



Center for Community Engagement

# Community Partner Resource Guide To Service Learning



*"This material is based upon work supported by the Corporation for National and Community Service under Learn and Serve Grant No. 03LHCA003. Opinions or points of view expressed in this document are those of the authors and do not necessarily reflect the official position of the Corporation or Learn and Serve America."*

## Table of Contents

Purpose.....	1
Mission of the Center for Community Engagement .....	2
Service Learning and the CSUCI Mission.....	2
What is Service Learning? .....	2
What Service Learning is Not.....	2
Potential Benefits of Service Learning.....	3
Potential Benefits to Faculty.....	3
Potential Benefits to Student.....	3
Potential Benefits to the Community Partners.....	3
Community Partners Role.....	4
Understanding and Preparing Students for Service .....	7
Understanding CSUCI Students.....	7
Preparing CSUCI Students.....	8
Understanding Service Learning and the Links Between Learning and Service	
Outcomes .....	8
Knowledge and Understanding of Self.....	8
Planning Your Service Learning Project.....	10
Contacting Faculty .....	10
Designing a Meaningful Service Project .....	10
Reflection.....	12
Types of Reflection .....	12
Frequently Asked Questions.....	14

## Purpose

The *Community Partner Service Learning Resource Guide* is designed to be a reference tool for CSUCI community partners involved with service learning faculty/courses. This resource guide provides you with guidance on your role as a community partner, designing a service learning project, preparing students to serve at your organization, and facilitating student reflection activities.

Our service learning program is built on reciprocal relationships between faculty, community partners and students. Your relationship with our students will result in an integrative teaching approach and provide a foundation for their learning.

As a community partner, you play an integral role as co-educator in the academic careers of our students. By sharing your knowledge and expertise, our students will be able to:

- connect and contribute to the community in which they live
- learn about the larger political and social structures within their community
- develop civic responsibility and strong leadership skills,
- examine and challenge their value and belief systems
- build professional networks

We greatly appreciate your involvement with our service learning program. We look forward to a rewarding and collaborative partnership with you to make this program a huge success. If you have any questions please feel free to contact our office.

### Contact Information:

Center for Community Engagement  
1 University Drive  
Lindero Hall, Room 3218  
Camarillo, CA 93012  
Main Line: (805) 437.8851  
Fax Line: 805.437.8817

Amanda Quintero  
*Interim Director*

[Amanda.quintero@csuci.edu](mailto:Amanda.quintero@csuci.edu)

Pilar Pacheco  
*Assistant Director*

[Pilar.pacheco@csuci.edu](mailto:Pilar.pacheco@csuci.edu)

## Mission of the Office of Service Learning and Civic Engagement

To foster a learning community that facilitates learning for civic engagement in our local and global communities; and that addresses societal challenges through long term sustainable partnerships.

### Service Learning and the CSUCI Mission

The CSUCI mission statement emphasizes a strong commitment to the community through service learning: *“Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and **Service Learning**, and graduates students with multicultural and international perspectives.”*

### What is Service Learning?

The CCE has adapted the definition of service learning as stated by the National Commission of Service Learning:

- Service learning is a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities, while engaging students in reflection upon what was experienced, how the community was benefited, and what was learned.

### What Service Learning is Not

There are many types of community involvement. However, it is important to note some vital distinctions between service-learning and these other forms of participation:

- *Volunteerism*...where the primary emphasis is on the service being provided and the primary intended beneficiary is clearly the service recipient.
- *Community Service*...where the primary focus [is] on the service being provided as well as the benefits the service activities have on the recipients. The students receive some benefits by learning more about how their service makes a difference.
- *Internships*...[that] engage students in service activities primarily 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.

- *Field Education*...[that] provide students with co-curricular service opportunities that are related, but not fully integrated, with their formal academic studies. Students perform the service as a part of a program that is designed primarily to enhance students' understanding of a field of study, while also providing substantial emphasis on the service being provided<sup>1</sup>.

## Potential Benefits of Service Learning

### Potential Benefits to Faculty:

- Enriches and enlivens teaching while keeping it academically rigorous
- Connects the community with the curriculum and the academic mission of the University
- Provides opportunities to identify new areas for research and publication, thus increasing opportunities for professional recognition and reward

### Potential Benefits to Student:

- Takes students out of the classroom and into the community
- Provides students with “real-life” experiences that in turn supports and contributes to academic learning and outcomes
- Gives students an opportunity to become active citizens; to be part of the democratic process and part of the problem solving solutions that impact the community
- Provides students with political, social and professional resources by:
  - broadening perspectives and enhancing critical thinking skills
  - improving interpersonal and human relations skills
  - forging professional networks

### Potential Benefits to the Community Partners:

- Provides an opportunity for community to participate in an educational partnership
- Allows community to contribute to the education and preparation of the next generation of community leaders, non-profit employees and public servants
- Provides opportunities to educate students about current issues that impact surrounding communities
- Increases volunteer resources
- Provides opportunities for collaborative funding projects

---

<sup>1</sup> From: Andrew Furco. (1996). *Service-Learning: A Balance Approach to Experiential Education*. Expanding Boundaries: Service and Learning. Corporation for National Service

## Community Partners Role

As a community partner you are truly a partner in the student's education and should view yourself as a co-educator. As a co-educator you have a unique opportunity to mentor CSUCI students about the larger social, cultural and political issues that make up the world around them. You will also have an opportunity to provide them with the knowledge and understanding of the community/population they are working with and the service they are providing. By answering the following questions you will help students better understand the community and their service.

What do students need to understand about:

- the community organization, its purpose and vision, the staff?
- community members who utilize the services?
- the service tasks/projects they will be involved with and the larger context?
- the surrounding neighborhood and larger context (town, city, etc.)?
- the local community assets and challenges and how they can best be responsive to them?
- the history between the community, the agency and the higher education institution?
- how they can be of service and be open to being served as well?
- what might others have to teach them in this experience?
- how they can be responsive to what the community needs from me?

It is also the community partner's responsibility to provide orientation, training and supervision to CSUCI students. Communicating your expectations, clarifying responsibilities and goals, and discussing risks involved in the service project (if any) will help you and the student(s) have a successful experience.

The **Orientation Checklists** below are tools to help you properly prepare service learners for their community experiences. The orientation should provide students with a clear understanding of the work they will be doing, any risk associated with that work, and how they should conduct themselves when they are working in the community as part of a class assignment.

The **first orientation**, prior to the first day of service occurs, gives students information about the community-based organization and the nature of their service placements. This should take place on campus, either in class or in a required outside-of-class meeting.

## Orientation Checklist Provided Before First Day of Service

Details related to serving at the site:

- Mission of the Community-Based Organization (CBO)
- Who does the Community-Based Organization serve?
- What programs/service does the CBO offer?
- Specific policies and procedures related to the service placement.
- Review any proof of eligibility that is needed (fingerprinting, background check). Who will cover the cost of this? Where should students go to have fingerprinting done?
- Discuss CBO volunteer expectations.
- Provide students a job description detailing the work they will do (outlines scope of work). Explain the types of activities that are “outside” the scope of work.
- Give the students their site supervisor’s contact information.
- Will the students need to meet with the site supervisor prior to beginning their service?
- How closely will the student be supervised? By whom?
- Who do the students call if they cannot make their scheduled service, or will be late?
- Discuss appropriate attire when providing service (based on CBO standards).
- Provide specific training for the position.
- What will the student learn? What qualities or skills will the student 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? Who do they contact?
- Talk about service schedule (total number of hours, days and times of the week, etc.). Also discuss beginning and end of service. Students should not volunteer outside of scheduled hours until requirement is complete.
- Who can the students contact with questions or concerns about their placement (CBO contact, and campus contact)?
- Is there a CBO training or Orientation to attend? Where? When? How long?
- Where do students check in at the site on their first day?
- How are students’ service hours recorded? (For their course and the CBO).

- Give location of the site and directions via personal vehicle or public transportation. Here will students park if they drive? What is the cost associated with parking or taking public transit? Emphasize that the 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?

The **second orientation**, presented by the community-based organization, should take place at the site where students will be working. This is the simplest, most effective way for students to become aware of emergency policies, accident procedures, and the rules and regulations of the site.

### On Site Orientation – (On or before first day of service)

#### Site Specific Risk Management 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. 5. 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.

SOURCE: *Service Learning Guide for Community Partners*. Service Learning Institute, California State University-Monterey Bay  
([http://service.csumb.edu/partners/partner\\_guide.html](http://service.csumb.edu/partners/partner_guide.html)) Reprinted by permission.

## Understanding and Preparing Students for Service

### Understanding CSUCI Students

Planning for service learners with an awareness of the diverse characteristics of the CSUCI student population can improve the experience for everyone involved. When planning for student involvement at your agency, anticipate a wide range of background and experience. For example, some students will be “traditional” college age (17-24); however, others will be older and/or returning students. Following is a profile of the CSUCI undergraduate student taken from fall 2006 student data:

- Total University enrollment, including Post-baccalaureates is 3,123 students. Of that 2,868 are undergraduates who are enrolled in sixteen majors.
- Eighty percent of CSUCI students take a course load of 12.5 units and are considered full-time students.
- The age range of CSUCI undergraduates is 17-72 with the median age being 22.
- There are more female undergraduate students (61%) than male undergraduate (39%) students.
- According to self-reports more than one-half (54.4%) of CSUCI students are White, and 25% of the students are Hispanic.
- More than one-third (36%) of 2006 first-time freshman were from Ventura County.
- Although some students live on campus, the vast majority of students commute from off-campus.
- A large percentage of CSUCI students hold either on or off-campus jobs while attending classes. In addition, CSUCI has returning students (students returning to school after an extended absence and/or students returning to further their education) and students who have children and other family responsibilities.
- Some students will have little community work or volunteer experience; others will be active community professionals who handle a great number of work experiences.

## Preparing CSUCI Students for Service

Based on experience and input of community partners, students and faculty, CSUCI Service Learning consultant Dr. Kathleen Rice has identified four critical components of service learning preparation for students. Designing activities that guide students through these components can better prepare them to fully engage in their service which is often new to them. Preparation can also help students provide high quality service that is of genuine benefit to the community. Preparation activities are most effective when they occur in both the classroom and in the community.

Community partners who engage in these preparation processes themselves are better prepared to guide students through them as well.

### Understanding Service Learning and the Links Between Learning and Service Outcomes

- What is service learning and why is this course utilizing this pedagogy? How will students be prepared for reflecting on their learning and applying it to new experiences?
- What are the course learning outcomes (academic outcomes as well as service/social justice/civic engagement outcomes) and what is their connection to the activities students will be involved with in the community? What additional outcomes does the student have for her/himself?
- How will the course content help the student provide effective, quality service?
- What are all the partners' expectations/needs of one another?

### Knowledge and Understanding of Self

Preparation activities that guide students through gaining deeper awareness of themselves can increase their capacity to enter, participate in, and exit communities sensitively, and can lead to deeper learning from the service learning course. In particular, the following reflection questions can help students recognize what they bring to the community:

- My Assets: What skills, experience, awareness and knowledge do I already have that can help me be of service effectively and help me grasp course content successfully? What do I have to give and share? What is my experience of being served by others?
- My Lenses: Knowing we all have assumptions, attitudes, beliefs, stereotypes, biases, and fears -- what are mine that might impact the service experience (even unintentionally)? How can I be aware of my assumptions and not act from them in ways that are harmful to myself or others? What are my feelings and beliefs about service? What do I think people want and need? What

assumptions do I have about myself and others based on societal conditioning about age, class, disability, ethnicity, gender, language race, religion, sexual identity, career/job/work status, life situation, etc. What have I heard or what are my beliefs about the agency, neighborhood, or people I will be working with?

- My Expectations, Motivations, Emotions: What are my expectations of myself, the community partners, faculty, and of the experience? What are my motivations? Why am I involved in service? How might my motivations impact how I engage in service? How do I view myself in relation to community members I will be engaged with? What apprehensions, discomfort, fears might I have? What am I excited about?
- My Social Identities: How am I similar and different from people I will work with in the community, in terms of my identities? What do I need to be aware of and know to work effectively across our differences and similarities? How might my age, class, disability status, ethnicity, gender, language, national identity, race, sexual identity, etc. and the power attached to them, impact what I bring to the community (assets and challenges)? How might they impact what I value, what is familiar, how I work with the unfamiliar, etc.?

## Planning Your Service Learning Project

### Contacting Faculty

CSUCI's service learning program fosters a reciprocal relationship between the community partners, faculty members and students, and we welcome suggestions from community partners for potential service learning projects. The CCE can assist by acting as liaison for community partners and faculty. If you have an idea for a service learning project, please contact Pilar Pacheco, Assistant Director of Service Learning and Civic Engagement at [pilar.pacheco@csuci.edu](mailto:pilar.pacheco@csuci.edu) or 805.437.8851. Our office will assist you in scheduling a meeting with faculty to discuss the responsibilities and goals for a proposed service learning project.

### Designing a Meaningful Service Project

A service learning project integrates the skills or knowledge students are learning in the course. Service learning projects should be designed so that a student or a group of students can make a significant contribution to your organization's mission or goals within a semester and coincide with the academic calendar. Often the best kinds of projects are those that have been on the "back-burner" for your organization; the ones where you say, "wouldn't it be great if we had a student to do that."

When thinking about or designing a service project it is important to keep the following questions in mind:

What kind of service project will this be?

Service learning projects can take on many different forms.

- **Direct service:** Student interacts directly with clients from your organization (e.g., reading to students, collecting oral histories).
- **Indirect service:** Service is not provided to individuals but the service benefits the community (e.g. students collect/analyze water samples; data is used to inform an environmental impact report).
- **Advocacy:** Students create an awareness of a community issue (e.g., writing letters to the editor, public speaking, attending and reporting on city council meetings).
- **Research:** Students gather data and report on an issue of public interest (e.g., developing a survey used to determine farmworker health issues).

For all types of service projects students should be able to relate their work directly to the mission and goals of your organization.

Other questions for consideration include:

- What is the community issue being addressed?
- What are the key service objectives for this project?
- What do you want students to learn about: themselves, your organization?

- How many students will the project require?
- Does this project entail using students from a particular discipline?
- What type of student preparation is needed? Who is responsible for this preparation?
- Will reflection activities be incorporated in this project? Who is responsible for these activities?
- How many hours will the project require? What is the timeframe?
- Will the project need to complete by the end of the semester (16 weeks)?
- Will the service project be long-term?
- What will be my time commitment to this project?
- Do I have a training and orientation planned?
- What type of preparation does my staff need?
- Do I have a place for service learners to do their work?
- Are there any added project costs to the organization?
- Are there any risk factors involved with this project? If so, how will they be managed?

## Reflection

Structured reflection time is integral to service learning programs because it connects and reinforces in-class work and readings, and service learning experiences. It provides an opportunity for students to think critically about civic experiences, examine and challenge personal values, beliefs, and opinions. It provides a platform for students to ask questions, share ideas and experiences, challenge current solutions to community issues and develop plans to address community needs.

It is important to incorporate structured reflection time (before, during and after the service experience) so that students develop a deeper understanding of course subject matter outside of the traditional classroom environment. Reflection promotes; interpersonal communication, problem solving skills, self-awareness, a sense of civic responsibility, and a sense of belonging.

### Types of Reflection

The sample questions below are meant to give you an idea of how reflection may be structured at your service site.

#### 1) Group Discussions

Service site discussions can occur individually, in several small groups or as one large group. Topics can vary but should be structured.

Examples for discussions at the **beginning** of the semester

- What is the identified problem/community need?
- How are you going to address that need?
- What are some of your perceptions or beliefs about the population you will be working with?
- What fears, if any do you have about working in the community?
- What do you hope to gain from this experience?
- Why are you needed?

Examples for discussion **during** the semester:

- How does your service learning experience relate to the learning objectives of the course?
- What did you do at the site since the last reflection discussion?
- What did you observe?
- What did you learn?
- How has the experience affected you (how did you feel)?
- What has worked?
- What hasn't worked?

- What do you think is (will be) the most valuable service you can offer at your site?
- What has been particularly rewarding about your service?
- How could you improve your individual service contribution?
- Have you taken any risks at your service site? If so, what did you do? What were the results?
- What would you change about your service assignment that would make it more meaningful for you or other service-learning students?
- What have you learned about yourself?
- Has your service experience, so far, changed any of your perceptions or beliefs?
- Is there something more you could do to contribute to the solution?

Toward the **end** of the semester:

- What have you learned about yourself?
- What have you learned about your community?
- What have you contributed to the community site?
- What values, opinions, beliefs have changed?
- How has your willingness to help others changed?
- What was the most important lesson learned?
- How have you been challenged?
- What impact did you have on the community?
- What should others do about this issue?
- What else can be done to address this issue?

## Frequently Asked Questions

### **How is service learning different from internships or volunteers?**

While internships and volunteerism is a great form of experiential learning they typically lack the coursework integration and the opportunity for shared reflection, essential to the process of service learning.

### **When can I expect students to start?**

If you refer to the CSUCI Academic Calendar (see Appendix B) you will see when semesters begin and end. When students start will depend upon the service learning project, the amount of hours required by the course and what is decided upon by the faculty member and the community partner. Generally, an organization will begin to receive students within the first three - four weeks of the semester.

### **Will students stay beyond one semester?**

Many service learning projects may last only one semester. However, that same course may be offered the next semester with the possibility of a new group of service learners working at your placement site.

### **How many students will work with us for the semester?**

When you complete the information in our community partner database it is very important that you list the number of students you can support each semester. Many of our community partners have over 20 students per semester, while others have just one or two. You should not take more students that you feel comfortable supervising and providing quality experiences and opportunities for.

### **What if students don't show up, stop coming, or don't complete their hours?**

In the event that students say they are going to show up and don't, or if they stop coming all together after coming a few times, the first thing to do is contact the student directly and ask what happened. In most cases the situation can be resolved at this step. If you are unsuccessful at reaching them or they do not return your calls, please contact the faculty member or the CCE. We are here to help you work most effectively and successfully with student.

### **What if my organizations can not facilitate on-site reflection?**

Being able to facilitate on-site reflection is certainly not part of the criteria for being a community partner and should be done only if you feel comfortable with this process. Reflection does not have to be a formal process. Students are reflecting on their experiences in class through discussion, writing, reading assignments, and research. However, as co-educators you and your staff have something unique to add to a student's coursework. You are the experts on your organization, and as such offer a "real-world"

perspective. Think broadly and creatively in terms of what reflection" is and how you can achieve that with your students. It could be as easy as walking down the hall with a student asking them what they achieved today. It is possible for you to even discuss with the faculty member ways you can compliment what is happening in class.

**Who are the students participating in service learning?**

The CCE works with a variety of faculty and departments around the University. Therefore, the students coming to your organization will have a variety of majors and areas of study. Should there be particular student requirements your organization is looking for (i.e., areas of study, language etc.) be sure to note these in our community partner database.

**What happens at the end of the semester?**

Community partners will be asked to complete an online evaluation. Information from this survey will be used for program planning and quality improvement.

**CSU Channel Islands  
Student Learning Plan**

Student Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_

Address: \_\_\_\_\_

Phone # \_\_\_\_\_ Email: \_\_\_\_\_

Course Instructor: \_\_\_\_\_ Semester/Quarter: \_\_\_\_\_

Agency/Site: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_ Phone #: \_\_\_\_\_

Address: \_\_\_\_\_

Approximate # of Hours \_\_\_\_\_ Beg. Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Learning Objectives: What are the learning objectives of this service experience? (*Note: Include class assignment objectives*)

---

---

---

---

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. (*Note: Student should fill out this section after securing a service assignment.*)

---

---

---

---

The Site Supervisor:

Site Supervisor

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Faculty/Course Supervisor:

I have examined and approved this learning plan.

Faculty/Course

Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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 Center for Community Engagement 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 service you by investing valuable resources in your learning.

- ◆ 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 CSU's ongoing Center for Community Engagement 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:

Agrees to act in a responsible manner while representing California State University at the Center for Community Engagement placement site, and abide by all rules and regulations that govern the site in which he/she has been placed.

Understands the connection between the service-learning course, and the service and learning objectives to be fulfilled at the service site.

Has or will participate in an orientation and read the above stated guidelines and limitations and understands his/her role as a service-learning student in working with the community partner.

Understands and acknowledges the risks involved with this service placement, and enters into this service-learning placement fully informed and aware. *(Note to Faculty: If specific and/or considerable risk factors are present at this agency and/or placement, it is advisable to list them here.)*

1.

2.

Agrees 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: \_\_\_\_\_

*CSUCI 2007-2008 Academic Calendar*

**Fall 2007 Calendar**

<b>Dates</b>	<b>Days of Week</b>	<b>Description</b>
August 22	Wednesday	Registration for Fall 2007 end at midnight
August 22–24	Wednesday– Friday	Faculty Orientation
August 25	Saturday	Saturday classes begin
August 27	Monday	First official day of classes: Begin Late Registration
September 3	Monday	Labor Day Holiday; all offices closed
September 14	Friday	End Late Registration/Change of Program
September 15	Saturday	Last Day for Undergraduate Students to Apply for Spring 2008 Graduation
September 21	Friday	Deadline: Add with Chair's Signature
September 24	Monday	Student Census
October 15	Monday	Last Day for Graduate Students to Apply for Spring 2008 Graduation
November 2	Friday	Deadline to Withdraw for Serious & Compelling Reasons
November 12	Monday	Veteran's Day Holiday; all offices closed
November 15	Thursday	Last Day for Undergraduate Students to Apply for Summer 2008 Graduation
November 22-24	Thursday– Saturday	Thanksgiving Recess; all offices closed
December 8	Saturday	Last day of formal instruction
December 10-15	Monday– Saturday	Final examinations
December 15	Saturday	Last Day for Graduate Students to Apply for Summer 2008 Graduation
December 21	Friday	Instructors' grades due; Last day of the Fall 2007 semester
December 21	Friday	Last day of Fall 2007 semester
December 25- January 1	Tuesday– Tuesday	CAMPUS CLOSED

### ***Spring 2008 Calendar***

<b>Date</b>	<b>Days of Week</b>	<b>Description</b>
January 17-18	Thursday– Friday	Faculty Orientation
January 21	Monday	Martin Luther King Jr. Day; all offices closed
January 22	Tuesday	First official day of classes
January 26	Saturday	Saturday classes begin
February 15	Saturday	Last Day for Undergraduate Students to Apply for Fall 2008 Graduation
March 15	Saturday	Last Day for Graduate Students to Apply for Fall 2008 Graduation
March 17- March 21	Monday- Friday	Spring Recess; no instruction
March 31	Monday	César Chávez Holiday, all offices closed
May 2	Friday	Honors Convocation
May 9	Friday	Last day of formal instruction
May 10-May 16	Saturday– Friday	Final examinations
May 17	Saturday	Commencement
May 23	Friday	Instructors' grades due; Last day of the Spring 2008 semester
May 26	Monday	Memorial Day Holiday; all offices closed