





COMMUNITY-BASED LEARNING

Rooted in a faith that does justice, the Ignatian Center for Jesuit Education partners with local community organizations whose members and clients serve as co-educators for Santa Clara University students. Informed by and in conversation with Catholic social tradition, the Center facilitates community-based learning opportunities that underscore commitments to the common good, universal human dignity, justice as participation, and solidarity with marginalized communities.

Arrupe Weekly Engagement Programmatic Values

- Reflecting a commitment to solidarity, SCU-community partnerships (and students' encounters in the community) are marked by mutuality and reciprocal relationships.
- Community partners support student learning regarding dimensions of power and privilege from their own experiences of resilience in the face of struggle or vulnerability.
- Participating faculty guide students in identifying and probing integral connections between course content and community context.
- Students' experiences and assignments from various disciplines prompt reflection about their citizenship in local and global communities, moral development and vocational discernment.
- ICJE staff supports all participants in drawing deeper connections with key intellectual resources of the distinctively Jesuit, Catholic tradition of education.

WHAT IS COMMUNITY-BASED LEARNING (CBL)?

Our many community partners are at the heart of our work. They include agencies, schools, and parishes. They provide students, in connection with their SCU coursework, the opportunity to contribute to the partners' work in the community and to interact face-to-face with their clients so as to learn from the unique challenges they encounter. This beneficial partnership between the University and our community partners fixes the concern for justice firmly within the University's curriculum.

Students involved in community based learning must first understand that they are not going into the community to help, but to learn, to acquire a broader understanding of the systemic problems that lead to social problems and to come to a deeper understanding of marginalized populations. Because CBL is based on a mutually-beneficial relationship in which the student is there to learn from those in the community, rather than to serve, the power dynamic usually present in charitable work is equalized.

CBL is a journey: from compassion, to learning, to understanding and connection, to solidarity and finally, to transformative action -- seeking ways to make change. Community based learning is about questioning the status quo.

PARTNERS IN ARRUPE WEEKLY ENGAGEMENT PROGRAM

Community Partners

- introduce students to people who are struggling with issues of poverty, discrimination, marginalization
- provide a supervisor to be available as a community teacher on site when students are there
- offer an orientation during the second week of the academic quarter
- set up students in tasks where 80% of their time will be spent interacting face-to-face with people (usually 2 hrs/wk for 8 wks/qtr)
- communicate with Arrupe staff members who facilitate, support, and trouble-shoot as necessary
- engage in university learning opportunities, as able
- meet, at least yearly (at the end of the academic year), with Arrupe staff to evaluate the partnership and plan for new academic year

Santa Clara University Faculty

- articulate their expectations of community-based learning in the syllabus
- schedule time in their first class for faculty to review the program
- support student participation that honors the Participation Guidelines
- organize their teaching to receive students' questions and insights from placements
- support student learning and integration of community experience in terms of their particular academic course or discipline
- grade students based on learning in community based learning engagement
- communicate with Arrupe staff members who facilitate, support, and trouble-shoot, as needed
- visit, at least one community partner prior to or during quarter when course is taught

Santa Clara University student

- follow Arrupe Partnerships' Participation Guidelines,
- attend the orientation meeting
- participate at placements for their designated time commitment,
- return the signed CBL Site Supervisor Evaluation to their faculty member
- thoughtfully complete Early Placement Report providing reflection and feedback
- communicate with faculty member, placement supervisor, and/or Arrupe staff regarding placement experience

Arrupe Weekly Engagement staff

- develop appropriate and supported learning experiences for students
- provide logistical support for the program (scheduling, registration, fingerprinting, TB test records, assessment instruments, transportation information for students)
- follow-up on problems and concerns
- collaborate with faculty on teaching strategies to promote reflection about community-based learning
- connect faculty members with community resources and vice-versa
- meet, at least yearly, with agency staff to evaluate the partnership and plan for new year.
- develop opportunities for continued learning for faculty and placement supervisors in community-based education
- support special projects that promote campus/community collaboration

A GUIDE FOR FACULTY IN COMMUNITY-BASED LEARNING

An Overview

Community based learning (CBL) can be messy. Unpredictable. Making the link between work in the community and academic goals takes time, practice, and a certain willingness on the part of the instructor to “let go.” Still, despite the trial-and-error and the extra effort, most professors who have integrated CBL into their courses find the results extraordinary.

At its best, CBL enriches the curriculum, taking it to a new level as students transfer civic learning back to the classroom, analyze it, and then apply course skills and theory to what they’ve experienced in the field. It’s a two way street: CBL facilitates academic goals, while coursework gives context to what students learn in the community. In alignment with the Jesuit philosophy of “engagement,” CBL brings authenticity to the classroom as it invites students to make the connection between academics and the real world. At best, students come away with a better understanding of course content and an enhanced sense of civic responsibility. In most cases, what students encounter in the community challenges their assumptions, creating doubts and questions, and providing for the cognitive dissonance from which intellectual capacity grows. (Eyler and Giles, 1999)

In fact, research has shown that when CBL is tightly linked with academic coursework and paired with continuous reflection, not only do students have a deeper understanding of the complexity of social problems and a commitment to solve them, but their intellectual outcomes are strengthened as well. (Eyler, 1999)

In a long-term national study, researchers found that students involved in highly reflective courses that tightly integrate a community component reported: a better understanding of course material; were better able to see the link between theory and application and were better able to apply class material to real-world problems; gave a more complex analysis of causes and solutions of social problems. What’s more, students in these classes reported that they worked harder – and learned more. (Eyler and Giles, 1999.)

When tightly integrated into the coursework, CBL engages students in such a way that they more clearly see the relevance of academic concepts, but also become more aware of life outside the college community. At its best, it is a transformative experience for students. Their world view changes, they begin reflecting on the systemic causes for social problems, and – for many – they experience a call to action.

As such, there is risk. Unless CBL is tightly integrated into course material, students cannot see the relevance of their work in the community and can become resentful of the time required for their placements. Instructors must be vigilant in making sure that community experiences do not reinforce students’ stereotypes. Finally, unless reflections lead students deeper into the experience, students can be left with the feeling that their work in the community is charitable – you have the need, I have the resources -- which reinforce the unequal power differential that, at its core, CBL is designed to correct. “If I ‘do for’ you, ‘serve’ you, ‘give to’ you – that creates a connection in which I have the resources, the abilities, the power and you are on the receiving end. It can be, while benign in intent – ironically disempowering to the receiver, granting further power to the giver. Without meaning to, this process replicates the have-have not” paradigm that underlies many social problems.” (Pompa, p. 68)

Instructors then should emphasize to students that the community component involves “a relationship that is based on equality and collaboration... from such a perspective, ... service is seen more as an act of working with people in need rather than working to serve them. (Rhoads, 1997, p.8 qtd in Pompa, 2002, p 69)

The trick, in such a complex and layered program, is in the integration. For those of you who are new to community-based learning, (CBL), this book should serve as a compass for getting started. For those of you who have used CBL in your courses before, consider this an invitation to go deeper in thinking it through.

Integration into coursework: The most successful CBL courses are those that tightly integrate the community experience into course theory and reading. Look for the easy fit – points of connection and intersection. Consider how academic concepts and theories can be applied to what students learn in the community. Look for ways in which CBL can be a particular lens through which to examine, analyze and elevate the academic coursework and give purpose to course goals.

Syllabus: As the point of entry into the class, the syllabus should make it clear to the students why CBL is required and what the students will learn from it. From the beginning, instructors should engage students by articulating the mission of the Arrupe Partnerships, explaining the differences between CBL and community service and the connection between their community work and course goals. The syllabus should clarify to students how class assignments will make this link.

Placements: It is important to select placements that are appropriate for class goals and learning objectives. Not all placements will work for all disciplines.

Reflection: Regular reflection is the thread that ties the experience together and is most closely connected with learning outcomes in terms of both subject matter and civic learning as well. (Eyler and Giles, 1999) In regular reflection sessions, student understanding of both coursework and the social issues evolves as they apply critical thinking skills to complex systemic problems. Questions arise. Assumptions are challenged. Course theory can be analyzed in a real world context. Experienced instructors report best results when they are prepared for some unpredictability.

Reflection questions can be framed within the context of course readings. Some professors take a “problem/solution” approach: What are the problems you see in the community? Do current solutions adequately address them? Some instructors are on the constant look-out for “teachable moments”, tying the community experience back into the classroom as a way to apply course theory on an ongoing basis.

As reflection evolves, students move from compassion to action. “An apocryphal tale ... has the teacher stunned when one of his twenty-year-old students returns from a service project at the local soup kitchen saying, ‘This was a great experience; I hope my kids will be able to do community service at a place like this someday.’ In a critically reflective classroom, students will discuss not only effective ways to provide emergency aid for the poor but also ask, ‘Why do we need soup kitchens?’” (Eyler and Giles, 1999, p. 198)

Assignments: Oral presentations, short papers and journals all serve to link the CBL with academic theories and help students process the experience. Short papers or journal entries can be tied directly to specific readings or encourage students to practice course skills. Students can be asked to do short research papers on problems or solutions they have encountered in the community. They can research possibilities for future action. They can be asked to write an essay analyzing an ethical dilemma encountered in the field.

Final project: This is the transformative piece, where students go beyond compassion to action, applying course theory to social issues, in assignments ranging from research papers to oral presentations, to tangible projects. In an advanced journalism class, for example, students bring a social problem into the public discourse through writing an in-depth enterprise story. In Dra. Lucia Varona’s intermediate Spanish classes, students not only forged strong cultural ties to the community, but create tangible projects as well, including a CD-Rom that teaches basic Spanish to new volunteers at Sacred heart Community Center, another program that uses Spanish

to teach English to day laborers and a Spanish video for elementary school children on how not to fear firefighters.

Often, the transformative element transcends the quarter. One journalism student has taken it upon herself to work with homeless women in publishing a regular newsletter for the agency. Another student, an intern for an alternative weekly in Portland, Oregon, sought to humanize the local hunger statistics by writing a story that examined the issue through the lens of a family of teen-agers on food stamps.

Evaluation: Still, grades matter. CBL assignments should be graded based on same criteria – analysis, critical thinking, applied theory -- as other assignments. Students should be graded for learning rather than time spent in the community.

Works cited:

Pompa, L. "Service-Learning as Crucible: Reflections on Immersion, Context, Power and Transformation." Michigan Journal of Community Service Learning, Fall 2002, pp 67 –76.

Rhoads, R.A. Community service and higher learning: Explorations of the caring self. New York: SUNY Press. 1997

Eyler J. and D.E. Giles, Jr. Where's the Learning in Service-Learning? San Francisco: Jossey-Bass, 1999.

Eyler, J. "The civic outcomes of Service-learning: What Do We Know?" AAC&U peer Review, Fall 1999.

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A GUIDE FOR CO-EDUCATORS IN THE COMMUNITY

This is meant to be a helpful guide for instructors or program managers who have an Arrupe student at their site.

What is the Arrupe Weekly Engagement Program?

The Arrupe Weekly Engagement Program in Community-based Learning educates students, and the university as a whole, in the realities of the lives of the local community. Through community-based learning, the walls of the classroom are expanded as students learn from neighbors whose reality is often very different from their own. Our students learn of the joys and struggles of members of our neighbors. The Program provides opportunities for community-based learning experiences that enhances academic learning.

Why do students participate in the community?

For the most part, students participate in an Arrupe Weekly Engagement placement to satisfy a requirement for a class. The professor integrates the learning that happens in the community with the learning in the SCU classroom. Arrupe students learn so much from you and the community and population they are working with. Some students may have specific learning needs connected with their course requirements. Examples of this would be tutoring in math, using Spanish, or working with special education students. We encourage you to ask the student at the beginning if he/she has any specific learning needs or assignments while at the placement, though the students should take the initiative to let you know about these learning needs themselves.

How can I make the experience meaningful for the Arrupe student?

Arrupe students should be spending most of their time interacting face-to-face with the children or adult in your classroom or program, assisting them one-to-one or in small groups. During recesses or breaks, encourage the Arrupe students to interact with your students by having informal conversations with them (or in the case of children, have them engage in play activity with them).

What can I expect from an Arrupe student?

Students come with mixed levels of experience in working with adults or children. You are encouraged to ask your Arrupe students about any past experience that was similar to your program. Arrupe students should be supervised at all times. However, toward the last few weeks of their placement, when they are more comfortable with the people they work with and your expectations, some students may be able to work more independently, but not alone. Depending on the student, some may be able to lead a lesson or discussion or develop an activity for the class/program.

How much time should the Arrupe student participate in a placement?

The standard time for each student is two hours/week for eight weeks during the academic quarter. Students have at least 16 hours of completed participation at the end of the quarter. However, the expectation is for students' consistent participation each week. Arrupe site supervisors help students who need to make up missed sessions due to illness or emergency.

How do I complete the CBL Site Supervisor Evaluation?

At the orientation, students receive a CBL Site Supervisor Evaluation, which must be completed by the site supervisor at the end of the quarter. This document helps students to track their hours, and attendance at their Arrupe placement site. More importantly, this evaluation is for site supervisors to assess the students level of engagement. Students must turn in this completed and signed document to their instructors at the end of the quarter, and faculty use it to appropriately grade the students community-based learning portion of their course

requirement. Your honest feedback is helpful as faculty must grade students engagement. In addition to verifying the total hours completed, please set some time aside to complete the final evaluation at the bottom of the form. Students are responsible for picking up and turning in their completed evaluations to their professors.

1 = student has failed to meet the expectations, lacking commitment & effort

3 = student has met the expectations with average participation

5 = impressive student who has exceptionally exceeded expectations (this rating should be reserved for those who stand out significantly among their peers)

How do I address issues or concerns?

If you should come upon any issues or concerns at any point in the quarter, feel free to contact the Arrupe Weekly Engagement staff to help you. We are happy to work directly with the students, faculty, or help in facilitating meetings.

Additional Benefits

Professional Development Workshops

Workshops offered twice a year by professional trainers through Santa Clara University's Human Resources Department and/or faculty or staff. Workshops are offered at no cost to our community partners, and usually include a meal and workshop materials.

Past workshops have included:

- ~ Balancing Work and Home
- ~ Communication Skills for Managers
- ~ Technology Training

QUARTERLY SUMMARY OF WEEKLY ENGAGEMENT PROGRAM

In the Arrupe Weekly Engagement Program, Ignatian Center staff, Santa Clara faculty, community partners, and students reflect on both classroom and placement learning, yielding tangible benefits to the community as well as an integrated educational experience.

First Week of the Quarter: First Class and Sign-ups

- Students will receive information in their class detailing the community partners that are appropriate to the course.
- Students select and register for their placement.
- Placement requirements: Some placements require a TB test or fingerprinting. It is each student's responsibility to complete the necessary requirements before starting their placement.

Second Week of the Quarter: Orientations

- All students must participate in a mandatory orientation at their respective placement site.
- Community partners, who serve as on-site educators, will identify activities and tasks for students which are appropriate for meeting course requirements.

Third through 10th Weeks of the Quarter: Weekly Engagement

- Students participate in the community for their weekly engagement two hours per week.
- Students must be responsible for meeting the expectations of their community partners and meeting class goals.
- It is the student's responsibility to make up any missed sessions during the quarter.
- Over the course of the quarter, students provide feedback through the online Electronic Progress Report (EPR)
- Student responses to the EPR are shared with placement supervisors and with faculty who request to see them. Please encourage students to complete the EPR.
- The 10th week is the last week of placement. At this point, students must have fulfilled their full commitment of 16 hours at their respective Arrupe placement sites.
- Students provide faculty with completed and signed CBL Site Supervisor Evaluation at the completion of the placement.

ARRUPE COMMUNITY PARTNERS

Adult ESL/GED

- Building Skills Partnership
- CET Sobrato Vocational Training (ESL/GED)
- ESL at Santa Clara Adult Education
- GED at Santa Clara Adult Education
- Sacred Heart Education Center
- Sunnyvale-Cupertino Adult Education

Community/Family Theatre

- Teatro Corazon (fall quarter only)

Day Worker Center

- Day Worker Center of Mountain View

Health and Disabilities

- Alzheimer's Activity Center
- Capernaum Project
- Focus for Work-Catholic Charities
- Grace Community Center
- Health Trust
- Hope Services
- Independence Network
- Mission Skilled Nursing Facility
- Morgan Autism Center
- Skills Plus

Homeless

- Believers in Christ
- Julian Street Inn
- Martha's Kitchen

Multi-Service Agency

- Sacred Heart Community Services

Immigration & Law

- CET Immigration & Citizenship Program
- Community Law Center

Senior/Elderly Programs

- Alma Senior Center
- Mayfair Community Center
- Yu-Ai Kai

Education

- Foothill High School
- Bellarmine College Prep
- Breakthrough Silicon Valley
- Bronco Urban Gardens
- Buchser Middle School
- BUILD
- Cabrillo Middle School
- Children, Youth & Family Development – Catholic Charities
- Community United
- Cristo Rey
- Estrella Family Services
- Ocala Middle School (AVID Program)
- Overfelt High School (AVID Program)
- Project Access
- Rocketship Mateo Sheedy Elementary School
- Sacred Heart Community Services
- Sacred Heart Education Center
- San Jose Day Nursery
- Santa Clara High School (AVID Program)
- Scott Lane Elementary

Visit our website for detailed information for each of our community partners:
<http://www.scu.edu/ic/cbl/partners.cfm>

SUGGESTIONS FOR ORIENTATION

This is merely offered as a guide to placements and is not meant to dictate what the orientation must include.

Overview of organization/agency

- History
- Populations served (ethnicities, languages, age groups)
- Programs offered by organization/agency

Tour of facility, if applicable

Specific program(s) that SCU students will be involved in

- Type of activity that students will be doing (i.e. tutoring, serving meals, etc.)
- Who will be primary supervisor? Phone number and contact information
- Who will they be interacting with? (i.e., children, immigrants, etc.)
- Agency dress code
- Tips/advice for engaging with clients

Placement Requirements (if applicable)

- TB tests
- Fingerprinting

Responsibilities of SCU students – Review of Student Participation Guidelines by Arrupe staff

- Confidentiality
- Appropriate dress when working in the community
- Avoid Use of Electronic Devices
- Quarterly Participation Commitment
 - Electronic Progress Report (EPR)
 - Review SCU and Arrupe academic/holiday calendar
 - Organization/agency holidays and/or other closures (include field trip days)
 - How to arrange make-up times (who to call when students misses placement)
 - Sign-in/out system
 - CBL Site Supervisor Evaluation (provided by Arrupe staff)
 - Organization/Agency requirements
- “Boundaries” – discuss what would be considered inappropriate service, i.e. transporting clients or going to client’s home

Note: If SCU students are placed in more than one program at the agency and have different supervisors, it would be helpful to divide students during the latter part of the orientation to meet briefly with their primary supervisor and get a brief orientation specific to the activity they will be doing.

STUDENT PARTICIPATION GUIDELINES

PROGRAM VALUES

- **Reciprocity:** Reflecting a commitment to solidarity, SCU-community partnerships (and students' encounters in the community) are marked by mutuality and reciprocal relationships.
- **Community:** Community partners support student learning regarding dimensions of power and privilege from their own experiences of resilience in the face of struggle or vulnerability.
- **Connections:** Participating faculty guide students in identifying and probing integral connections between course content and community context.
- **Reflection:** Students' experiences and assignments from various disciplines prompt reflection about their citizenship in local and global communities, moral development and vocational discernment.

COMMITMENT

You are expected to participate at the placement for eight consecutive weeks or the full time commitment for which you have signed up. Make-up days for any holidays or absences should be arranged with your site supervisor - avoid leaving all make-up days until the end of the quarter. In addition to the weekly engagement, you will be asked to complete an EPR (electronic progress report).

If you drop your community-based learning course, you are welcome to continue participating but if you choose not to, please contact the Ignatian Center and site supervisor to let them know.

COMMUNITY-BASED LEARNING EVALUATION

In their role as co-educators, your site supervisors will help guide your learning in the community, and will also evaluate your participation in the community. Remember to submit your completed CBL Site Supervisor Evaluation to your instructor at the end of the quarter.

ENGAGED PARTICIPATION

Be fully present and engaged while learning at your placement. Do not use cell phones, lap tops, I-Pods, or other electronic devices. Socializing with other SCU students during your community experience is also discouraged.

DRESS CODE

Dress respectfully for the population with which you are working. Dress in a manner that will allow you to participate in the activities of the placement, covering bare shoulders, midribs, and tattoos. Respect and observe specific dress codes that the agency may have, i.e., wearing close-toed shoes, avoidance of gang "colors," team logos, logos for alcoholic beverages or wording that may have a double meaning or be offensive to the population being served. If you are dressed inappropriately for your placement, you may not be allowed to participate that day.

SAFETY/PERSONAL BELONGINGS

Be responsible for your own personal items while in the community. Lock personal belongings in a designated space at the community agency or leave them at home or locked in the safety of the trunk of the car. Walking in pairs to and from the car during the evenings is recommended. Sharing personal information with anyone other than agency staff while engaged in the community is discouraged. This includes but is not limited to your address, cell phone number, and social media (e.g. Facebook, Twitter, LinkedIn, Instagram).

CONFIDENTIALITY

Maintain the privacy and confidentiality of all with whom you interact unless given explicit permission to do otherwise. Any written assignments or discussions shared with others must disguise people's names and identifiable characteristics (e.g. by using pseudonyms).

TRANSPORTATION

You are responsible for your own transportation to and from your placement. Options include: personal vehicle, Zipcar (students enrolled in classes with a required Arrupe placement may apply for Zipcar membership as CBL affiliates and receive 16 hours of free Zipcar use), carpool, public transportation, or bike (the Ignatian Center has a limited number of bikes available on a first-come, first-served basis). For more information, visit: www.scu.edu/arrupe/students.

ISSUES/CONCERNS

Contact your site supervisor, instructor and/or the Ignatian Center should you have any concerns, problems or questions.

CBL Site Supervisor Evaluation

- *Site Supervisor: Use this form to evaluate student's participation at the completion of their community engagement.*
- *Student: Use this form to track participation then submit completed hours and evaluation to instructor at the end of the quarter.*

SCU Student's Name: _____

Course: _____ Instructor: _____

Arrupe Weekly Engagement Organization: _____

Date	Activity	Time In	Time Out	Site Supervisor Initials	Total Time
Total hours of participation					

To be completed by Site Supervisor

Please complete and sign this final evaluation so the student can receive proper credit for their community-based learning experience. You may also submit this form to the Ignatian Center or instructor directly via email.

	Unsatisfactory				Excellent
Learning: Student was eager to learn with and from the community.	1	2	3	4	5
Solidarity: Student demonstrated respect for staff and clients.	1	2	3	4	5
Commitment: Student was responsible in keeping their schedule, making up missed sessions, and being punctual.	1	2	3	4	5
Roles and Responsibilities: Student met placement goals and expectations.	1	2	3	4	5

Comments

Print Name: _____ Phone: _____

Signature: _____ Date: / /