Community Engagement Center
Service Learning Handbook for Community Partners

Introduction:
This document is intended to introduce service learning to community partners and provide a reference and toolkit while working with Sacramento State students engaged in service learning. Community Engagement Center facilitates service learning by working with faculty who teach service learning classes, partnering with community based organizations including: non-profits, schools and government agencies.
Service Learning Overview:

Service learning is defined as "A teaching method that promotes student learning through active participation in meaningful and planned service experiences in the community that are directly related to course content. Through reflective activities, students enhance their understanding of course content, general knowledge, sense of civic responsibility, self-awareness, and commitment to the community." *The CSU Office of the Chancellor, Center for Community Engagement*

Service learning courses include four essential elements:

They:

1. enable students to enhance learning while engaging in hands-on service;
2. provide service that benefits the community partner and the student;
3. engage students in reflection and critical inquiry that link learning from service to learning in the classroom; and,
4. have the potential to promote community and civic engagement by relating service experiences to issues of public concern.

Other defining features of service learning (SL):

- SL requires student, faculty, and community partner adherence to University risk management and liability procedures.
- SL may be performed at a community placement site or on campus.
- SL may involve indirect or direct client services. Indirect service differs from direct service in that the later is performed at a community placement site. *Indirect services* have included such activities as designing or upgrading a web site; conducting telephone surveys or on-line research; analyzing data; and, designing informational or promotional materials. *Direct services* have included project development; facilitation of health education programs; developing modified activities for people with disabilities; community assessment; and, researching and developing grant proposals for non-profits.
- SL requires that students engage in service on a consistent basis, usually 20-60 hours of students’ time per semester.
- Academic credit is given for learning, not for service; completing a specific number of service hours is not an academic activity and does not earn academic credit. Credit is earned through connecting the service experience with academic material through the reflection/inquiry process.
- SL differs from community service or volunteering in that SL experiences connect to learning goals of an academic course and must be intellectually challenging.
- SL differs from internships in that service learning is typically unpaid.
**Students:**
Service learning students come from a variety of majors and departments. They engage in service learning projects developed by the faculty, community partner and Community Engagement Center.

Service learning (SL) provides students with:

- Experiences to strengthen resumes and/or graduate school applications
- Career exploration opportunities
- Professional networking resources and opportunities
- Critical thinking and problem solving skills
- Strengthened communication skills (both written and oral)
- Enhanced academic understanding
- An opportunity to apply academic content to real situations
- Opportunity to develop empathy (understanding the experiences and situations of others)
- Tools to build and strengthen leadership qualities and skills
- Problem solving and conflict resolution skills
- Heightened awareness of civic and social issues

**Faculty:**
Faculty elect to work with Community Engagement Center to integrate service learning into their courses. Service learning benefits faculty in three important areas:

- **Teaching** – Service learning augments faculty teaching by helping to “make real” the concepts discussed in the classroom. By connecting the classroom to the campus and local community, service learning can enhance faculty ability to communicate, and student learning of, core competencies.

- **Research** – Service learning can create opportunities for faculty to conduct pedagogical research and evaluation. Faculty can also pursue collaborative research and grant writing opportunities with service learning community partners.

- **Service (University and Community)** – SL helps connect faculty to other faculty on campus, to campus-wide programs, and to organizations throughout the Sacramento Region. SL rewards faculty with the opportunity to address University needs and/or issues of social justice and civic responsibility through unique University-community and intra-campus partnerships.
Community Partners:
Community Engagement Center’s partner organizations play a significant role as co-educators for Sacramento State students through service learning. As one in 26 Capital Region residents is a Sacramento State Alumnus, our community partners are contributing to an educated and prepared regional work force.

Community Engagement Center works closely with local non-profits, schools and government agencies building long-term, sustainable partnerships that promote service and engagement for Sacramento State students, faculty and staff.

Community Engagement Center offers service learning courses through each college within Sacramento State.

Community partners complement faculty teaching by linking community-based experience with classroom-based learning. Service learning projects focus on knowledge exchange, shared learning and capacity building. The engaged community partner values student/faculty involvement in the work of the organization, participates in planning of activities, communicates limitations and expectations clearly, and provides necessary supervision/support for students.

Community Engagement Center:
Community Engagement Center partners with organizations that provide service to underserved, underrepresented populations throughout the Sacramento Region. The Center provides a variety of support services and assists community partners with:

- Identifying program specific service needs
- Coordinating placement logistics
- Connecting to Sacramento State resources and expertise
- Risk management (identify areas of liability, registering service learning courses, securing consent and waiver forms from students, TB testing, etc.)
Site Orientation:

All students are to have an on-site orientation to the organization before they begin their placement.

**Required Topics**
- Safety Policy and Procedures/Risk Management
- Check-In-and-Out Procedure
- Overview of Program
- Emergency Procedures
- Sexual Harassment
- Appropriate Dress
- Form of Identification Required
- Tour of Site
- Student Time Log Management Procedure
- j. Transportation (Bus/Light Rail stops)
- k. Parking (designated parking areas, procedure for handling any applicable fees and/or permits, etc.)
- l. Handicapped Accessibility (parking, ramps, elevators, etc.)
- m. Supervision and Scheduling

**Optional Topics**
- Training
- Confidentiality
- Mandatory Reporting on Abuse/Neglect
- Photography Policies

**Student Forms**

1. All students are required to have an Emergency Form on file at the agency.
   a. Students can use an Emergency Form provided by Community Engagement Center or use one provided by the agency.
   b. All Emergency Forms are to be kept confidential and only used in case of an emergency.
2. Agency will provide a designated location where student time logs are kept where students can sign in and out of agency.
3. When students have completed their hours they sign the time log, the site supervisor and faculty member sign the time log and the student submits the time log to Community Engagement Center.
Community Partner Service Learning Checklist and Timeline

Pre-Semester
Three to four months ahead

☐ Contact Community Engagement Center (916-278-4610 or cecenter@csus.edu)
☐ Establish official service learning partnership with Service Learning Agreement and Community Partner Profile
☐ Meet with new faculty and contact continuing faculty to plan service learning projects
☐ Schedule on-site orientations with faculty
☐ Schedule day and time to present to class (optional)
☐ Prepare student orientation
☐ Identify fingerprinting and background check requirements and budget for costs

Beginning of the Semester
Fall begins first week in September, Spring begins last week in January

☐ Weeks 1-3 Community Engagement Center administers risk management forms to students who must attend Service Learning for Students: Getting Started
☐ Weeks 1-3 Community partners present in classes (optional)
☐ Weeks 2-4 Students cleared for direct service attend on-site orientation at community partner placement (Community partner schedules before the semester with faculty)
☐ Weeks 2-4 Students provide TB test verification or fingerprinting, if required

Middle of the Semester
In Spring semester there is a break the week of March 31

☐ Weeks 3-14 Students participate in regular ongoing service
☐ Weeks 3-14 Community partner in contact with faculty via phone and email
☐ Weeks 3-14 Students regularly reflect on service and connect to course content

End of the Semester
Fall semester ends in December, Spring semester ends in May

☐ Weeks 14-15 Community partner in contact with faculty via phone and email
☐ Weeks 14-15 Students end service and complete time logs, obtain site supervisor and faculty signatures
☐ Weeks 14-15 Students submit completed time logs to Community Engagement Center, Library 4028