



**CENTER FOR CAREER EDUCATION AND
COMMUNITY ENGAGEMENT**



CSU Bakersfield Faculty Guide to Service Learning

CSUB Center for Career Education and Community Engagement

Empowering CSUB students to dream, plan, engage, and succeed.

Table of Contents

Center for Career Education and Community Engagement Mission	3
Purpose of This Guide	4
CECE Contact Information	4
Community Engagement at CSUB	5
CECE Resources Related to Service Learning	5
What is Service Learning?	7
Types of Service Learning	9
Is Service Learning for You and Your Students?	10
Benefits of Service Learning	10
CSUB Criteria for Service Learning	11
Principles of Service Learning	12
CSUB Student Learning Goals and Objectives Related to Service Learning	13
Developing a Service Learning Syllabus	14
Partnerships and Projects	15
Risk Management and Service Learning	16
The Reflection Component in Service Learning	17
Assessment of Service Learning	22
Appendix A – Research Articles Related to Service Learning	25
Appendix B – Examples of Learning Goals, Objectives, Outcomes	27
Appendix C - Sample Syllabi	31
Appendix D – Risk Management Documents	50

CSUB Center for Career Education and Community Engagement Mission Statement

The CSUB Center for Career Education and Community Engagement serves as the bridge for the employment and community engagement interests of CSUB students, the larger CSUB community, employers, and community organizations. We are CSUB's central hub for full-time and part-time employment, internships, and volunteer opportunities for students. By providing events and programs, we facilitate recruiting relationships with employers and community organizations and help students prepare for career success and on-going community engagement.

Purpose of This Guide

The purpose of this guide is to provide information and resources for faculty who want to develop, are just starting to implement, or who have already integrated service learning in new or existing courses.

Service learning activities align well with CSU Bakersfield's Mission Statement which emphasizes student learning that is ". . . enhanced by a commitment to scholarship, diversity, service, global awareness and life-long learning." In addition, "The University collaborates with partners in the community to increase the region's overall educational attainment, enhance its quality of life, and support its economic development" (CSUB Mission Statement https://www.csub.edu/about_csub/mission/index.html).

This mission has been realized in CSUB's attainment of the Carnegie Foundation for the Advancement of Teaching Community Engagement Classification. CSUB is one of only 83 colleges and universities nationwide to be selected in 2015. Of the more than 3,000 colleges and universities existing nationwide, only 361 institutions hold the prestigious Community Engagement classification.

If you would like assistance developing or implementing your service learning course, please contact the Center for Career Education and Community Engagement.

Contact Information

Center for Career Education and Community Engagement

Location: 54CAF, next to the Runner Café
(661) 654-3033

Dr. Alice Hays, Faculty Coordinator for Community Engagement
ahays2@csub.edu; (661-654-3129)

Katrina Gilmore, Director
kgilmore2@csub.edu (661-654-3033)

Community Engagement at CSU Bakersfield

The Center for Career Education and Community Engagement (CECE) serves students, faculty, alumni, community partners, and employers. CECE helps prepare students for lifelong learning and development through career education and engagement with the community.

To achieve CECE's mission, its strategic plan includes the following goals:

- Engage, educate, and empower students by offering meaningful community engagement and career-related opportunities, advising, and programs;
- Develop partnerships with faculty and staff to optimize learning outcomes connected to community engagement and career development.

CSUB's strategic plan includes the following: developing the personal potential of every student, collaboration, promoting active and informed engagement, engaging with the community to achieve the vision, mission and goals of the university, and contributing to the growth and well-being of the region.

Administration and Reporting

CECE is responsible for administering service learning and internship courses at CSU Bakersfield. This may involve face-to-face meetings with faculty, students, and staff, as well as the use of the Handshake system to place and track students who are engaged in community service. Katrina Gilmore, Director, can be reached by phone (661-654-3033) or email (kgilmore2@csub.edu) for assistance.

CECE Resources Related to Service Learning

The following resources are available to faculty wishing to incorporate service-learning into new or existing courses:

- **Faculty Consultation:** Dr. Alice Hays, Faculty Coordinator for Community Engagement, is available to discuss service-learning curriculum and projects, service-learning resources, and help with linkages to community partners. Please contact her at 661-654-3129 or ahays2@csub.edu to schedule an appointment.
- **Classroom Orientation:** In-class orientations that introduce students to service-learning concepts and opportunities can be scheduled by contacting Dr. Alice Hays at 661-654-3129 or ahays2@csub.edu.

- **Service-learning Mini-grants:** Faculty teaching a service-learning course can apply for funds up to \$500 to support their service learning projects. Faculty will be notified when the applications are due in the Fall and Spring semesters. Grants will be awarded until funding is depleted.
- **Service Learning Resource Library:** Books related to service learning are available at the CSUB Teaching and Learning Center.
- **Brown Bag Lunch Trainings:** A series of four brown bag lunch trainings will be held each semester focusing on getting started with service learning, how to incorporate service learning into new or existing courses, and evaluation of service learning. See the CSUB Teaching and Learning Center for dates (<https://www.csub.edu/tlc/>).

What is Service Learning?

Service learning is “ ... a form of experiential education in which students engage in activities that address human and community needs, together with structured opportunities for reflection designed to achieve desired learning [curriculum] outcomes” (Jacoby & Howard, 2014). It is considered a high impact teaching practice that promotes deep learning.

The table below delineates service learning from other forms of community engagement.

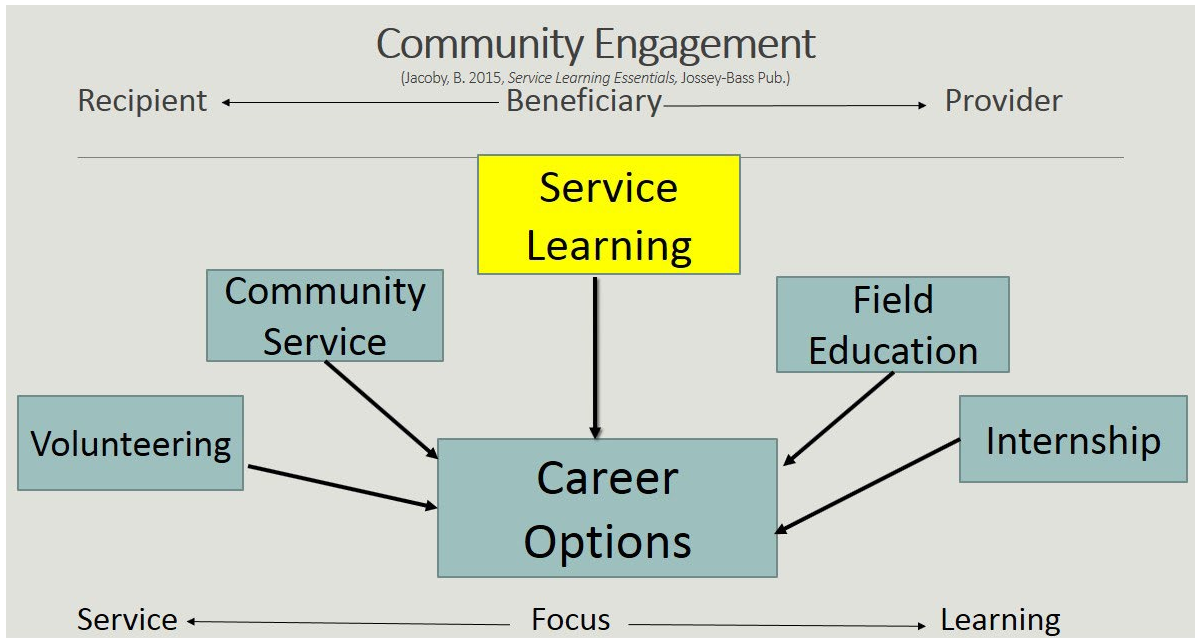
Service Learning, Internships, or Volunteering?

	Service Learning	Internships	Volunteer
Definition	Integration of community-based learning and academic learning; occurs as part of a “regular” course; is one requirement in the course.	Engage students in service activities for the purpose of providing students with hands-on experiences that enhance their learning or understanding of issues relevant to a particular area of study.	Performing service of your own free will and without pay.
Time Commitment	Per CSUB guidelines, to qualify as Service Learning, class must require at least 10 hours of service and counts as 20% of the student’s grade for the course	Suggested: 1 credit = 20 hrs/sem 2 credits = 40 hrs/sem 3 credits = 60 hrs/sem	Determined by student volunteer.
Types of Community-Based Organizations (CBO)	Non-profit	<ul style="list-style-type: none"> • Non-Profit (unpaid/ academic credit) • For Profit (paid internship) 	Non-profit
Beneficiaries	Reciprocal relationship in which student and CBO benefit equally	Experiential learning primarily benefits students.	Primary beneficiary is the CBO
Student Experience	Hourly basis or project basis	60 – 70% of the experience includes professional development for student	Determined by CBO and student

	Service Learning	Internships	Volunteer
Academic Requirements	To qualify as a service learning course, must include assignment in which students reflect on service experience; details determined by instructor.	Determined by Instructor or Internship Coordinator. (Paid Internships do not require academic credit.)	N/A
Contract Requirements	CSUB contract; Extended Learning Plan for Service Learning; and/or CSUB Standard Waiver (see Appendix D)	Unpaid / Academic Internship --CSUB Contract or Extended Learning Plan Paid Internship--no contract required	CSUB Standard Waiver (see Appendix D)
Process	Faculty connect with CBO to develop projects. CECE can provide guidance and connections to CBOs.	Students find internship placements using CECE's Handshake system.	Students find volunteer opportunities in Handshake.

The figure below shows where service learning falls within the concept of community engagement as well as the reciprocal relationship between service and learning.

Service Learning and Community Engagement



Types of Service Learning

Service learning can be direct, indirect, research based, or advocacy focused. However, all service learning involves application of knowledge and critical thinking skills, reflection and assessment leading to deeper learning, and collaborative partnerships between the university and community.

Direct service learning impacts those who receive the service from the student. This may include the development of student skills such as problem-solving, interpersonal skills, personal responsibility, caring for others (empathy), and dealing with difference (cultural sensitivity). Examples of direct service learning are tutoring, giving performances related to violence or drug prevention, doing health screenings in low income communities, or doing oral histories with older adults.

Indirect service learning focuses on broader issues, environmental or community development projects that clearly benefit the community (rather than an individual). Skills developed include teamwork skills, organizing, prioritizing, cooperation, and collaboration. Examples of indirect service learning include building low-income housing, planning and implementing a community garden, compiling a town history, or creating a business plan for a non-profit agency.

Research-based service learning involves finding, gathering, and reporting on information that is related to an area of interest or community agency need. Skills developed include learning how to find resources, work systematically, assess, evaluate, and test hypotheses. Examples of research-based service learning are compiling a pamphlet of current community services for an agency and translating it into Spanish or other language as needed, conducting studies of water use in a community, mapping state lands and monitoring flora and fauna, or conducting surveys, studies, evaluations, experiments, or interviews.

Advocacy-based service learning involves educating community members about topics of public interest with the goal to create awareness and action on some issue. The impact on students and/or skills developed include understanding public policy, how systems operate, engaged citizenship, and how to reach the public. Examples of advocacy service learning include planning and putting on public forums on topics of interest in the community, conducting public information campaigns on topics of interest or local needs, working with elected officials, providing research for legislative efforts, or presenting community trainings in fire safety, disaster prevention, water conservation.

Is Service Learning for You and Your Students?

As indicated in the table above, service learning is the integration of course content and learning outcomes with service to the community. Students and the community-based organization both benefit in a reciprocal process of service provision. However, service learning may not be a good fit for all courses, depending on course objectives, learning outcomes, and faculty's willingness to engage with the community.

Benefits of Service Learning

Research has demonstrated that service learning is a very effective pedagogical tool for teaching course content, as well as critical thinking skills (see Appendix A for examples of research articles). Benefits of service learning include:

For Faculty:

- Professional development, enrichment of courses, and re-engagement in teaching;
- Meaningful engagement with the community promoting connections with the University's mission;
- Identification of opportunities for community-based research and scholarship;
- Opportunities to mentor students in a specific area.

For Students:

- A deeper understanding of course content;

- Increased ability to apply course materials to the real world;
- Increased sense of connection to the community;
- A stronger connection to the college experience resulting in increased retention, academic success, and graduation rates;
- Exposure to diverse populations; reduction in negative stereotyping;
- Deeper understanding of social issues;
- Greater self-knowledge;
- Improved leadership skills;
- Increased commitment to civic engagement, life-long learning.

For Community Partners:

- An increase in volunteer resources;
- Helps to prepare future employees;
- Helps to foster positive campus-community collaborations/partnerships;
- Engagement of students who are motivated to learn and who bring unique perspectives and knowledge.

CSUB Criteria for Community Engaged Learning

In order to be classified as a community engaged learning course, you must have a one- time community engagement project during the semester that will mostly benefit the community/organization you are working with.

CSUB Criteria for Service Learning

In order to be classified as a service learning course, the following criteria (reviewed and approved by the Executive Committee of the CSUB Academic Senate) must be met. Courses that meet criteria are included in both internal and external reporting.

Criteria 1: Required number of hours; weighting of course grade

For courses to be considered service learning courses, students are required to provide a minimum of 10 hours of service during the semester. In addition, at least 20% of the course grade must be tied to the service learning experience. This can include points given for performing the service and points for any related assignments.

Criteria 2: Connection to academic content

Courses designated service learning must clearly connect service learning and academic content. For example, in an art class, service learning could occur in an art therapy program at a local hospital, or in a community-based nursing course, students could provide health screenings at local agencies. Class discussions and

assignments should reflect these connections. CECE is available to help faculty develop service learning activities and projects.

Criteria 3: Syllabus content

For a course to be considered service learning, service learning elements of the course must be clearly delineated in the course syllabus. Specifically, the syllabus

should indicate that the course includes a service learning component, and the specific service learning-related expectations and assignments.

Criteria 4: Critical reflection

Courses designated service learning must include a critical reflection assignment in which students reflect on their service learning experience. This can take the form of a journal in which students write entries regarding the service and what they are learning from it. It can also take the form of a more formal paper where students apply discipline-specific concepts, theories, or scholarly work to their service learning experience. CECE is available to help faculty develop reflection assignments. See the Reflection section below for additional information.

Principles of Service Learning

(Taken from CSU Long Beach, Center for Community Engagement:
<http://web.csulb.edu/divisions/aa/personnel/cce/faculty/documents/ResourceGuideforFacultyFINAL92212.pdf>)

There are four basic principles that should guide you in organizing and constructing a service learning course:

- **Engagement**—Does the service component meet a public good? How will the community be consulted and how will the campus-community boundaries be negotiated?
- **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?
- **Reciprocity**—How will your students and the community teach and learn from one another?
- **Public Dissemination**—How will the service work be presented or provided to the public?

Planning Your Course Around the Four Principles

As you begin to plan the service learning component of your course, it is important to address these four principles. Your syllabus should include specific service learning outcomes and an explanation about why you have included service learning in your curriculum. Please keep in mind that the end result will help you define clear expectations for your students.

CSUB Student Learning Goals and Objectives Related to Service Learning

The following goals and student learning outcomes are a subset of the CSUB University Student Learning Outcomes specifically related to service learning.

Goal II. Students will be able to communicate orally and in writing.

- **Objective 2A:** The student will present information in a professional manner using well-developed writing skills.

Goal III. Students will demonstrate discipline-based knowledge and career-based learning.

- **Objective 3B:** The student will apply discipline-based knowledge to the real world.
- **Objective 3C:** The student will successfully engage in career preparation and planning.

Goal V. Students will become engaged citizens.

- **Objective 5A:** The student will engage in university and community activities (including civic action).
- **Objective 5B:** The student will demonstrate superior interpersonal skills.
- **Objective 5C:** The student will develop and demonstrate a thorough knowledge of the self.
- **Objective 5D:** The student will demonstrate responsibility in group settings (including teamwork, leadership, managing skills, etc.).
- **Objective 5E:** The student will demonstrate the ability to work independently.

Goal VI. Students will develop a well-rounded skill set.

- **Objective 6A:** The student will possess and demonstrate an ethical framework.

For examples of learning objectives and outcomes related to service learning, please see Appendix B.

Developing a Service-learning Syllabus

(Taken from CSU Long Beach, Center for Community Engagement:

http://web.csulb.edu/divisions/aa/personnel/cce/faculty/documents/ResourceGuideforFaculty0706_000.pdf)

Syllabus Guidelines

Once you have determined the learning objectives for the service learning component of the course, it is time to integrate them into the course syllabus. In addition to the typical items included in the syllabus (and those mandated by CSUB), critical elements that should be included in a service learning syllabus include:

- Content in the course description that there is a service learning component;
- An introduction to service learning;
- Description of service assignments, including expectations for performance, and time requirements; and
- Description of reflection assignment(s), including expectations and grading rubric.

When designing the course and the syllabus, it is also important to plan for:

- Assignments that help students link the service experience with the course curriculum;
- Opportunities for community partner input;
- Ongoing opportunities for students to discuss and reflect upon the service experience; and
- Inclusion of a reflection assignment.

Some Do's and Don'ts for Service Learning Syllabi

(Taken from CSU Center for Community Engagement: <http://www.calstate.edu/cce/>.)

- **DO** include a description of the service as an expressed goal.
- **DO** include a description of the nature of the service placement and/or project.
- **DO** specify the roles and responsibilities of students in the placement and/or service project.
- **DO** include whether or not the service project/experience is mandatory. If it is mandatory, offer an alternative for students who cannot, for any reason, do the specific type of service you have identified.
- **DO** include time requirements (how many hours total/per week/per term).
- **DO** include community-based organization contact information.
- **DO** require that all students complete a *Learning Plan* (see Appendix D, pp. 56-57) that defines the scope of service to ensure the faculty member,

student, and site supervisor meet educational objectives, create measurable outcomes, and understand the risks inherent in the particular placement.

- **DO** identify the needs of the community that will be met through this service placement.
- **DO** explain how students will be expected to demonstrate what they have learned in the placement, such as journals, term papers, and in-class presentations.
- **DO** include an explanation of what will be evaluated and how it will be evaluated (in terms of the course grade).
- **DO** explain how the course assignments link the service learning placement to the course content.
- **DO** explain, if appropriate, the expectations for the public dissemination of the students' work.
- **DON'T** distribute a syllabus that doesn't clearly explain or define the service learning goals, objectives, criteria and requirements.
- **DON'T** wait until the beginning of the semester to determine with which community based organization to partner. Plan ahead.
- **DON'T** allow students to randomly select their sites for service learning placements.
- **DON'T** allow students to complete their service in only one or two sessions, but rather distribute the service over a consistent period of time.
- **DON'T** wait until the end of the term to clarify the reflective process for student evaluation and learning outcomes.

See Appendix C for examples of service learning syllabi.

Partnerships and Projects

Community Partnerships

When choosing a community partner for a service learning class and project, it is important that you consider the learning goals and outcomes for the course. In addition, it is important that faculty also consider the population and service focus of the partner agency. For example, the Boys and Girls Club may be a good fit for a project in an adolescent psychology course. Similarly, the Bakersfield Homeless Center may be a good fit for a sociology or public policy and administration class.

CECE maintains a list of current community partners, and we strongly encourage faculty to start with this list when choosing a partner for service learning. The University has current contracts with these organizations, which simplifies the risk management concerns (see the section on Risk Management, below). Although we can accommodate service learning at other locations, we ask that faculty start with our current partners. Because the list is constantly being added to, it is not included here. It can be found in our Handshake System in the Resources section. To gain access to Handshake, contact Kristina Gilmore at

(661) 654-3033 or email: kgilmore2@csub.edu for assistance. In addition, Dr. Alice Hays, Faculty Coordinator for Community Engagement, can be contacted for assistance with linking students to partners (661) 654-3129, ahays2@csub.edu.

Working with a Community Partner to Develop a Service Learning Project

The student learning outcomes and goals for the course will guide the project you choose. The project itself should be developed in partnership with a community partner. Because service learning is, by definition, a pedagogical tool in which the students learn through experience, and the community partner benefits through service received, it is critical that the project be developed in collaboration with the partner. Faculty should work with the partners to determine the best reciprocal relationship.

It may be necessary to meet several times with the community partner to fully develop the project. It is important that faculty share with the partner their goals for the project, discuss expectations about issues such as frequency of contact, mode of contact, and timing.

These issues can be further clarified in a written agreement with the community partner that details the tasks and duties of the students. If you are interested in an on-going partnership with a community agency, please contact the CECE.

Faculty may find that it is necessary or desirable to partner with more than one community partner in order to accommodate the number and interests of students enrolled in the course and the learning outcomes for the class and project. Regardless of whether one or more agencies are involved, faculty need to provide detailed information to students about how and when to contact the agency, and who to contact as well as obtaining the necessary risk management forms. This information should be included in the course syllabus, or in a separate assignment document.

Risk Management and Service Learning

CSU Bakersfield follows the recommendations of the CSU for Risk Management, as detailed in the CSU's *Resource Guide for Managing Risk in Service Learning*. That document is available at:

http://www.calstate.edu/cce/resource_center/servlearn_risk.shtml .

Per the *Resource Guide*, while students are in the community completing their service hours for course credit, it is important that CSUB and its faculty exercise due diligence in risk management. To comply with risk management policies, CECE requires the following:

- Faculty are strongly encouraged to choose partners for their service learning projects from our *CSUB Partner List* (available in the Resource section in Handshake)
- If faculty choose a community partner that is not on the CSUB Partner List, they must have the student complete the Short Term Agreement form (see Appendix D).
- Learning activities, objectives and risks are reviewed by CECE using a *Risk Management Rubric* and, unless risks are determined to be too great, a short-term partnership is established.
- Faculty are to provide service learning students with an orientation that provides them with information about the service learning site and the service learning project (see Appendix D for an Orientation checklist).
- Faculty are asked to encourage their community partners to also hold an orientation for students (see Appendix D an Orientation checklist).
- All students completing a service learning assignment must sign and submit to their instructor the CSUB Standard Waiver (available at: <http://surveys.myinterfase.com/TakeSurvey.aspx?SurveyID=I2LJ4n81H>). The instructor should submit the hard copies of the signed waivers to CECE.

For additional information, faculty should review the *Internships, Service Learning, and Volunteer Programs Policy & Process Guidelines* manual, which details the ways in which CSUB is following the guidelines outlined in the *CSU Resource Guide for Managing Risk in Service Learning*. This is available at:

https://www.myinterfase.com/csub/resources/resource_view.aspx?token=I7Kcd8obGdoCExvKOWaKZg%3d%3d.

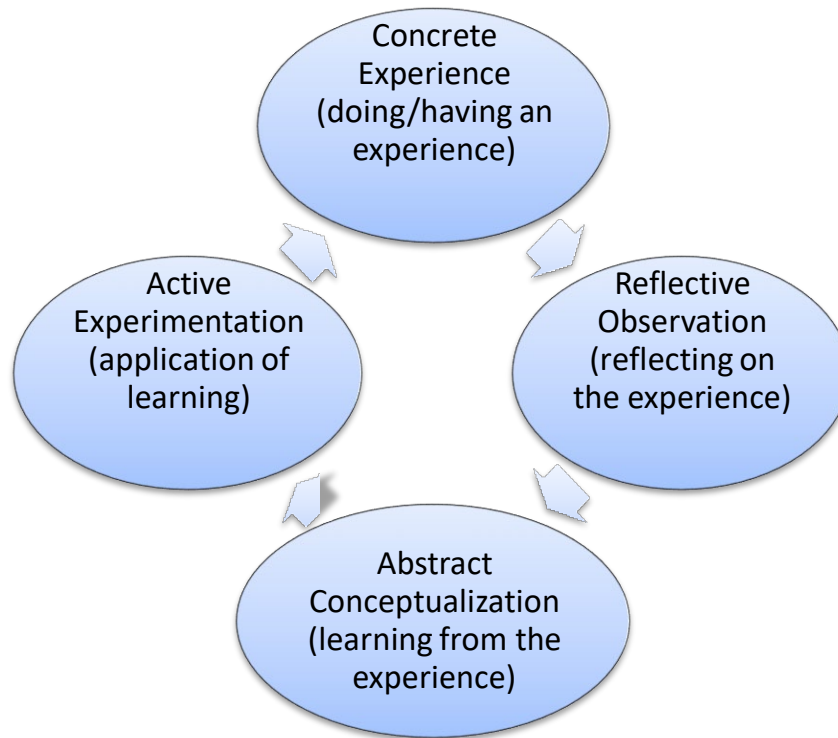
The Reflection Component in Service Learning

(Adapted from *CSULB Service Learning Curriculum Development Resource Guide for Faculty*, M. Cooper, Coordinator, The VAC; CSU Channel Islands Center for Community Engagement <http://www.csuci.edu/servicelearning/cce-fac.pdf>;

What Reflection Is and Is Not

Kolb's experiential learning theory provides a foundation for the use of reflection in service learning. His view of effective learning includes four components that occur in a cycle: Concrete experience, reflective observation, abstract conceptualization, and active experimentation.

Kolb's Experiential Learning Theory



S. McLeod: <http://www.simplypsychology.org/learning-kolb.html>

Reflective observation (reflection) is a key component of service learning; it provides the link between the service and course learning outcomes. It is used in assessment of students' experiences and promotes not only critical thinking skills, but self-awareness, civic responsibility and identity development.

McPherson (1989) noted that:

“By examining experiences, students learn how to handle real life problems more effectively and with a higher transfer of learning; there is an emergence of an increased sense of personal power as students analyze their goals and how to achieve them; by reflecting and sharing reflections, students discover connections across class content; by analyzing the value of new learning, knowledge becomes more permanent; students become more intrinsically motivated to seek knowledge as their value for it increases; and reflection can serve as a sort of self or group celebration to express satisfaction from good deeds.”

(Taken from: Ahmed, Z., L. Hutter, and J. Plaut. Reflection in Higher Education Service-Learning. Scotts Valley, CA: Learn and Serve America's National Service-Learning Clearinghouse, 2005/2008. www.servicelearning.org/instant_info/fact_sheets/he_facts/he_reflection/index.php)

When reflection is done well, reflection is:

- Critical thinking that supports learning outcomes with the expectation that the student will demonstrate inductive or deductive reasoning skills, consider multiple views and theories
- Different from mainstream academic learning requiring the engagement of the whole person when connecting his/her community experiences with course content
- An activity that creates a diverse educational environment in which a student can experience different people's identities and contexts

Reflection is *not*:

- A retelling of events at a service agency,
- An emotional outlet for feeling good about doing service or feeling guilty about not doing more,
- A time for soap-boxing, or
- A tidy exercise that closes an experience.

Reflection is ongoing and provide more openings than closings (J. Pigda quote)

Key Characteristics of High-Quality Reflection

(Taken from: *Practitioner's Guide to Reflection in Service-Learning*, J. Eyler, D. E. Giles Jr., & A. Schmiede)

Eyler, Giles and Schmiede (1996) emphasized four principles of high quality reflection (the four C's).

1. Reflection activities are implemented **continuously** throughout the course. Multiple opportunities for reflection before, during, and after community experiences prepare students to engage effectively in community work and invite them to explore the questions, challenges, and insights that arise over time.
2. Reflection activities are **connected** to course goals and objectives. Reflection is deliberately integrative, designed to meet desired outcomes such as deep understanding and application of course material and development of particular skills (e.g., communication, teamwork, problem-solving) or attitudes and dispositions (e.g., sense of efficacy, ongoing commitment to civic engagement).

3. Reflection activities are **challenging**, requiring students to think critically. Effective reflection creates a safe space without being so comfortable that assumptions or opinions go unexamined; it is essential to foster open inquiry, encouraging students to express and consider multiple perspectives in an environment, and stressing the values of civil discourse, reasoned analysis, and reflective judgment.
4. Reflection activities are **contextualized**. Meaningful reflection addresses the course content and immediate community experience in ways appropriate to the larger curricular and community contexts, as well as students' knowledge, learning styles, and backgrounds.

Types of Reflection

(Taken from: CSU Channel Islands, Center for Community Engagement:
<http://www.csuci.edu/servicelearning/Reflection.htm>)

Discussions/Dialogue

An exchange of ideas between students and faculty about the subject matter of the course can provide service learners a chance to relate their service to course concepts and share their experiences. Discussion encourages students to process and relate what they are studying, doing and learning while offering the instructor the opportunity to emphasize key concepts through examples provided by the students.

Field Journals

Reflective writing is a primary tool used by educators engaged in service learning. Asking students to consider their experiences can be effective; however, it is important to guide students in their journals so that the journals do not become simply a log of events. By asking thoughtful questions, an instructor can provide students with a framework by which to organize and integrate their experience. See the *Sample Reflection Questions* below for ideas.

Student Forum

Using email, students can respond in writing to your discussion questions and to each other. Each student may talk about or post a response and reply to at least one other student's entry. Some discussion questions may be directly related to course readings, others can be more open-ended regarding their service or personal perceptions and experiences. You may wish to respond to students or use their entries in the forum for future discussion topics.

Analytical Papers

In contrast with a traditional research paper, service learners can incorporate examples from their service experiences with course material to demonstrate their learning.

Analytical papers include:

- A detailed description of the type of work they did, the environment and goals of the agency and/or project, and a summary of their experiences;
- An evaluation of the purpose and meaning of their service and the needs met by it, what they learned from their experience, the strengths and limitations of those addressing the issues and needs, and what, if any, changes and improvements they would make in their service, project or agency; and
- An integration section in which students elaborate on how their service experience related to and/or conflicted with course concepts, affected their valuation of or changed their assumptions about, the material discussed in class, demonstrated ways in which academic learning is relevant and can be applied in the community, and ways in which their experience impacted their educational and/or career goals.

Portfolios

Compiling an array of materials related to their service can help contextualize student experiences. Some service learning portfolios consist of other reflection elements, such as journals, papers or presentations. They can also hold artifacts from the service project, such as pictures and brochures, as well as additional items which might relate to the service project and the course such as newspaper clippings, articles, etc. As a practical tool, portfolios can further serve as an organizer to hold various materials from the service learning experience, such as the time-sheet, learning plan, and any training materials received. Both faculty and students can be very creative with the portfolio concept and find many ways to use it.

Presentations

Group or individual presentation by service learning students to the class can offer students a chance to learn from each other's experiences. Following the same format as the analytical paper, students can describe, evaluate, and integrate their service with the course, while also using visual materials and responding to questions to convey their learning to the instructor and class.

Reading Responses

Students write about their service experience in relation to assigned course readings. The questions you formulate for their responses can be open-ended or pointed in helping students think critically about the academic material in a real-

world context. This activity can be particularly valuable when the readings include similar issues to those being confronted by the service agencies and projects engaging the students.

Sample Reflection Questions

- What expectations do you have about your service experience?
- What do you think you will do and what do you think the impact will be?
- How does this project or agency address community needs?
- What factors create these community needs?
- How do people contribute to situations or problems you experience in the field?
- What do you feel you were not prepared for?
- What did you do today that made you feel that you made a difference and why?
- Did anything happen that made you feel uncomfortable? If so, explain why you felt this way.
- What did you do that seemed to be effective or ineffective in service to others?
- How does your understanding of the community change as a result of your participation in this project?
- How can you continue your involvement with this group or social issue?
- How can you educate others or raise awareness about this group or social issue?
- Describe the most difficult/satisfying aspects of your service work.
- What is the greatest contribution you make in your project or to your agency?
- Is there a person or activity you find interesting or challenging in your project?
- How do you see your role in this project? How does that compare with how others may see your role?
- Have you learned from any disappointments or successes of your project?
- How well are you able to communicate with your supervisor at the community site?

Assessment of Service Learning

In addition to reflection activities, the following are resources that address service learning assessment.

University of Massachusetts Amherst Assessment Toolbox:
<http://cesl.umass.edu/faculty-toolbox>

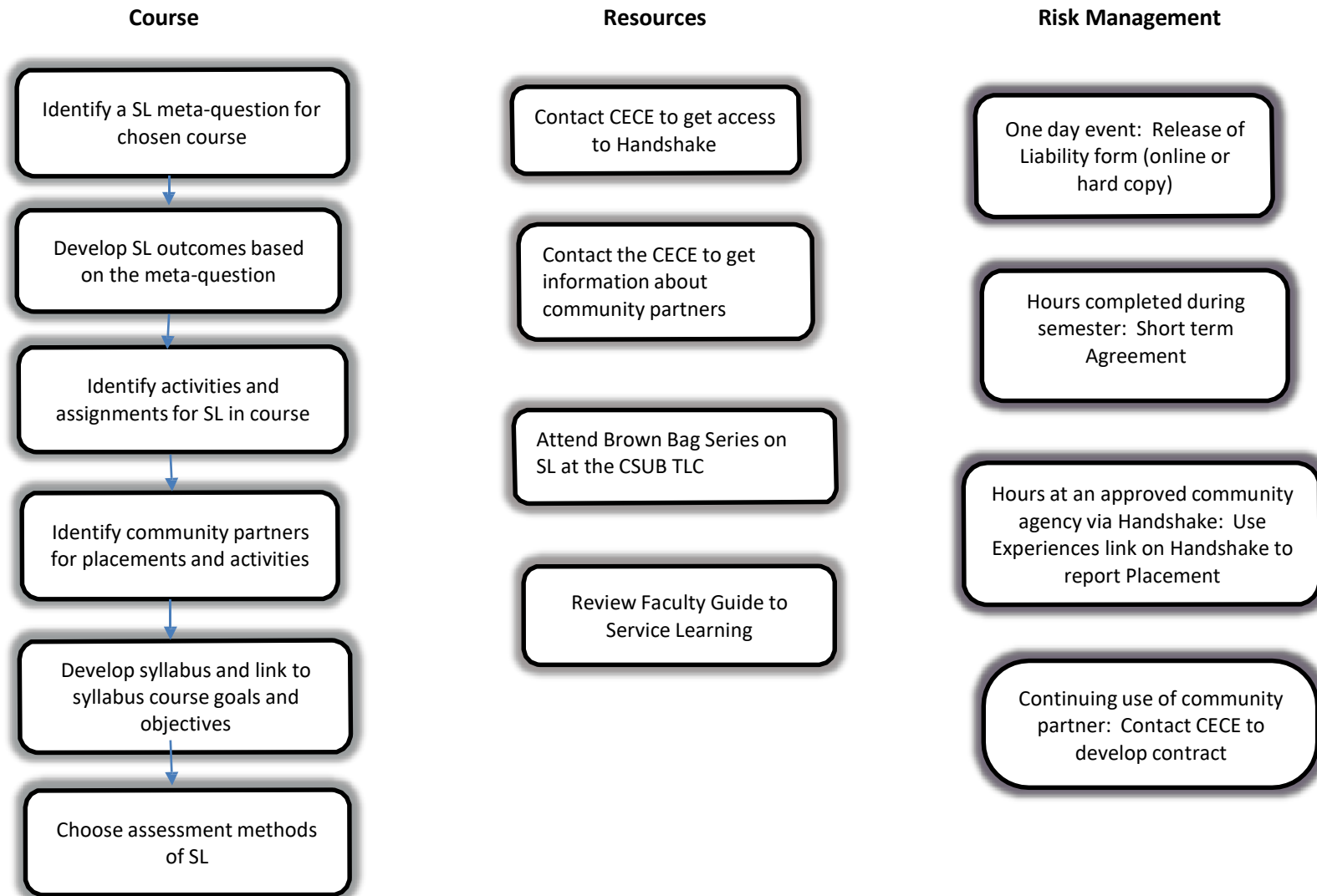
Towson University Assessment Tools:
<https://www.towson.edu/provost/servicelearning/faculty/assessment.html>

Purdue University Service Learning Assessment Tools:
<http://guides.lib.purdue.edu/c.php?g=352961&p=2378210>

Sonoma State University Assessing Service-Learning:
http://www.sonoma.edu/cce/faculty/assessing_service_learning.html

The following chart identifies the major elements of service learning at CSUB. If you have questions and want additional information, contact Dr. Alice Hays, Faculty Coordinator for Community Engagement, at (661) 654-3129, ahays2@csub.edu.

Service Learning (SL) Information for Faculty



Appendix A

Research Articles Related to Service Learning

Service Learning Research Articles

Buff, S. M., et al. (2015). Interprofessional service-learning in a community setting: findings from a pilot study. *Journal of Interprofessional Care*, 29, 159-161.

Celio, C. I., Durlak, J., & Dynicki, A. (2011). A meta-analysis of the impact of service-learning on students. *Journal of Experiential Education*, 34, 164-181.

Jacoby, B., & Howard, J. (2014) *Service-learning essentials: Questions, answers, and lessons learned*. Jossey-Bass.

Steinberg, K. S., Bringle, R. G., & Williams, M. J. (2010). Service-learning research primer. Scotts Valley, CA: National Service-Learning Clearinghouse. Retrieved from: http://servicelearning.gov/filemanager/download/Service-Learning_Research_Primer.pdf.

Appendix B

Examples of Learning Goals, Objectives and Outcomes for Service Learning

Taken from: CSU Long Beach Service Learning Curriculum Development Resource Guide for Faculty

Below you will find sample student learning goals and outcomes that may be useful as you develop student learning outcomes for your service learning class.

Awareness of Community

- Increase students' knowledge of community issues, needs, strengths, problems and resources
- Increase sensitivity to major aspects and characteristics of issues, causal and correlative factors, associated issues, and the nature of public and private organizations addressing the issues
- Understand relationships among democracy, politics, and civic participation
- Identify and analyze composition of off-campus community, including social, cultural, demographic, life-style, religious and other factors
- Identify community-based public and private programs that provide assistance and advocacy

Involvement with Community

- Increase quantity and quality of student interactions
- Improve students' attitude toward involvement
- Gain meaningful feedback from community
- Improve reciprocity and interdependence between community and students

Commitment to Service

- Improve students' attitude toward service
- Make a life-long commitment to social responsibility, especially when holding future leadership positions
- Remove barriers to future service
- Instill positive reactions to students' demands and the challenges of service
- Learn to value personal involvement in community for socially constructive purposes
- Demonstrate concern for welfare of others in broader community

Career Development

- Help students make career decisions
- Expose students to career opportunities
- Match students with career-building service opportunities
- Develop professional skills related to prospective careers
- Use leadership skills

- Develop personal leadership style
- Improve self-esteem, sense of personal worth, competence and confidence in one's ability to make a difference

Understanding Course Content

- Improve student learning through obtaining, analyzing and synthesizing data and using it to evaluate the community problem in light of concepts and theories presented in class
- Demonstrate relevance of community experience to course content

Self-Awareness

- Improve students' awareness of individual strengths
- Help students set limits and goals, and decrease fears
- Help students to change preconceived understandings
- Expose students to options and points of view other than their own
- Understand their own values and skills
- Take responsibility for consequences of one's own actions

Sensitivity to Diversity

- Improve students' attitudes
- Improve understanding of diversity
- Increase students' knowledge of new communities
- Increase students' self-confidence and comfort levels with new communities
- Respect and appreciate different perspectives and people
- Identify similarities and differences within diverse populations
- Understand cultural traditions and their relationship with American and world societies

Sense of Ownership

- Help students develop autonomy and independence from faculty
- Improve students' comfort with their roles as learners
- Have students assume responsibility for community projects
- Help students develop a sense of their own role in the community partnership
- Enhance appreciation of the value of course content
- Develop commitment to life-long learning
- Explore altruistic and social justice motivations for community partnerships

Communication

- Develop students' oral and/or written communication skills

- Improve student recognition of importance of communication
- Use variety of ways to articulate information: written, verbal, artistic, media, etc.
- Learn to collaborate and negotiate to resolve conflict

Valuing Pedagogy of Multiple Teachers

- Help students realize roles of various participants in learning: student peers, community members, faculty and community at-large

Appendix C: Sample Syllabi

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
Department of Nursing
NURS 4845: Service Learning and Nursing Leadership in the Community
Community Preventive Health Collaborative

Syllabus: Fall 2016

Faculty:

Judy Pedro RN, MSN, PHN, CNS (TL) Club Advisor

Room: Sci III 116

Office: (661) 654-2050

E-mail: jpedro@csub.edu

Office hours: As posted

Jane Yadon, MPH, RN, APHN-BC

Room: Sci III 126

Office: (661) 654-2546

E-Mail: jyadon2@csub.edu

Office Hours: As Posted

Melissa Lozano, RN, PHN

Room: Sci III 116

Office: (661) 654-2050

E-mail: jpedro@csub.edu

Office hours: As posted

Day/Time: Thursdays 1:00 – 1:50 as scheduled.
Please see Course Schedule for more information.

Location: RNEC 105 Please see Course Schedule as location changes.

Credits: 1 Semester unit of credit for 37.5 hours of community service experience in a health setting.

Course Description:

Community service provides a high impact learning experience through volunteering in collaboration with a variety of health organizations. This course is designed to complement the learning of students entering a health profession. The idea is to give students direct experience with health care issues. Students apply what they are learning in real-world settings and use self-reflection to evaluate their community service learning experience. Individual academic learning objectives guide the experience. Offered on a credit/no credit basis only.

Community Preventive Health Collaborative (CPHC):

CPHC is a program designed to allow nursing students to provide important health education and health screening services to community members who lack insurance/are underinsured and do not have resources to receive these important services.

Vision: Incorporate nursing education in preventive and health promotion activities as an innovative method for promoting health care for underserved populations.

Mission: Provide health promotion, health education, health screenings and case management services to promote the health and health practices of all community members.

CPHC utilizes the Incident Command System (ICS) as an organizational structure to plan and operate during screening events. Students are involved in manager, staff, and education team positions. Student participation is integral to the success of CPHC activities.

Prerequisites: None.

Course Objectives:

Upon successful completion of N4845, the student will:

Map of Course Objectives to Expected Outcomes for CSUB BSN Students	BSN Outcomes			
	E*	Q	S	PO
1. Practice in a health setting as a means of combining academic theory with service experience.	I, IX	1	2, 11	1, 9
2. Meet a community service need through direct service that is valued by the health organization.	II, VII	2	1, 11, 18, 21	2, 7
3. Demonstrate the ability to share of oneself through relationships with others and production of quality work.	II, VI	2	1, 18, 21	2, 6
4. Link service learning activities to professional values development and socialization into the nursing profession.	II	2	18	2
5. Develop competencies that future leaders and managers need to successfully provide for the health care needs of the community and population.	II, VIII	2	1, 18, 21	2, 8
6. Describe the influence of ethics, politics, economics, and laws on the service provided within the health community.	V	5	4, 6, 15, 17	5

E: The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN) 2008?

Q: Quality and Safety Education for Nurses (AACN)

S: Major Strands of the BSN Curriculum (CSUB)

PO: Program Objectives of the BSN Curriculum (CSUB)

*Note: All course objectives contribute to satisfaction of Essential IX: Baccalaureate Generalist Nursing Practice.

Teaching Methods:

Service opportunities, reflection, discussion, Blackboard.

Required Textbooks:

CSUB (2011). *Undergraduate Nursing Student Policy Handbook*. Available at:

www.csub.edu/nursing/handbook.shtml

Student Evaluation:

1. Grading Scale:CR/NC

Upon successful completion of required hours of service and all required assignments, the student will be awarded “CR”. “NC” will be awarded if hours and assignments are not completed.

2. Evaluation Methods/Assignments:

Individual Learning Objectives	CR/NC
Participation	CR/NC
Completed Individual Learning Objectives	CR/NC
Completed Time Sheet	CR/NC

- a. Individual learning objectives: Due: Week 2 9/2/16
Each student will develop at least 3 individual objectives, based on the course objectives, to help guide their learning experiences in the community service setting. (Submitted on Blackboard)

- b. Participation: See course schedule
Students will participate in discussion of course objectives and individual learning objectives during class meetings and scheduled clinics. Students will participate in mandatory orientation as well as complete the minimum hours needed to receive credit in the course by participating in CPHC health screening clinics.

- c. Completed individual learning objectives: Due: Week 15 12/2/16
Each student will reflect on their experiences and evaluate if individual learning objectives were met, partially met, or not met, by the end of the semester and explain how learning was achieved. Use examples that demonstrate how you were able to meet objectives. (Submitted on Blackboard).

- d. Reflection Journal: Due: Week 15 12/2/16
Students are required to complete a one page self-reflection paper as a means of sharing feelings, thoughts and how the activities added relevance to the student’s learning and perception of nursing practice.

- e. Completed time sheet. Due: Week 15 12/2/16
Document must reflect completion of the minimum hours of service to receive credit. (Submitted on Blackboard)

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
Department of Nursing
Topical Outline
NURS 4845: Service Learning and Nursing Leadership in the Community
Community Preventive Health Collaborative

Week/ Dates	Assignments and Activities
Week 1 Yadon	Mandatory Meeting <u>Tuesday 8/23/16 RNEC 116B</u> <u>N4845 meeting 10:00 am – 11:00 am</u> -Sign up for clinics on the CPHC Board in the Nursing Computer Lab. -Sign-up by Wednesday before the clinic.

Week/ Dates	Assignments and Activities
	<u>Friday August 26th Club Fair 10:30 – 2:30 (3 people needed)</u>
Week 2	Individual Learning Objectives Due on Blackboard 9/2/16
Week 3 Yadon Lozano	Friday September 9, 10:00 – 2:00 RNEC 116B Annual Competencies Friday September 9 McFarland Latino Awareness (West Kern Ave) Clinic time 4-8 load at 2:30, unload immediately after
Week 4 Pedro	<u>CPHC Club Meeting Thursday 9/15/16 at 4pm RNEC 105</u>
Week 5 Pedro	Saturday September 24 The Mission 816 E 21 st Street, Bakersfield Clinic time 8am – 12pm load at 7am unload immediately after
Week 6 Pedro Lozano	<u>CPHC Club Meeting Thursday 9/29/16 at 4pm RNEC 105</u> Friday, September 30 Health Net 6013 Niles Street, Bakersfield Clinic time 9am – 12pm load at 8am unload immediately after
Week 7 Lozano Yadon	<u>Thursday October 6th Health Fair Time TBA</u> Friday October 7 Bakersfield Homeless Center 1600 E. Truxtun Clinic time 9am – 12pm load time 7:45 unload immediately after
Week 8 Yadon Pedro	Mandatory Meeting Thursday, October 13 RNEC 105 N4845 Midterm Meeting 1:00 – 1:50pm Saturday, October 15 Mercado Latino 2105 Edison Highway, Bakersfield Clinic time 11am-3pm load at 10am unload immediately after
Week 9 Pedro Yadon Pedro	<u>CPHC Club Meeting Thursday 10/20/16 at 4pm RNEC 105</u> Sophomore orientation: 10/21 8:30 – 12:00pm Friday, October 21 Hoskings Swapmeet 1000 E Hosking, Bakersfield 4pm – 9pm, load 3pm unload immediately after
Week 10	
Week 11 Pedro Yadon	<u>Harvest Fair Thursday 11/3/16 at 4pm RNEC 105</u>
Week 12	
Week 13 Pedro	<u>CPHC Club Meeting Thursday 11/17/16 at 4pm RNEC 105</u>
Week 14	
Week 15 Yadon	Final Meeting, RNEC 105 Thursday, December 1 N4845 Final Meeting 1:00-1:50 pm

Week/ Dates	Assignments and Activities
	-SOCIs -Course Evaluation Due on Blackboard (by 2359): 1) Completed individual Learning Objectives 2) Completed Timesheet 3) Completed Reflection Journal
Week 16	FINALS WEEK

N4845: CPHC TIMESHEET

Student Name:

Date	Description of Activities	Hours	Cumulative Hours

Syllabi Examples from Campus Compact:

<http://compact.org/initiatives/syllabi/syllabi-examples/>

Annotated Syllabus

Providence College

Public and Community Service Studies: PSP 301 (Community Service in American Culture)

Faculty: John Saltmarsh: (401) 863-1156, jsaltmarsh@compact.org

Jim Tull: jtull@CCRI.CC.RI.US

Class Meetings: Monday and Thursday 2:30-3:45 PM, Room FC 218

Office Hours: Appointments with faculty should be made on an individual basis

This entire paragraph connects Service-Learning to the mission of the college, the department, and the discipline.

Public and Community Service Studies at Providence College

Furthering the mission of Providence College, Public and Community Service Studies involves a systematic and rigorous study of the major conceptual themes of community, service, compassion, public ethics, social justice and social change, and leadership. The goals of the major include providing students with the civic skills of critical thinking, public deliberation and communication, public problem solving, collective action and community building.

This paragraph makes explicit why this service activity is in the course

The Course

Within the context of the public and community service studies curriculum, **this course provides the historical context for understanding community service in American culture.** Contemporary understandings of community and service along with current experience in community and with service provision have been socially constructed in the United States over the past two hundred years. Meanings assigned to community and service have also been highly contested, in large part because they are concepts that embody values, beliefs, attitudes, and ideas that are central to definitions of democracy, social justice, civic resiliency and public life.

This is an interdisciplinary, experientially based course designed to provide community and classroom-based opportunities to examine this historical context. The method of study relies upon your service experience, **allowing you to apply and examine concepts addressed in class to your own practical experience in service others.**

Community Site:

“How” this is service.

Amos House

415 Friendship Street

Adrienne Marchetti (Assistant Director) 272-0220 and Maggie Meany (Volunteer Coordinator) 831-9866

Community Assistant: Sarah Long: slong02@providence.edu

Amos House is a comprehensive social service organization that provides support to homeless and transitional men and woman in South Providence. Amos House operates a men’s and women’s shelter as well as a meal site which provides free breakfast and lunch Monday-Saturday. Founded and developed in the Catholic Worker tradition, Amos House has since undergone major changes as it has become one of the largest social service organizations/shelters in the state. Last year, an on-site medical clinic was established.

Goals and Objectives

The goals and objectives of this course are:

Goal: Draw upon your introduction to community service and service learning from PSP 101.

Objective: Demonstrate an understanding of the history of participatory democracy in the United States.

Goal: Deepen your thinking and practice of community partnerships and relationships in community.

Connects the service site to the course description.

Objective: Demonstrate an understanding of the history of community organizing and its relevance to service provision.

Objective: Describe a historical framework with which to analyze structures of service provision.

Objective: Describe a context for examining the organization of knowledge and institutions of higher education in relation to community-based public problem solving.

Goal: Provide a framework and grounding for community service that makes connections between service and political engagement.

Objective: Demonstrate an ability to analyze and critique the dominant charity model of service and its institutional context.

This third goal reflects a particular critique of the dominant “charity” model of community service and service learning that encourages students to think that individual actions are a substitute for focusing on larger structural issues. The approach to social problems as individual concerns positions service as distinct from political activity, which involves working with others to influence (or alter) societal institutions. Part of our readings and community-based activity will be focused on exploring alternatives to the charity model.

States “general” educational outcomes

Readings:

Assorted handouts, including:

Clarifies how the goal will be realized.

- Jane Addams, “The Subtle Problems of Charity” (1899)
- Wendell Berry, “Does Community have a Value?”
“Conserving Communities”
- Nina Eliasoph, *Avoiding Politics: How Americans Produce Apathy in Everyday Life* (1998) (selected chapters).
- John McKnight, “Professionalizing Service and Disabling Help
- “Keith Morton and John Saltmarsh, “Addams, Day, and Dewey: The Emergence of Community Service in American Culture (1997)
- Sara Mosle, “The Vanity of Volunteerism” (2000)

This objective focuses on the learning product, not the teaching process.

“Community Profiles”

Books:

- Robert Coles, *Dorothy Day: A Radical Devotion* (1987)
- Robert Fischer, *Let the People Decide: Neighborhood Organizing in America*, Updated Edition (1994)
- Jedidiah Purdy, *For Common Things* (1999)
- Howard Zinn, *A People’s History of the United States*

Requirements:

1. Community Service/Expectations and Obligations _____%

Complete an average of 3-5 hours of community service per week.

The intellectual and practical foundation of this course is the relationship with the community partner. Service sites invest resources to accommodate you and willingly make themselves dependent on you. Clients at the sites value the consistency and reliability of your presence. Your reliability and commitment are non-negotiable. If you need to reschedule or alter your commitment in any way, you are expected to arrange this as much in advance as possible, call in if circumstances warrant, and/or call in to arrange back-up as necessary. If problems arise, contact the instructors or CA as soon as possible.

2. Weekly Journal Entries including Reflections on Readings _____%

3. Attendance and Participation _____%

4. Seminar Facilitation _____%

5. Final Paper _____%

Schedule

Week 1: Thursday, September 7: Introductions

Week 2: Monday, September 11 and Thursday, September 14

Community, Charity, and Politics.

Students are required to attend the Institute Student Orientation, FAC 4th Floor, September 14, 4-5 PM.

Week 3: Monday, September 18 and Thursday, September 22

Community, Charity, and Politics. (cont.)

Week 4: Monday, September 25 and Thursday, September 29

The Catholic Worker Tradition and Amos House

Week 5: Monday, October 2 and Thursday, October 5

Context for Service: I. The Crisis of Community (1880-1920)

Week 6: Monday, October (9) 10 and Thursday, October 12

A Context for Service: 2. The Origins of Amos House

Week 7: Monday, October 16 and Thursday, October 19

A Context for Service: 3. Radical Organizing (1920-1945)

Week 8: Monday, October 23 and Thursday, October 27

A Context for Service: 4. Community in the Affluent Society (1945-1960)

Week 9: Monday, October 30 and Thursday, November 2

A Context for Service: 5. Community Building in the 60s and 70s (1960-1970)

Week 10: Monday, November 6 and Thursday, November 9

A Context for Service: The Crisis of Civic Renewal (1980-2000)

Week 11: Monday, November 13 and Thursday, Nov. 16

Higher Education, Community Building, and the Lessons of Service.

Week 12: Monday, November 20 (Holiday, Thursday, Nov. 23)

Politics and Service in Contemporary Times

Week 13: Monday, November 27 and Thursday, November 30

Politics and Service in Contemporary Times : (Cont.)

Week 14: Monday, December 4 and Thursday, December 7

Week 15: Reading and Exam Week

Advanced Spanish Conversation

Office: Bannan 372 Hours: 10:30-11:30 by appointment

REQUIRED TEXT: Jose Luis Ponce de Leon, El arte de la conversacion. El arte de la composicion. Quinta edicion.

COURSE OBJECTIVES:

To help students:

1. develop strong conversational skills appropriate to the level of this course.
2. improve their ability for self-expression.
3. expand their active vocabulary.
4. gain a deeper understanding and appreciation of Hispanic language and culture.
5. use their Spanish in a natural context.
6. improve their ability to think critically, to raise pertinent questions and seek answers to them, to analyze, discriminate, and draw conclusions based on concrete evidence.

METHOD:

Classroom activities will include oral presentations, debates, discussions, and playacting. These activities will center on several themes and topics contained in El arte de la conversacion: politics, social justice, education, communication, etc. Current events as reported by different media will be discussed also.

Students will also participate in the Eastside Project, an academic support program through which they will have the opportunity to use Spanish in a natural context, and to learn from the life experiences of diverse populations in the community.

COURSE REQUIREMENTS:

Homework: Specific homework assignments are given (see class schedule). These assignments must be prepared before class. In preparation for class discussions, students must write, in complete Spanish sentences, an outline of his/her thoughts/opinions on each assigned topic and look up vocabulary words they do not know. After reading the dialogues in the text-book, students must do "Comprehension" in a separate sheet of paper and hand it in to the professor.

Newspaper reading: students are required to read Spanish or bilingual newspaper in the Internet or from a bilingual newspaper of the area.: Every Wednesday students will bring to class a copy of an article that they have chosen to analyze. One student will lead the discussion every week. Students must make sure to bring enough copies of the article they will discuss with the entire class, so that students and professor have a copy to follow. All students must read an article every week even though their article will not be discussed. Students will present the professor an outline of their analysis of an article weekly.

Spanish television news: There are two Spanish channels that broadcast daily news in the area, "Noticiero Univision" and "Telemundo" (channels 14 and 24, if you have access to

cable). Students are required to watch at least two of these news broadcasts every week. Arrangements have been made with Media Service so that students may watch taped news in the Language Lab at their convenience. Every **Monday** we will critically analyze the news and commercial advertisement that are presented to Spanish Speakers.

Oral presentations: Students will give three different speeches to the class; these speeches will be 15 minutes in length and will vary in content. Every student will deliver:

- an Informative Speech
- a Persuasive Speech
- a Formal Speech

Portfolios and Community based project: Students will conduct Participatory Research in the community using the Eastside Project or any other outreach program that meets the basic requirement of having a clientele who speaks Spanish. Instructions for this assignment are attached to this syllabus.

Grading:

- Homework 10%
- Newspaper reading..... 5%
- Spanish television news.....5%
- Oral presentations..... 45%
- Participatory Research35%

GRADING SCALE

94 – 100A 87 – 89 B+ 77 – 79 C+ 67 – 69 D+
90- 93 A- 84- 86 B 74- 76 C 64- 66 D
~80- 83 B- 70- 73C- 60- 63D-

PARTICIPATORY RESEARCH IN ADVANCED SPANISH CONVERSATION

Why do we do Participatory Research in Advanced Conversation?

First because it is a qualitative research method that helps a person to learn more about himself or herself at the same time that he or she serves the community trying to interpret the reality that surrounds them.

Second, because the technique it uses to collect data consists of dialogues with the people of the community from whom we want to learn something, in this case Spanish speakers from the San Jose and Santa Clara communities.

Third, because this research method responds to the university mission and the teaching philosophy of your professor, which is to form responsible citizens who will achieve social change.

It is important that you understand that doing participatory research in this class is an effective way to practice Spanish with native speakers who have so much to offer.

What do we need to know to start doing Participatory Research?

First it is necessary to know what you would like to research. The entire community opens its doors to you and it is up to everyone to find out what concerns you the most. For example, those people who are in education, this is your opportunity to get into issues that concern bilingual education or multicultural education, those who are in political science, immigration issues might interest you more.

Second, it is necessary to read something about Participatory Research. Unfortunately there are not too many articles in Spanish available to us at the moment, but there is a lot in English under Participatory Research, Action Research, Community Learning, Service Learning, etc. Your first assignment then is to find an article in the library. Read it, summarize it and bring it to class the second day we meet.

Third, it is absolutely necessary to share your ideas with your classmates and professor. It is necessary to clarify doubts, and explore new ideas. *Many eyes see better.*

Forth, by the second week of classes everyone must have enrolled in one of the agencies the Eastside Project offers. You may use any agency that has mainly Spanish speakers as clients.

Is reading about theory enough to do participatory research?

Definitely not, you cannot do PR only by reading about it; you need to want to do it. The main requirements to do this type of research are: *Faith, hope and love*, like the cardinal virtues. Faith in that which you are doing is worthwhile. You must be convinced that many people must read what you are researching. You also must have faith that what takes place in the community concerns everyone else and you want all of us to know about it. Hope that every step you are taking, every dialogue you conduct is helping everyone to get closer to give voice to the unheard, at the same time that you are getting closer to becoming a better person. Love is the most important requirement because without it this would be a tedious work. You must love yourself and the people you talk, this is the best way to assure you are doing the right thing.

What do I need to get a good grade in this assignment?

Be always in the site of the program on time, get to know the people there the best you can, keep a journal. You will need to record all your emotions, concerns and also achievements. You're your best developing the following assignments:

Descriptive and Interpretive Phase 5 points

Dialogues 5 points Dialogue

Analysis 5 points Critical

Analysis 5 points

Transformative Phase 5 points

Portfolio 10 points

What do all these things really mean?

I. Descriptive Phase: In this part of your work, you will describe the place where you will be working and the people with whom you will be in contact. This description should be in detail. You also need to describe yourself. The questions you need to answer about everything and everyone is: What? Who? Where? From where? When?

II. Interpretive Phase: In this phase, you have to make the connection between what you are doing and your own life. The questions to answer are: How does my life relate to this? Have I experienced something similar to what I am seen here? What do I feel when I see this reality? Why do I think this is important to research?

Dialogues: they are the conversations you have with the participants, the people who are doing this research with you. It is very important that the people with whom you are working are willing to help. It is your responsibility to earn their trust and to motivate them to talk about their life and their community by sharing with them about your own life.

These dialogues may be taped for later analysis. For this you need a good tape recorder and keep it always close to you. However, many times people from the community do not feel comfortable with a tape recorder, besides, if you are working with children, this device could distract them a great deal. If you consider that using a tape recorder is not possible, please take notes during or once your dialogue has finished. You must record everything you think is important. Don't forget that nonverbal language may be as important as the words you hear.

You must discuss with your professor either personally or through email how you are doing your dialogues. It is important that you do this because if there is something that needs to be clarified, you want to do it before you define your generative themes.

III. Dialogue Analysis: Once you have collected your data through dialogues, you need to read your notes or listen to your tapes carefully. Find what are the things that are mentioned more often and see if you can find a theme that comes up from your dialogues. A theme is like a concern or topic that is repeated many times, it could come up in many ways. Read carefully your notes and journal also to see if these themes have come from the participants or only from you. Make sure that what you find as a theme comes from both the participants and you. If you find a theme that comes only from the participant, make sure you conduct another dialogue to see if you can also see the same thing. Double check your generative themes by asking the participants if they consider those issues important for further analysis.

IV. Critical Phase: Once you have defined your generative themes, it is time to research as much as you can about them. In this phase, you need to find as much information as you can on the issues. Due to time constrains, you will only research two written articles for each generative them you have found. You have to make sure that both articles come from different sources. You also will look for information talking to people about the issues, and also from your own experience.

There are a few questions you need to ask yourself when analyzing your sources:

Who wrote this article?
Why does this person see this issue this way?
Does ethnicity have something to do with his/her point of view?
Would this person write the same thing if he/she were in a different situation?
What would I say about this issue from my own situation?
What would I say about this issue if I belonged to a different social class or race?

MAKE SURE YOU HAVE AT LEAST TWO POINTS OF VIEW FOR EACH GENERATIVE THEME.

V. Transformative Phase: This is the last part of your participatory research project. In order to get to this part, you must draw some conclusions of your work. You are going to base your conclusions on all the other phases. From your conclusions, you will be able to think of an action plan. Remember, this type of research **REQUIRES ACTION**. From your personal reflections, you will be able to get deep inside of yourself and find those things you need to change to become a better person. Start there, before you start thinking of changing the world. Write an action plan to achieve your personal goals.

Then think of the things that need to be changed at a social level. Write an action plan for this too. Perhaps you will find that there are things to be changed in the agency you worked. Before you start writing a letter or talk to them, please reflect upon these facts: Are you being realistic about the changes you would like to be made? If you were working there, could you do it? Are you being fair with the people from the agency?

VI. Portfolio: Remember, you have been keeping everything you have been doing in this class. Now is the time to put it together making sure you have your first draft, the corrected version of homework and PR and the final draft, which is the version without, mistakes. Here are the sections your portfolio must have:

Homework. First and final drafts.

Vocabulary

News. Your summary and a copy of the article.

Participatory Research. All phases first and final draft. Include here your journal with your personal reflections.

Presentation evaluations. Include your own comments on how to improve your presentations and the material you used whenever possible.

During the last week of classes, formal presentations will take place. You will present your participatory research to the rest of the class. You will have 15 minutes to present a summary of the four phases of your PR emphasizing your personal transformation. You are encouraged to use technology for your presentation. Every presentation will be video taped and you will be able to incorporate your oral presentation to your portfolio.

Sample Service Learning Syllabus (from Campus Compact website)

POLITICS OF THE UNITED STATES

TIME AND PLACE: T/TH -9:15 AM in Cushing B 10

INSTRUCTOR: Mary McHugh

OFFICE HOURS: MWF 8:15-8:45 AM and T/TH 10-11 AM and/or by appointment

Office: Sakowich Campus Center, Room 380 x. 5123

Home: (978) 568-0414 (no calls after 10 P.M. please)

Email: [mary.mchugh {at} merrimack\(.\)edu](mailto:mary.mchugh@merrimack.edu)

COURSE DESCRIPTION:

This course provides a general introduction to the basic political institutions and processes of the United States government. We will ask and answer questions such as who governs the US, why, and to what ends?

COURSE REQUIREMENTS:

FINAL EXAM (25%) As scheduled by college on Thursday, December 13 at 1:30 PM

EXAM #1 (15%) In class on Thursday, October 1

EXAM #2 (15%) In class on Tuesday, November 13

SERVICE LEARNING PROJECT (10%) See below for details

SERVICE LEARNING JOURNALS (15%) See below for details

CLASS PARTICIPATION & ATTENDANCE (20%) The class format will be partly lecture and partly discussion. Unless otherwise indicated, all reading assignments are required and should be completed before class. Class discussion and participation is both encouraged and required. Attendance will be taken daily. You will be marked down for all unexcused absences after your first absence. Missing more than 50% of the classes could cause you to fail the class.

BOOKS AND READINGS:

All readings are required. The three main books can be purchased at the Merrimack Bookstore.

Stephen Frantzich, *Citizen Democracy*

Alan Shank & Edward Drachman, *You Decide!*

James Q. Wilson, *American Government*, brief version, 5th edition

In addition, you will be responsible for all other assigned readings.

Recommended: A subscription to a daily national newspaper or a weekly news magazine in order to keep up to date with current political events and to use for journal entries. You can pickup copies of the Boston Globe and other papers at the Sakowich Campus Center Information Desk on Main Street.

ASSIGNMENTS:

1. SERVICE LEARNING PROJECT

Students are expected to spend 15 hours volunteering in the Merrimack Valley Area. For this project you are expected to volunteer at a location relating to a public policy that we will be studying in this class and will need to keep a journal of your experiences (as noted below). You will need to sign up for your service work at the Stevens Service Learning Center (x. 5125 Campus Center 380) by Tuesday, September 14 and begin your service by Monday, September 17. You will be able to choose from a variety of options of service work at a variety of times and locations. Students are expected to honor their commitment and to show up each week on time. You are responsible for keeping track of your own volunteer hours and the Stevens Center, with the help of your site manager, will evaluate your performance and commitment. This evaluation will constitute 10% of your grade.

2. SERVICE LEARNING JOURNAL

Each student will keep a journal in a separate notebook so that it can be turned in without depriving the student of class notes, etc. Each week you are expected to make at least one entry into your journal reflecting on your experiences with the service learning project. Each journal entry should include three sections denoted by three different colors of ink. In black ink you should describe what you actually did that week at your volunteer site what were your tasks? How did you complete these tasks? With whom did you work? Etc. In blue ink, you should write your reflective or subjective reactions to what happened during the week how did you feel about your experience this week? Why? Finally, in red ink, you should reflect thoughtfully on the relationship between the things that happen "out there" and what we are reading about or discussing in class that week what connections can be made to the reading, to the class discussion? How does your volunteer experience help you to understand the political world better? How does it help you to understand the balance of power in our political system? The role of the citizen? Of the voter? Etc. Your grade on the journal will reflect the degree to which your entries are thoughtful and complete. All entries should include three parts, however most emphasis in terms of your grade will be placed on the portion written in red ink as it will reflect critical thinking about the project, the readings, and the issues of democracy, citizenship, and power. On occasion I will give you a focus topic for your journal entries, for that week. One journal will constitute 15% of your grade in this class. ***Journals (minimum of 2 entries) are due every other week in class on Thursdays

EXTRA CREDIT:

Students who attend the brown bag luncheons or slide show sponsored by the Stevens Center will receive extra credit.

Brown Bag Luncheons: September 26, October 16th, November 7.

All discussions will take place at noon in the community dining room in Sakowich Campus Center

Slide Show November 28h at 3:30 at Cascia Hall

COURSE OUTLINE AND READING ASSIGNMENTS:

INTRODUCTION (August 28 30)

Readings: Frantzich, Introduction

Shank & Drachman, Introduction

Wilson, Chapter 1

The Declaration of Independence (pp.378 381)

Topic 1: THE AMERICAN FOUNDING (September 4-11)

Readings: Frantzich, Chapter 1

Shank & Drachman, Chapter 1

Wilson, Chapter 2

The Constitution of the US (pp. 382-401)

Federalist Papers #10, #51 (pp. 402-411)

Topic 2: FEDERALISM (September 13-18)

Readings: Frantzich, Chapter 2

Shank & Drachman, Chapter 2

Wilson, Chapter 3

Topic 3: CONGRESS (September 20-27)

Readings: Frantzich, Chapters 11 & 12

Shank & Drachman, Chapter 11

Wilson, Chapter 7

Topic 4: THE PRESIDENCY & EXECUTIVE BRANCH (October 2-9)

Readings: Frantzich, Chapters 13, 14, & 17

Shank & Drachman, Chapter 12

Wilson, Chapter 8-9

EXAM THURSDAY, OCTOBER 11th

Topic 5: THE AMERICAN JUDICIARY (October 16-18)

Readings: Frantzich, Chapter 13 & 14

Shank & Drachman, Chapter 13

Wilson, Chapter 10

Topic 6: CIVIL RIGHTS & LIBERTIES (October 23-30)

Readings: Frantzich, Chapters 3 & 4

Shank & Drachman, Chapters 3& 4

Wilson, Chapter 11

Topic 7: PUBLIC OPINION AND THE MEDIA (November 1-8)

Readings: Frantzich, Chapter 5 & 6

Shank & Drachman, Chapters 5 & 6

Wilson, Chapter 4

EXAM #2 TUESDAY, NOVEMBER 13TH

Topic 8: CAMPAIGNS & ELECTION (November 15-20)

Readings: Frantzich, Chapter 9

Shank & Drachman, Chapters 9 & 10

Wilson, Chapter 6

Topic 9: POLITICAL PARTIES & INTEREST GROUPS (Nov 27-29)

Readings: Frantzich, Chapters 7 & 8

Shank & Drachman, Chapters 7, 8, 14, 15, 16

Wilson, Chapter 5

Appendix D: Risk Management Documents

Service-Learning Agreement

This agreement (“Agreement”) is between the Trustees of the California State University on behalf of **California State University, Bakersfield** and _____ (“**Learning Site**”). In consideration of the mutual promises set forth below, the University and Learning Site (“parties”) agree as follows:

I. Learning Site’s Responsibilities

- A. Identify the student’s supervisor. The supervisor agrees to meet with the student regularly to facilitate the student’s learning experience, provide support, review progress on assigned tasks, verify service hours and give feedback.
- B. Provide an orientation that includes a site tour; an introduction to staff; a description of the characteristics of and risks associated with the Learning Site’s operations, services and/or clients; a discussion concerning safety policies and emergency procedures; and information detailing where students check-in and how they log their time.
- C. Provide student with a written description of the student’s tasks and responsibilities.
- D. Provide appropriate training, equipment, materials and work area for students prior to students performing assigned tasks or working with the Learning Site’s clients.
- E. Inform student of the need for a background check, fingerprinting and/or a tuberculosis test; obtain the student’s fingerprints, background check and/or tuberculosis test; and maintain the confidentiality of any results as required by federal and state law.
- F. Evaluate the student if requested by the University and contact the University if the student fails to perform assigned tasks or engages in misconduct.
- G. Notify the University as soon as is reasonably possible of any injury or illness to a student participating in a learning activity at the Learning Site.

II. University’s Responsibilities

- A. The University will advise the student(s) of their responsibility to:
 - 1. Participate in all training required by the Learning Site.
 - 2. Exhibit professional, ethical and appropriate behavior when at the Learning Site.
 - 3. Complete all assigned tasks and responsibilities in a timely and efficient manner.
 - 4. Abide by the Learning Site’s rules and standards of conduct.
 - 5. Maintain the confidentiality of the Learning Site’s proprietary information, records and information concerning its clients.

- B. The University will advise student that neither the University nor the Learning Site assumes any financial responsibility in the event he/she is injured or becomes ill as a result of his/her participation a learning activity at the Learning Site.
- C. Provide the student with general and professional liability insurance in the amount of \$1,000,000 per occurrence, \$3,000,000 general aggregate. This insurance only applies if both parties have signed this Agreement.

III. General Provisions

- A. This Agreement will become effective as of the date last written below and continue for a period of 5 years unless terminated by either party after giving the other party 30 days written notice of the intent to terminate. If the Learning Site terminates this Agreement, it will permit any student working at the Learning Site at the time of termination to complete his/her work. At the 5 year termination date the agreement can be renewed once it has been reviewed, updated as applicable and executed by the appropriate parties.
- B. The Learning Site and the University agree to indemnify, defend and hold harmless each other from any and all liability for any personal injury, damages, wrongful death or other losses and costs, including but not limited to reasonable attorney fees and defense costs, arising out of the negligence or willful misconduct of their respective officers, employees, agents or volunteers in the performance of this Agreement. This paragraph will survive expiration or termination of this Agreement.
- C. Each party agrees to maintain general liability coverage of at least \$1,000,000 per occurrence, \$2,000,000 aggregate and to provide evidence of coverage upon request. Insurance must be placed with insurers with a current A.M. Best rating of at least A: VII.
- D. The Learning Site and the University will meet upon request or as necessary to resolve any potential conflicts and to facilitate a mutually beneficial experience for all involved.
- E. The Learning Site may dismiss a student if the student violates its standards, mission or goals. The Learning Site will document its rationale for terminating a student and provide the University with a copy of the rationale upon request.
- F. Students participating in a learning activity at the Learning Site are not officers, employees, agents or volunteers of the University or the Learning Site.
- G. Nothing contained in this Agreement confers on either party the right to use the other party's name without prior written permission, or constitutes an endorsement of any commercial product or service by the University.
- H. This Agreement may not be altered unless both parties agree in writing. The parties agree to follow all applicable federal, state and local laws and regulations, including but not limited to laws prohibiting discrimination and harassment.
- I. Any notices required by this Agreement will be deemed to have been duly given if communicated to the following individuals:

UNIVERSITY:

LEARNING SITE:

Name
Director, Service Learning
Telephone Number
Email Address

Name
Title
Telephone Number
Email Address

IN WITNESS WHEREOF, this Agreement has been executed by the parties as of the date last written below.

CALIFORNIA STATE UNIVERSITY

NAME OF LEARNING SITE

By:

By:

Authorized Signature (date)

Authorized Signature (date)

Printed Name and Title

Printed Name and Title

SERVICE LEARNING ORIENTATION CHECKLIST

Student Orientation Provided Before First Day of Service

✓ Details related to serving at the site should coincide with details found in the *Learning Plan*:

- Mission of the Learning Site.
- Who are the clients of the Learning Site?
- What programs/service does the Learning Site 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? Where should students go to have fingerprinting done?
- Discuss volunteer expectations by the Learning Site.
- 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 Learning Site’s standards)
- Provide specific training for the position.
- What will the student learn? What qualities or skills will the students develop?
- Review confidentiality rules for the site. Are pictures or video allowed?
- Review the risks associated with this placement.
- Explain what students should do if harassment occurs. Whom do they contact (referenced in the *Learning Plan*).
- 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 (Learning Site contact, and campus contact)?
- Is there a Learning Site 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 Learning Site).
- 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?

SERVICE LEARNING ORIENTATION CHECKLIST

On Site (Agency) 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.

Student Learning Plan

Section I: Student Data

Student's Name: _____ Student ID: _____

Email: _____ Telephone Number: _____

Primary Emergency Contact: _____ Relationship: _____

Daytime Telephone: _____ Cell Phone Number: _____

Secondary Emergency Contact: _____ Relationship: _____

Daytime Telephone: _____ Cell Phone Number: _____

Section II: Learning Site

Learning Site: _____ Contact

Name: _____ Address:

Email: _____ Telephone Number: _____

Section III: Course Data

Course Title: _____ Faculty Name: _____

Service Objectives (list your primary responsibilities at the Learning Site):

1. _____
2. _____
3. _____

Learning Objectives (describe how your primary responsibilities support/further your course work):

1. _____
2. _____
3. _____

Planned Number of Service Hours: _____

Start Date: _____ End Date: _____

I have reviewed and approve the Learning Plan set forth above.

Faculty Signature: _____ Date: _____

Student Signature: _____ Date: _____

PARTICIPATION GUIDELINES

1. I will devote _____hours per week towards completion of the service and learning objectives listed in my learning plan for a total of _____service hours, effective from _____to _____("learning activity"). I agree to complete any paperwork and orientations required by my professor or site supervisor as part of this learning activity.
2. I understand and acknowledge that there are potential risks associated with this learning activity, some of which may arise from (a) my assigned tasks and responsibilities, (b) the location of the learning activity, (c) the physical characteristics of the Learning Site, (d) the amount and type of criminal activity or hazardous materials at or near the location of the learning activity, (e) any travel associated with the learning activity, (f) the time of day when I will be present at the Learning Site, (g) the criminal, mental and social backgrounds of the individuals I will be working with or serving, and (h) the amount of supervision I will receive. I further understand and acknowledge that my safety and well being are primarily dependent upon my acting responsibly to protect myself from personal injury, bodily injury or property damage.
3. Being aware of the risks inherent in this learning activity, I nonetheless voluntarily choose to participate in this learning activity. I understand that I may stop participating if I believe the risks become too great.
4. While participating in this learning activity, I will **(a)** exhibit professional, ethical and appropriate behavior; **(b)** abide by the Learning Site's rules and standards of conduct, including wearing any required personal protective equipment; **(c)** participate in all required training; **(d)** complete all assigned tasks and responsibilities in a timely and efficient manner; **(e)** request assistance if I am unsure how to respond to a difficult or uncomfortable situation; **(f)** be punctual and notify the Learning Site if I believe I will be late or absent; and **(g)** respect the privacy of the Learning Site's clients.
5. While participating in this learning activity, I will not **(a)** report to the Learning Site under the influence of drugs or alcohol; **(b)** give or loan money or other personal belongings to a client; **(c)** make promises to a client I cannot keep; **(d)** give a client or representative a ride in my personal vehicle; **(e)** engage in behavior that might be perceived as harassment of a client or Learning Site representative; **(f)** engage in behavior that might be perceived as discriminating against an individual on the basis of their age, race, gender, sexual orientation, mental capacity, or ethnicity; **(g)** engage in any type of business with clients during the term of my placement; **(h)** disclose without permission the Learning Site's proprietary information, records or confidential information concerning its clients; or **(i)** enter into personal relationships with a client or Learning Site representative during the term of my placement. I understand that the Learning Site may dismiss me if I engage in any of these behaviors.

6. I agree to contact the University's Director of the Center for Community Engagement & Career Education at (661) 654-3033 if I believe I have been discriminated against, harassed or injured while engaged in this learning activity.
7. I understand and acknowledge that neither the University nor the Learning Site assumes any financial responsibility in the event I am injured or become ill as a result of my participating in this learning activity. I understand that I am personally responsible for paying any costs I may incur for the treatment of any such injury or illness. I acknowledge that the University recommends that I carry health insurance.

I have read, understand and agree to comply with these guidelines.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____
(Required if student is under the age of 18)

Parent/Guardian Name: _____

California State University, Bakersfield
Center for Career Education & Community Engagement (CECE)

Short-Term Agreement
(Extended Learning Plan)

Student Name: _____ Student ID#: _____

Address: _____

Phone # _____ Email: _____

Faculty Supervisor /
Course Instructor: _____ Semester and Year: _____

Organization/
Company Name: _____ Site
Supervisor: _____

E-Mail: _____ Phone #: _____

Address: _____

Total Number of Hours for the
Semester _____ Start Date: _____ End Date: _____

Learning Objectives: What are the learning objectives of this service experience? What do you want to learn as a result of this service experience?

Service Objectives: Identify and describe the nature of the service activities in which you will be engaged. The service objectives should be designed to help you work toward your learning objectives.

THE SITE SUPERVISOR (COMMUNITY BASED ORGANIZATION):

Agrees to guide this student's work and to submit a brief final evaluation of his/her achievement upon request.

Agrees to discuss any concerns about the student's performance with him/her directly, and with the course supervisor, a CECE staff member, or other appropriate university personnel as necessary.

Agrees to hold the California State University, Bakersfield, its employees and agents, free and harmless from any claims and causes of action resulting from our voluntary participation in this short-term agreement. We agree to provide general work site orientation and supervision and to make every reasonable effort to provide a safe working environment. We understand that we are accepting the student as a volunteer, that we are not responsible for providing wages, but agree to assist California State University, Bakersfield by certifying that the student completed the minimum hours of service required by the service learning or academic internship course.

The community-based organization (CBO) shall be responsible for damages caused by the negligence of its directors, officers, agents, employees and duly authorized volunteers occurring in the performance of this agreement. California State University, Bakersfield shall be responsible for damages caused by the negligence of its directors, officers, employees and duly authorized volunteers occurring in the performance of this agreement. It is the intention of the community-based organization and the University that the provision of this paragraph be interpreted to impose on each party responsibility for the negligence of their respective directors, officers, employees and duly authorized volunteers. The University does provide professional and general liability insurance for students enrolled in service-learning and academic internship courses. The coverage commences when the student begins the agreed upon service-learning or internship activities and is valid throughout the time the student is performing service. This time period must be in alignment with the university academic calendar. Students MUST sign in at the CBO each time they provide service and may only serve at the site during the specified dates noted in this document. **Generally, students are not volunteers of the CSU, but rather volunteers of the community-based organization.** Students may not engage in the service learning / internship until all signatures are collected and the learning plan is complete. Students are not permitted to drive a vehicle to perform duties for the CBO. ***Please note, the university does not provide auto liability coverage for students. If a student is injured during their service assignment they should contact the Center for Career Education & Community Engagement at 654-3033 or campus police 654-2111.***

My signature below indicates I have thoroughly reviewed the information contained in this document and agree to the terms for a short-term relationship between my organization and CSU Bakersfield.

Site Supervisor Signature: _____ **Date:** _____

(Note to Site Supervisor: If you are aware of specific and/or considerable risk factors present at this agency and/or placement, it is advisable to list them here.)

- 1.
- 2.
- 3.

THE STUDENT:

The Student agrees to abide by the following Guidelines and Limitations:

Guidelines:

- **Ask for help when in doubt:** Your site supervisor understands the issues at your site and you are encouraged to approach him/her with problems or questions as they arise. He/She can assist you in determining the best way to respond to difficult or uncomfortable situations. Feel free to contact your professor or the service learning office with questions concerning your placement.

- **Be punctual and responsible:** Although you are volunteering your time, you are participating in the organization as a reliable, trustworthy and contributing member of the team. Both the administrators and the person(s) whom you serve rely on your punctuality and commitment to completing your service hours/project throughout your partnership.
- **Call if you anticipate lateness or absence:** Call the site supervisor if you are unable to come in or if you anticipate being late. Be mindful of your commitment; people are counting on you.
- **Respect the privacy of all clients:** If you are privy to confidential information with regard to the person(s) with whom you are working (i.e. organizational files, diagnostics, personal stories, etc), it is vital that you treat it as privileged information. You should use pseudonyms in your course assignments if you are referring to clients or the people you work with at the service site.
- **Show respect for the community-based organization you work for:** Placement within community programs is an educational opportunity and a privilege. Keep in mind, not only are you serving the community but the community is serving you by investing valuable resources in your learning. Inappropriate behavior, as defined by your organization's guidelines and operating procedures, can be grounds for reassignment or termination of your service assignment.
- **Be appropriate:** You are in a work situation and are expected to treat your supervisor and others with courtesy and kindness. Dress neatly and appropriately. Use formal names unless instructed otherwise. Set a positive standard for other students to follow as part of CSUB's ongoing Service Learning and Internship Program.
- **Be flexible:** The level or intensity of activity at a service site is not always predictable. Your flexibility to changing situations can assist the partnership in working smoothly and producing positive outcomes for everyone involved.

Limitations

- 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 to a client you cannot keep.
- DON'T give a client or agency representative a ride in a personal vehicle.
- DON'T tolerate verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or community organization representative.
- DON'T 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.
- 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 partner representative during the term of your service.

* If you feel that your rights have been or may be violated, or that any of the above stated limitations have been violated please contact the site supervisor and/or instructor.

The Student:

I _____ (student name) agree to the following:

- To act in a responsible manner while representing California State University at the service learning / internship site, and abide by all rules and regulations that govern the site in which he/she has been placed.
 - I understand the connection between the service-learning / academic internship course, and the service and learning objectives to be fulfilled at the service site.
 - Have or will participate in an orientation.
 - Have read the above stated guidelines and limitations and understands his/her role as a service-learning student / intern in working with the community partner.
 - Understand and acknowledge the risks involved with this service placement, and enter into this service-learning / intern placement fully informed and aware. *(Note to Faculty: If you are aware of specific and/or considerable risk factors present at this agency and/or placement, it is advisable to list them here.)*
1. _____
2. _____
- Agree to devote a total of _____ hours during the _____ semester in order to fulfill the service objectives described above.
 - Agree to complete any forms, evaluations or other paperwork required by either the course or the site supervisor.
 - I have read and understand the entire learning plan.

Student Signature: _____ Date: _____

FACULTY/COURSE SUPERVISOR:

I have examined and approved this learning plan.

Faculty/Course Supervisor
Signature: _____ Date: _____

CECE Representative
Signature: _____ Date: _____

Link to CSUB Standard Waiver:

<http://surveys.myinterfase.com/TakeSurvey.aspx?SurveyID=12LJ4n81H#>