



**HUMBOLDT STATE UNIVERSITY**

**Service Learning Center**

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# **Community Partner Guide to Service Learning**

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# Table of Contents

## Introduction

Welcome to Service Learning at HSU .....	1
How Could Service Learning Benefit Your Agency? .....	3
What is Service Learning? .....	4
Combining Service and Learning: Essential Elements .....	5
Campus & Community Partnership Principles .....	6
Examples of Service Learning.....	7

## Continuum of Service at HSU

Types of Community-Based Learning .....	8
What is Right for Your Agency?.....	9

## A Community Partner's Role

Designing a Service Learning Experience.....	10
Orienting students to Your Agency .....	12
Practical Tips for Agency Success .....	13

## Liability & Risk Management

Risk Management and Liability in Service Learning .....	14
Live Scan Information .....	15

## Service Learning Center Staff and Faculty .....

16

## Resource Forms

Learning Plan .....	17
Service Learning Agreement .....	20
Orientation Checklist .....	23
Contact Information Form .....	24
Service Learner Time Log .....	25
Evaluation by Site Supervisor .....	26
Evaluation of Service Learning Process by Community Partner.....	27
Service Learning Request Form .....	29

# Welcome to Service Learning at HSU

Dear Valued Community Organizations and Agencies:

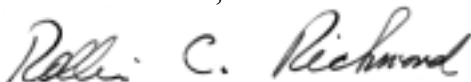
I am pleased to welcome you to our Community Partner Guide to Service Learning at Humboldt State University. Over the last decade, Humboldt State University has developed a visionary and model Service-Learning program. Combining commitment to service with a knowledge of community needs, the Service Learning Center works with Faculty and Students to make sure that Community Partners are well served by the University's resources and that students can work in an environment that is both challenging and safe. The Service Learning Center is the bridge from Campus to Community and works to make sure that Service Learning is relevant and appropriate to community needs.

This Handbook explains the principles of Service-Learning at HSU, describes the essentials of campus-community partnership, and provides some of the important information and forms for Community Partners. We hope that it will answer your basic questions about Service Learning at HSU and facilitate a productive collaboration among students, staff, faculty and your agency.

Humboldt State University is recognized for its many excellent programs in the natural resources, sciences, and liberal arts, including an emphasis on being a student-centered campus and a rural center for community service and service-learning that provides socially and environmentally responsible education. An important part of socially and environmentally responsible education is "learning in the real world" of which Service-Based Learning is a key component. Taking part in Service-Learning programs enables students to learn about commitment to their community, develops leadership ability, critical thinking, conflict resolution and exposes students to positive social values in diverse environments.

Our country is in the throes of a real crisis as a consequence of rapid changes in technology and our impact on much of the rest of the world. Yet citizen apathy is rampant and is a threat to our culture and our future. We will desperately need the leadership of young people in the years ahead if we are to thrive in a new world with pressures and concerns we can only dimly perceive. Humboldt State University students have a tradition of involvement in their community which has made a real difference to the Northcoast over many years. I urge students to find the time to apply their creativity to their communities. These efforts will be an important investment in their future.

Yours in Service,



Rollin C. Richmond  
President  
Humboldt State University

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# How Could Service Learning Benefit Your Agency?

Through their service learning placements, students are involved in projects that are responsive to community-identified needs. The projects students carried out have contributed to community organizations in multiple, significant ways:

## Person-Power

*“With service learning students here to help, it makes a big job seem small.”*

Students can be of assistance with planning and staffing events, conducting surveys and assisting staff with projects and providing services.

## New Services

*“We were able to give the student a project that was important to our organization, but had been on our back burner due to staff time constraints.”*

Students can initiate new projects and services that are of importance to organizations.

## Improved Quality of Services

*“We were able to increase the quality of our services by making more sources of information readily available.”*

Students can assist with the delivery of services or in building increased capacity to deliver services.

## New Approaches, Energy and Enthusiasm

*“The students brought new approaches and visions to our services.”*

Students can bring fresh perspectives to enhance agency’s services and programs.

## Enhanced Agency Resources

*“The service learning students researched all sorts of background information for our project.”*

*“Student fundraising brought grant money into the agency.”*

Students can be of assistance in acquiring more resources for the organization.

# What is Service Learning?

**Service learning is a process that links academic learning and community participation. The goals of service learning are generally to:**

- facilitate the development of effective community participants;
- teach academic content in an applied, experiential and reflective manner, and
- contribute to the community in ways that build on community identified assets and strengths and address community identified needs.

Service learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Service learning includes the key concepts of reflection and reciprocity.

As a form of experiential education, service learning is based on the pedagogical principle that learning and development do not necessarily occur as a result of experience itself but as a result of reflection explicitly designed to foster learning and development. In service learning, there is reciprocity between the “server” and the person or group “being served.” All parties in service learning serve and are served, and all learn from one another. The term community in the definition of service learning refers to local neighborhoods, the state, the nation, and the needs that are defined by the community.

## Benefits of Service-Learning for Students

National studies validate the benefits of service-learning for students, demonstrating that participation in volunteer service during college has widespread positive effects on students’ academic and personal development. Service participation positively affects students’ commitment to their communities, to helping others in difficulty, to promoting racial understanding, and to influencing social values. Service participation influences the development of important life skills, such as leadership ability, social self-confidence, critical thinking, and conflict resolution. Service participation also has a unique positive effect on academic development, including grades earned, degrees sought, time devoted to academic endeavors, academic self-confidence, and students’ self-assessments of knowledge gained.

*(For more details, contact Dr. Linda Sax, Project Director, Higher Education Research Institute, 3005 Moore Hall, UCLA, L. A., CA 90095-1521)*

## Principles for Combining Service and Learning

1. Engages people in responsible and challenging actions for the common good.
2. Provides structured opportunities for people to reflect critically on their service experience.
3. Articulates clear service and learning goals for everyone involved.
4. Allows for those with needs to define those needs.
5. Clarifies the responsibilities of each person and organization involved.
6. Matches service providers and service needs through a process that recognizes changing circumstances.
7. Expects genuine, active, and sustained organizational commitment.
8. Includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.
9. Insures that the time commitment for service learning is flexible, appropriate, and in the best interest of all involved.
10. Is committed to program participation by and with diverse populations.

# Combining Service and Learning: Essential Elements

## Community Voice

Service learning courses are developed in an on-going process that allows individuals or communities with needs to define those needs.

## Preparation

Extensive orientation for effective and sensitive community participation includes:

- on-site orientation and training to the community organization, the specific projects or tasks the service learner will be involved with, and to the community surrounding the site;
- classroom-based preparation introducing students to the concepts of service learning, reflection, and reciprocity; the responsibilities associated with community involvement; and exploration of the service learners' assumptions and expectations of the service learning process, of people they will be working with and of the local community.

## Reciprocity

Partnerships must be worthwhile and valuable for both the student and the community. There must be reciprocity between all partners involved in the service learning experience.

## Reflection

Intentionally guided reflection should assist students in examining:

- their own assumptions, stereotypes, and role in the power dynamics of the service relationship;
- how they can apply what they are learning in the classroom to be more effective in the community;
- how their experience in the community affirms or challenges course content and theory they have studied.

## Development

Service Learning occurs in different stages. For example, the learning experience often begins with pre-field preparation and moves to engagement in partnership with the community. Students move from defining to problem-solving community needs—from observation to experience to leadership. It is important to remain aware of potential challenges participants may face at various stages in the process.

## Meaningful Service

Service learners are generally most effective when the activities they engage in are meaningful to the site and to their own goals and experience. It is important that service learners understand the larger context of their work and why it is valuable to the organization. While we ask that the majority of a student's work provide them with an opportunity to interact directly with community members, behind-the-scenes work is often a valuable part of their learning if they understand its relevance and importance.

## Diversity

A priority is placed on involving a broad cross-section of students working in diverse settings and with diverse populations in the community.

## Evaluation

All partners need to know what they will be evaluated on and what they will be evaluating others on at the beginning of the service learning process. Therefore, evaluation should be linked to preparation and should be on-going, not just something that takes place at the end. On-going supervision and opportunities for checking in with one another is also essential.

Principles adapted from: *The Wingspread Report: Ten Principles of Good Practice (1993)*.

# Campus & Community Partnership Principles

“Partnerships with community agencies are formal, long-term relationships founded on collaboration and the clear articulation of needs, capacities, responsibilities and expectations. Regular communication and evaluation and equal say in the design and implementation of projects are its defining features. Most campus service directors agree that partnerships with community agencies are more valuable (and labor intensive) than simple placement arrangements. Partnerships entail making a commitment to the agency, relinquishing control over aspects of the program and accepting new responsibilities.”

Kopek, Tamar. *Rethinking Tradition: Integrating Service with Academic Study on College Campuses*. Campus Compact. Denver, CO: Education Commission of the States, 1993. p 113.

## Principles of Good Partnerships

1. Partners have agreed upon mission, values, goals and measurable outcomes for the partnership.
2. The relationship between partners is characterized by mutual trust, respect, genuineness and commitment.
3. The partnership builds upon identified strengths and assets, but also addresses areas that need improvement.
4. The partnership balances power among partners and enables resources among partners to be shared.
5. There is clear, open and accessible communication between partners, making it an on-going priority to listen to each need, develop a common language, and validate/ clarify the meaning of terms.
6. Roles, norms, and processes for the partnership are established with the input and agreement of all partners.
7. There is feedback to, among, and from all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes.
8. Partners share the credit for the partnership’s accomplishments.
9. Partnerships take time to develop and evolve over time.

From “*Principles of Good Community Campus Partnerships*,” developed by Community-Campus Partnerships for Health (CCPH), San Francisco, CA.

<http://futurehealth.ucsf.edu/ccph/principles>

# Examples of Service Learning Courses & Experiences

## Grant Writing and Community Service

*Humboldt State University*

Each semester, students enrolled in a Proposal and Grant Writing class have the opportunity to work with community agencies in drafting proposals and grant applications in real world settings. Seventy-five local non-profit agencies are receiving services from students in this program. A student-written proposal from this course resulted in the installation of the Nautilus sculpture adorning the entrance to the HSU Natural History Museum.

## Accounting Students and Youth at Risk

*CSU Chico*

Students enrolled in “Introductory Accounting” quickly learn that good business is about more than just good business skills. The professor focuses on developing students’ leadership, teamwork, and communication skills, and uses service learning to do the job. Students are required to spend one to two hours a week teaching business and computer literacy skills to at-risk youth. In this way, the course shows students the potential for business to have a meaningful impact on people’s lives, at the same time as it teaches human skills often overlooked in business disciplines.

## Citizenship and Literacy Education

*San Francisco State University*

Service learning students work with elders in citizenship and ESL literacy classes through SHINE, Students Helping in the Naturalization of Elders. Project SHINE is a national community- service learning effort with sister sites in Philadelphia, Boston, Chicago, Miami and San Francisco. Faculty from a wide range of disciplines develop "project options" for academic classes. Students who choose to participate in SHINE are trained as "citizenship coaches", and are placed in citizenship classes to tutor one-on-one or in small groups. The hope is that all participants gain citizenship knowledge and skills, develop confidence in themselves as learners, and nurture intergenerational relationships that last long after the project ends. Students from English, Asian-American Studies, La Raza, Anthropology, Women's Studies, ESL and Political Science departments have participated.

## Engineering and Education

*Humboldt State University*

In “Introduction to Design for Environmental Resources Engineers,” students create models that are used by K-12 teachers, the Discovery Museum, and HSU’s Campus Center for Appropriate Technology (CCAT) to help facilitate the understanding of an environmental design concept or system. Students have created models of ground water treatment systems and models that demonstrate energy conservation in the home.

## Research and Empowerment

*San Jose State University*

When parents of children at three elementary schools in San Jose, California, wanted to improve education for their children, faculty helped them to create their own research effort. Faculty and students helped the parents to design and administer a telephone survey to examine the accessibility and helpfulness of elementary school teachers. The parents then took charge conducting the survey in English, Spanish, and Vietnamese in order to include all the language groups in the area. After studying the results, they were able to identify the key obstacles to parent-teacher communication and use these to suggest changes.

## Technology Tutors and Classroom Teachers

*CSU Monterey Bay*

The technology available at CSUMB and the skills of their service learning “tech tutors” had great potential to benefit the local teachers and schools beyond the individual projects the tutors carried out in the classroom. At a teacher focus group, k-12 teachers said they would like to learn more about the university’s technology resources. As a result, the professor and her tech tutors organized a Teachers’ Workshop for classroom teachers involved with service learning projects. The teachers decided to learn Web Page technology as a workshop project. The tech tutors prepared six workshops and together with the teachers created state-of-the-art web pages at the CSUMB Multi-media center.

# Types of Community-Based Learning at HSU

- **HSU Day**

In partnership with Coastal Cleanup Day and United Way's Day of Caring, Humboldt State Students participate in half-day service projects at a variety of locations in our community. Following the event is a barbeque at Redwood Park.

- **Youth Educational Services (Y.E.S.)**

Y.E.S. is a student-run community service organization. Students can participate as volunteers in twelve different programs, serving refugees, the elderly, foster children, at-risk youth, and more. Students can earn a unit of credit for participation.

- **Associated Students Programs**

Humboldt State's Associated Students sponsor a number of student programs, including the Multicultural Center, the Women's Center, Campus Center for Appropriate Technology, Campus Recycling Program, and others. A variety of opportunities are available.

- **Residence Life**

Students can serve on governing bodies of the residence halls, as Living Group Advisors, and student staff. Additionally, they can participate in the Outdoor Adventure/Community Service (O.A.C.S.) freshman interest group, where students live together and participate in community service and outdoor adventure activities as a group.

- **Clubs and Organizations**

There are a number of student clubs and organizations on campus, including a Service Learning Club. Many clubs participate in community service. The Clubs and Activities Office serves as a resource center for clubs.

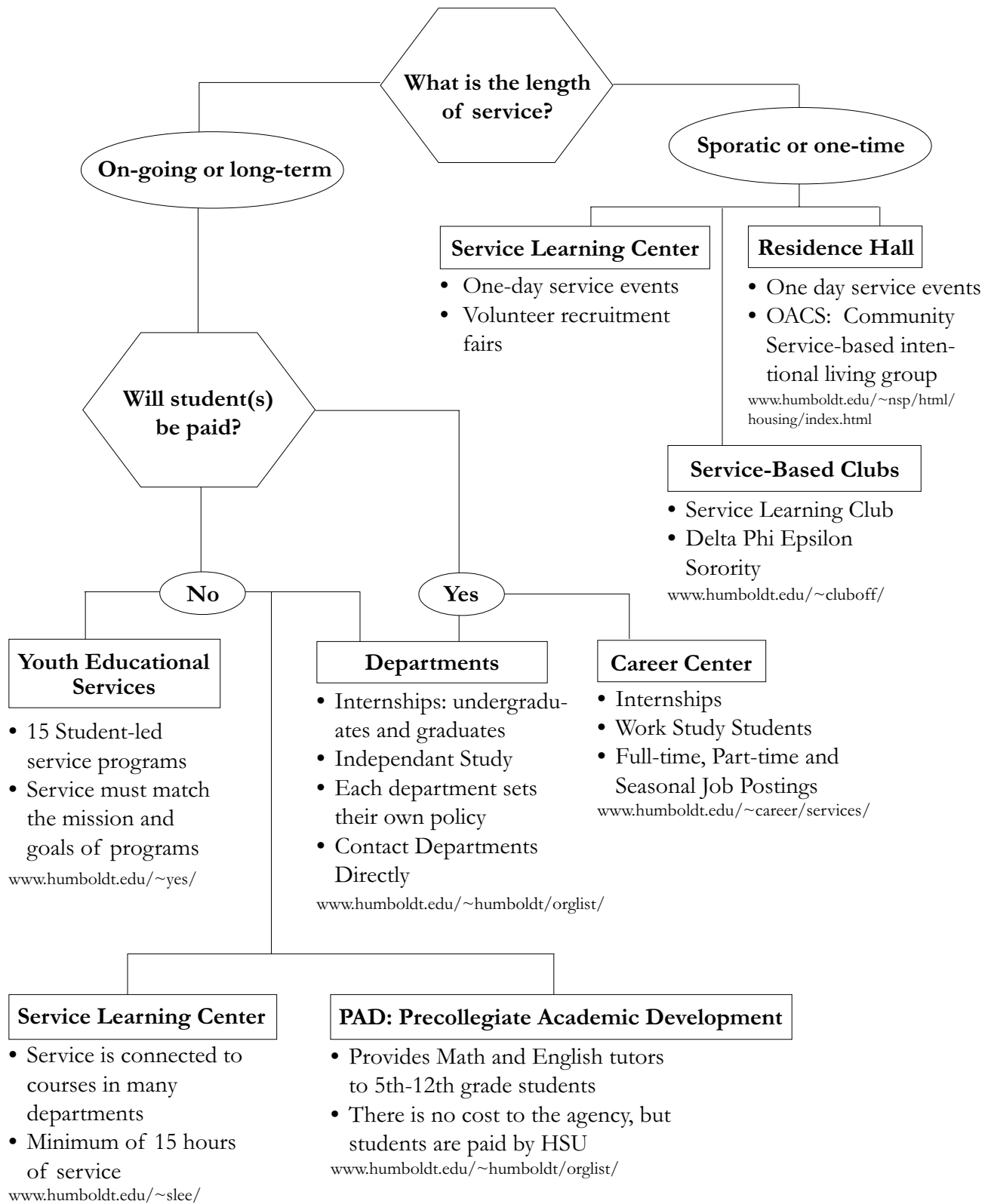
- **Alternative Spring Break**

Students participate in a week-long community service project during Spring Break. They earn a unit for participation, and learn about the issues faced by the people they serve.

- **Student Leadership Programs**

Youth Educational Services hires and trains students as program directors, student staff, and governing body members. The Service Learning Center hires and trains six students as Service Learning Interns on an annual basis.

# What is Right for Your Agency?



# Designing a Service Learning Experience

Page 1 of 2

Truly reciprocal service learning experiences grow from the collaborative planning efforts of community partners, faculty and students. Highly effective partnerships are designed to meet the academic needs of the students while also addressing a community need as defined by the partner agencies. This outline is designed to help guide initial discussions between all parties in the service learning experience, with the goal of developing mutually beneficial campus and community partnerships.

## Community Partner

- What is your organization's mission, current projects, population served, organizational structure and resources that might be relevant?
- What is your primary objective for utilizing service learning students?
- What do you see as the potential benefit for the community from students performing service activities?
- What are the most important lessons your organization can teach college students?
- What are three service outcomes (representative activities that you would like students to perform) at your organization?

## Faculty Member and Students

- What is the course in which service learning will be used?
- What are your top three student learning objectives (the three most important things you want to learn or have your students learn during the service learning experience)?

## Both Partners

- Find at least three intersections where community partner, faculty and students' goals coalesce. Keep talking and negotiating until this is accomplished.

# Designing a Service Learning Experience

Page 2 of 2

## Logistics:

Work together to arrive at decisions regarding all of the following:

- How long will the service component of the class last? Start date \_\_\_\_\_ End date \_\_\_\_\_
- How many students will go to the site?
- How many times a week will they go to the site?
- How many total hours will be required of each student?
- Are there transportation or parking problems?
- Who will conduct the student orientation?
- Will the orientation be in class or on site?
- What “ice breakers” will be used to introduce students to their on-site clients?
- Who will be the on-site supervisor?
- How will the students be evaluated?
- What indicators or outcomes will be used?
- How will the communication between faculty members, students and community partner be maintained throughout the semester?
- What activities can faculty and community partners engage students in to help them reflect on their experiences?
- What is the plan for closure and recognition of the students’ services?
- Is any special training of students necessary? Who will provide it?
- Are any tests necessary prior to starting (TB, fingerprinting, etc.)?

Adapted from: Rubin, Center for Community-Service Learning, Cal State University, Northridge, 2000.

# Orienting Students to Your Agency

In order to best meet the needs of the student, your organization and the community your organization serves, it is important to spend adequate time orienting service learning students to your agency. The following overview can serve as a guide.

- Provide an overview and reading materials describing the organization's mission, history and current work.
- Share the organizational chart and department goals as they relate to the student's project/work.
- Introduce student to agency staff, volunteers and other appropriate personnel. Be sure to clarify who will be the direct supervisor or point person for the service learning student. Clarify who will be the secondary point person, should the direct supervisor be unavailable.
- Provide a tour of the organization.
- Explain agency protocol, including: dress code, safety procedures, security regulations, parking and issues of confidentiality.
- Review the student's skills, knowledge, experience and interests in an effort to provide for an appropriate service experience.
- Discuss the expectations of the organization, supervisor and the student. Clarify what all parties hope to gain from the experience. Be specific about the goals of the agency in relation to the project. Identify the skills and knowledge the student hopes to gain from the experience.
- Agree on the work the student will be performing, the length of the project and the amount of time needed to complete the tasks. Share information about the organization's hours of operation, holidays, etc. Be sure to clarify the academic calendar and plan for breaks, mid-terms, finals, etc. This is the basis of a work plan which the Service Learning Center recommends be put in writing.
- Give students a context for their work so they can see how each task fits into the organization's mission and the community need it addresses.
- Establish procedures for problem solving when the student's supervisor is not available.
- Please consider including the student in lunch or break plans.
- Schedule regular, periodic meetings with the student in order to assess their progress, evaluate their work and problem-solve any trouble areas. These can be short (5-10mins.) and can occur in person, by phone or e-mail. Decide what would best fit everyone's needs and agree to a plan of on-going communication.

## Practical Tips for Agency Success

### **Remember, service learners are students, not volunteers.**

Supervisors must always keep in mind that service learning students not only want to help meet important community needs, but they are also using the experience as the basis for understanding their college course. Students are receiving academic credit for learning through their service efforts. Your help is essential in encouraging students to think about what the experience means to them, the organizational context and overall societal issues and impact.

### **Plan Ahead.**

Clear, well thought-out service learning placement descriptions which outline tasks, responsibilities and skills needed should be prepared and given to the student. Often, a fresh needs assessment with key staff will allow you to more effectively and creatively use service learners within the framework of your agency. Are there tasks that you and your staff are now doing that could be divided up and given to one or several students? Is there a project that you've always wanted to do but never had the time to organize? Positions that carry some degree of responsibility and involve client contact are ideal.

### **Be selective. Be aware that some students may not match your needs.**

Although faculty will refer service learning students to your agency, the final selection will be made by you. If a student's qualifications and/or motivations are not in harmony with your needs, it is your right and obligation to request a different student.

### **Orient, train and supervise!**

This should answer such questions as: "Where do I fit in? How do I get things done? What do I need to be aware of? What is expected of me? How do I get information/support if my supervisor is not available? What do I have to learn?" See "Orienting Students to Your Agency" for more details.

### **Be realistic with your time commitment and expectations of students. Think in terms of semesters and the academic year.**

Remember that you will have to be aware of the semester schedule and adapt accordingly. Check in with the student regularly about their schedule and plan for holiday breaks, examination crunch times, etc.

### **Be an involved teacher and mentor for students.**

Throughout the assignment the supervisor should help the student interpret the experience and the relationship between what he/she is doing and the work of the agency. The student-supervisor relationship is one of the most significant parts of the student's experience and often determines the success of the placement. The supervisor is truly a partner in the student's education and should view her/himself as an educator.

### **Say thank you.**

Like everyone, students want to be welcome and appreciated. This may take many forms--from letters of recognition, to a thank you note, to a verbal acknowledgement of a job well done.

### **Talk to us.**

Keep the Service Learning Center staff informed of any concerns, suggestions or other pertinent issues related to the placement and/or the student. We are here to facilitate the process and assist you in any way possible.

Adapted from CSUMB

## **Risk Management and Liability in Service Learning**

The California State University (CSU), of which HSU is a part, is a national leader in service learning, offering more than 1,600 service-learning courses to more than 51,000 CSU students. In the coming years, the CSU will be creating hundreds of courses with new service-learning components, involving an estimated 6,600 additional students each year in service learning. By 2003-2004, the CSU must ensure that 15 percent of the student body participates in service-learning courses. As a part of this leadership and because of the large numbers of students enrolled in service-learning courses, service-learning directors and faculty members from across the system began to ask about risk management issues as they pertained to service-learning placements. In April 2001, a systemwide meeting brought together risk managers and service-learning directors from many CSU campuses to discuss how to manage risk in service learning. This group came up with a set of “best practices” that campuses across the CSU system are implementing. Humboldt State is in the beginning stages of implementing the CSU “Service Learning Agreement” – a Memorandum of Understanding between community partners and the University.

Executive Order 829 (California State University Insurance Requirements) requires that community-based organizations with whom the university partners, must have a minimum level of liability insurance. In the Service Learning Agreement, it is recommended that, whenever possible, the community-based organization cover the service-learning students under their own insurance policies. The community-based organization is receiving the benefit of the student work and is in control of the work environment where the students are performing service, and therefore, they should assume liability and workers’ compensation responsibility.

Most community-based organizations are required to carry liability insurance to cover their volunteers. If a situation exists where the community-based organization cannot cover workers’ compensation and/or liability insurance, according to Human Resources Memo 2001-38, the university may be able to cover service-learning students as CSU volunteers, thus providing workers’ compensation coverage.

It is critical that community partners clearly define the scope and period of student service and maintain a file of emergency contact information for each service learner. Be sure that the service learner is well oriented to the site, job description and all relevant policies. Also, always have the student sign in and out to document when the student was involved in service learning.

If you have questions about risk management in service learning, contact the Community Partner Liaison at 826-4963. Risk management is not meant to be prohibitive to service learning but to allow for safe and positive service environments where the risk and liability have been minimized.

## Live Scan Information

Background checks are required for service learning students when their placements put them in contact with protected classes of people, such as children, persons with disabilities, and persons living in assisted living facilities. Community based organizations are solely responsible for requesting background information via livescan fingerprinting, or by other means, for the service-learning students placed at their sites.

Discuss which fingerprinting process the community-based organization prefers to use during your initial meeting. Some processes take much longer than others, and faculty members should be prepared well in advance with their student lists if, in fact, the background check process will take more than a few days. Livescan processing is available in many areas, including on many CSU campuses. Live Scan is made possible through digitization of fingerprints, which enables electronic transfer of the fingerprint images to central site computers at DOJ. This system requires the applicant to go to a Live Scan site and directly pay for fingerprint scanning services. Live Scan sites are situated throughout the State at various locations within each county. The fee for Live Scan is \$56 plus a rolling fee established by each individual location. Livescan locations in Humboldt County include Humboldt State University Police, The Arcata Police Department, Eureka Police Department, and County Sheriff's Department. Call a specific location for information on times and costs.

There are other ways to process background checks, including hard copy fingerprinting or other private agencies that specialize in background checks. The community-based organization may also have a partnership with a specific sheriff's department or background check agency that they prefer students to utilize. During orientation, the site supervisor should go over with students how the fingerprinting or background checks will be handled: where, when, at what level, how long the processing will take and who will be responsible for the cost.

Fingerprinting legislation is very strict regarding the privacy of the person being fingerprinted; it allows only the agency requiring the fingerprinting to have access to the background-check results. Consequently, because the university is not the requesting agency, no member of the university faculty or staff will ever be given the specific results of a student's background check. Community-based organizations are under strict mandate to keep all background-check information private, and can have their licenses revoked if they violate this right of privacy. This means that if a student takes two separate service-learning courses, each requiring fingerprinting and background checks, the student needs to be fingerprinted twice in order to have the results sent to two separate locations. This is true even if the service-learning courses are in the same semester, or in two different semesters.

## Service Learning Center Staff and Faculty

**I want to build a partnership with Humboldt State University.  
Who should I talk to at the Service Learning Center?**

I want to speak with someone about a grant we've developed and we need partners to collaborate, or I want to discuss service learning on a large scale, talk to...	Annie Bolick-Floss Service Learning Coordinator	826-4965
I want to strategize with someone about how I can best partner with specific service learning courses, talk to...	Service Learning Community Partner Liaison	826-4963
I have questions about the service learning data base, or am interested in participating in the volunteer recruitment fair, talk to...	Service Learning Community Partner Liaison	826-4963
I have questions about the Service Learning faculty development program, talk to...	Faculty Mentor Coordinator	
Service Learning Interns		826-4963 or 826-4964

Service Learning Fax (707) 826-4960  
HSU General information (707) 826-3011

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**For a list of faculty that are integrating service learning into their courses, visit our web site at:  
<http://studentaffairs.humboldt.edu/slee>**

# Learning Plan

Page 1 of 3

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

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

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

Course Instructor: \_\_\_\_\_ Semester: \_\_\_\_\_

Agency / Site: \_\_\_\_\_ Phone #: \_\_\_\_\_

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

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

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

**Learning Objectives:** What do you hope to learn from this service experience - about the agency, about the challenges and assets of the population with whom you will be working, about yourself, about your community - and how does this connect to your course work?

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**Service Objectives:** Identify and describe the nature of the service activities in which you will be engaged. The service objectives should be designed to help you work toward your learning objectives.

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## The Site Supervisor:

- Agrees to guide this student's work and to submit a brief final evaluation of his/her achievement upon request.
- Agrees to discuss any concerns about the service learner's performance with him/her directly, and with the course supervisor if necessary.

Site Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Faculty/Course Supervisor:

I have examined and approved \_\_\_\_\_'s learning plan.

Faculty/Course  
Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Learning Plan

Page 2 of 3

## The student agrees to abide by the following Guidelines and Limitations

### Guidelines

- **Ask for help when in doubt:** Your site supervisor understands the issues at your site and you are encouraged to approach him/her with problems or questions as they arise. He/She can assist you in determining the best way to respond to difficult or uncomfortable situations. Feel free to contact your professor or the service learning office with questions concerning your placement.
- **Be punctual and responsible:** Although you are volunteering your time, you are participating in the organization as a reliable, trustworthy and contributing member of the team. Both the administrators and the person whom you serve rely on your punctuality and commitment to completing your service hours/project throughout your partnership.
- **Call if you anticipate lateness or absence:** Call the site supervisor if you are unable to come in or if you anticipate being late. Be mindful of your commitment, people are counting on you.
- **Respect the privacy of all clients:** If you are privy to confidential information with regard to the persons with whom you are working (i.e. organizational files, diagnostics, personal stories, etc), it is vital that you treat it as privileged information. You should use pseudonyms in your course assignments if you are referring to clients or the people you work with at the service site.
- **Show respect for the community-based organization you work for:** Placement within community programs is an educational opportunity and a privilege. Keep in mind, not only are you serving the community but the community is serving you by investing valuable resources in your learning.
- **Be appropriate:** You are in a work situation and are expected to treat your supervisor and others with courtesy and kindness. Dress comfortably, neatly and appropriately. Use formal names unless instructed otherwise. Set a positive standard for other students to follow as part of CSU's ongoing Service Learning Program.
- **Be flexible:** The level or intensity of activity at a service site is not always predictable. Your flexibility to changing situations can assist the partnership in working smoothly and producing positive outcomes for everyone involved.

### Limitations

- **DON'T** report to your service site under the influence of drugs or alcohol.
- **DON'T** give or loan a client, money or other personal belongings.
- **DON'T** make promises or commitments to a client you cannot keep.
- **DON'T** give a client or agency representative a ride in a personal vehicle.
- **DON'T** tolerate verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or community organization representative.
- **DON'T** tolerate verbal exchange or engage in behavior that might be perceived as discriminating against an individual on the basis of their age, race, gender, sexual orientation, ability, or ethnicity.
- **DON'T** engage in any type of business with clients during the term of your service.
- **DON'T** enter into personal relationships with a client or community partner representative during the term of your service.

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◆◆◆ If you feel that your rights have been or may be violated, or that any of the above stated limitations have been violated please contact \_\_\_\_\_

# Learning Plan

## The Student:

- Agrees to act in a responsible manner while representing California State University at the service learning placement site, and abide by all rules and regulations that govern the site in which he/she has been placed.
- Understands the connection between the service-learning course, and the service and learning objectives to be fulfilled at the service site.
- Has participated in an orientation and read the above stated guidelines and limitations and understands his/her role as a service-learning student in working with the community partner.
- Understands and acknowledges the following risks involved with this service placement, and enters into this service-learning placement fully informed and aware.

## Risks:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

- Agrees to devote \_\_\_\_\_ hours per week for a total of \_\_\_\_\_ hours, effective from \_\_\_\_\_ to \_\_\_\_\_ in order to fulfill the service objectives described above.
- Agree to complete any forms, evaluations or other paperwork required by either the course or the site supervisor.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Service Learning Agreement: Student

Page 1 of 3

I, \_\_\_\_\_, realize that by choosing to participate in a service learning  
*Name of Service Learner*

component of \_\_\_\_\_, at Humboldt State University, for the  
*Name of Course*

\_\_\_\_\_ semester, I will act responsibly and agree to the following conditions of this  
*Season/Year*

service learning agreement:

- to be punctual and conscientious in my attendance for the duration of my service learning placement. I will notify my supervisor in advance if I am unable to participate as scheduled;
- to consider as confidential all information concerning other people, employees, and agencies/organization;
- to make my work the highest quality and accept supervision graciously;
- to conduct myself with dignity, courtesy, consideration and in a professional manner;
- to notify my professor and/or the Service Learning Center of any problems, emergencies, safety hazards, concerns or suggestions regarding my activities;
- to complete all assignments stated in the course syllabus relating to my service learning requirement which would include my reflection and service activities;
- to actively pursue meaningful learning experiences that relate to my service learning course material while serving at my placement by asking questions and searching for answers through experiences gained by service activities, conducting interviews, participating in special activities of interest, etc.;
- to use the forms provided by the University and professor to plan, monitor and evaluate my service learning placement;
- to fulfill my hour requirements with the agency even if it is less than the class requirement;
- to arrange my own transportation to and from this activity unless other arrangements can be made with my agency supervisor or university;
- to notify my agency supervisor and professor of the termination of my service to the placement if I cannot fulfill my hour requirement because of circumstances which are beyond my control.

## Service Learning Agreement: Community Partner

Page 2 of 3

The service agency or organization and its designated supervisor understand and agree that they are:

- to plan for and monitor the student's(s') service learning placement using the forms provided by Humboldt State University and the professor;
- to orient the student to the overall operation of the agency and its role in addressing social issues and needs;
- to designate a qualified person to supervise the student's(s') time, activities and learning and to evaluate the student's(s') performance;
- to introduce the student to appropriate staff and orient them to their tasks and roles and ensure all available learning opportunities relevant to the student(s) course material;
- to provide adequate initial training/direction to the student so that they feel comfortable with the assignment and can proceed with appropriate independence;
- to help the student(s) gain experience and knowledge relating to the course objectives designated for the placement by the professor (the professor and community partner will assess the learning opportunities available at the placement and assign course objectives for the student accordingly);
- to contact the professor and/or Service Learning Center should a problem arise with the student's(s) performance;
- to assist the course instructor in assessing the student service learning performance by completing an evaluation form supplied by the professor and/or Service Learning Center.

# Service Learning Agreement: Faculty

Page 3 of 3

The faculty member integrating service learning into her/his course understands and agrees that they are responsible:

- to work collaboratively with the community partner to arrange the service placement and assign student(s) to the agency;
- to provide adequate orientation to service learning pedagogy, the partnering agency and the connection between the agreed upon service and course goals;
- to monitor the student's(s') progress in the agency through on-going communications with the student(s) and site supervisor;
- to facilitate solutions to problems which may arise in the service learning placement;
- to review the agency's evaluation of the service learning experience and student(s).

## Agreement of terms

The undersigned participants in this service learning program do agree to the terms and expectations of this service learning agreement:

\_\_\_\_\_  
Service Learner

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
Agency Supervisor

\_\_\_\_\_  
Date

The original document should be sent to the faculty member. Each party should retain a copy.

# Orientation Checklist

## Orientation Provided Before First Day of Service

### ✓ Details related to serving at the site

- Mission of the Community-Based Organization (CBO)
- Who does the Community-Based Organization Serve?
- What programs/service does the CBO offer?
- Specific policies and procedures related to the service placement.
- Review any proof of eligibility that is needed (fingerprinting, background check). Who will cover the cost of this? Where should students go to have fingerprinting done?
- Discuss CBO volunteer expectations.
- Provide students a job description detailing the work they will do (outlines scope of work). Explain the types of activities that are "outside" the scope of work.
- Give the students their site supervisor's contact information
- Will the students need to meet with the site supervisor prior to beginning their service?
- How closely will the student be supervised? By whom?
- Who do the students call if they cannot make their scheduled service, or will be late?
- Discuss appropriate attire when providing service (based on CBO standards)
- Provide specific training for the position.
- What will the student learn? What qualities or skills will the students develop?
- Review confidentiality rules for the site. Are pictures or video allowed?
- Review the risks associated with this placement. (Risks should directly reflect those listed in the Learning Plan).
- Explain what students should do if harassment occurs. Whom do they contact.
- Talk about service schedule (total number of hours, days and times of the week, etc.) Also discuss beginning and end of service. Students should not volunteer outside of scheduled hours until requirement is complete.
- Who can the students contact with questions or concerns about their placement (CBO contact, and campus contact)?
- Is there a CBO training or Orientation to attend? Where? When? How long?
- Where do students check in at the site on their first day?
- How are students' service hours recorded? (For their course and the CBO).
- Give location of site and directions via personal car or public transportation. Where will students park if they drive? What is the cost associated with parking or taking public transit? Emphasize that student is responsible for getting to and from the site.
- Who will be evaluating the students' service? Is there a formal evaluation the CBO will fill out?

## On Site Orientation - Must Occur On or Before First Day of Service

### ✓ Site Specific Information

- Tour of site - location of restroom and break room.
- Where, and with whom, do students check in each time they arrive at the site?
- Where is the logbook kept (to record service hours)?
- Review safety rules of the site, location of emergency exits, and emergency procedures.
- Introduce students to other staff at the agency.
- Emergency Contact Information: ask students' permission to share with university.
- Review accident procedures at the site and what to do if a student or client is hurt.

# Contact Information Form

This form should be completed at the beginning of the service learning placement. All parties should retain a copy of this information to facilitate on-going communication.

## Student Information

Name of Student: \_\_\_\_\_  
(Semester) (Year)

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

Service Learning Course: \_\_\_\_\_

## Faculty Information

Name of Faculty: \_\_\_\_\_

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

## Agency Information

Name of Agency: \_\_\_\_\_

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

Supervisor Name & Title: \_\_\_\_\_

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

Fax: \_\_\_\_\_ Web Site Address: \_\_\_\_\_





# Evaluation of Service Learning Process

## Evaluation of Service Learning Process by Community Partner

Page 1 of 2

The following evaluation provides you an opportunity to offer feedback to us. Please be as frank and as specific as possible. Many thanks for taking the time to assist us in this effort!

**Please complete and return this evaluation by the end of the semester.**

**TO:** The Service Learning Center, Humboldt State University  
Fax: (707) 826-4960, or by mail: 1 Harpst St., Arcata, CA 95521

**FROM:**

Name: \_\_\_\_\_ Position: \_\_\_\_\_  
Agency: \_\_\_\_\_ Date: \_\_\_\_\_  
Address: \_\_\_\_\_ Phone: \_\_\_\_\_  
HSU Course Name & Number \_\_\_\_\_

**A. Effectiveness of Service Learning Students at Your Organization**

1. How many service learners did you work with at your organization? \_\_\_\_\_

2. Were students adequately prepared for the work they did with your program? YES / NO  
Please explain.

3. Did the amount of time and effort required of you/your staff to supervise service learning students outweigh the beneficial aspects of the service students provided? YES / SOMEWHAT / NO  
If you answered YES or SOMEWHAT, what could be done to help alleviate this problem?

4. What benefits do you think the HSU service learning students received as a result of their service with your organization (or in your class) this semester? (Greater understanding of surrounding community, how to reach school aged children, etc.)

**B. Impact of Service Learner Participation on Organization**

1. Did having service learners increase the capacity of your program? YES / NO

# Evaluation of Service Learning Process

Page 2 of 2

2. Please describe an example of how the people who connect with your organization benefited from the service of the CSUMB service learners this semester. (Teachers: please describe an example of how your students or you, the teacher, benefited from the service of the CSUMB service learners this semester.)

3. Were there any drawbacks/barriers to student participation in your program? YES / NO  
Please explain.

## C. University Support of Service Learning at Your Organization

1. Were there barriers establishing/maintaining a cooperative working relationship with the faculty of your service learners? YES / NO

If YES, please describe the barriers. If NO, please comment on how the faculty supported this partnership (e.g., ongoing communication through phone calls, site visits, etc.).

2. What could faculty do to provide your program with better support?

3. What could the Service Learning Center do to provide your program with better support?

## D. General

1. Please rate the effectiveness of the service learning partnership by checking the appropriate rating and explaining why the partnership was/was not effective.

1=Not at all effective    2=Somewhat    3=Effective    4=Very Effective

Comments?

2. Are you interested in continuing as a service learning partner in the future? YES / NO

If NO, why not? If YES, is there anything you would like to do differently in the future?

3. Would you prefer to fill out this form on-line? YES / NO

**Additional Comments/ Suggestions -- Feel free to attach additional sheets if necessary**

# Service Learning Request Form

Many organizations find that working with service learning students allows them to expand the capacity of their organization or agency while allowing them to provide students with an opportunity to have a positive learning experience where s/he is able to examine the role of an agency and contribute in a significant manner. The service learning component is a collaborative effort among the appropriate partners: students, community-based agency staff and administrators, teachers, and other recipients of the service. All partners benefit from the service component and contribute to its planning.

The Service Learning Center has many connections to a variety of faculty across the campus. It is likely that we have a perfect faculty partner for your community organization, agency or school. **If you would like our assistance in identifying faculty partners, please fill out this request form and fax it to 826-4960.** The information provided will help us locate the best possible faculty partners for your organization. This form will be shared with potential faculty.

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

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

Contact name: \_\_\_\_\_ E-mail: \_\_\_\_\_

- 1) Briefly describe the mission of the organization / agency. Who is served? In what capacity?
  
- 2) Briefly describe the specific project needs, or attach current project descriptions.
  
- 3) When would you like to work with students? Spring \_\_\_\_\_ Fall \_\_\_\_\_  
Year Year
- 4) What special skills do you hope students will bring to your agency?
  
- 5) How many hours would you like students to serve at your agency?  
1-5      6-10      11-15      16-20      26-30      30+
- 6) Are there specific departments / faculty with whom you would like to be partnered?

Please attach any additional information that would assist us in identifying faculty partners for your course.

**For assistance in identifying faculty partners, please fax this form to the Service Learning Center at 826-4960 or visit us in NHW 139**