

Community-Based (Service) Learning Student Scholar Handbook



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Office of Community Engagement

Our Vision

The Office of Community Engagement at CSUN integrates meaningful service into our academic experiences through community-based learning, engaged research and sustained partnerships with our surrounding communities.

Our Mission

The Office of Community Engagement - based on the principles of reciprocity, civic responsibility, and democratic values - seeks to:

1. Enrich scholarship and enhance curriculum
2. Create high impact engagement practices
3. Sustain reciprocal community and academic partnerships
4. Prepare educated, engaged citizens

COMMUNITY ENGAGEMENT *through Service Learning*

Community-based learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Faculty choose a limited number of meaningful partnerships with the goal of providing students with different, but consistent off-campus learning experiences. Through community-based learning, students-from kindergartners to college students-use what they learn in the classroom to solve real-life problems. They not only learn the practical applications of their studies, they become actively contributing citizens and community members through the service they perform.

Community Engagement Contacts

communityengagement@csun.edu

Danielle Spratt, PhD Director of Community Engagement	danielle.spratt@csun.edu
Pamela Palacios Community Engagement Analyst	pamela.palacios@csun.edu

Other Useful Contacts and Resources

S4 Student Help Center

(<https://www.csun.edu/undergraduate-studies/community-engagement/service-learning-student-help-center>)

Risk Management https://www.csun.edu/risk	S4 Database https://app.calstates4.com/csun
Risk Management Emails: lisa.telles@csun.edu cyndi.paull@csun.edu	Community Engagement Canvas Site https://canvas.csun.edu/courses/57583

Introduction to Community-Based (Service) Learning

What is Community-Based (Service) Learning (CBL)?

There are many definitions of community-based learning in the literature, each one with common elements that define how service is conducted in conjunction with course content. Course content/concepts, Community-Based (Service) Learning projects, and student reflection. The Office of Community Engagement at California State University, Northridge adopted the below definition in 2012.

Community-based learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Faculty choose a limited number of meaningful partnerships with the goal of providing students with different, but consistent off-campus learning experiences. Through community-based learning, students-from kindergartners to college students use what they learn in the classroom to solve real-life problems. They not only learn the practical applications of their studies, they become actively contributing citizens and community members through the service they perform.

Key Elements of Community-based Learning:

- CBL links service to the community through academic study.
- CBL requires structured reflection of community work, which is integrated into the course work.
- CBL emphasizes working with organizations and individuals to address needs defined by the community.
- CBL includes civic responsibility, collaboration with the community, directed reflection, and integrating critical thinking into a course.
- CBL results in clarification of career objectives and acquisition of work-related skills.
- CBL provides students with an excellent avenue to promote personal and professional growth.

Students involved in community-based learning are expected to make observations and work with the community in a manner that incorporates academic theories in order to achieve course-specific learning objectives.

Introduction to Community-based Learning

Benefits of Community-based Learning

Student Benefits:

Community-based Learning is a High Impact Practice (HIP) that...

- Makes learning relevant
- Personalizes your educational experience
- Provides experience in the local communities to enhance learning
- Increases understanding of the four facets of community: justice, compassion, diversity and social responsibility
- Provides an understanding of the economic, political, and cultural structures of society and the impact these structures have on individuals, as well as specific groups
- Allows the opportunity to learn from individuals who are different from and similar to you in age, class, gender, educational level, physical ability, sexual orientation, and life experiences
- Encourages active participation in the community
- Develops social responsibility and leadership skills
- Influences decisions regarding major career options

Community Benefits:

Community-based Learning helps to...

- Provide access to knowledge and skills of university students
- Provide access to academic expertise
- Promotion of organizational sustainability
- Gaining new perspectives on programs and services
- Building a responsive work-forced community

Student Scholar Program at the OCE

WHAT IS THE GOAL OF THE STUDENT SCHOLARS PROGRAM?

Scholars in the SL Student Scholars Program contribute to CSUN's mission to cultivate civic responsibility amongst students by assisting community-based learning professors and leading community-based learning students. While each student scholar experience is different, the goal of the program is to ensure that Student Scholars are able to enhance their professional development and leadership potential while gaining community-based research and project coordination skills. *Student Scholars are selected by faculty and OCE directors and staff.*

WHO ARE STUDENT SCHOLARS?

Student Scholars are selected by professors to serve as the student leaders of a service-learning class and receive a scholarship grant for their leadership duties. Student Scholars are chosen by their professors for showing leadership potential, an interest in civic engagement, and strong research and organizational skills.

WHAT ARE THE STUDENT SCHOLAR REQUIREMENTS/QUALIFICATIONS?

Each service-learning professor has their own set of qualifications and required hours of availability. Student Scholars are typically asked to be able to commit up to **20 hours** of assistance for their service-learning professor **per semester**.

The Office of Community Engagement requires that all Student Scholars:

- Are enrolled at CSUN during the academic year they serve, but are not enrolled in a Community-based Learning class during the semester when they are acting as Student Scholars
- Attend the CBL Student Scholar Training and Orientation in the beginning of the semester
- Complete 2 surveys sent by the OCE team during each semester when they are working as student scholars
- Volunteer for or attend at least one event organized by the OCE during their tenure as student scholars
- Work closely with their professor and complete the assigned tasks by the mutually agreed deadlines
- Sign a Confidentiality Statement and Student Scholarship Disbursement form to allow CSUN to process payment to their student accounts, which is disbursed at the end of the semester

WHAT ARE THE RESPONSIBILITIES OF A STUDENT SCHOLAR?

The responsibilities of Student Scholars vary depending on the service-learning professor's project needs and goals. These duties may include, but are not limited to:

- **Managing the S4 Service Learning Database:**
 - Tracking student placements and form submissions
 - Assisting students in utilizing the database and getting their sites approved
- **Completing Research and Reflection Projects**
 - Collecting data and critical literature for professor's class reflection pieces
 - Tracking data to be used for the online Year-end Report on behalf of the community-based learning class
- **Leading Student Projects**
 - Serving as liaison between the class and their community partner
 - Event coordinating and planning
- **Collaborate with and Support the Office of Community Engagement**
 - Complete Community Engagement assessment surveys
 - Participate in the mid-semester networking meeting
 - Collaborate with other Student Scholars on presentation/roundtable discussions on community-based learning and/ or their project (once either in Fall or Spring Semester)

*Student Scholars are not to serve as Academic Student Employees (Teaching Associates, Graduate Assistants, and Instructional Student Assistants) and, therefore, **cannot participate in grading students' work, developing lesson plans, teaching lessons, etc.**

Getting Started as a Student Scholar

When selected by your faculty as a Student Scholar...

So that you are prepared for the work ahead of you, follow these easy steps to ensure you have the required training and S4 Database access.

Step One: Preparation

- **Make sure you are REGISTERED as a student** in at least 1 credit during the semester you will be working as a Student Scholar.
- **Email** the Office of Community Engagement (communityengagement@csun.edu) the **following information**: your CSUN email, student ID, semester and class title, your professor's name and email. We will need this information to provide your access to S4 Database your faculty and students will be using extensively.
- **Log into S4 database using your CSUN email and password at** <https://app.calstates4.com/csun>
- As a student scholar you may be assigned a different login information later to give you administrative access to the class, but in order for us to see you in the system, you need to enter S4 at least once with your regular CSUN credentials.
- **Watch out for** the communication from your professor and the OCE to sign up for a **mandatory orientation**. You must attend the Orientation in fall if you are assigned as a Student Scholar for the fall semester. If you will be a Student Scholar in spring, you can attend the orientation during either one of the semesters.

Step Two: Implementation

- To succeed as a student scholar, **start early!**
- **Ask** your faculty for a list of your responsibilities and identify what type of help you may need.
- **If you need help**, you have the following options:
 - ➔ Pass by the OCE office (VH 280). Student Scholar Assistants at the office, the office staff and directors have regular office hours during the week.
 - ➔ Contact the OCE office (communityengagement@csun.edu) directly with any questions.
 - ➔ Submit a help request at the OCE website or click here: <https://www.csun.edu/undergraduate-studies/community-engagement/service-learning-student-help-center>

A Note about S4 Access

In order for us to provide you with the database access, the course you will be working with **MUST be identified as a COMMUNITY-BASED LEARNING COURSE in SOLAR**. If you don't see this designation, ask your faculty to tag the course as a community-based learning course through the SOLAR Coordinator of their college.

Getting Started as a Student Scholar

THIS STEP MUST BE COMPLETED BY THE FACULTY OF RECORD

How to Designate a course a Community-based Learning Course in SOLAR

All faculty who wish to list their courses as Community-based learning in SOLAR and use the S4 Database must follow the following steps:

- Email your College SOLAR Coordinator using this list:
 - AMC (Arts, Media, and Communication): Rachel Valiensi, rachel.valiensi@csun.edu
 - CJS (Criminology and Justice Studies): Larry Oconnor larry.oconnor@csun.edu
 - DNCBE (David Nazarian College of Business and Economics): Carissa Rhoads, carissa.rhoads@csun.edu
 - ECS (Engineering and Computer Science): Ani Stepanyan, ani.stepanyan@csun.edu
 - EDU (Education): Maria King, maria.king@csun.edu
 - FC-Univ 100 (Freshman Seminar): Kelly Kroeker, kelly.kroeker@csun.edu
 - HHD (Health and Human Development): Lorena Calix, lorena.calix@csun.edu
 - HUM (Humanities): Evelyn S. Garcia, evelyn.s.garcia@csun.edu
 - PSYCH (Psychology): Leta Chow, leta.chow@csun.edu
 - SBS (Social and Behavioral Sciences): Justine Cramsey, justine.cramsey@csun.edu
 - SCM (Science and Mathematics): Sonia Martinez, migdonia.martinez@csun.edu
 - Tseng College: Amy Santiago, amy.santiago@csun.edu & Michelle Barnett, michelle.barnett@csun.edu
- In that email, request that your course receive a “Community Service Learning” designation. Please provide your College SOLAR Coordinator with the following information:
 - a. Term:
 - b. Instructor Name:
 - c. Subject/Class Number & Section (example: KIN 478, Sec 2):
 - d. 5 Digit Class Number (ex. 13527):

The following note will be attached to your course in the class listing once it has been identified as community-based learning:

Class Note:

9925 – Service hours in the community are attached to the course content. Your instructor will provide hands-on experiences that will tie theory and practice to help the community.

To view a list of courses identified as community-based learning, please use CSUN Class Search, found on the portal at <http://www.csun.edu/class-search>, and select the additional category of “Community Service Learning.”

Once the course has been given the CBL designation, faculty members and their students will be given access to the **S4 Database** where they can complete their community-based learning risk management forms. **See page 9 for more on these forms.** <https://app.calstates4.com/csun>

Getting Started as a Student Scholar Attending a Mandatory Orientation

All student scholars MUST attend an Orientation prior to start of their work.

Prepare by

- Making sure to have your course syllabus and any details you have about the community-based learning assignment.
- Knowing what days and times you are available to complete your community-based learning assignment.
- Logging into S4 with your CSUN credentials

What to Expect

We will go over:

- Main requirements for the position,
- S4 database forms and access
- Ways to get help

You will also fill out all the required paperwork (including forms that will help you get paid in a timely manner)

Regarding Payment:

Please note that this is a grant award with payment processed by University Cash Services and paid into your student account towards the end of the semester you complete work in. Should your student account have a balance due, this grant payment will be credited towards that balance. If your account balance is zero, University Cash Services will issue a check in your name for the grant amount assigned by the faculty member you assist.

What to Bring

- A copy of the syllabus for your class
- A list of any duties that your faculty member would like you to perform over this semester
- A computer (tablet, etc.), so that you can access S4 database during the training

*** If you are working with your faculty member in Fall or during the whole academic year, you should attend the training in Fall. If you are working with your faculty member in Spring, you can attend the training either in Fall or Spring.**

Getting Started as a Student in a Community-based Learning Course

If you are enrolled in a CBL class...

Congratulations on taking a CBL course! This experience will help you apply the theory you studied in class to a real-life situation and obtain professional experience while taking a course. Don't forget to add this project and your new skills to your CV!

Your faculty will provide you with detailed information about the community-based learning project, but there are some ways you can get ahead of the game:

Step One: Preparation

- **All students taking a community-based learning course MUST fill our risk management forms in the S4 Database***. You can login to S4 database using your CSUN email and password to review these forms in advance at <https://app.calstates4.com/csun>
- **If you DO NOT see your course** when you log in, contact your faculty IMMEDIATELY. Keep in mind that if you just enrolled in the course, it may take up to 24 hours to implement the updates in the S4 Database.
- Ask your faculty if you will be **placed with a community partner** or need to select one.
- **Watch out for** the communication from your professor with additional instructions regarding the mandatory forms. Keep in mind that every site is different, and some require additional paperwork.

Step Two: Implementation

- To succeed in your project, **start early!**
- **Ask** your faculty for a list of **your responsibilities** and identify what type of help you may need.
- **If you need help**, you have the following options:
 - ➔ Pass by the OCE office (VH 280). Student Scholar Assistants at the office, the office staff and directors have regular office hours during the week and can help you with different questions, **including filling out the S4 Database forms**.
 - ➔ Contact the Office of Community Engagement at communityengagement@csun.edu directly with any urgent questions.
 - ➔ Submit a help request at the OCE website or click here: <https://www.csun.edu/undergraduate-studies/community-engagement/service-learning-student-help-center>

IMPORTANT NOTES about S4 Database Forms

1. All S4 forms are specific to your placement. **IF YOU DELETE YOUR PLACEMENT, ALL THE FORMS WILL BE DELETED AS WELL.**
2. BE CAREFUL filling out and submitting the forms. **THERE IS NO WAY TO REDO THE FORMS** other than deleting ALL of them at ONCE and starting from scratch.
3. Things happen. In case you will have to start from scratch, **KEEP THE COPIES of all the paperwork** on your personal device or in CSUN BOX.

Possible Additional Organizational Requirements

Background Checks (Not Required by All Organizations)

Background checks (which may include fingerprinting) are often required for CBL students who come into contact with protected classes of people, such as children, persons with disabilities, and persons living in assisted living facilities. The decision of a learning site to require a background check depends on the learning site's interpretation of the laws or regulations that govern it. As such, the decision to request a background check from CBL students falls under the organization's responsibilities. The university plays no role in this decision.

Federal and state laws and regulations governing background checks are very strict regarding the privacy of the person being reviewed. Most laws allow only the entity requesting the background check to have access to the results. Consequently, because the university is not responsible for requesting the background check, **no faculty or staff member will ever be given the specific results of a student's background check.** All learning sites are under strict guidelines to keep 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 CBL courses, each requiring a background check, they will need to submit to two background checks so that the results can be sent separately to both locations. This holds true even if both CBL courses are taken in the same semester.

Although it is the sole responsibility of the learning site to determine whether a background check is necessary, that does not mean that the learning site is always responsible for paying for the process. **If the learning site cannot cover the cost of the background check, then this responsibility falls to the student, not the university.**

Possible Additional Organizational Requirements

TB Tests (Not Required by all Learning Sites)

Students who will be working with minors or the elderly are often required to obtain a current TB Test before they begin their CBL assignment. This test can be obtained from the Klotz Student Health Center at a cost of \$5.00. The Office of Community Engagement will provide a limited number of vouchers to cover the cost of Community-based learning Student's TB Tests.

Please pick up your voucher in the Office of Community Engagement (VH 280) (check with us for deadlines each semester). Please be prepared to fill out a form with the following information:

- Your name as it appears on your official CSUN records
- Your 9-digit CSUN Student ID
- The course title, number, and CSUN professor for which you are completing a CBL Assignment
- Name of the Learning Site you have selected to complete your CBL Assignment
- Arrange an appointment at the Klotz Student Health Center for a test and follow-up reading (48-72 hours after the test is administered)
- Go online to schedule an appointment or call at (818) 677-3666
- Schedule your test for Monday, Tuesday, Wednesday, or Friday; as you will need to go back in 2-3 days to have it "read" by the nurse
- If you do not go back for a reading within 48-72-hour time frame, you will need to arrange another appointment and start the process from the beginning; and you will be responsible for paying the \$5.00 fee
- You will receive documentation of your clearance upon completion of the test reading
- You should retain your TB test document for your records and provide a copy for the community agency for which you are serving
- NO TESTS WILL BE PROVIDED ON THURSDAYS!

Once you have the voucher you can then make an appointment for your test in the KLOTZ Health Center.

For more information visit:
<https://mycsun.box.com/v/tbtestinfo>

Privacy and Risk Management Overview

All required forms are to be submitted online and are available in the [S4 Service Learning Database](#). Faculty and students must be logged in to access all forms.

Required Forms:

- **Student Service Learning Plan (SLP)**
Due **prior** to reporting to the organization's site. **STUDENTS CANNOT ATTEND THE SITE PRIOR TO COMPLETING THIS FORM.**
- **Pre-service Learning Evaluation**
- **Post-service Learning Evaluation**
- **Student Timelog**

To be completed by student prior to the request for approval of service hours by the faculty.

Optional Forms:

- **Community Organization Site Supervisor Student Evaluation Form**
- **Subject's or Site's Image Release Waiver & Share Your Experience**

Continue to next page for details on each form

Risk Management Required Documents

Student Service Learning Plan (SLP)

- Students are required by campus Risk Management to **submit this form prior to reporting to the organization's site.**
- The Student Service Learning Plan is a mandatory agreement that serves as a contract between the university and the community-based learning student. It is a document of informed consent that demonstrates student's awareness of the potential risks and behavior expectations at the learning site.
- Students must submit a separate agreement for each leaning site they plan to work with.
- Students who participate in a CBL assignment without submitting a Student Service Learning Plan & Agreement are not covered under the [SAFECLIP campus insurance program](#) and can be held liable for any damages incurred at the learning site.

*On July 1, 2007, a new insurance policy was put in force to cover "professional and personal/general liability" of enrolled students performing community service or volunteer work for academic credit, and students enrolled in radio, television or film credential programs. This policy protects the student, the university and the community partners at a very low cost /year per student affected. Executive Order 1012 was issued to authorize the campus presidents to establish a SAFECLIP fee.

- Minors must also fill out a hard copy of this form, which can be obtained from the Office of Community Engagement. This physical copy must be filled out and signed by both the student and their parent/guardian.
- **Accessing the Student Service Learning Plan:** Only students enrolled in a Community-based learning course have access to log into the database. After students log into the database with their CSUN credentials, students must place themselves with a site in order to be prompted to fill out the Student Service Learning Plan. *See S4 Service Learning Database Guide*

Pre-Service Learning Evaluation & Post-Service Learning Evaluation

The Pre-Service Learning Evaluations and Post-Service Learning Evaluations are designed to measure students' **inclination** and **participation** in community-based learning classes and the likeliness of students to participate as active members in their community. These evaluations also improve and enhance the community-based learning experience for future CSUN students. Both evaluations are required at the discretion of the professor.

Pre-Surveys are available across the first 8 weeks of the semester.

Post-Surveys are available across the last 8 weeks of the semester.

- These evaluations are meant to measure experiences **before** and **after** volunteering.

Evaluations are to be submitted through the Service Learning Database.

Risk Management Required Documents

Completing a Timelog

Timelogs are used to document your hours spent in the community. Once you have submitted your hours, your instructor can be notified and can provide approval of your hours. ?

[Reporting Hours](#)

[Requesting Approval](#)

Reporting Hours

To report your hours, follow the steps below.

1. You need to have already created a placement, so if you haven't you must do that first. Log on to your S4 dashboard. A "Pending Tasks" notification should appear on your home screen asking you to update your Timelog. Click on the link.
2. Click "add time entry"
3. Edit the time entries accordingly. The hours field will be automatically filled based off of the date/time.
4. Complete the required fields (Hours and What did you do?)
5. Choose the action you want to complete. You can **Save Entry for later** if you are not yet ready to submit, **Save and add an another entry**, **Save and submit**, or **Return without saving anything**.
6. Once you choose an action, you will be redirected to the home screen.

Requesting Approval

1. Once you have submitted hours, you can send a request to have them approved by your instructor. From the timelog home screen, click on the **Request Approval of Hours** button.
2. Enter the required information. The name and email field will be auto filled based on who you selected as your site supervisor during placement. **You MUST enter your faculty member's information as the 'site supervisor' as they will be the ones to approve your hours.** You can add an additional message to be included in the email notification. Review the information, then click "send email" when you are ready to submit.
3. Once the hours have been approved, it will be indicated on your timelog.

Subject's or Site's Image Release Waiver & Share Your Experience

Privacy and Photo Releases

Before taking videos or photos at your learning site please ask your subjects to sign a CSUN Video/Photo Release form. This form can be found at:

http://www.csun.edu/sites/default/files/visual_audio_image_release_form.pdf

- **You MUST download** (from the S4 Database) the "Subject's or Site's Image Release Waiver", print and have it signed by the agency/institution's supervisor. Then on S4 under "Other Forms" **You should complete** "Upload Your Subject's or Site Image Release Waiver & Share Your Experience" by uploading the signed waiver. This is very important for the university as it grants permission to CSUN for the use of images taken by students.

It is required to provide a separate form for each subject appearing in the visual or audio content. Please download the form and upload it in the S4 Database.

<https://mycsun.app.box.com/file/654503820570>

Risk Management Optional Documents

Site Supervisor's Evaluation of the Student

This form, which is required at the discretion of the professor, is meant to provide site supervisors with the chance to evaluate student performance. The Learning Site Supervisor Evaluation can be found on Community Engagement's website here:

- Students may be given an evaluation form by their professor or the community organization.
- Completed evaluations should be turned in using the Service Learning Database.
- Please note students must log into the database using their CSUN credentials before viewing or submitting these forms.

Tips for a Successful Community-based learning Experience

- Try to attend the site, at least for the first few times, with a class partner; use the buddy system when possible.
- 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 the learning site.
- If you take the bus, be sure to know the route and cost of bus fare.
- In case of a breakdown or a mix up with transportation, carry enough money for an alternate ride home.
- Develop a community safety net of resources in your learning site area.
- Get to know your learning site supervisor at the learning site.
- 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.).
- Give the phone number of the agency where you'll be serving to a roommate, friend, or relative before leaving for your learning site.
- Use common sense and conduct yourself in a professional manner at all times.
- Every learning site has its own rules, policies, procedures, protocol and expectations for which you are responsible. Familiarize yourself with the workings of the learning site. This will contribute to both your success and your safety.

Prohibited Actions in Community-based learning

It is **prohibited** to:

- Report to your learning site under the influence of drugs or alcohol.
- Give or loan a client money or other personal belongings.
- Make promises or commitments to a client that you cannot keep.
- Give a client or community organization representative a ride in a personal vehicle.
- Use your personal vehicle to provide services for your organization.
- Tolerate verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or community organization representative.
- 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.
- Engage in any type of business with clients during the term of your community-based learning assignment.
- Enter into personal relationships with a client or community organization representative during the term of your community-based learning assignment.

It is imperative to:

- **KNOW that you can request an alternative learning site if you are not comfortable with your current learning site. Contact your faculty member immediately if you are in this situation.**

Creating Closure at the Learning Site

How can you best prepare yourself and individuals you have been working with for your departure? Through Community Engagement, students experience the frustrations and difficulties as well as the successes and hopes of working with different populations on a short-term (semester-long) basis. Closure signifies the ending of an experience and will involve a period of time meant to effectively prepare participants for the conclusion of a community engagement partnership.

- **Give an Advanced Notice of Two to Three Weeks Before your Service Ends**

In anticipation of final visits to the learning site, you should inform the learning site supervisor and those with whom you have worked, the number of weeks left of your commitment. This way, the learning site supervisor will be alerted to the loss of assistance and the persons being served will have the opportunity to emotionally prepare for and express "Goodbyes."

- **Plan a "Ceremony" for your Final Session**

Plan a gathering with drinks and snacks. This may be a time for acknowledgment, sharing accomplishments, providing certificates and awards, taking and sharing photographs or creating a bulletin board, photo album, or another memento to reflect on the experience.

- **Write Letters**

Write a letter to the learning site and/or the person you served sharing how the experience changed you, what you learned, and the lasting impact the service has had on you. If you would like to continue communication after the semester, invite the individual(s) you worked with to write back.

- **Give Small Gifts as Remembrances**

Make a DVD of music party like, take a camera to the last community-based learning visit and take pictures of each other to exchange, give a book (one that you have read together or one that you think the person might enjoy). Please don't spend large amounts of money on gifts.

- **Behaviors to Avoid When Saying "Goodbye"**

Emotions may surface for you and the people you have been working with. It is likely that the people with whom you have worked have experienced losses and it is never an enjoyable part of a partnership. However, leaving a partnership without saying goodbye will leave both you and the other person feeling unsettled and abandoned. Be aware that you may become "romanticized" and may be inspired to make promises to perpetuate that feeling of good will. However, you must **BE HONEST** about ending the experience. Your time commitment is finished, and it is appropriate for you to say goodbye. Do not make promises that cannot be kept.

CSU Sexual Harassment 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 – 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:**

- Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or academic advancement
- Submission to or rejection of such conduct by an individual is used as a basis for affecting an individual's employment or academic standing
- 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

CSU Sexual Harassment Policies

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 airhostesses, workers in beer bars, etc.
- Sexual objectification of an individual though sexual relation 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.

CIVIC AND COMMUNITY ENGAGEMENT MINOR

Have you ever taken a COMMUNITY-BASED LEARNING class? Then you **have completed** a requirement for CSUN's new minor in Civic and Community Engagement (CCE)!

Learn more about the CCE minor and how it fits with your academic plans!

Contact Professor Clement Lai at **clement.lai@csun.edu**

<https://www.csun.edu/humanities/civic-community-engagement>

Share Your Experiences

The Office of Community Engagement would like to hear about your Community-based Learning project. Help us showcase the difference CSUN students are making in the community every semester by sharing your photos, videos and reflections through the S4 Database or send them to communityengagement@csun.edu.

Before taking videos or photos at your learning site please ask your subjects to sign a CSUN Video/Photo Release form. This form can be found at:

http://www.csun.edu/sites/default/files/visual_audio_image_release_form.pdf

Stay Connected

Like us on Facebook to stay up to date with Community Engagement events and connected with community organizations.

You can also keep an eye out for social media contests which will run throughout the semester on our Facebook page.

When posting about your service learning experience or anything related to community engagement, feel free to tag us and use **#csunservice** or **#csunce**



<https://www.facebook.com/CSUNCE>