Dominican Scholar

2018

Service-Learning Faculty Handbook [Version 3]

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DOMINICAN UNIVERSITY *of* CALIFORNIA

Service-Learning
Faculty Handbook

SERVICE-LEARNING
EDUCATION IN ACTION

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SERVICE-LEARNING AS COMMUNITY-ENGAGED PEDAGOGY

Dominican University Mission:

Dominican University of California educates and prepares students to be ethical leaders and socially responsible global citizens who incorporate the Dominican values of study, reflection, community, and service into their lives.
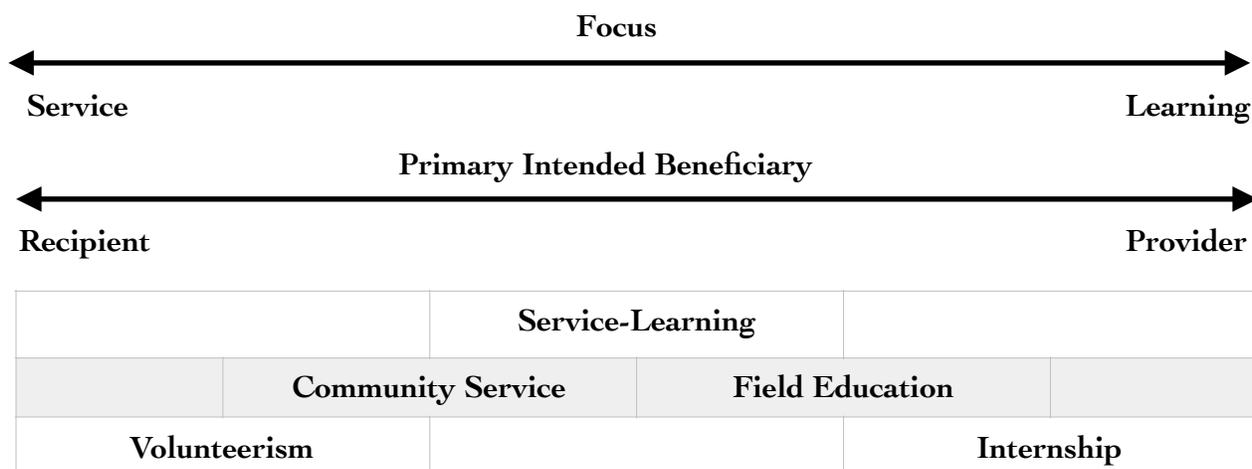
What is Service-Learning?

Dominican University's mission provides a strong foundation for service-learning, a pedagogy that creates intentional links between academic education and community experience where each strengthens the other. Service-learning engages students, faculty, staff, and community partners in collaborative and responsive action, dialogue, and reflection to address community-identified needs, meet learning goals, expand our perspectives, and increase civic participation. In this way service-learning creates reciprocal benefits for all involved:

1. The University is able to live out its mission and enhance its role as a vital and active partner in the community;

2. Faculty are supported in connecting innovative teaching, research/scholarship, and community action;

3. The Marin County community benefits from the University resources (student power, library, educational opportunities, research networks) while contributing to the education of students; and

4. Students gain self-awareness, practical skills, career-related experience, insight into the relevance of academic knowledge, a deeper understanding of their own personal impact, and an enriched capacity to become effective community builders.

Service-Learning integrates meaningful community engagement with academic curriculum. Through partnerships with community organizations and schools, students have the opportunity to learn about the lives of others as well as the larger contexts and root causes of issues that ultimately impact the well-being of all.

How Service-Learning Differs from Other Types of Community Engagement

Focus

← Service — Learning →

Primary Intended Beneficiary

← Recipient — Provider →

		Service-Learning	
	Community Service	Field Education	
Volunteerism		Internship

Volunteerism Activities where the primary emphasis is on the service being provided and the primary intended beneficiary is clearly the service recipient.

Community Service Activities that primarily focus on the service being provided as well as the benefits the service activities have on recipients (e.g. providing food to the homeless during the holidays). The students receive some benefits by learning more about how their service makes a difference in the lives of the service recipients.

Field Education The engagement of students in co-curricular service opportunities that are related, but not fully integrated with their formal academic studies. Students perform the service as part of a program that is designed primarily to enhance students' understanding of a field of study, while also providing substantial emphasis on the service being provided.

Internships Service activities primarily for the purpose of providing students with hands-on experiences that enhance their learning or understanding of issues relevant to a particular area of study.

Service-Learning 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.

Who Benefits from Service-Learning?

For Students:

1) Academic Development:
- Cultivate agency and appreciation for relevance of education/field of study
- Connect academic theories to concrete contexts and practices in the community
- Understand social, political, economic, and environmental issues communities are facing
- Identify deeper root causes of issues and imbalances in social, political, and economic structures

2) Social Development
- Develop and/or enhances social and interpersonal skills, especially in communication, collaboration, and leadership
- Cultivate capacity for ambiguity, complexity, and the flexibility to adapt to changing situations

3) Civic Development
- Foster appreciation and humility for diverse cultures and communities
- Instill sense of social responsibility and practice ways to participate in civic actions

4) Professional Development
- Work experience and connections to a network of professionals and community members to draw on in future endeavors
- Integrate skills, interests, and values into a career path

For Faculty:

1) Pedagogical Development
- Implement interactive teaching methods and reciprocal learning between students and faculty
- Community provides tangible contexts, case examples, narratives, and voices for academic interpretations and analysis
- Knowledge and wisdom from local community members add dimensions to textbook information and classroom discussions

2) Professional Development
- Potential new avenues for research and publication
- Networking and collaboration opportunities with local community leaders and grassroot groups
- Community issues and projects provides nexus for collaborations with faculty across disciplines

3) Personal Development
- Access to firsthand knowledge of community issues
- Opportunities to become more socially and civically active

For Community Partner:

1) Students provide:
- additional human resources needed to achieve goals and missions of the community partner program or organization
- fresh energy, enthusiasm, and new perspectives to the organization's work
- future volunteer recruitment as service-learners share their experiences with friends and classmates

2) Faculty provide:
- scholarly and professional framings, perspectives, interpretations, and analyses of community issues
- Skills and expertise to consult, assess, and/or research on community issues and programs
- academic and professional resources and endorsement

3) Dominican University as an institution provides:
- Increased public awareness about issues the organization works on
- University resources and channel of communication with university faculty, students, and staff

Effective Practices in Service-Learning

Dominican Service-Learning Designated Courses fully integrate academic curriculum with meaningful community engagement that is substantively related to course content.

Service-Learning Courses implement the following effective practices:

1. **Reciprocal University and Community Partnerships**: Authentic partnerships and processes shape community activities and course design. Partnerships and engagement with community organizations and members are grounded in respect for community voice and expertise.

2. **Academically Relevant Community Involvement**: Community involvement is relevant to and integrated with the discipline-based academic content and assignment

3. **Dialogue Across Difference:** Opportunities to discover the meaning and value of different perspectiv.es and experiences and build alliances with differently positioned others.

4. **Explicit Civic Learning Goals:** Civic learning goals are explicitly articulated and develop students' capacities to address critical social issues.

5. **Critical Reflection-Facilitated Learning**: Critical reflection activities and assignments integrate classroom with community learning and assists students in understanding larger contexts and structures of social issues.

6. **Integrated Assessment of Student Learning**: Student learning assessment addresses both the discipline-based and civic learning goals, and includes learning from community involvement. Community partners contribute to evaluation of student participation and collective impact.

Service-Learning (SL:) Designated Course

A Service-Learning Designated course in Dominican University must fulfill and demonstrate the following:

1. Significant integration of community experience into the course design, and evaluated as part of the final grade.

2. Intentional use, applications, or incorporations of community context, key issues, knowledge, and experiences as case studies, "text", or examples for academic dialogue, discussions, and analysis.

3. Students are required to meaningfully engage in the community weekly, consistently, and continuously throughout the semester. Typically, students are asked to participate in the community partners' programs and events for around 2 hours each week outside of class, for the full duration of the semester.

4. Assignments and activities that prompt students to make explicit connections between academic theories or skills with community context and experiences.

5. Assignments (e.g. Final Integrative Paper) to assess whether student learning meet the Service-Learning Program Learning Outcomes

6. The course syllabus must be approved by the Service-Learning Review Committee (SLCRC). (Due to tight time-frames, the course may be taught once and then undergo SLCRC approval process).

7. Full-time faculty are qualified to teach SL-designated courses only if they have completed Service-Learning Faculty Development Workshop (4 sessions) and submitted the required deliverables. Adjunct faculty are qualified to bid on SL-designated courses only if they have completed the faculty development workshop, submitted the deliverables, and have their names on the official list of SL-qualified adjunct faculty.

Dominican Service-Learning Student Guidelines
(Included in all SL-designated course syllabi)

As a **Service-Learning course**, participation in class and with the community partner is essential. These components are integral and non-duplicable. The course is designed around community engagement and it is the central assignment. Community partners provide students with vital opportunities to work closely with community members and experience programs and services that the organizations provide. Our partners give their time and resources because they believe in the learning experience involved. Dominican students are there to learn and support the mission of the school or organization. Students are joining a community and building trust requires openness to
new perspectives. It will also call for empathy, some courage, and cultural humility. Treat this as an educational and professional opportunity (students can add the experience to their résumé, receive letters of recommendation, students have also gone on to work for the partner).

Students should prepare to:
- Be punctual on shifts you sign up for. Communicate in advance with the designated point person for your community partner if you must miss/reschedule a shift.
- Dress appropriately and address people with respect.
- Follow all rules and codes of conduct on site.
- Treat the community partner staff as you would a supervisor in a professional setting. He/she will evaluate student engagement with their organization.
- If you don't know what to do, ask. If you have a concern be proactive.
- Students are ambassadors of Dominican values. Promoting social justice is much more than looking for shortcomings; it also includes deep understanding of the resources, power dynamics, and needs of the community on all levels.

SL Community Partner Semester Commitment: Please note that this service requirement is built into the class load and does not reflect dedicated student hours over and above the expectations of a 3 or 6 unit course. The hour requirement for student work with community partners serves as an indicator that this experience is meant to be sustained developed over the course of the semester. The final total hours may vary based on specific partnership opportunity and agreement, but this commitment cannot be terminated at any point in the semester based on having completed a certain number of hours.

Community Partner Accountability: Students are required to work with their community partner for approximately 20-25 hours during the semester. The service hours must occur weekly and continuously throughout the semester, and the time spent constructively and productively towards the needs and goals of the community. If student needs to miss a shift, please do your best to reschedule for another time in the same week. It is not acceptable to schedule long shifts of service for only a few times. The community partners are aware of this policy, and the supervisor/coordinator will evaluate individual student engagement.

Frequently Asked Questions About Service-Learning

Does service-learning work in introductory and lower-division courses?
Students at any level can have successful and rich service-learning experiences. The key is to carefully select service-learning placements where students are given levels of responsibility that are appropriate to their skill levels. The SL Program can help you identify community opportunities that should work well for your students.

Do students have time for community engagement?
We all know that many students are juggling classes, part- or full-time work, family obligations, and other activities. We have found that most students are able to fit in the 2 hours per week typically required. In fact, many students who didn't think they would have time for the community work, discover that this experience is so affirming that they decide to continue to serve with the community partner after their course ends. The SL staff also work hard to offer community partner opportunities with different scheduling options and convenient locations. When incorporating service-learning into a course, you'll want to make sure you adjust the workload of readings and other assignments in recognition of the time students will be working in the community. The SL Staff is always happy to review your syllabus and offer suggestions.

How should I grade students on their service-learning?
Firstly, it is good to get in the habit of thinking of and referring to the whole class as service-learning—meaning that undergirding all course content and activities are values related to the public good, social justice, community well-being (whatever language fits your discipline, worldview etc.). The WHOLE class is SL and community engagement is central to service-learning. But, service-learning doesn't live just in the community engagement-- it is the whole teaching/learning approach.

When community engagement is fully integrated into a course most assignments should be designed to connect with/build on the students' community experience. Just as students' grades are based not on whether they've done the readings, but rather on how well they demonstrate what they learned from the readings on assignments like exams and papers, your SL class should include assignments that require students to articulate what they've learned from their community work and how it connects with other course themes, texts, activities.

While we require a minimum number of hours of community work for the semester, it is a good idea to think of this component of the students' experience as being similar to other parts of their grade that are based on attendance and participation. The required number of hours is intended to give students enough time in the community organization to fulfill the course learning objectives, and also to make sure that the organization is getting enough benefit from students' service to balance the time and effort their supervisors are investing in them. We do recommend that students be asked to commit 2-3 hours per week to their organization, for a total of 25-30 hours over the course of a semester, to achieve this balance. There may be exceptions based on partner needs but for the most part, a clear structure and expectations are crucial for both students and partners.

How do I make sure community engagement is well integrated into my class?
Critical reflection and research assignments are the most effective way to integrate community engagement into your course because they help students make connections between their community work and the course content.

Often when asked, a common response from students is that more time could have been spent in class discussing students' experiences in the community. We strongly encourage faculty to keep this in mind as you plan your course. Students learn from each other through these discussions. Faculty learn more about the partners through these discussions as well. Just remember the importance of making sure that community engagement doesn't appear to be an "add-on" to the course – it should be clearly woven into your curriculum. Sometimes it is useful to think of "community as text" when making this pedagogical shift.

What are some of the challenges encountered by students in SL classes?
During the semester, students will likely share with you the challenges they're experiencing with their community engagement. These could include communication that is delaying getting started, dissatisfaction with the work they're being asked to do, or a lack of clarity about their role in the organization. If students approach you with concerns about their organization, you should work to address the situation as quickly as possible, either by communicating directly with the student's supervisor at the organization or by letting the SL staff know about the situation so they can follow up. Because a semester goes by so quickly it's imperative that any issues be resolved promptly – and, of course, this will also help students maintain a positive attitude about their community engagement assignment and the course in general.

BUILDING A SERVICE-LEARNING DESIGNATED COURSE

Faculty Considerations

- What is the **purpose of higher education**? Besides instilling students with discipline-based knowledge, what is the role of higher education in social, political, and environmental **advocacy**?

- What are the **appropriate theories, models, analytical lenses, and skills** my academic discipline can offer **in relation to the students' community engagement**?

- How do I frame the course design to **shift the core of the course from depositing predetermined disciplinary knowledge** to **tailoring the applications of disciplinary knowledge** according to current community context, issues, dynamics, and perspectives?

- How can this course, as I intentionally integrate community experiences with academic content, **foster student interest in civic engagement** and **deepen their understanding of civic responsibility**?

Service-Learning Course Learning Outcomes (CLOs)

All Dominican Service-Learning Designated courses, regardless of departments and disciplines, share these same Learning Outcomes:

CLO 1	Act as socially responsible community members: Reflect and act on civic role and responsibilities as members of a larger, interconnected community and global society.
CLO 2	Apply learning in social context(s): Connect and contextualize concepts from academic field and/or interdisciplinary knowledge with community engagement.
CLO 3	Value community voice and knowledge: Recognize the assets (expertise, wisdom, and aspirations) of diverse communities in order to work as allies.
CLO 4	Reflect critically on root causes and systemic social/environmental issues: Analyze larger contexts and root causes of social issues, unjust structures, and power imbalances.

Framing and Prompting Community-Engaged Learning: Critical Reflection and Other Assignments

The current SL Program Learning outcomes evolved from many years of teaching and ongoing assessment of student learning. Additionally, Dominican's SL Program is part of an international network of researchers and practitioners in the community and civic engagement field whose rigorous work has greatly informed our development. We have grown to more deeply understand and appreciate the importance of being clear, having explicit learning outcomes that we as faculty value. In doing so, our appreciation for the profound, often transformative, learning our students have with our community partners continue to expand. We as faculty are accountability to support this learning, to help students make connections and explore the larger contexts and structures that impact the communities they are working with. Doing so requires much attention to how we frame the class, community engagement and how we prompt individual assignments and design in class activities.

1) Experience ≠ Learning.
A commitment to integrative learning, to making the community experience central to the course design is crucial. An intentional and guided framework supports student learning and seeks to responsibly address existing biases/uninformed assumptions and create space for diverse, often lesser heard voices and experiences. Faculty selection of texts, design of writing and research assignments, class activities can be thoughtfully scaffolded and prompted to support students in better understanding their own experiences as well as the larger contexts of these experiences. Engaging students in exploration of the social/environmental systems in which we are all embedded, grounds their learning, making it more relevant to community, their own lives, other classes, and their overall education.

2) Structured and connected prompts lead to effective student learning.
Connected reflection is the essential component that links the "service" the students are doing at their community organizations with the structured "learning" they are working through in the classroom. Without structured reflection, students may fail to make the connection between the course content and its relationship to the service work.

3) Critical reflection is an extension of critical thinking, which in turn leads to informed and conscientious action.
Effective critical reflection leads to a better understanding of social issues, our civic role, and a quest for systemic solutions.

In community-based experiential learning, we are not talking about any and all experiences. Rather, we are referring to experiences whose selection, structure, parameters, etc., are intentionally designed as part of learning from reflection on the experiences of engagement/involvement/service in community. --Nadinne Cruz

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Principles of Good Reflection Practice

Eyler, Janet et al. *A Practitioner's Guide to Reflection in Service-Learning: Student Voices & Reflections*. Nashville: Vanderbilt University, 1996.

Continuous – throughout the semester
Connected – to the intellectual, academic, and civic learning goals
Challenging – by encouraging critical thinking and analysis that produces new understanding, raises new questions, and moves toward new frameworks for problem−solving
Contextualized – considers the level of the course, the students in the course, etc.
Coaching – provides ongoing, rather than intermittent, feedback*

Four Steps of Designing Effective Critical Reflection

Jacoby, Barbara. *How to Deepen Learning through Critical Reflection : Engaging Students in Reflection*. Online Seminar. Subiaco, WA: Kanopy, 2012.

As you begin to think about designing and facilitating critical reflection in your course, Jacoby recommends these four steps.

1. Identify desired learning outcomes – Begin with the end in mind, and state your learning outcomes in concrete, measurable terms. Make it clear what students can expect to gain. "Critical reflection is something you will want to consider for learning outcomes around more complex dimensions of reasoning, developing enhanced understanding, questioning knowledge, theories, and assumptions," she says.

2. Design reflection activities to achieve learning outcomes – Here you must consider when, where, and how often the reflection will occur; who will facilitate and participate in the reflection; and what mediums will be used for the reflections.

3. Engage students in reflection – During the actual engagement portion, it's important to provide a balance of challenge and support. As you provide students with prompts for reflection, you want to guide them to incrementally higher levels of complexity of thinking, analyzing, and reasoning.

4. Assess learning through critical reflection – Use formative assessment to make periodic checks of the reflection process against the designed learning outcomes. If necessary, refine the desired learning outcomes along the way, shift reflection strategies or change the reflection mechanism. Some of the questions addressed at this step are: What products will demonstrate learning? What criteria will be used to assess learning? What assessment mechanisms will be used? How will reflections be factored into grades?

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*Besides Critical Reflections, SL faculty have also used other assignments to create effective connections between community experiences and academic content. Please see the Appendix for example assignments and worksheets.

SL Learning Outcomes and Rubric

The Dominican SL Program Rubric was developed over time by a team of faculty and assessment experts at Dominican, drawing on extensive research and scholarship in the international field of civic and community-based learning. This current iteration is the result of articulating explicit civic learning outcomes that also embody the social justice values specific to Dominican's heritage and the critical, social justice orientation.

Definition

Service-Learning at Dominican University of CA integrates meaningful community engagement with academic curriculum. Through partnerships with community organizations and schools, students have the opportunity to learn about the lives of others as well as the larger contexts and root causes of issues that ultimately impact the wellbeing of all.

Framing Language

The SL Program at Dominican University of CA embodies well established, effective practices for community engagement that continue to evolve as do society and higher education. The program promotes and supports asset-based community engagement, values different ways of knowing, and provides educational opportunities for students to identify the larger systems and structures that impact them as individuals and as members of a larger community.

Glossary

Community Engagement: Intentional, structured, ongoing (ideally weekly throughout the semester) experiential assignment (with specific partners to support both student learning (per SL program learning outcomes) and partner capacity to achieve mission.

Social Responsibility: An ethical framework that suggests an entity, be it an organization or individual, has an obligation to act for the benefit of society at large.

Belonging: A sense of being part of the "circle of human concern." "Belonging connotes something fundamental about how groups are structurally positioned within society as well as how they are perceived and regarded. Inequality, if it keeps growing, can be more accurately described as expulsion." (John a. Powell)

Social Context: The physical and social setting in which community engagement takes place.

Community Voice and Knowledge: Community members have expertise in their own lives. While academic knowledge is often privileged in our society, community members have individual and collective wisdom and stories from which we can all learn. Accessing, valuing, and authentically representing the lived experience of communities are important components of this work.

Critical reflection: An analysis of a concept or issue based on empirical research that also contextualizes findings within the larger social structure or the environment. Critical analysis is focused on the impacts of social structure on communities and the environment.

Root/Structural Causes: The larger systems, institutions, policies, histories that limit and condition individuals' and groups' capacity to thrive. Owing to these causes, systemic barriers to social and environmental justice are perpetuated.

Systemic Approaches/Models: Efforts and solutions that address root and structural issues in order to create sustainable change and increase equity for all people.

SL Program Learning Outcomes Assessment Rubric

Students will:	4	3	2	1
Practice principles of community engagement and social responsibility (CLO 1)	Applies concepts of service-learning and social responsibility to deepen understanding of community membership. Articulates in detail what they have learned about belonging in relation to themselves, other community members, and the meaning(s) and actions related to community engagement. Imagines possibilities for ongoing community engagement.	Describes concepts of service-learning and social responsibility to deepen understanding of community membership, Expresses what they have learned about belonging in relation to themselves and others through community engagement. Expresses interest in ongoing community engagement.	Explains ways in which service-learning concepts and experience have informed their understanding of belonging in relation to themselves and others. Explains what they have learned about themselves and social responsibility in general terms.	Begins to explain ways in which service-learning concepts and experience have helped them consider their role in a larger society' Ideas and points are overarching and generalized.
Apply learning in social context(s) (CLO 2)	Connects knowledge (facts, theories, concepts etc.) from academic study to participation with local community. Interpretations, analysis, and insights are relevant, sophisticated, acknowledge complexity, and are well evidenced and supported. Extends knowledge to apply to other contexts.	Connects knowledge (facts, theories, concepts etc.) from academic study to participation with local community. Interpretations are relevant and insightful. Appropriately detailed evidence & analysis of concepts appear in most paragraphs. Begins to extend knowledge to other contexts.	Begins to connect knowledge (facts, theories, concepts etc.) in academic study with community experience, with limited interpretation or framing using course concepts. Evidence and interpretation are general and/or the explanation assumptive.	Begins to identify knowledge (facts, theories, concepts etc.) from academic study. Limited and/or unclear connection of academic concepts with community experience. Evidence and explanation do not appear, or are random.
Value community voice and knowledge (CLO 3)	Documents significant details from community experience to illustrate understanding of community voice and knowledge. Reflects on learning from the stories and experiences of community members and partner staff. Clearly articulates shifts and expansions in own perspective.	Documents appropriate details from community experience to demonstrate understanding of community voice and knowledge. References learning from the stories and experiences of community members and partner staff. Begins to describe shifts and expansions in own perspective.	Shares some explanation of community experience. Begins to acknowledge the importance of community voice and knowledge. Some connections are made with overarching or general statements	Shares few details and evidence from community experience or observations regarding community voice and knowledge are random and unconnected to other themes.
Critically reflect on root causes of systemic social/ environmental issues (CLO 4)	Critically analyzes social and/or environmental issue(s) in depth. Makes important connections with larger social, cultural, and historical contexts. Evidences core structural causes and/or examines systemic models and ways to address the issues.	Critically analyzes social and/or environmental issue(s) in some depth. Begins to make connections with larger social, cultural, and historical contexts. Evidences core structural causes and/or examines systemic models and ways to address the issues.	Analyzes social and/or environmental issue(s) in a general way. Begins to articulate core structural causes to issues in discussion, and/or examines systemic models and ways to address the issues.	Begins to identify general issues without articulating core structural causes.

Effective Practices

- Faculty use the SL CLO worksheet (p.21) to designed class that addresses SL learning outcomes throughout the semester.

- Faculty use the rubric to design the prompt for the final paper, and grade with it.

- Faculty shares the rubric with the class. It can be a good tool for a class activity to discuss the learning outcomes, map the semester in terms of which assignments, texts, community experiences they can draw on for the final paper.

Required Components in SL Course Syllabus

The following components must be present in all SL syllabi:

1. **Course Description with Rationale for using SL:** Please provide a clear detailed course description in catalog style with the addition of why community engagement is integral to the course, what types of organizations/ community partners the students will be working with, the direct connection with the course goals/learning outcomes.

2. **Service-Learning Course Learning Outcomes:** Whenever possible please consider where you can integrate the SL CLOs with program and other learning outcomes. (See Worksheet)

3. **Integrative Assignments/Critical Reflection:** Prompted written and other types of assignments that support students in making connections between class themes, disciplinary work and their community engagement. Please consider converting any research assignments to support students' capacity to contextualize community experience, understand root causes and structural issues etc. (see Worksheet)

4. **Class Policies Re:** Community Engagement Expectations: Working with Community Partner guidelines, how to use GivePulse, etc.--see standardized language in SL Program Syllabus Template in Google Folder.

5. **Course Calendar & Schedule of Assignments:** Includes SL Orientation, CP training, benchmarks, SL Symposium etc.

6. **Grading Scale:** Appropriate weight all community engagement assignments (ideally, most assignments should hinge on community engagement in some way). Consider weighting community partner evaluations, self-evaluations, GivePulse etc.

GivePulse: Centralizing Info, Tracking Hours, and Documentation of Experience

GivePulse is the online platform Dominican SL Program uses to manage students' community engagement. It centralizes information, partners, hours, and students' written documentation or reflection on each experience. The following is a list of the key functions of Dominican's current use of GivePulse. Please note that the SL Staff will "load" your class with partners and handle all the logistics. The faculty role is to include an expectation and associate weight with student use of GivePulse and to frame how expectations regarding what students will be documenting on GivePulse beyond their hours. The following is a brief overview of the different functions this platforms serves:

1) **Listing of Service-Learning Opportunities:** All service-learning opportunities offered by our community partners are listed on GivePulse. In each listing, there is a brief description of the community partner's organization and program, contact information, available positions and shifts, as well as any special requirements. We verify this information with our community partners before each semester to make sure that our information is up to date. Students enrolled in each SL-designated courses access their course page on GivePulse, and select among the SL opportunities specifically selected to match best with their course contents.

2) **Tracking Student Hours:** Dominican SL students are automatically enrolled in GivePulse when they enrolled into any SL-designated course. Most of our faculty require their students to log their weekly community hours into GivePulse. Unless the community partner opts to not participate, usually we set up the community supervisors to receive emails from GivePulse to verify the hours.

3) **Documenting Student Reflections:** As students log in their weekly hours in GivePulse, they can also input their reflections on the experience. These can be read by their specific community partner supervisor or SL student leader, SL staff, and you, the faculty member. It is very easy to make a comment back in response to a student reflection and we encourage you do this early and as often as possible as this is very encouraging to students and helps them see the value in documenting their experiences. Many faculty give specific prompts or field note instructions to guide how students use this function of GivePulse. The students can export their reflections at the end of the semester. This is very helpful for their final paper and beyond.

4) **Contacting Students:** When logged into GivePulse, community supervisor can email students (only the ones working with you in the current semester) through GivePulse.

Community Partner Matching

At Dominican Service-Learning Program, we have high-touch, reciprocal relationships with our community partners. Besides incorporating our students into their services and programs, the community partners take their role as co-educators seriously. Clear channels of communications and relationships between faculty and community partners are important in this co-educational model. Furthermore, we've found that matching community partners with missions that align with the central theme of each Service-Learning course can be one crucial aspect of intentional design and effective pedagogy.

Depending on the nature of the course, SL staff can work with the SL faculty to identify appropriate community partners to match with the course. Since most of our community partner have limited capacity, it is rare that all students in one SL course go to the same community partner site. However, we do try to match at least 3, and usually no more than 7, community partners to each SL-designated course. The community partner list for each course is usually intentional and collaborative effort between SL staff and faculty to provide students with options that provide the most relevant community experiences to the course content, and to accommodate for scheduling challenges.

Service-Learning faculty are not limited to working with our existing community partners, although it can be a good place to start. Some of our best community partnerships started with outreach and relationships developed by individual faculty members. If you have community connections and/or partnerships that you'd like to work with, the SL program staff will be happy to assist in bringing new partners onboard with the SL pedagogy and other program logistics.

Please contact Service-Learning program staff for more details on our community partners and the community programs that our SL students participate in.

List of Current SL Community Partners

Asian American Alliance of Marin
Canal Alliance
Catholic Charities Canal Family Support Kids Club
College of Marin Adaptive P.E.
Davidson Middle School
Health Hubs (Marin Community Clinic)
Lifehouse Marin TRIP
Marin Asian Advocacy Project
Marin Chinese Cultural Association
Marin Health and Human Services BRIDGE Program
Marin Vietnamese American Oral History Collection
Marin's Community School
Next Generation Scholars
Parent Services Project
Ritter Center
RotaCare Clinic San Rafael
San Rafael High School AVID Program
Senior Access
The Spahr Center
Venetia Valley School
Young Moms Marin

Appendix:
Course Design Worksheet and Resources

SL Course Construction: Embedding SL CLOs

SL CLO Students will:	SL Learning Strategies (course themes, corresponding texts, class exercises, reflection etc)	Assignments/Evaluation of Learning
SL CLO 1 Act as socially responsible community members		
SL SLO 2 Apply learning in social context(s)		
SL CLO 3 Value community voice and knowledge		
SL CLO 4 Critically reflect on root causes and systemic social issues		

*Please contact Service-Learning program staff for access to Google Drive folder that contains the following documents.

Standardized Service-Learning Syllabus Template

This is the SL program syllabus template with required components and standardized language. There is also semester-specific information such as dates for SL student orientation, LifeScan(required by some community partners), special events, and SL student symposium.

Other Sample Worksheets and Assignment Prompts

Community Partner Selection Worksheet (Start of Semester)
Worksheet for students to help them identify community partner opportunities that best meet their interests and scheduling needs.

FACE (Facts, Assumptions, Challenges, Expectations) Pre/Post Worksheet, also Pre-Worksheet for Returning Students (Start and End of Semester)
Worksheets for students to articulate their assumptions before entering their community partner opportunities, and to identify what they have learned throughout the semester.

Context of Organization Worksheet (Early in the Semester)
Worksheet to guide students to learn the missions of the community partner organization, the target population that the organization/program intents to service, as well as the key issues, circumstances, and structural challenges that the organization/program works with.

Root Cause Research Prompt
Sample prompt for students to conduct library research on deeper root causes of key issues and structural challenges encountered by community partners and the populations they serve.

Prompts for Weekly Critical Reflections and Final Integrative Paper
Sample prompts for scaffolded critical reflections that help students build components of their final integrative paper throughout the semester.