SDSU | San Diego State University

SERVICE LEARNING & COMMUNITY ENGAGEMENT HANDBOOK

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KEY DEFINITIONS, TERMINOLOGY & ACRONYMS

Service learning (SL) entails active student participation in intentional and collaborative service experiences that help promote long-term community development and civic engagement. Service Learning projects significantly relate to course content as well as enrich student education through the acquisition of professional skills in a practical (or applied) setting while also satisfying the needs of partner institutions. Through distinctive various pedagogical activities involving reflection, students enhance their sense of civic responsibility, self-awareness, and commitment to the community.

Community engagement (CE) describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The **Office of Academic Community Engagement (ACE)**, which is a part of Faculty Advancement and Student Success (FASS), supports all Service Learning (SL) and Community Engaged (CE) courses at SDSU. ACE provides opportunities for civic engagement and leadership development at SDSU for students, faculty, staff, and community members by supporting high-impact pedagogical practices and active course-based learning in partnership with a range of community organizations. These practices often involve innovations in teaching and learning.

The **California State University (CSU) Center for Community Engagement (CCE)** provides opportunities for students to become change-agents in their communities. Our goal is to educate students to understand the connections between themselves and those around them through high-quality community programs and service learning.

Service Learning Agreements (SLAs) are not just for service learning courses and projects, they apply to any time a student visits an on-campus or off-campus location as part of an SDSU sanctioned course or project so that the university can ensure that students are covered by the appropriate insurance.

Internship Site Questionnaire (ISQ) is a tool used by the faculty members or college department representative to assess an off-campus site where course or project related work will occur. Completing an ISQ is a required part of establishing an SLA.

SL/CE COURSE CERTIFICATION & DESIGNATION[1]

SDSU, in partnership with the Chancellor's Office (CO) Center for Community Engagement (CCE), supports the state-wide initiatives related to the California Call to Service. In an effort to better report on and support the community engaged work by faculty at SDSU, we ask all faculty to get their SL and CE courses certified.

1. **Understand the definition of Service Learning (SL) and Community Engaged (CE) Courses.**

2. **Build out a course syllabus, as guided by the chart below.**

Service Learning (SL) Course	Community Engaged (CE) Course
Justification that the SL or CE component is integral to and supportive of the academic focus of the course. In the syllabus, this can be communicated in the course description, in a separate description of the SL or CE component of the course, and/or in the learning outcomes.	
Define and describe the definition of service learning. Course materials must reflect distinct pedagogic activities involving reflection, students enhance their sense of civic responsibility, self-awareness, and commitment to the community.	Define and describe the definition of community engaged learning.
Description of the mechanism(s)/learning activities used to introduce the SL or CE component to the students. This may be done through various methods (e.g., class discussions, guided readings, experiential class periods).	
Describe the SL aspects of the course: ● community partner(s) and location(s) where the SL assignment will be completed; ● community partner needs and their relationship to the course learning outcomes; ● expected professional skills and civic learning goals; ● activities that will meet the service requirement; ● length of time students will be required to serve (minimum of 15 hours during the semester, with 20 hours being optimal, regardless of the unit value of the course); ● process for verification of service hours.	Describe the CE aspects of the course: ● community or communities engaged, including geographic location, size, and demographics; ● focus of engagement, for example, historical or contemporary issues of consequence to this community (e.g., climate change, health disparities, language revitalization, economic development, etc.); ● outcomes that may contribute to the mutual benefit of the University and the communities engaged (e.g., civic learning around issues important to the well-being of the community, advancing research, fostering networks and relationships, building pipelines for co-curricular student activity like internships or service, etc.).
Description of the mechanisms and opportunities for ongoing student reflection on the integration of the SL or CE component with course content (e.g., class discussions, journals, papers, presentations).	
Weighted grading standards demonstrating that the service-learning component accounts for a significant portion of the total course grade (minimum of 15%, with 20% or more being optimal).	

[1] Adapted from the SDSU Curriculum Guide.

3. **Talk to the Office of Academic Community Engagement (optional).** Meet with the ACE Office to discuss the course attribute process and your goals. Bring your sample syllabi.

4. **Complete the Course Certification Process in the Community Engaged Learning Tool (CELT):** For each SL or CE course, submit a CELT application. The CELT, an online tool hosted by the Chancellor's Office (CO), assesses the course's implementation of six essential elements of community engaged learning:

    a. *Reciprocal Partnership*: Reciprocal partnerships and processes shape the community activities and course design to enhance student understanding of the importance of community learning.
    b. *Student Community Involvement Benefits the Common Good*: Student community involvement has a specific benefit to the material, cultural or institutional interests that members of society have in common. This specific benefit to the common good is intentional, planned for, communicated and assessed with community partners in mind. This may include the organizational capacity, student/client growth, social and economic benefits, and more.
    c. *Academically Relevant Community Involvement*: Student community involvement is relevant to and integrated with the discipline-based academic content and assignments.
    d. *Explicit Civic Learning Goals*: Civic learning goals are articulated and develop students' capacities to understand and address critical social issues.
    e. *Critical Reflection Facilitating Learning*: Critical reflection activities and assignments integrate classroom and community learning.
    f. *Integrated Assessment of Student Learning*: Student learning assessment addresses both the discipline-based and civic learning goals; including learning from community involvement.

    The CO will send a determination email to you, copied to ACE, with a preliminary designation of SL or CE for your course. Please note: CELT certification must be renewed every five years, or when there is a significant course revision.

5. **Apply for the SDSU General Catalog Course Designation in Curriculog (optional)**:

    You will be asked to submit a PDF of your CELT email certification from the Chancellor's Office as part of your form submission. For existing courses, complete a Minor Modification Form (MMF) in Curriculog to add your designation to an existing course.

For new courses, submit a new course proposal through Curriculog, noting the request for SL or CE designation. Curriculog proposals should be submitted before the annual deadline, which typically falls in October

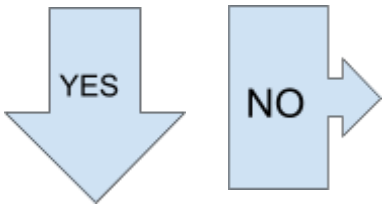
ESTABLISHING A COMMUNITY PARTNERSHIP: RISK MANAGEMENT OVERVIEW

The university provides general and professional liability insurance coverage, as applicable, for service learning and internship placements provided there is a written agreement in place between the university and the host organization. For additional information regarding insurance coverage under the SAFECLIP and SPLIP programs see University Insurance Programs. Professional Liability coverage may also be provided for international service learning experiences, subject to insurance underwriter review.

Faculty members working with campus partners, and connecting students to this work, must complete the risk management and legal compliance steps required. ACE recommends faculty learn the terms and processes related to risk management, and then follow the checklist below to determine which, if any, of the steps are mandated for their respective projects.

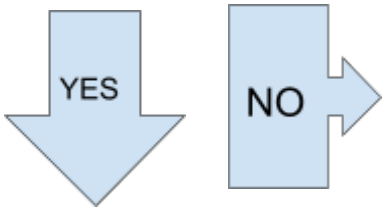
BFA Website: https://procuretopay.sdsu.edu/supplemental-services/sla
ACE Website: https://servicelearning.sdsu.edu/partners

1. Is this project connected with a class or for-credit internship?



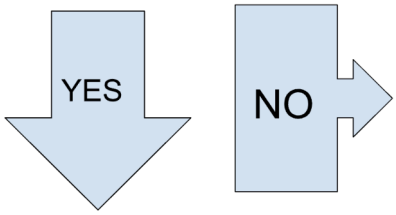
STOP. Follow the SDSU policies on field trips.

2. Is there an SLA in place already? Check this list.



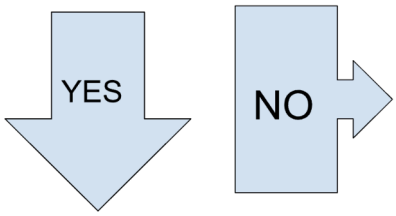
Complete an ISQ + SLA and provide them to your department.

3. Is the SLA current? Check the end date in column E; if there is no date in column E, the SLA does not have an expiration date and can be considered current.



Complete an ISQ and SLA and provide it to your department. The department will review/sign the documents, which should then be sent to Procure-to-Pay.

4. Is the SLA with another department on campus?



If there is already an SLA on file that covers your department, you may proceed with the course or project at the off-campus location once each student has completed a liability waiver.

5. Email Procure-to-Pay (BFA) to consult with the staff and follow their instructions to amend the existing SLA to include your department/project. This may include completing a new ISQ.

If at any point in the flowchart, an SLA or ISQ was required, you must complete these documents, and wait for notice of approval. Your documents will be reviewed by the department, college, and Contract & Procurement Management. Students should not be sent to a learning activity site to participate in a service learning, internship or community engaged course site until an SLA is fully executed with a final signature by Procure-to-Pay (BFA) and each student has completed a liability waiver.

FREQUENTLY ASKED QUESTIONS (FAQs): RISK MANAGEMENT

- **What if I need to amend an SLA?:** Contact Procure-to-Pay (BFA) for assistance (cpm.sla@sdsu.edu).
- **Are students who drive to the site insured by SDSU?** No. Students are not covered with automobile insurance by the University while driving to, from an off campus work site. Interns/student employees shall not use personal vehicles to provide any type of service for work sites. Questions relating to driving should be directed to Risk Management.
- **What do I do if a student is injured?:** Review Student Injury Reporting.
- **How often are SLA's reviewed?** Per Executive Order 1064, "academic areas placing students in internship sites should conduct on an annual basis a review of the internships affiliated with their area." The purpose of the annual review is to assess the educational and risk factors at each learning activity site to see what has changed since the previous ISQ. Records regarding the regular review of off-campus sites are maintained by the faculty/department.
- **Are students required to sign a liability waiver?** Faculty should ensure each student participant signs a liability waiver before beginning work at a learning site that is off-campus.
- **Is there a tool to help formalize a student's commitment or obligation with the community partner?** Faculty may choose to implement a Learning Plan with students in a course or involved in a project. The Learning Plan can be an important tool for articulating learning and service objectives as well as student participation guidelines (i.e., expected behavior, inherent risks at the learning site, and injury reporting). A Learning Plan typically defines the beginning and ending dates of service, and identifies/provides contact information for the learning site contact/supervisor. It is recommended both faculty and students sign the Learning Plan to document understanding of the service learning expectations and participant guidelines. A copy may also be shared with the learning site contact/supervisor. In addition to a Release of Liability (Waiver), the Learning Plan helps to reduce liability exposure for both the university and the learning site. The CSU has developed a Learning Plan template for use by campus departments. Participation Guidelines may be amended to include information specific to a particular placement, i.e., driving requirements.

INTERNSHIP SITE QUESTIONNAIRE (ISQ) REVIEW: GUIDANCE FOR DEPARTMENT APPROVERS[2]

Question #1: *How many SDSU students does your organization anticipate having as interns for the upcoming academic year?*

> **Follow-Up Question:** You marked that your organization will be recruiting 9+ interns. Please clarify how many totalinterns you anticipate recruiting this year, if the interns will all work at once, the time frame (i.e. semester, 10 weeks)they will work, and how many interns will be assigned to a site supervisor.

Question #3: *Will interns be expected to do any of the following? (Check all that apply)*

- ☐ *Work late nights (9pm or later)*
- ☐ *Work weekend days*
- ☐ *Work weekend evenings*
- ☐ *Not applicable*

> **Follow-Up Question**: You indicated that interns will be expected to work late nights (9pm or later), work weekend days, and work weekend evenings. Will students ever be alone and/or unsupervised when working late nights, weekend days and weekend evenings? When leaving late at night, are students walking in well lit and safe areas?

Question #5: *This question has 17 sub questions and if any question is answered Yes then a follow-up question is recommended as follows:*

> **Follow-Up Question #5.1**: Purchase materials or services as part of the internship (including a uniform, parking). You answered yes. Please let me know what students will need to purchase, at what cost, how they will be using it, and if there is any reimbursement.
>
> **Follow-Up Question #5.2**: Provide personal information (including driver's license, social security number). You answered yes. What type of personal information are you asking for and how is it used?
>
> **Follow-Up Question #5.3:** Do you require students to get a Background Check/Fingerprinting/ Medical Exam (e.g., TB test)? You answered yes. What do you require of students? Why is this required?

[2]*Note that Questions 2, 4, 12, 13, 15, 16, and 18 typically do not require follow-up, unless you would like additional information.*

Follow-Up Question #5.4: If you answered yes to requiring a Background Check/Fingerprinting/ Medical Exam (e.g.,TB test), does your organization pay for it? You answered yes. Is the student required to cover the cost up front? If reimbursed, how long does it typically take?

Follow-Up Question #5.5: Provide sales leads or contact information for business references? You answered yes.Please let me know how students will have to provide sales leads or contact information, how the information will be used, and if students will be informed of this prior to starting the internship.

Follow-Up Question #5.6: Serve in a capacity (including consultants) where their services are sold to clients? You answered yes. Please explain what services are sold to clients and for what purpose. Do students receive any of the profit?

Follow-Up Question #5.7: Provide personal work equipment (including phone, laptop, tablet, printer, camera, video camera, etc.). You answered yes. What type of personal equipment are you asking students to use and how is it used?

Follow-Up Question #5.8: Drive a vehicle while performing internship duties? (Note: Interns are NOT to use personal vehicles to provide services for internship sites.) You answered yes. Where will students be required to drive and how will vehicle liability be addressed? Will they be transporting people or items?

Follow-Up Question #5.9: Work with children or teens? You answered yes. What are the ages of the children or teens?Will interns ever be working unsupervised or alone with the children or teens?

Follow-Up Question #5.10: Work with behaviorally challenged populations? You answered yes. What populations will students be working with and will students ever be expected to work with these populations unsupervised/be alone with these populations?

Follow-Up Question #5.11: Work with individuals who have a criminal background or history of violent behavior? You answered yes. Please describe the type of criminal background/violent behavior. Will students ever be working unsupervised or alone with the individuals?

Follow-Up Question #5.12: Work in a facility located in a high crime area? You answered yes. What area(s) will students be working in, what type of crime occurs in this area, and at what frequency?

Follow-Up Question #5.13: Work with hazardous materials? You answered yes. What hazardous materials will interns be working with, will safety equipment be provided, and will they work with them unsupervised?

Follow-Up Question #5.14: Work in a facility where physical, environmental or inherent hazards are known but not addressed in a site orientation/training? You answered yes. What are the physical, environmental and/or inherent hazards? How will these hazards affect students? Why are they not addressed in a site orientation or training?

Follow-Up Question #5.15: Work in a facility where parking and facility access are not adequately illuminated? You answered yes. When are students made aware of the parking situation and what safety training is in place for students?

Follow-Up Question #5.16: Operate heavy machinery? You answered yes. What heavy machinery will students be operating? Will they receive training on how to operate the heavy machinery? Will students ever operate heavy machinery unsupervised?

Follow-Up Question #5.17: Will interns ever work with clients unsupervised? You answered yes. In what situations will interns work with clients unsupervised? What clients will students work with unsupervised? What kind of training will students receive before working unsupervised?

Question #6: *If requested, would your organization be able to provide accommodations for students with disabilities and/or who require special accommodations?*

Follow-Up Question: You answered that your organization will NOT be able to provide accommodations for students with disabilities and/or who require special accommodations. Please explain why your organization is unable to accommodate special accommodations. Will the intern's work space be ADA compliant? If no, please explain in what ways your workspace is not ADA compliant.

Question #7: *How many hours per week will interns be expected to complete?*

Follow-Up Question: You selected interns will work 20+ hours. Please let me know how many hours interns will be working and do the hours change when classes are in session?

Question #8: *This question has 13 sub questions and if any question is answered No then a follow- up question is recommended as follows:*

Follow-Up Question #8.1: Provide an educationally appropriate internship experience, which includes a position description, a site orientation, site tour, training overview and emergency preparedness information. You answered no. Please clarify.

Follow-Up Question #8.2: Identify and communicate to the University potential health and safety risks specific to the internship site and/or location/city/country. You answered no. Please clarify.

Follow-Up Question #8.3: Articulate any societal, political and cultural concerns unique to the location/city. You answered no. Please clarify.

Follow-Up Question #8.4: Communicate to the University any change in status of the site supervisor, and when possible, identify a new site supervisor. You answered no. Please clarify.

Follow-Up Question #8.5: Work to coordinate University site visits as needed. You answered no. Please clarify.

Follow-Up Question #8.6: Work with the University to complete requirements including the Service Learning Agreement (SLA). You answered no. Please clarify.

Follow-Up Question #8.7: Provide a general liability insurance certificate (if requested by the University). You answered no. Please clarify.

Follow-Up Question #8.8: Provide the intern with policies and procedures on handling confidential material and information. You answered no. Please clarify.

Follow-Up Question #8.9: Explain safety policies/procedures/injury & illness prevention plan (including parking and harassment prevention). You answered no. Please clarify.

Follow-Up Question #8.10: Provide additional documentation as required by the SDSU Department Internship Contact(required for all for-credit internships). You answered no. Please clarify.

Follow-Up Question #8.11: Provide the intern with policies and procedures for working with the site'sclients/population. You answered no. Please clarify.

Follow-Up Question #8.12: Provide the intern with policies and procedures for working at the site (including mandatory reporting on abuse/neglect). You answered no. Please clarify.

Follow-Up Question #8.13: Please note that if you are not the site supervisor, you are expected to communicateSDSU's internship requirements to the site supervisor prior to the intern starting at your organization. You answered no. Please clarify.

Questions #9, 10, 11, 14, and 17

It is recommended that you review the contact information to make sure that the information provided is complete and legitimate, specifically for the internship site address. You may want to Google the address to verify it

Question #19: *Will the intern serve at sites other than at the primary address?*

Follow-Up Question: You answered yes, that interns will serve at sites other than at the primary address. What will students be doing at the other sites? How frequently will students be at other sites? Will students be starting their shift at the primary internship site and then going to other sites? If yes, how will students be getting to the other sites?

Question #20: *If yes, please list the address(es) of the additional sites (note that these addresses will be added to Attachment A on the Service Learning Agreement):*

- **Follow-Up Question:** You provided additional sites where students will be interning. Will students receive safety training and/or an orientation for these additional sites? If yes, is your organization or another organization to provide the safety training and/or orientation? If no, please explain why no safety training and/or orientation takes place for the additional sites.

Question #21: Which of the following best describes where interns will complete their experience? (Check all that apply)

- ☐ At a single site
- ☐ At a single site and doing related assignments at events off site
- ☐ At one of several sites (please list all addresses in question 20)
- ☐ At a personal residence
- ☐ Virtual/remote internship
- ☐ International location (Please note that all international internships MUST start with the Study Abroad Office)
- ☐ Other

Follow-Up Question: You marked that interns will complete their experience at a single site and doing related assignments at events or off site. How do students get to off site events? How frequently do off site events take place?Where are off site events located? Are interns responsible for transporting items and/or other staff or interns to off site events?

Follow-Up Question: You marked that interns will complete their experience at a personal residence. Please confirm that it meets all state and/or local permitting and/or licensing requirements. Please note this information will be sent toSDSU's Risk Management Office for review and follow-up with you.

Follow-Up Question: You marked that interns will complete a virtual/remote internship. Please explain how students will be supervised virtually/remotely.

Follow-Up Question: You marked that interns will complete their experience at an international location. Is the entire internship in an international location or do interns do international visits.

Follow-Up Question: You marked other. Please clarify.