COMMUNITY SERVICE LEARNING (CSL) GUIDE FOR SOCIOLOGY OF CHILDHOOD

Community Service can be integral to optimum learning. Visit the SJSU Center for Service-Learning web site for information: www.sjsu.edu/csl

What is service-learning?
It is community service tied to academic study through reflection that promotes learning. Service meets community needs and relates to course content. Through reflections, students enhance understanding of concepts, self-awareness, personal and professional skills, sense of civic responsibility, and commitment to the community. CSL is reciprocal; benefiting the client, student and community / organization; and it is related to our sociological study.

What are the Criteria & Guidelines for my CSL?
- **12 hours of service**, approximately 2-3hrs/week for 4-6 weeks
- served at one recognized community – social – human – service organization (as listed)
- serve directly persons in need, with minimal administrative/clerical duty; or work in a project or program of community development serving many persons
- complete a Student Service-Learning Plan with risk management provisions
- track your service hours; have total hours and service validated by site supervisor
- **write a reflection paper** that ties your experiences to course material (**about 3 pages**)  

Desired is direct experience in a community or sector of the community related to children, with persons you may have initially perceived as **other**. Training is often required as part of service, and is credited as service hours. A background check and/or fingerprinting may be required.

How do I choose an agency?
Choose from community partners below; consider these factors:
- Mission of the agency and its match to your personal/professional interests.
- Location and hours of the agency in relation to your home and schedule.
- Training, work structure and ongoing support provided by the agency.
- Supervision and availability of staff to support you in your CSL experience.
- Organization Culture: does it warm your heart, resound in your mind, sing to your soul?
- **Check out the organization’s web site.** Call the contact person for an appointment with the Volunteer Coordinator or Site Supervisor, to discuss options.

What if I experience problems or have other concerns?
If you run into unexpected questions or challenges, talk with your site supervisor first; or contact your instructor. SJSU Center for Service Learning AmeriCorps members can also advise you. If difficulties arise in your service placement, inform your instructor immediately. Note however, that difficulties may prevent you from completing requisite hours, and such circumstances may result in no extra credit.

How will I connect my service with my course, which is essential to service-learning?
CSL is evaluated on your **integrated learning** – of course concepts related to service, community improvement, and personal growth. Keep a journal/notebook to draw from in your paper. When writing the paper, think about, reflect on, and respond to: what connections can I make between my service, the readings and the course themes? What experiences support or contradict the arguments or theories expressed in class relative to the subject matter? How did my observations bring to life the material we learned in class?

How will this Extra Credit project be graded?
Upon completion of **12 hours of community service**, you must submit a validated tracking sheet and an essay on your experiences and how they relate to course content (at least three pages long). You will receive a letter grade on the paper and experiences that will directly correspond with points be added to your overall course grade. For example, an grade of A (5 points) would result in 5 points being added to your overall course grade, such that an 83/B would become an 88/B+. 
**Note:** The accompanying Student Service-Learning Plan pps.1-3 must be completed and submitted by mid-semester. Use the Student Tracking Sheet to record your days, hours and activities. This is due by the last day of class.

**SELECT ORGANIZATIONS:** (make note of contact, phone, email; visit the website first)

**Sunday Friends.** Provide activities in arts & crafts, cooking, shopping, economics – for children from near/homeless, economically and educationally challenged families. (convenient 2nd & 4th Sundays, and Seventh Street location) First, visit website for application. www.sundayfriends.org Michael Hobson, 408-356-0789, Michael@sundayfriends.org

**CCPY – California Community Partners for Youth.** Provide community-based youth mentoring and life skills development focused on at-risk, under-performing and low-income youth at Yerba Buena HS near campus. Help develop a self-sufficient network of integrated programs supported by schools, parents, teachers, mentors and community resources. Needs youth training in set-up/ use of technology. www.ccpy.org G. Jeff Bornefeld, 408-392-8544, jeffb@ccpy.org -or- mentor@ccpy.org

**MACSA – Mexican American Community Service Association.** (esp. Intervention Center)
Support the Male Involvement Program or Street Reach Project through life skills development, case management, tutoring and mentoring. Or tutor in MACSA special schools and after school programs. www.macsa.org Ana Lilia Soto 408-928-5820 ext5838, sotoa@macsa.org or mozuna@macsa.org Or Enrique Arreola, 408-929-1080, arreola@macsa.org or volunteer@macsa.org

**Boys and Girls Clubs of Silicon Valley.** Work with children in educational & recreational programs such as Character and Leadership, Education and Technology, Health and Life Skills, The Arts, and Sports, Fitness & Recreation. www.bgclub.org Luana Rivera Palacio, 408-957-9658, luana@bgclub.org

**Washington United Youth Center.** Provide at-risk youth and families with support needed to be successful in school, employment, and in the community. Help build life skills with youth while playing various sports at the Center. www.ccsj.org/services/youth/wuyc Tony Rodrigues, 408-938-6731

**YWCA, Project Inspire.** Be a mentor or an AVID tutor at one of four different high-schools in the East Side of San Jose; Overfelt, James Lick, Yerba Buena or Andrew Hill. Program begins September 15th, Monday - Friday from 4-6pm. Minimum number of hours is one hour per week. Contact Information: Carolina Avalos, Volunteer Coordinator, (408) 510-4281 or cavalos@ywca-sv.org; Luisa Lora, Program Assistant, llora@ywca-sv.org

**Note:** A special **Waiver** is required for any community service site not listed. For Waiver, submit a half-page written explanation for a substitute site, together with a written statement on agency letterhead attesting to the need and value of your service at that other agency, and signed by the site supervisor. This **Waiver** is due by mid-semester in order to be approved.

**What if I want to remain in service (to the agency) after I complete the course?**
Great!!!… then you must have realized the importance of community involvement and social capital. Congratulations… and keep it on-going! Also, should you take another SL designated class, your service might be applicable. Service is very important in your **resume** as well. Center for Service-Learning Page 1 of 3 San Jose State University
# STUDENT SERVICE-LEARNING PLAN

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**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?

**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 course learning objectives.

**Site Supervisor:**
Agrees to:
- guide this student’s work and to submit a brief final evaluation of his/her achievement upon request.
- discuss any concerns about the service learner’s performance with him/her directly, and with the course supervisor if necessary.
- provide adequate information and training for this service-learning student, including information about the organization’s mission, clientele/residents, and operational procedures.
- provide appreciation and recognition of the service-learner’s contribution.

Site Supervisor Signature: ____________________________ Date: __________
STUDENT SERVICE-LEARNING PLAN

Faculty/Course Supervisor:
Agrees to:
• approve the written service and learning outcomes for the student to take to the site.
• orient students to the purposes of service-learning, its relation to the course, and the importance of commitment and respect to the service site.
• ensure a solid service-learning experience by providing opportunities for students to reflect on their service and integrate it with course content.
• notify the student and/or the site supervisor of any concerns or changes.

Faculty/Course Supervisor: ___________________________ Date: _______________
Faculty may provide course syllabus to site supervisor for fuller understanding of course goals.

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.
• understand the connection between the service-learning course, and the service and learning objectives to be fulfilled at the service site.
• participate in 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.
• understand and acknowledge the following risks involved with this service placement, and enter into this service-learning placement fully informed and aware.

Student and Site Supervisor: indicate any potential risks to student in service.

________________________________________________________________________
________________________________________________________________________

Agrees to devote ___ hours per week, on expected day(s) _____________, for a total of ___ hours, effective from _________________ to _______________ in order to fulfill the service objectives described.

Agrees to complete any forms, evaluations or other paperwork required by either the course or the site supervisor.

Student Signature: ___________________________ Date: ____________________

If student is under 18, please have parent or legal guardian co-sign this Learning Plan.
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 ongoing communication.

**Student Information**

Name of Student: ____________________________________________

(Semester) (Year)

Phone: __________________ Email: _____________________________

SL Course Number and Title: ________________________________

Emergency Contact: __________________ Phone: _____________

**Faculty Information**

Name of Faculty Member: __________________________________

Phone: _______________ Email: _____________________________

**Agency Information**

Name of Agency: __________________________________________

Agency Address __________________________________________

Supervisor Name & Title: _________________________________

Phone: _______________ Email: _____________________________

Fax: _______________ Web Site Address: ____________________
STUDENT SERVICE-LEARNING PLAN: GUIDELINES AND LIMITATIONS
(For review or handout to student)

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.

* If student or agency feel that guidelines, limitations or rights have been or may be violated, please contact faculty/course supervisor immediately.
**STUDENT TRACKING SHEET**

Name: ___________________________  Course: ___________________________

Semester: ___________________________  Professor: ___________________________

In case of emergency, contact: ____________________________________________

Community Organization: ____________________________________________

Supervisor Name: _______________  Phone: _____________  Email: ____________

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Total Hours: ____________________________________________

My signature affirms the documented total hours and the successful completion of service. Comments may be recorded on back. Additional evaluation or letters are invited.

Student: ___________________________  Supervisor: ___________________________

Center for Service-Learning  Appendix  San Jose State University