Service Learning Guide for Students

* Special Note: Students who will serve in the Soledad Street/New Chinatown area of Salinas must attend a mandatory safety training before serving.

If you have questions about the training contact Seth Pollack at 582-3914 or by email at seth_pollack@csumb.edu

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Service Learning Institute
Mission and Philosophy Statement

Service Learning Institute Mission Statement
The mission of the Service Learning Institute is to foster and promote social justice by cultivating reciprocal service and learning partnerships among CSUMB students, faculty, staff and the surrounding tri-county community.

Philosophy Statement
Social justice is the guiding principle for our practice in service learning. We believe that:

- CSU Monterey Bay students, as future leaders of our community, deserve a real world education that inspires social responsibility, cultivates respect for diversity and encourages compassion for all;
- CSUMB should be a responsible, engaged member of the local community;
- Academic learning is strengthened by engaging in meaningful service and reflection;
- Education at CSUMB should be transformative; creating ethical and responsible community participants; and that,
- All partners in the service learning process should be engaged in teaching and learning, serving and being served.

We have adopted the following core values to guide our work:
- Building authentic partnerships that demonstrate shared leadership, collaboration and reciprocity;
- Acting with compassion, demonstrating honesty and authenticity;
- Working towards social justice: continual movement toward an equitable society;
- Developing multicultural understanding and respect for differences; and,
• Cultivating awareness of self in relation to social inequities through reflection and active service with the community.

Student Learning Goal
Our goal is for CSUMB students to become multicultural community builders: students who have the knowledge, skills and attitudes to work effectively in a diverse society to create more just and equitable workplaces, communities and social institutions.

We are committed to engaging the content, practice, and pedagogy of service learning to bring these values to life.

Essential Elements of Service Learning

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What is Service Learning?

Service learning combines community service with formal coursework in a way that both responds to community-identified needs and helps students meet academic, social, civic and moral learning goals. Service learning enables students to grow and learn through active participation in community service activities that are clearly connected to their academic program. Through service learning, students learn about themselves and their relationship to the world and community around them. Service learning allows students to engage in real-world issues and social problems, and helps them to work with community organizations to become “part of the solution.” Through their community involvement, students gain an understanding of community issues, community assets and community processes for making change happen. Service learning helps students learn and care about others, and develop the skills and attitudes to become community builders in our rapidly changing, diverse world.

Service learning is distinguished from other approaches to experiential learning because it:

• Insists that students reflect on their community service experience in a formal manner
• Attempts to balance the benefits to the student and to the community organization
• Emphasizes the social, civic and moral learning that results from reflective community service involvement

What a Service Learner Is and Is Not...

A service learner:

• Enrolls in courses identified with an "S" suffix in the CSUMB course catalogue (ie, HCOM 307S: Social Impact of the Mass Media)
• Attends classes and also provide service to a community organization for a specified amount of time during the semester
• Addresses community - identified needs in his/her service placements
• Is involved in activities at the community site that provide meaningful experience related to the content of their course
• Reads articles and books to become more informed about the issues addressed at the community service site
• Engages in critical reflection on the community service experience as part of classroom activities

A service learner is NOT:

• A volunteer - available to respond to any need for support that the organization may have (clerical, administrative, etc.)
• An intern - whose primary purpose is to develop specific skills related to a specific technical field or profession

Key Elements of a Service Learning Experience

Reciprocity: The service and learning must be worthwhile and valuable for both the student and the community. There must be reciprocity between the server and those served.
Reflection: Intentional, systematic reflection about the experience must take place in order to maximize the benefit of service learning experiences. Reflection within the context of the service experience encourages introspection of other aspects of the student’s life. Reflection is the critical process to link service and academic learning objectives.

**Integration**: Service activities need to be directly related to the student’s academic learning objectives in order to strengthen student’s critical thinking.

**Diversity**: A priority is placed on involving a broad cross-section of students working in diverse settings and with diverse populations within the community. Service helps students overcome stereotypes and fears, and develop skills as multicultural community participants.

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**Service Learning at CSUMB**

Service learning is an integral component of CSUMB’s philosophy and academic program. Service learning is featured prominently in the CSUMB Vision Statement, and is identified as one of CSUMB’s seven "Core Academic Values." CSUMB is one of the only public universities in the nation to have made service learning a required experience for all students. Through service learning, CSUMB’s academic programs stay relevant to community issues and concerns; and CSUMB graduates develop the knowledge, skills and attitudes to become more competent and engaged multicultural community participants.

**What is Distinctive about Service Learning at CSUMB?**

Service learning at CSUMB is distinctive because the topic of service is itself a focus of our academic study. Developing an ethic of service and community involvement is a goal of all or our service learning courses. Issues of justice, diversity, compassion and social responsibility are an explicit component of CSUMB service learning courses. (See CSUMB’s Service Learning Prism.) In service learning courses at CSUMB, students explore the deep roots of difficult social problems, while simultaneously working to alleviate their impact in our local communities. Our hope is that students will become more informed about the systemic injustices that exist, and more involved in long-term efforts to create more just and equitable communities.

**How do CSUMB Students Benefit from Service Learning?**

Service learning helps learning to come alive. Through service learning, you will have the opportunity to:

- 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

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**CSUMB Service Learning Requirements**

There are two components to CSUMB’s service learning requirement: the Lower Division component and the Major-Based Component.
1) Lower Division Service Learning Requirement: Community Participation (CP) ULR

Who must fulfill the CP ULR?

- Students who entered CSUMB as freshmen
- Transfer students who are not certified in Area D: Social, Political, and Economic Institutions. (Only those students who enter CSUMB with Area D certified are exempt from fulfilling the CP ULR.)

Students who entered CSUMB before Fall 1999 with 56 or more transferable units are not required to complete the CP ULR.

How does a student fulfill the CP ULR?

Receive a C or better in any course that is approved to fulfill the CP ULR. Currently, the following CP ULR approved courses are offered:

- SL 200S: Introduction to Service in Multicultural Communities (any section)
- SL 201S, SL 202S or SL 203S
- HWI 361S: Foundations of Wellness: Community Participation

2) Major-based Service Learning Requirement:

Who must fulfill the major-based service learning requirement?

- Every student who wishes to graduate from CSUMB

How does a student fulfill the major-based service learning requirement?

- All CSUMB students must take a service learning course that meets the requirements of their major. These courses are designated by an "S" suffix (i.e. CHHS 313S). Students should consult with their major advisor to determine the appropriate service learning course(s) to take.

Opportunities and Resources for Students

Community Partner Database

This database contains information regarding over 500 schools, governmental agencies and non-profit organizations in the tri-county area (Monterey, Santa Cruz, and San Benito County) interested in partnering with CSUMB students, faculty and staff. The Community Partner Database is a good resource for ideas and projects for Senior Capstones, community-based research, Independent Study and other community-based opportunities. The Community Partner Database can be accessed from the navigation menu on the left of this page.

Service Opportunities Resource Files

Additional information such as brochures, newsletters, applications, etc. about the organizations listed in the Community Partner Database can be found in these files to supplement the information in the Community Partner Database.

Resource Library

Books, journals, directories and magazines related to service learning are housed in the Service Learning Institute's Resource Library (Building 45A). The collection is quickly growing as new additions arrive daily.

Student Leadership Opportunities in Service Learning

The Service Learning Institute is committed to honoring and valuing student voice and knowledge in its
service learning program at CSUMB. As such, the SLI sponsors the Student Leadership in Service Learning (sl)2 Program, an innovative service learning student leadership program. Students selected to participate in the (sl)2 Program work in a variety of positions to support CSUMB’s service learning program. Course-based (sl)2s assist service learning faculty with their courses. Community-based (sl)2s serve on site at a community organization working to coordinate service learners. Other (sl)2s support on-going service opportunities for students. (sl)2s are recognized as leaders across campus for their commitment to service and social justice. For more information on any of these opportunities, please contact the Coordinator of Service Learning Leadership at 582-3631.

Guiding Principals to Reduce Risks for Service Learners

Click here for a pdf version of the do’s and don'ts.

As you begin your service relationship with a community agency, you are probably eager to get involved and make a difference in the lives of people with whom you work and the agencies with which you serve. We expect that you will view yourself as a representative of CSUMB in the community and as such, we ask that you carefully read through and abide by the following guidelines created to assist you in having the best and most productive experience possible:

- DO participate in orientation for your service-learning experience
- DO make sure you know whom to contact at the site and at the University in case of an emergency
- DO make sure you know how to exit your service site in case of an emergency
- DO ask for help from your supervisor or another staff member at your service site when in doubt
- DO be punctual and responsible in completing your commitment to the service site
- DO call your site supervisor if you know you will be late or not able to come in at all
- DO keep all information about clients you work with confidential
- DO show respect for your service site, its staff, and its clients
- DO be aware that you are representing the University
- DO know that if you are having trouble at your service site, you can talk with your faculty member about it
- DO sign-in at your service site every time you are there, and record your service hours on your student service log. This will ensure you receive credit for the hours you have served (see Student Logs)

- 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 that you cannot keep
- DON'T give a client or community-based organization representative a ride in a personal vehicle
- DON'T use your personal vehicle to provide services for your organization
- DON'T tolerate verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or community-based organization representative
- DON'T tolerate verbal exchange or engage in behavior that might be perceived as discriminating against an individual on the basis of her/his 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-based organization representative during the term of your service

- DO know that you can request an alternative service site if you are not comfortable with your current site

For assistance in accommodations for any disabilities you may have please contact Margaret Keith, Director, Student Disability Resources at (831) 582-4369.

Traveling to and from sites:

1. Keep your automobile a non-attraction. Do not leave items visible in the car’s interior. Place valuable articles in the trunk prior to arrival at site.
2. If you take the bus, be sure to know the route and cost of bus fare.
3. In case of a breakdown or a mix up with transportation, carry enough money for a cab ride home.
4. Develop a community safety net of resources in your placement area.
5. Get to know your supervisor at the agency.
6. Familiarize yourself with people, places and things in the area that can be of assistance in times of emergency (e.g. know the location of phones, 24-hour stores, police station, etc.).
7. Give the phone number of the agency where you'll be serving to a roommate, friend, or relative before leaving for your placement site.

Final Points

Use common sense and conduct yourself in a professional manner at all times. Every site has its own rules, policies, procedures, protocol and expectations, for which you are responsible. Familiarize yourself with the workings of the site/agency. This will contribute to your success in service.

Sexual Harassment

CSU Policies

The California State University Chancellor’s Executive Order No. 345 requires each campus of The California State University to maintain a working and learning environment free from sexual harassment for its students, employees, and those who apply for student or employee status. The following federal and state statutes prohibit sexual harassment as a form of sex discrimination:

Title VII of the Civil Rights Act of 1964 (as amended)

Title IX of the Education Amendments Act of 1972; Government Code Section 12940; and the California Education Code, Section 200 et seq.

Responsibility

All members of the university community are responsible for ensuring that their conduct does not sexually harass any other member of the university community. This same responsibility extends to employees of third parties doing business with the University and to campus visitors. University administrators and supervisors have the further responsibility of preventing and eliminating sexual harassment within the areas they oversee. If administrators or supervisors know sexual harassment is occurring, receive a complaint of sexual harassment, or obtain information indicating possible sexual harassment, they must take immediate steps to ensure the matter is addressed, even if the issue or alleged problem is not within their assigned area of responsibility.

Faculty, staff, and students are expected to inform an appropriate administrator (i.e., deans or vice presidents) or other university officer (i.e., director of Human Resources) if they have reason to believe sexual harassment is occurring. Program administrators and department heads/chairs are responsible for taking appropriate steps to disseminate this policy statement to students and employees in their respective areas. All faculty, staff, and administrators will be held accountable for compliance with this.

Definition of Sexual Harassment

1. Sexual harassment is defined by the Equal Employment Opportunity Commission as follows: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when:

   1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or academic advancement
   2. Submission to or rejection of such conduct by an individual is used as a basis for affecting an individual's employment or academic standing
   3. Such conduct has the purpose or effect of unreasonably interfering with a person's work or academic performance or creating an intimidating, hostile, or offensive work, learning, or social environment

Not "Just Flirting" - Types Of Sexual Harassment
Verbal or physical contact with the intention of sexual relations may be quid pro quo (i.e., "in exchange" for favors such as promotions, employment perks, better grades etc.). The power of the person in authority (employer, supervisor, professor, etc.) to sexually harass increases in direct Correlation to lack of organization of the potential victim group - i.e., women laborers in the informal sector, temporary workers, students, women in institutions for the mentally/physically handicapped etc. are most vulnerable.

- Sexual harassment by colleagues
- Sexual harassment by clients - particularly in professions where women's role is "sexually packaged" - such as air hostesses, workers in beer bars etc.
- Sexual harassment of women in authority - to undermine the position of women Recent - and increasing - cases of newly elected, active women members of panchayats being stripped naked and paraded - are examples.
- Sexual objectification of an individual though sexual relations not intended (harassment on the road etc.). This can also include negative comments like "you're fat/ugly" etc.
- Hostile, anti-woman environment (pornography in public places, foul language etc.). This may not be directed at any woman employee in particular, but the effect on women is one of discomfort.

Additional Resources:

Sexual Harassment in the Workplace
http://www.discriminationattorney.com/harasswk.html

Sexual Harassment at the University
http://www.fullerton.edu/diversity/policies.asp?mode=policiesbrochure

Service Learning Institute Staff

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<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seth Pollack, Director</td>
<td>582~3914</td>
<td><a href="mailto:seth_pollack@csumb.edu">seth_pollack@csumb.edu</a></td>
</tr>
<tr>
<td>Brenda Grayson Shinault, Associate Director</td>
<td>582~5175</td>
<td><a href="mailto:brenda_shinault@csumb.edu">brenda_shinault@csumb.edu</a></td>
</tr>
<tr>
<td>Cheri Bartimus, Information Specialist</td>
<td>582~3644</td>
<td><a href="mailto:cheri_bartimus@csumb.edu">cheri_bartimus@csumb.edu</a></td>
</tr>
<tr>
<td>Jennifer Colby, Coordinator for Liberal Studies</td>
<td>582~5045</td>
<td><a href="mailto:jennifer_colby@csumb.edu">jennifer_colby@csumb.edu</a></td>
</tr>
<tr>
<td>Mele Companion, Program Analyst</td>
<td>582~3805</td>
<td><a href="mailto:mele_companion@csumb.edu">mele_companion@csumb.edu</a></td>
</tr>
<tr>
<td>Belinda Hieb, Office Manager</td>
<td>582~3080</td>
<td><a href="mailto:belinda_hieb@csumb.edu">belinda_hieb@csumb.edu</a></td>
</tr>
<tr>
<td>Stephanie Johnson, Coordinator for Visual and Public Arts</td>
<td>582~3693</td>
<td><a href="mailto:stephanie_johnson@csumb.edu">stephanie_johnson@csumb.edu</a></td>
</tr>
<tr>
<td>Laura Lee Lienk, Coordinator College of Science, Media Arts &amp; Technology</td>
<td>582~3689</td>
<td><a href="mailto:laura_lienk@csumb.edu">laura_lienk@csumb.edu</a></td>
</tr>
<tr>
<td>Ken Feske, Manager, Soledad St./ Chinatown Project in Salinas</td>
<td>770~1700</td>
<td><a href="mailto:ken_feske@csumb.edu">ken_feske@csumb.edu</a></td>
</tr>
<tr>
<td>Tania Mitchell, Coordinator Service Learning Leadership</td>
<td>582~3631</td>
<td><a href="mailto:tania_mitchell@csumb.edu">tania_mitchell@csumb.edu</a></td>
</tr>
</tbody>
</table>
Pamela Motoike, Coordinator Introduction to Service Learning Instruction  582~3633  pamela_motoike@csumb.edu

David Saez, Coordinator of Community Partnerships  582~4184  david_saez@csumb.edu

Iris Peppard, Garden Coordinator, Soledad St./Chinatown Project in Salinas  770~1929  iris_peppard@csumb.edu

Marty Tweed, Coordinator for Institute for Community Collaborative Studies  582~4161  marty_tweed@csumb.edu

Service Learning Student Leaders  582~4183

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**Required Service Learning Forms**

1. **Placement Forms**
   
   a) **LIBERAL STUDIES Students**
   
   Completing this form is necessary order to match your interests and skills with the opportunities available at the school placement sites. Choose placement sites from the list of schools that have been pre-approved for your specific course.

   To view these pre-approved school sites visit our webpage at: [http://cumb.edu/site/x9128.xml#suggestedsites](http://cumb.edu/site/x9128.xml#suggestedsites)

   Once you have submitted your Placement Request Form, your choices will be reviewed and you will be assigned a final site. You are not guaranteed your first choice of schools. Your final assignment will be emailed to the email address which you provide on this form. If you have any questions, please call the Service Learning Institute Coordinator of Community Partnerships at 582-4184.

   Click to access Online Placement Registration Form – Planner Web

   b) **ALL OTHER Students - Due Date: before your first official day of service at your placement site**

   The Service Learning Placement Form provides the Service Learning Institute with accurate information about your Service Learning placement. On this form, you are required to (a) select your placement site from the list of pre-approved Community Partners that appears in the drop-down box; or (b) input the relevant information about your site if it is a new Community Partner. This form becomes the official record of your service learning placement for the semester.

   Click to access Online Placement Registration Form – Planner Web

2. **Learning Agreement (Form 400)**

   The official document, which describes the students' specific responsibilities at their service learning site. The student, course instructor and site supervisor must sign the Learning Agreement. It is kept on file by the academic department, for 3 years.

   **Printable pdf**

3. **Activity & Time Log**

   **Printable pdf**

   This form is provided to assist you in tracking the activities and number of hours you serve at your service learning site. Once completed and approved by your site supervisor, it provides verification of your service to the organization as well as a history of your contributions to the site. You are responsible for completing and returning this form to your service learning professor - check with your professor for the due date.
Also, check with your site supervisor to determine if he/she would like a copy for the organization's records.

4. Student Evaluation of the Service Learning Experience Form (to be filled out on-line)

**ALL SERVICE LEARNERS - Due Date: before your last day of class**
This form gives you the opportunity to evaluate the effectiveness of your Service Learning experience. The feedback that you provide on this form will assist the Service Learning Institute in improving the Service Learning program at CSUMB.  
Click to access [Online Student Evaluation of the Service Learning Experience form - Planner Web](http://service.csumb.edu/site/x4079.xml)

5. Student Performance Evaluation by Site Supervisor
A tool for site supervisors to provide feedback about student performance at the end of each semester.

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### Additional Required Forms for Distance Learners

In addition to the REQUIRED FORMS above, distance learning students must complete and return the following forms:

Service learners taking on-line courses have a slightly different placement process than campus-based students. Once you have registered for your on-line service learning course, you must take the following steps to make sure that you have a service learning site placement for the semester.

1) Choose or designate a partner organization according to your status below. If no site is listed for your local area, see #2 below.
   a) Sites for Liberal Studies Students
   b) All other Students: Choose a site from the [Community Partners Database](http://service.csumb.edu/site/x4079.xml)

2) Complete the following supplemental forms if you have chosen a site that is not available on the lists above.
   a) Community Site Visit Checklist (Form 300)  
      [Printable pdf](http://service.csumb.edu/site/x4079.xml)  
      A tool for assessing the requirements, risks and basic safety factors of a site prior to student placement. A CSUMB staff or faculty person will visit a prospective organization and conduct a site visit. Prospective community partners of distance learners must complete and send this form to the Service Learning Institute prior to student placement.
   b) **Organization Profile** for Schools or Community Organization
      **Form:** To be filled out on-line by your community partner after contacting the SLI information specialist at (831) 582-3644.

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### Optional Form

Note: This form is *not returned to SLI*, it is for course use only and used at the discretion of the faculty person. Check with your faculty person to see if it is necessary.

**Student Performance Evaluation by Site Supervisor**  
[Printable pdf](http://service.csumb.edu/site/x4079.xml)

Your site supervisor will complete this assessment of your performance. Your service learning course professor will consider the remarks of this evaluation in determining your final grade in your service learning course. You are responsible for having your site supervisor complete this form after verifying your Activity & Time Log. In addition, it is your responsibility to return the completed form in a sealed envelope to your professor. Check with your professor for the due date for this form.
Inspirational Quotes  Top

"Tell me and I will forget. Show me and I will remember. Involve me and I will understand."
-Chinese Proverb

"Service is a mutual thing. It is not only helping others; it is being helped. Because we learn, we affirm ourselves...We have everything to gain by doing this as human beings and as citizens and as people who are trying to learn about the world."
-Robert Coles

"I don't know what your destiny will be, but one thing I know: Those among you who will be really happy are those who have sought and found how to serve one another."
-Albert Schweitzer

"Making a difference depends on us. It involves a conscious decision to do something positive and constructive with our lives. And that decision requires a knowledge of self."
-Christopher Notes

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."
-Margaret Mead

"A different world cannot be built by indifferent people."
-Horace Mann

"If you would be leader, you must lead your own generation, not the next."
-Woodrow Wilson

"We will never win the Olympics of humanity, racing for perfection, but we can walk together in hope, celebrating that we are loved in our brokenness; helping each other growing in trust, living in thanksgiving, learning to forgive opening up to others welcoming them, and striving to bring peace and hope to our world."
-Jean Vanier

"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, Jr.

"Great thoughts speak only to the thoughtful mind, but great actions speak to all [hu]mankind."
-Emily P. Bissell

"In the world and at home, you have the opportunity and the responsibility to help make the choices which will determine the greatness of the nation...You live in the most privileged nation on earth. You are the most privileged citizens of that privileged nation; for you have been given the opportunity to study and learn...You can use your enormous privilege and opportunity to seek purely private pleasure and gain. But history will judge you, and as the years pass, you will ultimately judge yourself, on the extent to which you have used your gifts to lighten and enrich the lives of your fellow man [woman]. In your hands, not with presidents or leaders, is the future of your world and the fulfillment of the best qualities of your own spirit."
-Robert F. Kennedy