

Student Resource Guide to Service Learning



For More Information
Contact:

(805) 437-8851

Web Site:

www.csuci.edu/servicelearning/index.htm

Get involved * Act locally, think globally *
Give back to the community!

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Purpose

The Student Resource Guide to Service Learning is designed to be a reference tool for CSUCI students participating in a Service Learning class. The Resource Guide provides you with step-by-step instructions about the Service Learning process. In addition, the Resource Guide communicates

- the Service Learning mission;
- the basics of Service Learning and;
- how Service Learning will benefit CSUCI students.

We hope that this will be a meaningful, fun and transformative learning experience that will help you to get involved, act locally, think globally and give back to the community!

"Tell me and I will forget. Show me and I will remember. Involve me and I will understand" Benjamin Franklin

The Center for Community Engagement mission

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.

CSUCI mission

Service Learning is part of the CSUCI mission statement as being central to the educational process. The CSUCI mission statement is:

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."

Service Learning and the Characteristics of a CSUCI graduates

Service Learning at CSUCI provides a unique opportunity for students to become to achieve the characteristics of a CSUCI graduate and become: *Informed, Empowered, Creatively Engaged, and Dedicated* socially responsible citizens.

- *Informed* about the past, present, and future issues affecting human society and natural world, and the inter-relatedness of society and the natural world.
- *Empowered* with the disciplinary and interdisciplinary knowledge necessary to evaluate problems, the ability to translate knowledge into judgment and action, and excellent communication skills for conveying their interpretations and opinions to a diverse audience.
- *Creative* in developing imaginative self-expression and independent thinking, with joy and passion for learning.
- *Dedicated* to maintaining the principles of intellectual honesty, democracy, and social justice, and to participating in human society and the natural world as socially responsible individual citizens.

"We are prone to judge success by the index of our salaries or the size of our automobiles, rather than by the quality of our service and relationship to humanity." Dr. Martin Luther King

Basics of Service Learning

What is Service Learning?

Service Learning is a teaching and learning method that links course content to "real-life" experiences in the community. Learning opportunities within the community are utilized by Service Learning courses to provide students with a richer experience and understanding of the course content. Through reflection activities students are given the opportunity to understand what was experienced, how the community was benefited, and what was learned.

Key elements of Service Learning:

- Serve a genuine need in the community
- Integrate course learning and teaching objectives with the Service Learning activities
- Link to an academic course or senior CAPSTONE project
- Provide reflection activities
- Generate a Student Learning Plan
- Complete Assessment forms
- Provide a description of the service learning component in the course syllabus
- Have a signed Service Learning Agreement between CSUCI and the Community Based Organization (CBO).

What Service Learning is NOT:

- Volunteerism - a volunteer is available to respond to any need for support that the organization may have (clerical, administrative, etc.)
- Internship - an internships primary purpose is to develop specific skills related to a specific technical field or profession¹

¹ Adapted from Service Learning Institute @ California State University , Monterey Bay, Student Guide

How will Service Learning benefit me?

Service Learning will introduce you to new educational experiences and enhance your understanding of course content, civic responsibility, self-awareness and commitment to your community. Through service learning you may:

- learn from individuals who are different from and similar to you in age, class, gender, race, education-level, physical ability, sexual orientation, and life experiences
- examine your own values, attitudes, and beliefs about the world
- experience the surrounding communities as part of your classroom for learning
- develop leadership skills
- understand the economic, political, and cultural structures of our society and the impact these structures have on people
- gain experience in your academic and/or future career field
- develop and experience community with other service learners as well as with the people you serve and are served by
- increase your understanding of the four facets of service: justice, compassion, diversity and social responsibility
- build professional networks

"It is not a question of whether you will change the world. Every life affects the world one way or another. It is therefore a question of how you will change your particular world." Christopher Notes

How Do I Get Started?

Step 1: Attending an in-class Service Learning orientation

During the first weeks of the semester, your professor will schedule an in-class Service Learning orientation. A representative from the CCE will come and provide you with important information about the Service Learning placement process. A Community Partner and/or a past Service Learning student may also attend these orientations.

Step 2: Choosing a Service Learning placement site

Your professor will provide you with a list of potential Community Partner sites for you to choose from. This may occur either prior to or during your in-class Service Learning orientation. A few things to consider before making your selection are:

- Priority of Interest - Which site fits your interests and goals most closely?
- Location - Where is the site? How easy will it be to incorporate it into your commute and your activities?
- Time / Schedules - What are the hours of service provided by the Community Partner? Does it fit into your schedule?

Step 3: Service Learning forms to be completed

You will need to download from our Service Learning Website

<http://www.csuci.edu/servicelearning/> a:

- **Student Learning Plan**

This plan outlines your learning and service objectives and serves as a three-way agreement between the student, faculty and Site Supervisor.

The Student Learning Plan also includes a list of "Guidelines". Your signature on the Student Learning Plan is your commitment to abide by the guidelines and limitations.

IMPORTANT: It is your responsibility to complete and return the Service Learning Plan to your professor (with all 3 signatures) immediately after the Site Orientation.

- **Emergency Contact Form**

In the case of an emergency your site supervisor should be able to notify one person on your Emergency Contact Form.

- **Log Sheet**

This form allows you to track your hours and activities at your service site. At the end of the semester it should be turned into your professor.

Step 4: Setting up a Live Scan appointment

Some Community Partner sites may require a Live Scan. Check first with your site supervisor or the OSL/CE if you are unsure about Live Scan requirements.

Live Scan refers to the process of capturing fingerprints directly into a digitized format as opposed to traditional ink and paper methods. The digitized images are then transmitted to the Department of Justice and/or FBI for background check and clearance. Following are frequently asked questions and answers that will help you to facilitate this process.

Frequently asked questions and answers about Live Scan

Q: Where do I go to have this done?

A: This service is provided on Campus by our Campus Police Department located in Public Safety, Building 33.

Q: Are there other locations?

A: Yes (see Exhibit A)

NOTE: If you choose to go to another location you will have to pay for the Live Scan process.

Q: What is the cost if I use Campus Police?

A: There will be no charge to CSUCI students participating in a Service Learning activity, if they use Campus Police. Please go to the Service Learning and Civic Engagement office (located in Lindero Hall, Room 3218) to pick up a Live Scan Payment Form. This form is to be given to Campus Police at the time of your appointment (see Exhibit B).

Q: Is it my responsibility to set up the Live Scan appointment?

A: Yes.

Q: What are the appointment times?

A: 7 days a week

Monday - Friday at 10a, 10:30a, 5:30p, 6p, 7:30p, 8:30p

Saturday-Sunday at 10a, 10:30a, 5:30p, 6p

Q: What is the Campus Police Live Scan phone number?

A: (805) 437.8444

Q: I have already had a Live Scan done before. Do I need do it again?

A: You must get one done per agency or if the same agency is requesting this again.

Q: What do I need to bring?

A: You will need to bring acceptable forms of ID:

- Driver's License, Passport or other State issued ID.
- a Live Scan Payment form and;

- a Request for Live Scan form.
- If you do not have a Live Scan Payment form you will be responsible for payment of all fees. Acceptable forms of payment are MasterCard, VISA or Debit card only.

Q: What is a Request for Live Scan form and where do I get one?

A: A Request for Live Scan form will be given to you by the Community Partner. This form requests Live Scan service from Campus Police and asks for the applicant's information. This form will need to be completely filled out prior to your appointment (see Exhibit C) and accompany the CSUCI Payment form that you may request from your professor.

IMPORTANT: Please make sure the Community Partner has completed their section!

Q: How long will this process take?

A: 30 minutes.

Q: How long does it take to get Live Scan results back?

A: The timeframe depends on how many Live Scans are being processed. But usually it takes anywhere from 2-4 weeks.

Q: Do the results go directly to the agency or do I pick them up?

A: The results are sent electronically by the Department of Justice to the Contributing Agency then to the Community Partner.

IMPORTANT: You may not begin your Service Learning until the Community Partner has received your Live Scan results. It is your responsibility to contact your site supervisor for this information. Should the agency not have your results back within a month please contact the CCE immediately at 437.8851.

Step 5: Site orientation

You will need to contact your site supervisor and schedule an onsite visit with the community partner. During this orientation, you will meet your placement Site Supervisor, tour the site and discuss policies and procedures and arrange your Service Learning schedule. It is very important that your schedule is 'do-able'. Do not commit to an impossible schedule and leave yourself time for transportation. Transportation does not count as Service Learning time.

IMPORTANT: Before leaving the site orientation make sure your site supervisor has:

- signed your Student Learning Plan
- given you a completed "Request for Live Scan form (if applicable)
- given you your Service Learning schedule
- answered all your questions

Step 6: Performing Service Learning activity at the Community Partner site

You are now ready to perform your Service Learning activities at your chosen site. The following Guiding Principles provide you with professional guidelines to assist you in having the best and most productive service learning experience possible. We expect that you will view yourself as a representative of CSUCI in the community and as such, we ask that you carefully read through and abide by the following Guiding Principles. **NOTE:** These guidelines are stated in more detail in your Student Learning Plan.

- Do ask for help when in doubt
- Do be punctual and responsible
- Do call if you anticipate lateness or absence
- Do respect the privacy of all clients
- Do show respect for the community-based organization you work for
- Do be flexible

- 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.

IMPORTANT: 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, your professor and/or CCE.

Step 7: Reflecting on your Service Learning

During the semester, your professor will ask you to reflect on the experiences you've had and how the course material relates to what you have experienced through Service Learning. This will serve as an opportunity for you to share the knowledge and expertise that you've gained with your class. Reflection can be in a variety of forms:

- on-going process throughout the semester.
- a group decision and sharing process.
- a paper at the end of the semester.
- a journal of experiences.

Your professor will decide which type of reflection activity you will use. NOTE: The more you are able to integrate your experience with classroom theory the more you will contribute to your reflection activities.

Step 8: Assessing your Service Learning

A significant way in which students can help shape the Service Learning process is by completing the Student Service Learning Assessment Survey that your professor will distribute in class. By returning a completed survey you will help the Center for Community Engagement to better meet your needs.

Conclusion

We hope that your Service Learning experience is unique, exciting and challenging! The CCE is here to provide you with the resources and help to make your Service Learning experience rewarding, fun and productive.

We are always interested in your stories, experiences, quotes, and interest in attending Service Learning or Student Leadership conferences. Every year we have an outstanding Service Learning student, Community Partner, and Faculty award. Please check our website for updates and announcements about Service Learning events on campus. Feel free to contact the CCE at any step along your journey.

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SCHEDULING WORKSHEET

(adapted from "The Bay Area Volunteer's Handbook" EarthWorks Press, 1997)

Tips:

1. Consider your current schedule. Where are you when you have the most free time? At school? At home? Near work? Look for a service placement that works with your schedule.
2. What is the timeframe for completing the service? How many hours per week? Do you have any commitments that will interfere with this schedule (vacations, religious holidays, big school projects)?

Worksheet:

1. What I want to work on: (include top three from "What Issue Do I Want to Work On?")

- a.
- b.
- c.

2. When I can volunteer:
_____ hours _____ days a week/month

What days are best at which location: (in order of preference)

Day _____	Location _____	Time _____
Day _____	Location _____	Time _____
Day _____	Location _____	Time _____
Day _____	Location _____	Time _____

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 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 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 Service Learning 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 service learning 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: _____

