered prior to deadline receive:**

|  |  |
| --- | --- |
| Project *confirmation* email that includes | * community partner name, location, and time of project * recommended clothing for the project * additional waivers/forms or registration on community partner site |
| Courtesy *reminder* email 2-3 days prior to project date | * community partner name, location, and time of project * recommended clothing for the project * additional waivers/forms or registration on community partner site * any changes in project location, time, attire * dates and location where to pickup t-shirt |



**FDOS 2018-2019 Impact**

**66** projects

**1316** freshmen

**3838** hours

The Center for Community Engagement (CCE) works as a university-wide resource, support center, and administrative unit for a wide variety of community engagement activities and courses. The CCE supports both curricular and co-curricular community engaged learning, as well as our own Pioneers for Change, Make a Difference Week, Saturdays of Service, and Freshmen Day of Service programs.  We support faculty, build and promote community partnerships, and collaborate with other campus entities to support quality community engagement experiences for students and community partners.

The Center for Community Engagement would like to thank the faculty who diligently worked in summer 2012 to develop the first version of this handbook.

Many thanks to:

Hillary AcMoody, Instructor, General Studies Program

Dr. Thomas Hird, Professor, Theatre and Dance

Patricia Restaino, Instructor, General Studies Program

And a special thanks to Darrol Hughes and Julie Stein both instructors in the General Studies Program, for working with the CCE on piloting the Freshmen Day of Service in spring 2011.

Much of the success of this program is due to the foundational ideas explored in that pilot year.

**Center for Community Engagement (CCE) Contact Information:**

Website: [www.csueastbay.edu/communityengagement/](http://www.csueastbay.edu/communityengagement/)

**Freshmen Day of Service Coordinator**

[cce@csueastbay.edu](mailto:cce@csueastbay.edu)

[fdos@csueastbay.edu](mailto:fdos@csueastbay.edu)

(510) 885-7320

Table of Contents

**FDoS Overall Timeline……………………….………………….…………..…………………..5**

**CCE Project Management Weekly Timeline………………………………………......6**

**Policies and Procedures…………………………………………......………………………...7**

**Registration……………….…………………………………………......………………………....8**

**Student Project Change, Communications, & Supervision……….......………..9**

FDoS Faculty Insight…………………………………………………………………….……….10

**Curriculum Planning……………………………………………………………..……………...11**

**Learning Outcomes……………………………………………………………………….........12**

**Reflection..………………………………………………………..………………………………….14**

Discipline Connections…………………………………………………………………………..19

Student Behavior Guide……………….…………………………………………..............21

|  |  |
| --- | --- |
| **Overall FDoS Timeline** | |
| **September** | CCE shares FDoS information with partners. |
| **October** | CCE sends Project Description Form to partners. |
| **January** | Project submissions due.  CCE meets with partners as needed. CCE reviews & sends confirmations to partners. |
| **Late January** | Projects available for preview on CCE website at the FDoS registration link. (Some projects will be available for preview late fall.) |
| **First two weeks of February** | Student open registration period. (Dates may shift slightly from year to year).  Students add themselves to projects and may change selection independently during this time. Students may also need to complete a second, separate online registration/waiver directly with the partner organization.  Students should complete the pre-survey during this time. |
| **March – April** | Student participation in Freshmen Day of Service projects.  Students should complete the post-survey after their project. |
| **Late April/Early May** | CCE Student Service & Community Engagement Symposium Poster Session – GS classes may submit group posters of FDoS experiences.  Students & faculty should plan to attend to informally “present” their posters. |

|  |  |
| --- | --- |
| **CCE Project Management Weekly Timeline** | |
| **Monday** | Pioneers for Change student leaders return clipboards.  Clipboards dismantled; attendance rosters pulled.  “Thank you” emails sent to partners with survey. |
| **Tuesday** | Attendance rosters scanned and uploaded.  Attendance sheet updated for faculty. |
| **Wednesday** | For upcoming weekend - Any additional partner waivers organized; rosters printed; clipboards assembled.  Reminder email sent to students with project-specific information.  On-call staff binder prepared.  Weather watch. |
| **Thursday** | Pioneers for Change student leaders pick up clipboards. Project rosters sent to partners for projects one week out.  As needed, partners contacted regarding any weather concerns. |
| **Friday-Sunday** | Projects begin.  Rain protocol as needed.  On-call CCE staff available for issues/emergencies.  Pioneers for Change student leaders work projects. |

Policies and Procedures

**Freshmen Day of Service Policy**

For the Freshmen Day of Service, accommodations can be made for persons with disabilities to find a suitable placement. Faculty should submit names of students with disabilities needing assistance in finding a placement to the Center for Community Engagement by the end of the fall semester. *It is the student’s responsibility to notify the instructor and the Accessibility Services Office of needed accommodations in placements.*

Students with limited weekend availability are expected to be self-motivated to register at the earliest opportunity to ensure a placement that meets their scheduling needs. Athletes, students with other scheduling challenges, or international students are expected to enroll in the standard list of projects. Students not able or not choosing to complete the day of service will work with faculty on the alternative assignment.

The only approved FDoS projects are the ones coordinated by the CCE and listed on the CCE FDoS registration site. Students attending any other community service event (on or off campus) will not be covered by the University’s liability insurance.

Student waivers are project specific – if a student has signed a waiver acknowledging risk for one project this does not transfer to acknowledged liability for another project.

Students who miss their day of service without a verified emergency will not be accommodated by the Center for Community Engagement. These students will need to work with their instructors on an alternative assignment.

Students who fail to register by the deadline *must complete and have faculty sign a* ***Special Circumstance/Authorization to Change Project form****.* Otherwise, these students will need to work with their instructors on the alternative assignment.

If a student has had a change in work or class schedule after time of registration, the student may request to change their project by asking their instructor to sign the ***Special Circumstance/Authorization to Change Project form***at least one week prior to their community service date.

|  |  |
| --- | --- |
| Freshmen Day of Service Registration Timeline | |
| **Late January** | Projects available for preview on CCE website at the FDoS registration link. (Some projects will be available for preview late fall.) |
| **First two weeks of February** | Student open registration period. (Dates may shift slightly from year to year).  Students add themselves to projects and may change selection independently during this time. Students may also need to complete a second, separate online registration/waiver directly with the partner organization. Students should complete the pre-survey during this time. |
| **March – April** | Student participation in Freshmen Day of Service projects. Students should complete the post-survey after their project. |

**Registration:**

Students register for only ***one*** *project and are only allowed to attend one project.***Students must register through an online portal managed by the CCE.**

* The link is available at the CCE website and will be emailed to faculty in late fall.
* Students will need their net id to register.
* Within the registration process, students e-sign the University’s waiver.

Faculty should note that many community partner organizations now also have separate online portals to manage their volunteers. Students will be instructed within the registration process if this is the case to access the partner’s separate online portal. This may be confusing for some students who might only register on our site or on the partner site. Faculty can assist students by sharing this information and helping to explain.

**Student Project Changes**

After the open registration period in February, a student who wants to change the project for which she or he has registered will need approval from their General Studies faculty. Project change requests are managed through an online form.

The process:

* The student must email: [fdos@csueastbay.edu](mailto:fdos@csueastbay.edu) to request the link to the form.
* The student completes the form which is automatically routed to faculty for e-signature.
* Once the faculty member signs the form, it is automatically routed to the CCE.
* Once the CCE receives the form, the student is contacted with information on how to re-register.
* Project change request should happen two weeks prior. Community partners are emailed rosters one week prior and these partners are relying upon a certain number of volunteers.

Note: Students who change projects, especially at the last minute, are negatively affecting the success of the project and the relationship with community partners. Faculty should *encourage commitment to projects for which the students first register and work closely with the students on decision-making during the open registration period.*

**FDoS Communications:**

* The Center for Community Engagement handles all communications with community partners. Students should NOT contact the community partners.
* The CCE sends regular informational updates to faculty beginning in fall semester with FDoS dates, policies, and processes.
* The CCE emails students a reminder about their project the Wednesday before their project.
* The CCE emails students reminders about the pre and post survey.

**FDoS Project Leadership & Supervision**

Pioneers for Change (PfC) is a service learning leadership program within the Center for Community Engagement. These students are hired and trained each year to lead community service events and support community engagement efforts. PfC work in direct support of the Freshmen Day of Service on and off campus through a wide range of activities such as staffing tables for information, registration support, and t-shirt pick up. PfC students also lead each of the FDoS projects and are the ones who check students in and out to confirm participation. PfC are trained to motivate students, encourage positive behavior, and monitor activities. Each FDoS weekend, a CCE staff member is “on call” with a designated phone line to troubleshoot any issues that may arise at projects. Both PfC and community partner site supervisors have this number. It’s important that faculty educate students about positive and respectful behavior at their service projects.

## **FDoS Insights**

Below are important insights culled by GS faculty:

**Late student registration and planning ahead**

* 1. When students register early, they are able to choose from all of the projects, offering more options, locations, and dates.
  2. A fair amount of students sign up early and have no problem with showing up to their project, therefore, complain less about schedule conflicts.
  3. Some students wait until the very last minute and have “no choice” over their project due to late registration, cancellation, etc. The students are then unhappy with having to accommodate their weekend plans for the community service project. These students are also more likely to resist completing the actual project and their overall attitude arriving at the project, participating in, and departing is negative.

**Students who do not read the project description**

1. Students need to read the project description. It provides all of the needed details for the project which will better prepare the students for their project.
2. Some students sign up so they can attend a project with friends and don’t look at the information. Please encourage your students to be pro-active and self-responsible.
3. Some FDoS students are very unhappy that they show up to a project wearing the wrong clothes, *or* that they unknowingly sign up for a project that expects physical labor.
4. Scrolling though the titles of projects does not mean they read about the project. Some project titles may be misleading or do not represent what students will actually be doing (e.g., Math Science Nucleus, Alameda Point Collaborative, & Save the Bay).

**Students find the project unfulfilling, or they just do not like it**

1. Initially, some students have a “romantic” idea of what community service is. Although there are projects that reach out to people in need, and others that feed the hungry, not all projects are “ideal.” However, within each project there is a “public good.”
2. Some students are unhappy with picking up trash, cutting grass, and spreading mulch, and do not believe that what they are doing “means” anything. Educating students on the sheer numbers and the impact that they will have on their community will help them expand their perspective. Impact numbers are available each year in the CCE’s annual report posted on the CCE website. This will help them see that they are a part of a greater community, and therefore, will ideally approach their Freshmen Day of Service with a less “selfish” attitude. The more the students know about the organization, the more they make a correlation to the value of the work they do.
3. By actively preparing and positively encouraging students, faculty further facilitate a learning experience.

**One Fundamental Tip for Success: Discuss FDoS early & often!**

**Curriculum Planning**

Why include a community service project in General Studies?

The university mission statement and Strategic Commitments clearly express the university’s commitment to community engagement, social justice, and our region. As one of 23 campuses in the California State University system, we are also part of a system that promotes and supports community engagement as a [priority](https://www2.calstate.edu/csu-system/news/Pages/The-CSUs-Center-of-Community-Engagement-Celebrates-20-Years-of-Student-Success.aspx).

The university mission statement explicitly includes a commitment to educating socially responsible students and meeting the needs of and contributing to our surrounding communities:

“Cal State East Bay welcomes and supports a diverse student body with academically rich, culturally relevant learning experiences which prepare students to apply their education to meaningful lifework, and to be socially responsible contributors to society. Through its educational programs and activities, the university strives to meet the educational needs and to contribute to the vitality of the East Bay, the state, the nation, and global communities.”

The University’s Shared Strategic Commitments (SSC) provide strategic directions for realizing the University’s mission statement. Two of the SSC related to community engagement are:

“Reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship.”

“Support the civic, cultural, and economic life of all communities in the regions we serve through partnerships that promote education and social responsibility.”

The preamble to the Institutional Learning Outcomes explains, “Through development of the higher order capacities represented by the CSUEB ILOs, students acquire the habits of lifelong learning and community engagement that prepare them to effectively apply their skills personally and professionally.”

Specifically the ILOs of Diversity and Sustainability include outcomes related to community engagement:

Diversity: Apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.

Competencies that address diversity include:

* identifying injustice and developing strategies and tactics for addressing injustice and inequality;
* developing their sense of global citizenship through appreciation of diverse experience and values as sources of enrichment in their own lives, their communities and their culture(s);
* building coalitions with those who are different from themselves.

Sustainability: Act responsibly and sustainably at local/national/global levels.

Competencies addressing responsibility and sustainability include:

* understanding the scientific/social justice/economic implications of social responsibility and sustainability;
* knowing the practical steps to achieving socially responsible and sustainable outcomes; accounting for the rights/responsibilities of all community members and the environment before taking action;
* advancing social responsibility and sustainable development through appropriate personal choices and community engagement.

Community service provides our students with an opportunity to recognize and reflect upon their roles in society. Students see themselves as active contributors to their communities and their own learning, rather than as passive recipients of knowledge.

**Connecting Institutional Learning Outcomes, GS Learning Outcomes, & FDoS**

The following grid outlines how FDoS supports GS and Institutional learning outcomes.

|  |  |  |
| --- | --- | --- |
| **Institutional**  **Learning Outcomes** | **General Studies Year-long Learning Outcomes** | **Freshmen Day of Service Learning Connections** |
| Think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems | Take responsibility for analyzing an array of materials from a variety of sources to inform thinking and decisions about personal and academic issues | Employ an informed decision-making process to project selection. |
| Communicate ideas, perspectives and values clearly and persuasively while listening openly to others | Use basic skills to communicate effectively with others by writing; thinking and speaking in ways appropriate to academic and professional settings | Explain impact of service experience on learning and community in post-survey. |
| Apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities | Gain increased competence in appreciating diverse opinions and approaches to the world to learn from and with others regardless of differences in class, race, language, sexuality and gender | Explain how the actions of a variety of community partner organizations promote equity and social justice. |
| Work collaboratively and respectfully as members and leaders of diverse teams and communities | Be able to describe and demonstrate skills needed to participate effectively with a wide diversity of individuals in productive work groups | Identify elements of positive collaboration in community and/or inter-personal contexts that result in action for a public or common good. Exhibit positive behavior at service projects. |
| Act responsibly and sustainably at local, national and global levels | Be able to demonstrate foundational skills in problem solving: ability to think critically, complexly and creatively about a variety of problems locally and globally; collaborate with others to plan activities to solve those problems | Describe the importance of personal agency within a community context. |
| Demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study | Understand and be able to articulate how different academic disciplines approach the personal, social, political and international issues that influence our lives | Compare/contrast the missions and actions of a variety of community partner organizations to explain the various ways each meets a public good. |

**Learning about Reflection**

Reflection is a key component of learning and the development of reflective skills is a focus of General studies classes. FDoS offers an opportunity for faculty to teach the skills of reflection. The Reflective Approach suggests a three stage process that can be implemented within the FDoS timeline.

Preparation Stage—thinking and drawing conclusions about oneself, an immediate community (CSUEB and surrounding communities), participation with and for others (group work), and applying the conclusions to possible projects.

Action Stage—investigating site organizations, selecting a site, planning for community service participation, participating

Conclusion Stage—reviewing the project, reflecting on the project, comparing goals to results, and drawing conclusions about one’s future

Summary of Reflective Approach Assignments and Activities

Reflection achieves the best results when students have specific prompts. Some examples are provided here and plenty more are suggested in the full document (found in the General Studies Blackboard resources). Remember that reflection is a learned skill that will develop as the academic year progresses. Don’t expect long or deep reflections in the Fall. Set a goal for longer and deeper reflective responses by the end of Spring. At the end of the Reflective Approach document, grading criteria are suggested that keep the learning process in mind.

Reflection can be both oral and written. Reflection can be adapted to many of the worthwhile oral and group exercises suggested elsewhere in this manual. Remember that written reflection, even short in-class reflections for practice, provide a thinking challenge.

**PREPARATION STAGE (Fall)**

The suggested preparation assignments, prompts, and grading criteria “provide a context for and introduction to community-based learning by introducing the skills and thought processes that will lead to success in college…”

Assignments and adaptable prompts are provided that relate to the learning styles topic, campus activities, group work, personal assessment, and community values. The following are examples of prompts provided for suggested assignments:

* How does community engagement relate to being in a class with others and your responsibility to fellow students?
* What has been your experience at recognizing problems and involvement in solving them?
* What skills, subjects, or work is easy for you? What’s not easy? What do you enjoy doing? What do you not enjoy doing? What careers interest you at this point in life and why? What have been your previous experiences at work and volunteering? With what kind of people do you enjoy working?
* Discuss the following personal challenges: Willingness to work; willingness to join with others on projects; willingness to accept being a member of a group or community; and, willingness to participate in a group to help meet community needs or to serve others in need?

**ACTION STAGE (Spring)**

Of the assignments suggested for this stage, the project/learning plan assignment combines practicality with constructive thinking. Assignments and adaptable prompts encourage students to organizing themselves for the community service, to consider potential personal or professional connections, and to value their own lives alongside the lives of others. The following are examples of prompts provided for suggested assignments:

* Write out the following: map out your personal, class, and work schedules. Identify open times for FDoS projects. Using fall reflections from above, scan projects for interest, timing, and transportation.
* After registering for the project, write out: the objective of the service project – for students and for the community; the date/time/location of the project and personal transportation to/from activity; appropriate dress; needed tools; appropriate onsite behavior; assessment of dangers/problems…
* Discuss the components of a professional attitude, including:
* Commitment – being on time, making the experience better for yourself as well as others
* Follow-through – discussing the experience constructively with others, doing what you can to improve yourself and the world
* Life-long improvement – considering the solutions promoted by others, thinking enough to envision research and/or solutions that might make the world even better

**CONCLUSION STAGE (Spring)**

Two assignments are suggested. One deals with reporting what happened during the community service project and the other deals with assessment and contemplating the ultimate necessity of community engagement.

The following are examples of prompts provided for the reporting assignment:

* Who led – from the agency and/or from the group? With whom did you work – your group, agency employees, other volunteers, clients from the community?
* What worked or didn’t relative to known objectives and/or what happened vs. what was planned? What could have been done better?
* Some alternate prompts are provided, including:
  + Explain your evaluation/ analysis of needs, problems, solutions, agencies, what works/doesn’t, and applying theory (from your Cluster content courses).
  + Discuss your use of skills such as writing, speaking, leadership, laboring, research, getting along, being helpful.
* Were community needs met? Did your experience make you think of “needs” differently than you did before?

The following are examples of prompts provided for an assessment assignment:

* Explain the results of the objectives/outcomes you set in advance.
* Aside from objectives, what became your greatest personal challenge and how did you meet it?
* Discuss your professional attitude. Was the work easy or hard relative to commitment or follow-through? Were there components of the project where you observed or envisioned the potential or need for research or more solutions?
* What did you learn about problems the community faces and solutions the agency promotes?
* Explain what would make the world better.

GRADING

Faculty use a wide range of grading approaches. It helps students to improve if they know how faculty will evaluate their work – the rubric for an assignment. So, the Reflective Approach offers statements appropriate to rubrics for reflection. The criteria recognize that students will grow in reflective skill as the first year of college passes.

Criteria related to the Preparation Stage (fall) focus on encouraging students to think and write (and speak), with less emphasis on depth. At this stage instructors also might want to grade skills of expression (clear writing or oral articulation of the topic) separately from content. The following is an example of criteria that would relate to a learning styles reflection:

* Identified a personal learning style [successful, minimal or unclear, unsuccessful]
  + Discussed how the reality of differing learning styles should be considered in the classroom and group work [several suggestions, minimal or unclear response, little or no response]

|  |  |
| --- | --- |
| The following are examples of criteria for grading a reflective report assignment: |  |
| most successful | insightful explanation of community partner and project that goes beyond mere knowledge and offers personal commentary; discussion of preparation complete, even insightful; covers all three aspects of professional attitude; able to relate expectations of the Freshmen Day of Service to personal objectives; written (or presented) clearly |
| some success | basic explanation of the service and preparation; minimal discussion of profession attitude and possible objectives presentation understandable |
| too basic | presentation too short; failed to mention obvious aspects of service and preparation needed; cursory discussion of attitude; few if any objectives mentioned |
| incomplete or missing response |  |

Spring criteria are aimed at encouraging greater depth in thought and response, and might even have a required length.

|  |  |
| --- | --- |
| The following are examples of  criteria for grading an  assessment reflection: |  |
| most successful | Thoughtful discussion relating personal objectives to the Freshmen Day of Service and to challenges of the Freshmen Day of Service; offers meaningful ideas about problems observed, whether comments on the approach of the community partner or alternative solutions; covers all aspects of professional attitude; mentions and analyzes input received from others; written/presented clearly |
| some success | Mentions some objectives and challenges; basic ideas about problems, probably from known sources rather than original in nature; minimal discussion of professional attitude or input from others; some clarity problems in presentation |
| too basic | Few, if any original ideas; probably too short; lacks clarity or organization |
| submitted incomplete response, late response, or didn’t submit |  |

Faculty are encouraged to skim the Reflective Approach document to understand the proposed assignments and to get a sense of how reflection can be utilized to deepen thinking and encourage practice of learning skills. Notice how General Studies and community service can be integrated by adapting reflective assignments.

# FDoS Projects, Learning Activities & Discipline Related Ideas

FDoS is meant to support the University’s mission to meet the needs of our surrounding community. While a learning opportunity, it based largely on community-identified needs and meant to expose students to a variety of social issues and the concept of social responsibility; the projects are not tailored to academic discipline learning. As a one day, 3-4 hour project, the depth and breadth of these experiences is often limited. Students will be engaged in activities and projects that are easily explained and managed in a short time period.

The learning from these experiences is largely dependent upon the framework of activities that faculty create around the requirement. The grid above that outlines learning outcomes, offers some ideas of learning activities that specifically connect to GS learning outcomes. The material at the following link offers multiple lesson plans to assist faculty in creating a framework of learning for FDoS. Topics include:

* + The Civic Purpose of Higher Education
  + Resilience
  + Social Responsibility
  + Career Connections
  + Culminating Assignment

# <https://drive.google.com/open?id=18VyiIgl34ePyGD5olF26NKp15ukdNNsL>

**Discipline Related Ideas**

To connect FDoS projects with discipline learning, faculty can have students engage in research and reflection on the work of the organizations, non profit structures, and more about the social issues. Some general ideas are listed here:

# Business

Have students research the purpose, structure, and management of non-profit organizations and/or their chosen project organization:

<https://www.councilofnonprofits.org/what-is-a-nonprofit>

<https://www.gsb.stanford.edu/organizations/leverage-gsb/social-innovation-nonprofit-management-resources>

(The following book is available as a free e-book through the Cal State East Bay Library and a great resource about non-profit management):

Crutchfield, Leslie R., and Heather McLeod Grant. Forces for Good: The Six Practices of High-impact Nonprofits. 1st ed. San Francisco: Jossey-Bass, 2008. J-B US Non-Franchise Leadership. Web. <http://www.forcesforgood.net/>

# Many of the organizations we collaborate with have extensive websites that provide information on staffing, budgeting, and strategic planning. All key educational topics for Business students. Examples:

Alameda County Community Food Bank <https://www.accfb.org/financials/>

Medshare <https://www.medshare.org/about-us/>

Communication

Students in this field can examine how these organizations promote and talk about their work in the public eye:

<https://www.accfb.org/impact/our-stories/>

<https://www.accfb.org/get-involved/>

<https://www.whiteponyexpress.org/media>

# Criminal Justice

Many of our partners address issues related to poverty such as hunger and housing insecurity. Criminal Justice students can complete social justice research and presentations on the relationship between poverty, crime, and equity.

<https://www.mercyhousing.org/2019/01/3-ways-poverty-is-treated-as-a-crime/>

Health Sciences & Nursing

Projects like Medshare offer a direct connection to these fields. But also , organizations like Alameda County Community Food Bank engage in research related to public health:

<https://www.accfb.org/wp-content/uploads/2017/08/ACCFB-HungerStudy2014-smaller.pdf>

Sciences

# Many of the FDoS projects are outdoor and include earth and biological sciences related activities. Students in a variety of majors in the College of Science can reflect on the intersection of their discipline and the public good, exploring such topics as:

* the use of technology for public health (<https://healthtechmagazine.net/article/2019/04/how-technology-improving-public-health-landscape>)
* engineering and social justice (<http://esjp.org/>)
* math and social justice (<https://www.acoe.org/site/default.aspx?PageType=3&DomainID=71&ModuleInstanceID=485&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=283&PageID=137>)
* the “green” chemistry movement (<https://www.gcande.org/green-chemistry-environmental-justice-to-social-equity/>)

Again, while FDoS projects might not directly relate to a student’s academic discipline, the learning framework around FDoS related to social responsibility can reinforce the imperative and purpose of FDoS with students.

# More information on GS curriculum and FDoS preparation can be found on the GS Organization in Blackboard.

# Student Behavior Guidelines

**Students Must Register for CCE approved projects only.** University liability only covers the projects coordinated by the CCE and listed at the CCE FDoS registration site. The CCE does not verify student participation for FDoS in other projects.

**Arrive on time.** Students will not be allowed to participate in a project if they arrive more than 15 minutes late. Some partner organizations require on time entry and will lock doors, and not allow for participation if volunteers do not arrive exactly on time.

**Participate sober:** Students should not report to the FDoS site under the influence of any type of drugs (medication, legal, or illegal) or alcohol. This is for both legal and safety reasons.

**Ask for help when in doubt:** Students should be advised to ask the PfC student leader or thesite supervisor any questions about the site, the project, and activities.

**Honor the privacy of all clients:** Students may be privy to confidential information with regard to the persons with whom they are working (i.e. organizational files, diagnostics, personal stories), it is vital that they treat it as confidential and privileged information.

**Appreciate the opportunity offered by the community-based organization:** Placement within community programs is a learning opportunity and a privilege. Please ask students to keep in mind they are serving the community; the community organization is serving us by investing valuable resources in their learning experience; together we are serving those who benefit from the program.

**Be respectful:** As in any work or school-related situation students are expected to treat others professionally with courtesy and kindness.

**Dress appropriately:** Recommended attire will be specified in the description of the event and the reminder email; please advise students to dress as recommended and required. Students who are dressed inappropriately for their project may not be allowed to participate for safety reasons and will not be allowed to re-schedule.

**Be adaptable and open:** The level or intensity of activity at a FDoS site is not always predictable. Flexibility to changing situations can assist the partnership in working smoothly and producing positive outcomes for everyone involved.

Please advise students of the following guidelines at the service site. They should not:

* **Give** or loan a client, money (other personal belongings).
* **Give** a client or agency representative a ride in a personal vehicle.
* **Make** personal promises or commitments to a client.
* **Tolerate** verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or community organization representative.
* **Tolerate** verbal exchange or engage in behavior that might be perceived as discriminating against an individual on the basis of their age, race, gender, sexual orientation, ability, or ethnicity.
* **Engage** in any type of business with clients during the term of your service.
* **Enter** into personal relationships with a client or community partner representative during the term of your service.
* **Contact** a community organization with the intent of negotiating participation in their project.

*Students who feel that their rights have been or may be violated, or that any of the above stated precautions have been violated should contact the Center for Community Engagement at* [*cce@csueastbay.edu*](mailto:cce@csueastbay.edu)

**Students who do not attend their project will discuss an alternative assignment with their faculty. The Center for Community Engagement does not provide alternative assignments.**