SERVICE LEARNING

THE COMMUNITY ENGAGEMENT CENTER @ SAC STATE

COMMUNITY ENGAGEMENT CENTER

Service Learning Toolkit

MISSION:

To engage members of the Sacramento State campus through their educational experiences to become aware of and respond to local and global community concerns through Service Learning, Volunteerism and Academic Internships.

VISION:

To create a campus climate that promotes community awareness and involvement and supports students to become civically minded graduates who are actively engaged in making a difference both locally and globally.

SACRAMENTO
STATE

Redefine the Possible

Introduction:

Welcome to the Community Engagement Center (CEC)! Formerly known as the Office of Community Collaboration, we began in 1996 with a handful of faculty, community partners and students. **Today, more than 50+ faculty, 2500+ students and 300+ community partners work together to provide Sacramento State students with community-based learning opportunities through Service Learning, Community Service and Academic Internships.** *The overarching goal of the CEC is to facilitate campus and community partnerships that make a difference in the lives of our students and the Sacramento region. Ultimately, we hope to foster a sense of civic engagement among students and faculty.*

If you're reading this Toolkit, it is because you have an interest in finding ways to make a difference in the Sacramento region. You are someone who cares about bridging the gap between theory and practice and are interested in finding ways to connect students to understanding and engaging with social and community issues. When Sacramento State faculty and community partners work together, we all become co-educators in this mission.

This Toolkit is intended to provide an overview of Service Learning (SL) for faculty and community partners. Our job at the CEC is to train faculty in how to incorporate Service Learning into their classes and create partnerships between faculty and community-based organizations such as non-profits, schools, businesses, and government agencies in order to provide students with Service Learning opportunities that also help these agencies meet their mission and goals.

The purpose of this Toolkit is to assist faculty members and community partners as they work together to create Service Learning opportunities. We would appreciate any feedback you have about this Toolkit – please send your comments and suggestions to: cec@csus.edu.

COMMUNITY ENGAGEMENT

CENTER

AT SAC STATE

connected. engaged. committed.

DEFINITIONS – SERVICE LEARNING, COMMUNITY SERVICE, ACADEMIC INTERNSHIPS

What is Service Learning?

Service Learning is a teaching method that faculty use to help students deepen their understanding of course material. Students participate in on or off-campus activities and experiences at a business, non-profit, or governmental setting (also known as community partners). They participate in these activities in order to respond to social problems. **In Service Learning, students are asked to articulate how the service experience affirms, expands, integrates, or calls into question the academic content of the course.** Students consider these issues through the process of structured reflections. This form of experiential learning or learning by doing is mutually beneficial to the student and the community partner.

Service Learning courses:

- Enable students to enhance learning while engaging in hands-on service;
- Provide service that benefits the community partner and the student;
- Engage students in reflection and critical inquiry from service to learning in the classroom; and,
- 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 may be performed at a site either on or off campus.
- SL may involve **direct service or be project-based:**
  - » **Direct Service** Learning is performed on site with students working either directly with clients or employees at an agency. This work should be beneficial to the community partner and educationally beneficial to the student. Examples of direct service work include:
    - Tutoring and mentoring students;
    - Reading to third graders;
    - Volunteering hours at a food bank or a homeless shelter;
    - Facilitating health education programs; and
    - Developing and leading activities for people with disabilities.
  - » **Project-based Service Learning** may involve more abbreviated contact with an organization and the bulk of the work students do focuses on developing a particular project that is beneficial to the community partner and of educational benefit to the student. Such projects have included:
    - Designing or upgrading a web site; conducting telephone surveys or on-line research; analyzing data and providing feedback to the partner; designing informational or promotional materials; and writing a grant.

What is Community Service?

Community service involves volunteering with an organization for a period of time. It is not necessarily associated with a course. The Community Engagement Center offers community service at Sacramento State with one day or week-long opportunities to volunteer in the Sacramento area through the following programs:

- Sac State Volunteers provides short-term, one-day opportunities for students, faculty, staff and alumni to volunteer their time to work with various community partners.

- Alternative Break is a CEC program where students can participate in service projects during spring and winter breaks each year.

Community partners who are interested in working with our Sac State Volunteers and Alternative Break programs, should please contact our office: cec@csus.edu.

What are Academic Internships?

An Academic Internship is a **stand-alone course** that formally integrates the student's academic study with practical experience in a cooperating organization. Academic Internships differ from Service Learning because they are stand-alone courses vs. Service Learning, which is a teaching strategy and usually one component of a course. It is an on or off-campus activity designed to serve educational purposes by offering experience in business, non-profit or government settings. Academic internships can be paid or unpaid and for every one unit of academic credit received, students must work 45 hours. For example a 10-unit internship = 450 hours of work at the site. Some university departments and programs require students to do an internship; in other departments and programs, students have an option to pursue an internship for academic credit. For more information about Academic Internships, please contact our office: cec@csus.edu. Please note that students can also pursue internships through the Sacramento State Career Center that do not provide course credit. (www.csus.edu/careercenter)

OVERALL EXPECTATIONS FOR BOTH COMMUNITY PARTNERS AND FACULTY:

- CEC will work with community partners and faculty to identify a shared scope of work that will be mutually beneficial.
- SL students will engage in service on a consistent basis and will work at least 10 hours per semester on direct service and/or project-based activities **that further student learning and the mission of the community partner.**
- Students, faculty, and community partners will adhere to University risk management and liability procedures, which are administered through the CEC.

- **For Service Learning, faculty will assign academic credit for learning, not for service.** Credit is earned through connecting the service experience with academic material through the reflection/inquiry process, rather than completing a specific number of service hours.
  - » For record-keeping purposes, students are asked to keep track of their hours and both faculty and community partners are expected to review and sign off on their time logs at the end of the academic semester.

LEARNING OUTCOMES ASSOCIATED WITH SERVICE LEARNING

Students who apply themselves fully to the Service Learning component of this course should:

- Develop appreciation for the diversity of communities that make up Sacramento*
- Develop an understanding of the local social problems facing our community*

- Feel connected to the course content, the major, and the field of study **
- Develop skills at working with others effectively***
- Develop new social connections at the university

These service learning outcomes are also linked to the following Sacramento State Baccalaureate Learning Goals (see asterisks):

*Personal and Social Responsibility   **Competence in the Disciplines   ***Intellectual and Practical Skills

Different partners in the Service Learning (SL) Equation and the Benefits of SL

STUDENTS:

Service Learning students come from a variety of majors and departments. The scope of work for students is developed collaboratively between the faculty member and the community partner and is outlined through a Student Learning Agreement (SLA), which is included in this toolkit. Please note that currently, students discover they are in Service Learning courses when their faculty members explain this component at the start of the semester. We hope to have a campus-wide Service Learning designation for courses in the near future.
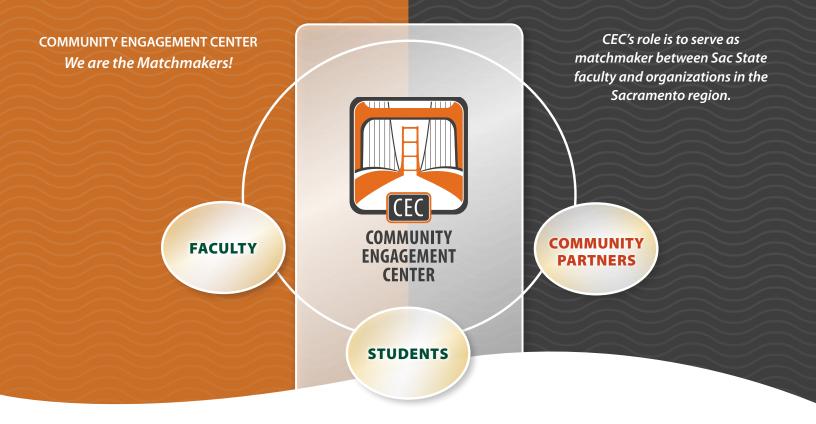
Service Learning (SL) benefits students in many ways:

- Opportunities to deepen their understanding of classroom material and apply it beyond the classroom
- Experiences to strengthen resumés 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)
- Opportunities 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 the complexities of social problems and social issues

FACULTY:

The Community Engagement Center works with faculty to help them 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 deepen a student's understanding of complex and complicated ideas and make you a better teacher.
- **Research** – Service Learning can create opportunities for faculty to conduct research and evaluation, and provides opportunities to overlap one's own scholarly agendas with a SL experience. Faculty can also pursue collaborative research and grant-writing opportunities with SL 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 provides faculty with opportunities to address University needs and/or issues of social justice and civic responsibility through unique University-community and intra-campus partnerships.

COMMUNITY ENGAGEMENT CENTER
We are the Matchmakers!

CEC's role is to serve as matchmaker between Sac State faculty and organizations in the Sacramento region.

FACULTY

COMMUNITY PARTNERS

STUDENTS

COMMUNITY PARTNERS:

The Community Engagement Center's partner organizations play a significant role as co-educators for Sacramento State students through Service Learning. Since one in 20 Capital region residents is a Sacramento State alumnus, our community partners are contributing to an educated and prepared regional work force. The CEC has developed partnership agreements with more than 300 organizations and agencies in the Sacramento region. The list of all of our community partners can be found at our website (www.csus.edu/cec).

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

Community partners complement faculty teaching by linking community-based experiences with classroom-based learning. SL students can work with your organization in terms of direct service (e.g., tutoring, mentoring, etc.) and/or through project-based learning (e.g., the development of databases or websites, writing a grant or a marketing plan, etc.). Service Learning focuses 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 (CEC)
We are the Matchmakers!

CEC's role is to serve as matchmaker between Sac State faculty and organizations in the Sacramento region. The bulk of organizations with whom we work provide services to underserved and/or underrepresented populations throughout the area. Together, we identify community needs and potential ways our faculty and students can work to respond to them.

In terms of partnership development, faculty can either bring partners to the CEC or the CEC can pursue partners on behalf of the faculty. Finally, Community Partners can come to the CEC in pursuit of connections with faculty.

We assist with:

- Training faculty in Service Learning strategies through Faculty Learning Communities (FLCs);
- Bringing faculty and community partners together;
- Identifying program specific service and/or project needs;
- Initiating the Academic Internship/Service Learning Agreement between the office of Procurement and Contract Services at Sacramento State and the community partner;
- Positioning community partner organizations to leverage resources at Sacramento State;
- Completing or working with faculty to complete a copy of the Site Assessment;
- Coordinating placement logistics for faculty members and students through an on-line database, CECconnect, that also helps us to track:
  » risk management components – liability and FERPA waivers and code of conduct forms for students. When signed, a FERPA waiver allows the community partner site supervisor to speak with a faculty member about a student's performance at a SL site.

Planning for a Service Learning Course

STEP 1: DECIDING TO WORK TOGETHER FOR MUTUAL BENEFIT

Sacramento State Faculty:

- **Should decide, at least a semester in advance, to develop and incorporate a Service Learning component** into a new and/or existing course.
- Participate in a Faculty Learning Community on Service Learning and/or reaches out to the Community Engagement Center (CEC) for assistance in developing this component of the course.
- At least a semester in advance, reviews the list of current community partners found on the CEC website under the "I am a Faculty Member" tab. Identifies an existing community partner and sends out a Community Partner letter (Template found on p. 14 of this Toolkit) or asks CEC to connect them with a potential community partner.

- Meets with community partner to discuss requirements of a course, needs of the community partner and how SL can be mutually beneficial.

Community Partners:

- Reach out to CEC for assistance in how best to connect with Sacramento State faculty
- Meet with faculty to:
  » Discuss the needs of the organization:
    · Direct service such as tutoring, mentoring, reading
    · Project-based service such as developing a marketing plan, database, website
  » Learn more about the students and the course and how the experience at the site can be mutually beneficial – you are co-educators!

STEP 2: FINDING A PARTNER – SACRAMENTO STATE FACULTY AND COMMUNITY PARTNER

- CEC meets with faculty and community partner to identify potential scope of work for students.
- If we do not currently have an Academic Internship/Service Learning Agreement on file with Procurement and Contract Services (PCS), CEC will work with the community partner and PCS to establish this agreement. This includes completing a **Site Assessment** (a copy of which is included in this Toolkit pp. 15-16) and a **Community Partner Profile** which is sent to

community partners to complete and return to the CEC.
- Faculty visits the community partner site.
- Schedule day and time for community partner to present to class about the agency and Service Learning opportunities (optional, but strongly recommended).
- Community partner prepares a student orientation for students' first site visit.

STEP 3: PREPARING TO WORK WITH STUDENTS:

Sacramento State Faculty:

- Sacramento State faculty prepare **new/revised syllabus** to include Service Learning activity:
  » CEC is available to assist with any questions and /or feedback related to developing the service-learning component of a syllabus
- For guidance on what to include in your SL syllabus, please see: Service Learning Definitions, Outcomes and other Items to include in SL Syllabi (included on p.10 this Toolkit).
- If you are doing Writing Partners @ Sac State as your Service Learning requirement, please contact the CEC about specific language for your syllabus, including a definition of SL, a description of Writing Partners, and specific WP outcomes.
- Check the Service Learning box next to your course in the Faculty Center of My Sac State (This initiates the movement of your class roster into the CEC database, **CECconnect**).

CECconnect

- Work with CEC to be **trained on CECconnect**, a database for placing students at Service Learning Sites and this database provides students with:
  » On-line orientation about Service Learning;
  » Code of Conduct;
  » Informed consent, agreement, release, waiver of liability, FERPA Waver and assumption of risk form;
  » Time logs for tracking their hours at a Service Learning site to be signed by the student, faculty member and community partner; and
  » Emergency Contact form to be completed by the student and left with the SL Site Supervisor.

Timeline for implementing a Service Learning Course

Beginning of the Semester * Weeks 1-3:	Middle of the Semester Weeks 3-13:

Beginning of the Semester (Weeks 1-3):

- Community partners give short presentations about the organization and the work they would be doing (optional but strongly recommended).

- Once it has been decided where students will go for their Service Learning experience, faculty need to use the CECconnect database to "place" (i.e., assign) students at a community partner site (e.g., Oak Park Elementary School, Loaves and Fishes, etc.).

- On the CECconnect database, students can be placed in one of three ways:

  » place all students at the same SL site;

  » place groups of students at various sites;

  » allow students to choose where they will be placed based on the list of approved community partner sites.

- Students can complete their online-orientations and all risk management forms, etc. on CECconnect.

- Students read and sign Student Learning Agreement (found on p. 17 of this Toolkit).

- If required, students provide TB test verification, criminal background check, Livescan or fingerprinting (see link on CEC website for more information: www.csus.edu/cec).

- Once faculty give the go ahead, students can begin at the Service Learning site.

- Once students are at the Service Learning site, the community partner is obligated to give students an on-site orientation.

Middle of the Semester (Weeks 3-13):

- Students participate in regular ongoing service and contact faculty instructor if they need immediate assistance.

- Community partner stays in contact with faculty via phone and email; faculty visit community partner site at least once or twice.

- Students regularly reflect on service and connect to course content.

- Sometimes students may need a different SL placement than the one initially planned. Students are required to discuss any potential changes to their SL placement with their faculty member. If there is an unresolvable issue, the faculty should notify the CEC, which will then work with all parties in an effort to resolve it.

End of the Semester
Weeks 14-15

- Fall semester ends in December, Spring semester ends in May.

- Thank community partner and consider inviting CP to class for roundtable presentation and/or reflections.

- Think about next steps for maintaining long-term partnerships.

- The CEC will send out more information to faculty about assessing student Service Learning experiences.

- Students end service, complete time logs, and obtain site supervisor and faculty signatures.

- Students then submit the signed time logs to the Community Engagement Center, Library 4028 BY THE LAST CLASS DAY OF THE SEMESTER, PRIOR TO FINAL EXAM WEEK.

Fall Semester begins first week in late August and/or early September, Spring begins last week in January, or first week in February

Service Learning Definitions, Outcomes and other Items to include in SL Syllabi

The information provided below is to help you develop a thorough Service Learning course syllabus. Please include the following items in your syllabus:

- The definition of Service Learning
- Learning outcomes associated with Service Learning
- General policies related to Service Learning

DEFINITION OF SERVICE LEARNING

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GENERAL POLICIES RELATED TO SERVICE LEARNING

At Sacramento State, Service Learning and other community service activities are supported by the **Community Engagement Center (CEC): www.csus.edu/cec** . We will be talking more about Service Learning in class and you will be required to complete some on-line paperwork to ensure that you are covered by SAFECLIP, a general and professional liability for students enrolled in service-learning courses for which they receive academic credit. Once it has been decided where students will do their Service Learning, I will "place" you at the site through the **CECconnect website** (found at www.csus.edu/cec) and then you will log-in with your Sac Link ID so that you can:

- Review and sign off on a Code of Conduct;
- Review and sign off on "Informed Consent, Agreement, Release, Waiver of Liability and Assumption of Risk" form;
- Print out an Emergency Contact form to be given to your community partner
- Print out a Time Log and keep track of your time throughout the semester. You will need to submit a copy to the Community Engagement Center at the end of the Semester (Library 4028).

ADDITIONAL ITEMS THAT SHOULD BE INCLUDED IN YOUR SYLLABUS:

- **A course description that includes a discussion of the service-learning** project or experience.
- **A more detailed description of the Service Learning project or experience in the course assignments section**, including main tasks, outcomes for student and community partner, identification of community partner(s), and brief description of partner organizations.
- **Textbooks, articles, or book chapters** related to Service Learning in general, or relevant to the specific context of Service Learning for your course.
- A course schedule that clearly indicates **due dates** for:
  - » submitting a signed Student Learning Agreement
  - » completing online Service Learning Orientation through CECconnect
  - » printing out Emergency Contact form and giving it to community partner
  - » submitting signed Time Log to the Community Engagement Center
- A more detailed **description of the structured reflection assignment.** Such assignments can include journal writing based on specific prompts, formal and informal oral presentations based on specific prompts, role playing, interviewing classmates, photo essays, collages, and more. Consider consulting with the CEC for ideas and examples of how to structure reflections.
- A brief description of the **alternative assignment** students may complete if for some reason they are unable to participate in the Service Learning project or experience.
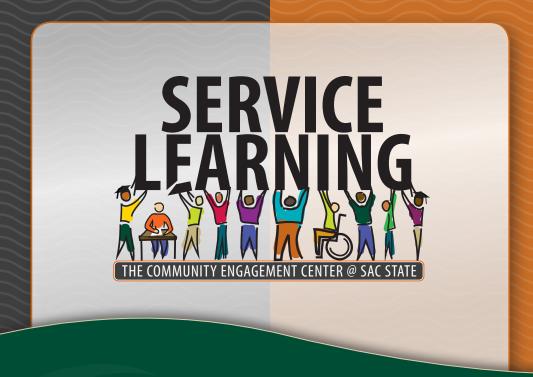
Faculty Talking Points about Service Learning and Risk Management

In terms of risk management and liability concerns and to ensure that students have positive Service Learning experiences, we have developed talking points for you to use in the classroom. We suggest that you:

- **Talk about Service Learning in general and in terms of what you will be doing in this class:**

  » Define and provide an overview of Service Learning and how it benefits the student's learning experience.

    - Talk about the social and/or community issues that the community partner seeks to address through their organization.

    - Talk about your experience and/or interest in this social/community issue – why did you choose this organization for Service Learning and/or why did you choose to focus on having your students work on a particular issue?

    - Find ways to talk about the underlying issues that contribute to students understanding "why" it is important that educators/scholars engage their students in community-based work. In short, set the context so that students will understand the connection between what they are doing in the classroom and the work that is going on in the community around them.

- **Include the requirements related to Service Learning on the course syllabus.**

- **Talk about the community partner:**

  » What the organization does and with whom they work;

  » What exactly students will be doing at the site – direct service and/or projects with the community partner;

  » Whom students should contact if they have any questions or issues of concern (faculty member and/or site supervisor).

- **Recognizing that students serve as representatives of Sacramento State, we encourage you to talk about professionalism in community partner settings. Such discussions should include:**

  » Expectations about professional behaviors;

  » Reference to the Code of Conduct (Found on page 18 and in CECconnect);

  » Reference to how conflict and disagreement might arise and how students should respond to them;

  » Telling students that they need to complete the following forms (all found on CECconnect and in the Additional Service Learning Forms section at the end of this Toolkit, pp. 17-22):

    - Service Learning Agreement

    - Code of Conduct Guidelines and Limitations

    - Informed Consent, Agreement, Release, Waiver of Liability, and Assumption of Risk;

    - Student Consent for Release of Records for Student Placement (FERPA waiver) that allows the community partner to speak with the faculty member about a student's performance;

    - Emergency Contact and Information Form (to be left with the community partner);

    - Time Log which students should complete throughout the semester.

- **Talk about the role of the Community Engagement Center generally and in terms of their Service Learning experience**

  » The CEC is the matchmaker between faculty, community partners and students;

  » The CEC provides liability protection for you and your students while they are working at their community partner sites when they complete the on-line orientations and required forms through CECconnect (see list of forms above);

  » The need for students to keep track of and report their hours at community partner sites and submit signed Time Logs back to the CEC at the end of the semester;

  » The CEC provides funding to support these types of Service Learning experiences;

  » The CEC also oversees a variety of community service and civic engagement activities (please direct students to the CEC website: www.csus.edu/cec for more information).

SERVICE LEARNING

THE COMMUNITY ENGAGEMENT CENTER @ SAC STATE

COMMUNITY ENGAGEMENT CENTER

Additional Service Learning Forms

Included in this Service Learning Toolkit are several different types of forms. These forms can be found under "Quick Links" at the CEC website: csus.edu/cec. These forms include:

1. **Draft Community Partner Letter** – faculty can use this template to solicit a community partner. This letter is optional.

2. **Sacramento State Site Assessment Form (Parts 1 and 2)** – Faculty can either complete and sign this assessment and then give to the Community Engagement Center or ask the Community Engagement Center to work with the community partner to complete it. This form is required for Academic Internship/Service Learning University Agreements.

3. **Student Learning Agreement** – this is a template for your students to complete. This Agreement should be done by all students participating in Service Learning.

4. The following five documents relate to risk management and will be viewed and signed off on by your students through the CECconnect database. We are providing copies of them in the Toolkit so that you are aware of the paperwork that your students complete through CECconnect and you can discuss these forms in class. The forms include:

   » **Code of Conduct Guidelines and Limitations**

   » **Informed Consent, Agreement, Release, Waiver of Liability, and Assumption of Risk**

   » **Student Consent for Release of Records for Student Placement (FERPA)**

   » **Sacramento State Community Engagement Center Time Log** (Students will download and print out this form from CECconnect for tracking their hours and both the faculty member and Service Learning site supervisor need to review and sign off before submitting to the CEC office, Library 4028).

   » **Service Learning Student Emergency Contact and Information Form** – students download and print out this form from CECconnect and leave it with their Service Learning site supervisor.

Draft Community Partner Letter

Dear Potential Community Partner,

My name is _____, and I teach a course on _____ at Sacramento State. I am reaching out to you to ask that you consider working as a co-educator with me and the students in my class as they participate in Service Learning. This teaching strategy supports students to work with community partners in ways that are educationally beneficial to them and professionally beneficial to you and your organization.

The course I teach provides students with knowledge and skills in _____. My goal is to provide students with the opportunity to _____. I am seeking to build a new partnership with a local agency which might be interested in the kind of support my students and I can provide. Though the students engage in these activities as a way of obtaining course credit, it vastly enhances their learning to be able to connect it to real-world social problems and issues. It offers students a way of "learning by doing," also known as Service Learning.

Service Learning helps students to:

• Heighten awareness of the complexities of social problems and social issues

• Think critically and develop problem solving skills

• Improve written and oral communication skills

• Build and strengthen leadership qualities and skills

• Explore careers

You all have told us that the skills listed above are desirable for those seeking potential interns and/or employees.

Service Learning supports community partners by providing students to assist with:

• Addressing specific needs your organization has

• Providing direct service to clients or service in support of your programming

• Assisting with and/or developing a project for your organization

• Building capacity in your organization

• Developing creative solutions to problems

Our students are still learning and not yet professionals, but are well-trained and interested in this kind of experience. Each student would provide approximately _____ hours of service to your agency. According to the Independent Sector, the value of volunteer time for an individual in California, if paid, would be $26.34 per hour. Giving students the opportunity to support your agency through Service Learning could be a savings of funds, time and personnel. I hope such a commitment from them would be helpful to you.

If you are interested in this type of collaboration, let's arrange a time to meet and discuss how we might shape this project to meet your organization's needs and the learning outcomes for the course. If you do not currently have an Academic Internship/Service Learning Agreement with Sacramento State, we can also work with you to secure one. We hope to begin working with you in _____.

Please contact me directly at the _____ Department at 916 - _____ - _____ or at _____@csus.edu if you'd like to talk more about this possibility or have any questions. You may also contact Francine Redada, Partnership/Program Coordinator at the Sacramento State Community Engagement Center at 916-278-4610 or at francine.redada@csus.edu. We look forward to hearing from you.

Sincerely,

_____

Sacramento State Site Assessment Form

*To be completed by a faculty member or CEC staff member. Students **may not** complete this form.*
To be submitted to Procurement and Contract Services when requesting an Academic Internship/Service Learning Agreement
(Use this form with in-person site visits and site visits done virtually, electronically, or by phone)

Site Visit Date:: _____   Facility/Site Name: _____

PART I – Please respond to all questions below:	Notes *(Provide as much detail as possible to respond to the questions)*
1. Discuss the potential for the site to provide an *educationally appropriate experience* and its relationship to the student's academic area of study. a. What would the students be doing? Responsibilities? b. Assess educational value (Check one box below): ❑ **Direct service** – Working directly with clients at an agency for a set number of hours per week during the semester (e.g. tutoring/mentoring students in an after school program, helping in a homeless shelter, etc.) ❑ **Project based** – Project for the agency (e.g. walking tour guide, creating a website, writing a grant proposal, developing design plans, a research project, etc.). ❑ **Both direct service and project based**	
2. Determine selection criteria and basic skills required of the student a. How many students can the site accommodate per semester? b. How and who will select the students? c. What skills would students need for the Service Learning or an academic internship experience?	
3. Identify an appropriate individual from the host organization to supervise the student at the site a. Include contact information	
4. Evaluate the willingness of site to meet the following campus expectations: a. Entering into a site agreement with the CSU, and b. Learning agreement with the CSU and student which will outline the respective roles of the campus, site and student	
5. Identify potential risks of site (e.g., risks related to physical location and/or access) through observation and questioning of the organization. a. Ask for a tour of the site and assess work environment. Please note if work at the agency also involves off-site work (e.g. working at the river, at parks, walking around in neighborhoods, etc.) and where it would occur/ level of supervision when off-site? b. Is there any potential risk to student based on location of sites and/or population with whom the student will work/engage? c. Confirm direct supervisors on site will conduct orientation for the students that will include safety procedures and confirm who will be responsible for doing so. d. If the individual conducting the assessment has any concerns regarding potential risks, he or she should contact Risk Management: (916) 278-7233. e. Ask for a tour of the site*	

*While the site inspection may be conducted in advance, when and if a student with physical disabilities may be at the site, the student should be given the opportunity to take a tour with the site evaluator to identify any physical barriers and at that point engage in an interactive process with Sacramento State's Office of Services for Students with Disabilities (SSWD) to determine an appropriate accommodation. In addition, SSWD should also be consulted/involved for any other accommodations that may be required by students that do not relate to physical accessibility.

Sacramento State Site Assessment Form

PART II

PART II

Was an in-person site visit conducted?

❑ Yes   Date: _____ If yes, please sign and date below.

❑ No   If no in-person site visit was conducted, please explain "why" and complete the rest of this form:

_____

_____

_____

_____

If no in-person site visit is to occur, the assessment should be based on **at least three (3) of the following sources, and you must still fully complete the paperwork on page 1 of this form:**

❑ Review of Site's website   ❑ E-mail exchanges with Site Personnel

❑ Telephone contact with Site Personnel   ❑ Prior academic internship history with the Site

❑ Documents reviewed relating to the site

PART III

Identify all sources relied upon for completion of Site Assessment in addition to Site Visit. Sources include information located on the Site's website, via email exchanges with Site personnel, telephone contact with Site personnel, prior Internship history with the Site, documents reviewed relating to the Site. You also may attach information you find relevant to your assessment.

_____

_____

_____

_____

Completed by:_____ Date: _____

Title: _____

Academic Program/Department: _____

(Be sure to make copies of this form and any additional documents for your Program/Department.)

Student Learning Agreement – Service Learning

Course & Section Number (e.g., RPTA 136, Section 02) _____

Faculty name: _____

1. **Student information:**

   Student Name: _____

   Cell phone: _____ SacLink E-mail: _____

   In case of Emergency, please notify:

   Name: _____ Relationship: _____

   Cell phone: _____ Home phone: _____

2. **Estimated number of Service Learning hours required during the semester** (determined in consultation with faculty member): _____

3. **Scope of Work to be completed by student during Service Learning placement*** (completed in consultation with faculty member) -- Please provide an overview of the type of work you (the student) will be doing at the site and be as specific as possible (e.g., working directly with clients, working with the public, program planning, implementation and evaluation; project development, database and website development, marketing plans, etc.) _____

   _____

   _____

4. **Identify 2-3 anticipated learning outcomes – be as specific as possible:** (e.g., by the end of this semester, I will be familiar with the process of planning, implementing and evaluating a program for seniors/children/youth; by the end of this semester, I will understand how to create a marketing plan for an agency; by the end of the semester, I will better understand what it's like to work with children in an after-school program). _____

   _____

   _____

5. Service Learning Agency Name: _____

   Site Supervisor & Title: _____

   Site supervisor's email: _____ Phone number: _____

   Site supervisor's signature: _____ Date: _____

By signing below, I acknowledge that I have read and agree with the above described information, as well as agree to authorize the University to share any information directly related to my performance in Service Learning with the Site that would otherwise be protected from disclosure by the federal Family Educational Rights and Privacy Act (FERPA).

_____   _____
Student Signature   Date

_____   _____
Faculty Signature   Date

* If needed, the student and faculty member, in consultation with the office of Services for Students with Disabilities (SSWD), will create and attach an accommodation plan to this Student Learning Agreement.

Code of Conduct 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 in your determining the best way to respond to difficult or uncomfortable situations. Feel free to contact your instructor 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 persons 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, or the designated contact person, 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 persons with whom you are providing service (i.e. organizational files, diagnostics, personal stories, etc.), it is vital that you treat it as privileged information. Ask for directions from your instructor as to the appropriate method of referring to "clients," or the people you work with at the service sites, in providing presentations or written materials.

Show respect for the organization to which you are providing service: 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.

Be appropriate:

- Treat supervisor(s) and others with courtesy and kindness.
- Dress neatly, comfortably, and appropriately. Many of the placement sites will have dress codes.
- Use formal names unless instructed otherwise.
- Set a positive standard for other students to follow.

Be flexible: The level of 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. Notify your supervisor if you require special accommodation in order to participate in an activity.

LIMITATIONS:

Do Not:

1. Report to your service site under the influence of drugs or alcohol.
2. Give or loan a client money or other personal belongings.
3. Make promises or commitments that you cannot keep.
4. Give a client or agency representative a ride in your personal vehicle.
5. Tolerate verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or community organization representative.
6. Tolerate verbal exchange or engage in behavior that might be perceived as discriminating against an individual on the basis of his/her age, race, gender, sexual or gender identity, ability or ethnicity.
7. Engage in any type of business with clients during the term of your service.
8. 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 violated, or that any of the above stated limitations have been violated, please contact your instructor immediately.

Name: _____

Code of Conduct Confirmation:

❑ I have read, understood and agree to all terms of this Student Code of Conduct Guidelines and Limitations Form.

Informed Consent, Agreement, Release, Waiver of Liability, and Assumption of Risk

In consideration for being allowed to participate in this Activity, on behalf of myself and my next of kin, heirs and representatives, **I release from all liability and promise not to sue** the State of California, the Trustees of the California State University, California State University, Sacramento and their employees, officers, directors, volunteers and agents (collectively "University") from any and all claims, **including claims of the University's negligence,** resulting in any physical or psychological injury (including paralysis or death), illness, damages, or economic or emotional loss that I may suffer because of my participation in this Activity, including travel to, from and during the Activity.

I am voluntarily participating in this Activity. I am aware of the risks associated with traveling to/from and participating in this Activity, which include but are not limited to physical or psychological injury, pain, suffering, illness, disfigurement, temporary or permanent disability (including paralysis), economic or emotional loss, and/or death. I understand that these injuries or outcomes may arise from my own or other's actions, inaction, or negligence; conditions related to travel; or the condition of the Activity location(s). **Nonetheless, I assume all related risks, both known or unknown to me, of my participation in this Activity, including travel to and from the Activity.**

I agree to hold the University harmless from any and all claims, including attorney's fees or damage to my personal property that may occur as a result of my participation in this Activity, including travel to, from and during the Activity. If the University incurs any of these types of expenses, I agree to reimburse the University. If I need medical treatment, I will be financially responsible for any costs incurred as a result of such treatment. I am aware and understand that I should carry my own health insurance.

I am 18 years or older. **I understand the legal consequences of signing this document, including (a) releasing the University from all liability, (b) promising not to sue the University, and (c) assuming all risks of participating in this Activity, including travel to, from and during the Activity.**

I understand that this document is written to be as broad and inclusive as legally permitted by the State of California. I agree that if any portion is held invalid or unenforceable, I will continue to be bound by the remaining terms.

Name: _____

Phone #:_____

Student Sac Link ID: _____

Sac Link Email Address _____

Risk and Liability Confirmation:

❑   I have read and agree to this document, and I am signing it freely. No other representations concerning the legal effect of this document have been made to me.

Student Consent for Release of Records for Student Placement (FERPA)

The federal **Family Educational Rights and Privacy Act of 1974,** as amended, seeks to guarantee both a student's right of access to education records, financial aid records and financial records, and the confidentiality of student information. Institutions may not disclose information contained in education record without the students' written consent except under certain conditions. A student's record may be released to parents, guardians or other parties by providing a written authorization or consent.

In order to enable Sacramento State and my academic internship and/or Service Learning placement (Placement) to monitor my performance in my Placement, **I hereby authorize Sacramento State and the Placement identified below to release only those education records (as defined by FERPA) relating to the University's expectations concerning my performance and/or my actual performance in the Placement described below, to each other through their authorized representatives.**

Such disclosure may include any conditions placed by the University on my placement as well as information relating to any reasonable accommodation I am requesting as a result of any disability at my placement. I also waive any rights to privacy I may have in such records under any applicable state and federal law. The purpose of this consent to release information is to enable Sacramento State and the Placement to establish the conditions and/or expectations of and monitor my performance in the Placement.

I understand this Release, and the authorization given above, is effective immediately and **expires at the completion of my placement and in no event will it remain in effect for more than one year after the date of its execution** and I may revoke this Release, in writing, at any time, but If I revoke, I may no longer be eligible for a placement, and my placement could be terminated. I understand I may receive a copy of all records released pursuant to this Release, upon my request. This Release does not apply to any other third party requestor of my education records and neither Sacramento State nor Placement may release my education records to any third party without my expressed written consent.

❑ By clicking this box, I understand and agree to all terms of this Student Consent for Release of Records for Student Placement.

_____
Name of Student

Sacramento State Community Engagement Center (CEC) Time Log

STEP 1: Take this form with you EVERY TIME you go to your Service Learning Site

STEP 2: Keep track of your hours on this form

STEP 3: Once you complete your hours, have your SITE SUPERVISOR & FACULTY MEMBER SIGN THIS FORM

STEP 4: **SUBMIT THIS FORM TO THE COMMUNITY ENGAGEMENT OFFICE in the LIBRARY, ROOM 4028 BY THE LAST DAY OF THE SEMESTER – *be sure to make a copy for yourself!***

Student Name: _____

Student Signature: _____ Date: _____

Student Phone Number: (_____)_____ SACLINK Email: _____ @saclink.csus.edu

Course Name and Number (e.g., PSY 101, RPTA 154, CHDV 98): _____ Section Number (e.g., 01, 02, etc.) _____

Course Instructor's Name (PRINT): _____

Signature: _____ Date: _____

Name of Organization:_____

Service Learning Site Supervisor Name (PRINT): _____

Signature: _____ Date: _____

Date	Time in:	Time Out:	Brief description of the work that you completed for this day (e.g., Read stories to kids, worked in the kitchen at the Food Bank; sorted clothes at Loaves and Fishes, etc.)	TOTAL HOURS PER DAY
Please add up the total number of hours completed. Round to the nearest quarter (2.20 Hours would be 2.25 Hours; 2.90 Hours would be 3.00 Hours). **PUT TOTAL NUMBER OF HOURS WORKED HERE**				

Service Learning STUDENT
EMERGENCY CONTACT and INFORMATION FORM

An Emergency Contact and Information Form must be on file at the Service Learning placement site prior to the student starting service hours. You may use either this form or one provided to you by the placement site. **Please complete and submit directly to the placement site;** this form is not submitted to Community Engagement Center.

Students are responsible for notifying the placement site of any medical information or emergency contact changes. All information provided is kept confidential and will only be used should you need medical assistance in the case of an emergency.

STUDENT INFORMATION:

Student Name: _____

Address: _____ City: _____ Zip:_____

Phone Number: (_____)_____ Email: _____

INSTRUCTOR INFORMATION:

Course Instructor Name: _____

Phone Number: (_____)_____ Email: _____

MEDICAL INFORMATION:

Name of Insurance: _____

Name of Subscriber: _____

Policy Number: _____

Are you currently taking any prescribed medications?   ❑ Yes   ❑ No

If yes, please identify:_____

Please identify any medical information the community partner agency should be aware of: _____

_____

_____

Are you allergic to any medications?   ❑ Yes   ❑ No

If yes, please identify:_____

_____

EMERGENCY CONTACT INFORMATION:

Please provide information for primary and alternative contact persons who may be notified in case of an emergency.

Name of Primary Contact: _____Relation:_____

Address: _____ City: _____ Zip:_____

Phone: (_____)_____ Alternate Phone: (_____) _____

Name of Alternate Contact: _____Relation:_____

Address: _____ City: _____ Zip:_____

Phone: (_____)_____ Alternate Phone: (_____) _____

To the best of my knowledge, the information provided on this form is true, complete, and accurate.

Signature: _____ Date: _____

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AT SAC STATE

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PARTNERS

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CONSTITUTION &
CIVIC ENGAGEMENT PROGRAM
(CCEP)

THE COMMUNITY ENGAGEMENT CENTER @ SAC STATE

CALIFORNIA STATE UNIVERSITY
SACRAMENTO

Community Engagement Center