

The letters 'CS' are rendered in a white, stylized, sans-serif font. They are positioned on the left side of the page, overlapping a large, dark green letter 'U'. The background of the 'U' and the area around it is filled with a complex, yellow network pattern of interconnected lines and dots, resembling a web or a molecular structure. The entire graphic is set against a solid green background.

**CS**

# **Student Roadmap: Fall 2026**

# Intro

**CSL stands for Community Service-Learning. It is a pedagogical approach that combines academic learning with community service. Through CSL, students engage in service activities that address real community needs while applying and deepening their academic knowledge.**

**The University of Alberta's CSL program began as a pilot project in the fall of 2003. It started with three sociology courses, eight community organizations, and forty students. The program has since expanded significantly, offering CSL opportunities across multiple faculties and involving hundreds of community partners.**

<https://www.ualberta.ca/en/community-service-learning/index.html>



# DO'S

Ask questions and clarify expectations. Make sure you understand what your community partner expects from you as a CSL student.

Choose a CSL opportunity that interests you and fits with your schedule and other commitments.

Connect with your community partner early in the semester.

Treat your CSL opportunity like a job. Be on time, notify your supervisor if you can't attend, and arrange to make up any missed hours.

Dress appropriately. If you're not sure about the dress code, ask your community partner.

Take responsibility for your experience. Be proactive and make the most of your time, aim for a meaningful, positive, and educational experience.

Communicate professionally. Use respectful and clear language in emails and phone calls, and respond in a timely manner.

Ask questions!

Attend all required onboarding sessions and interviews as requested by your community partner.

# DON'T'S

Take part in any activities or tasks that make you feel unsafe.

Give your personal contact information out to others at the organization. Only share it with your designated community partner contact at the Community Partner organization.

Break client confidentiality. Do not share names or identifying information about community members or clients in conversations or writing unless you have specific permission to do so.

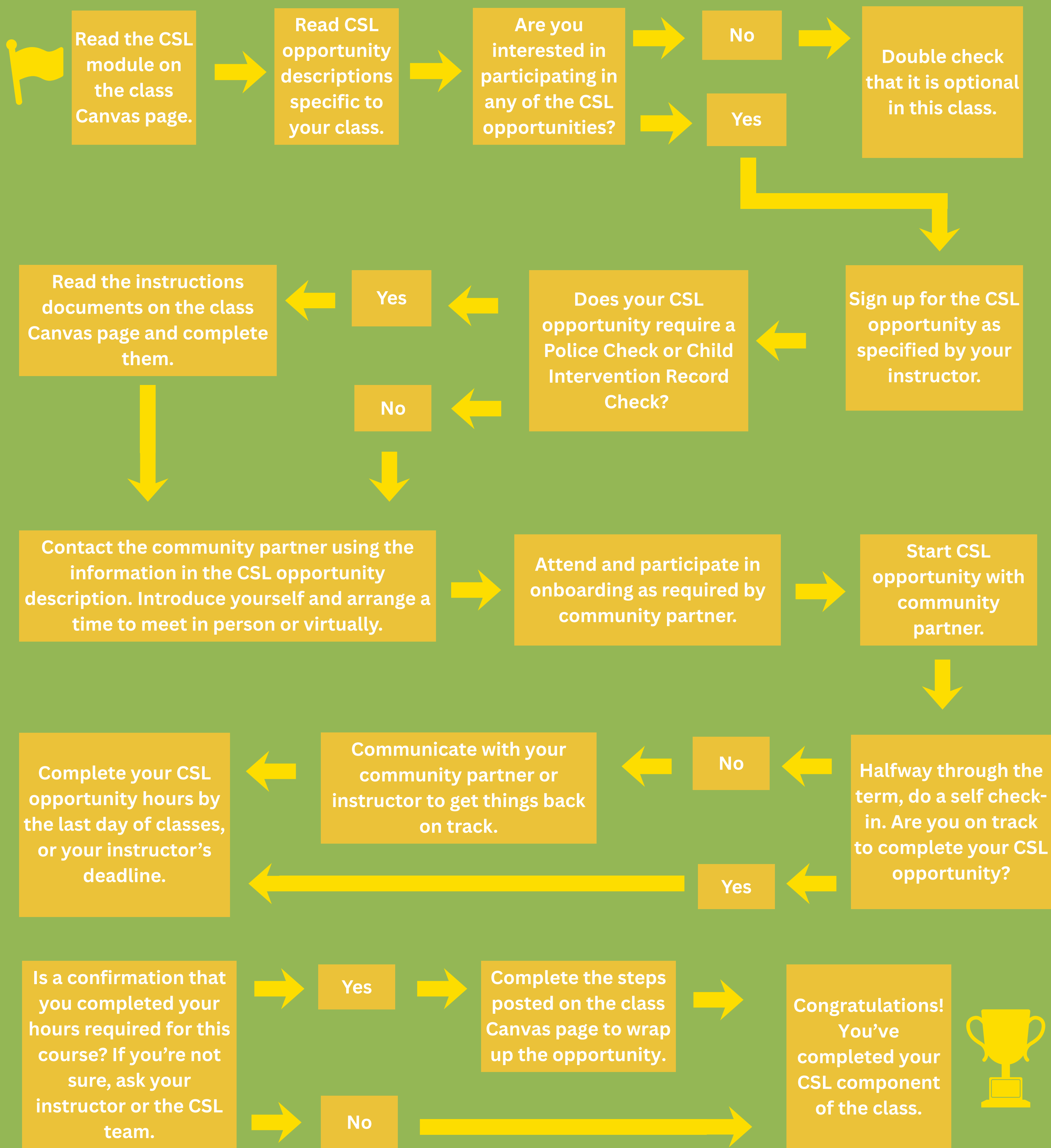
Leave things until the last minute. Instead, plan ahead and manage your time.

# QUESTIONS

Having trouble communicating with your CSL opportunity partner or feeling unsure about something? Reach out to the CSL Partnership Coordinators or your course instructor for support and guidance.

Visit [UAB.CA/CSL](https://uab.ca/csl) to learn more!

# Flow Chart on How To Do CSL



Please reach out to [cslpartc@ualberta.ca](mailto:cslpartc@ualberta.ca) at any point if you have questions!

# Child Intervention Record Check

Requiring a Child Intervention Record Check is a standard and essential practice for many nonprofits in Alberta that engage with children and vulnerable populations. It serves as a proactive measure to protect those at risk and uphold the integrity and trustworthiness of the organization.

The primary purpose of a Child Intervention Record Check is to identify individuals who have a history of causing harm to children, as defined under the Child, Youth and Family Enhancement Act. This is again crucial for organizations that work with children, as it helps prevent potential abuse or neglect.

It's important to note that the information provided is confidential and can only be released to the individual or with the individual's consent for release.

In Alberta, the processing time for a Child Intervention Record Check can vary depending on several factors, including the volume of requests and staffing levels at the regional Children's Services office.

<https://www.alberta.ca/obtain-a-child-intervention-record-check>

# Police Information Check

Obtaining a Police check is a critical step for many volunteers who will be working with vulnerable populations. It ensures that organizations are taking proactive measures to safeguard those in their care. Applicants should plan ahead, as the process may take several weeks. A Vulnerable Sector Check is conducted as well when an individual will be in a position of trust or authority over vulnerable persons.

This check includes:

- Local Police Records Search: To identify any patterns of behavior that may pose a risk to vulnerable individuals.
- RCMP National Criminal Records Repository Search: To determine if the applicant has a record suspension (formerly known as a pardon).

Applicants can apply online through the Edmonton Police Service's official portal once you receive a code from CSL to cover the costs associated. The online process is the fastest and most convenient method.

Applicants must provide two pieces of identification, including one valid government-issued photo ID (e.g., driver's license, passport) and proof of residency (e.g., utility bill, bank statement) dated within the last 90 days.

**More information and the step by step process to ensure there are no delays or additional fees associated with your Police Check can be found on your classes Canvas page!**

<https://www.edmontonpolice.ca/CommunityPolicing/OperationalServices/PoliceInformationCheck>

**Visit [UAB.CA/CSL](https://uab.ca/csl) to learn more!**

# Student Supports + Services at the U of A

These U of A supports and services are available Monday to Friday during regular office hours. Visit the links below to learn more about services provided and hours of operation.

## On-Campus Mental Health Support

Book a one-on-one discussion with a [Wellness Supports Social Worker](#) to get connected to the mental health resources that are right for you.

## On-Campus Academic Support

Access [Academic Success Centre](#) resources and services to maximize your academic success.

## Witness an On-Campus Non-Emergency?

Call [Protective Services](#) at 780-492-5050, or [submit an incident report online](#)

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## Options Navigation Network (ONN)

Request an [ONN consultation](#) to explore options available for those who have experienced sexual and gender-based violence.

## U of A Sexual Assault Centre

Access [free and confidential services](#) for all individuals who have faced sexual or gender-based violence. UASAC serves all genders, sexualities and backgrounds.

<https://www.ualberta.ca/en/current-students/need-help-now.html>

# Funding Opportunities

## CSL STUDENT EQUITY AWARD

With support from the Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada) and the Canadian federal government, CSL is awarding up to 200 students \$1000 each for successful participation in an official CSL course in Fall 2026.

**Take a Fall 2026 CSL course,  
get \$1,000!**

**Awards are potentially available for students from the following equity deserving backgrounds:**

- Indigenous students
- Racialized Canadians
- Persons living with a disability
- Female-identifying or non-binary persons studying STEM
- Newcomers to Canada (within 5 years)
- Official language minorities
- LGBTQ2S+ students
- Students living in remote or rural locations
- Students with low socioeconomic status
- Mature students
- Students from refugee pathways



<https://www.ualberta.ca/en/community-service-learning/student-info/funding-opportunities.html>

# Self Check-In to Avoid Logical Fallacies During CSL Opportunity



**Context: What Happened This Week?**

Brief, factual description – no interpretations yet

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**Assumption Tracking**

Did I bring any assumptions into this situation? If yes, what assumptions?

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Which assumptions were challenged or proven inaccurate?

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**Logical Fallacy Check**

*Did I notice myself engaging in any of the following? (Check all that apply)*

- ☐ Jumping to conclusions
- ☐ Oversimplifying a complex issue
- ☐ Relying on personal experience as universal truth
- ☐ Assuming my solution was the “best” or most informed
- ☐ Using emotion rather than evidence to justify a viewpoint
- ☐ Other fallacy noticed: \_\_\_\_\_

Describe the situation:

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**Evidence Evaluation**

What information did I rely on to interpret the situation?

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Is this information reliable? Why or why not?

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What information might I be missing?

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**Partner Perspective**

How might my community partner interpret the same event differently?

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Did I listen before proposing solutions?

- ☐ Yes
- ☐ No
- ☐ Partially

What clarifying questions did I (or could I have) asked?

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**Personal Learning & Action Plan**

What did I learn about my assumptions during this opportunity?

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What will I do differently next time to avoid repeating this fallacy or assumption?

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# Resources

## Questions about your CSL opportunity?

Speak to your Community Partner Supervisor first, if still stuck please contact CSL!

## Questions about your course?

Speak to your instructor first, if still stuck please contact CSL!

## Questions about the CSL certificate?

Connect with [csinfo@ualberta.ca](mailto:csinfo@ualberta.ca) or explore more information [here](#).

## Questions about finding a job in non profit?

Check out [this](#) website for some opportunities!

### Connect with CSL

 [cslpartc@ualberta.ca](mailto:cslpartc@ualberta.ca)

 @uabcsl

Thank you to Riashna N. and Sarah K. for their contributions to this version of the Student Roadmap as part of their CSL opportunity!