

Guide to Community- Based Teaching

**Center for Social Concerns
University of Notre Dame**

This document was produced by Annie Cahill Kelly and Connie Snyder Mick through contributions by staff at the Center for Social Concerns and across the University of Notre Dame. Thanks to all who shared their insight and expertise in crafting this document. Copyright 2016.

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Part I.

Preparing Your Course

What is the optimal timeline for developing a community-based course?

Three months or more prior to the start of the semester:

- Contact Dr. Connie Mick at the Center for Social Concerns to discuss the community-based learning pedagogy. Review current syllabus and understand how to integrate the CBL component.

Two to three months prior to the start of the semester:

- Meet with Annie Cahill Kelly at the Center for Social Concerns.
 - Review syllabus and share course goals and objectives.
 - Share hopes for students and student learning in community.
 - Discuss possible organizations for students' CBL placements.
- Annie Cahill Kelly will contact community partners to ask if they can host students. She will share the syllabus, the course goals and objectives, and the professor's hopes for the students' work in the community.

One month prior to start of semester:

- Annie Cahill Kelly will arrange a meeting with the faculty member and the community partner. The meeting will provide each party the opportunity to share their needs and interests and to develop an appropriate plan for placing students relevantly and in ways that meet the organization's interests and goals as well.

Start of semester:

- Annie Cahill Kelly is available to present pertinent information to students through in-class presentations. She will provide students information on the community organizations and transportation to the sites. She also will speak to the expectations of students and help provide context for the work they will be doing.

Throughout the semester:

- Annie Cahill Kelly will encourage on-going communication between the faculty member and the community partner. Any issues that arise will be addressed. If necessary, Annie will facilitate a meeting to resolve any challenges.

Conclusion of semester:

- Annie Cahill Kelly will arrange a meeting between the faculty member and the community partner to evaluate the community-based learning component of the course. The faculty member is encouraged to share any final papers or projects with the community partner upon completion of the course.

For more information contact Dr. Connie Mick at cmick@nd.edu or Annie Cahill Kelly at cahillkelly.1@nd.edu.

How can I incorporate community-based research into my course?

Adding a research component to a course can be accomplished most effectively by asking an organization to identify a question about their organization or service, whereby if the answer was known, could help them in implementing their mission more effectively or efficiently, or simply just differently. The question needs to be well-defined and able to be addressed within the time frame of the course. This might mean that a class can only do a piece of a research project such as issue identification OR the development of a survey or focus group guide, OR the analysis of a previous data set and a short report of findings. To do justice to a community-based research project one should also leave time in the syllabus to present any findings to those who provided the data to ensure that student interpretation of results is credible and/or accurate.

For more information contact Dr. Mary Beckman at mbeckman@nd.edu.

Resources

Israel, Barbara, Eng, E., Schulz, A.J., Parker, E.A., *Methods in Community-Based Participatory Research for Health*, Jossey-Bass, San Francisco, 2003.

Minkler, Meredith and Wallersteing, Nina (eds), *Community-Based Participatory Research Health From Process to Outcomes* (Second Edition), Jossey-Bass, San Francisco, 2008.

Patton, Michael Q., *Qualitative Evaluation and Research Design*, Sage Publications, Newbury Park, 1990.

Strand, Kerry, Marullo, S., Cutforth, N., Stoecker, R., Donohue, P., *Community-Based Research and Higher Education*, Jossey-Bass, San Francisco, 2003.

Center for Social Concerns community-based research website:

<http://socialconcerns.nd.edu/faculty/cbr.shtml>

How can I incorporate reflection into my community-based course?

Reflection on community-based experience allows students to link what they are learning from their community engagement with what they are learning in the classroom. Journal writing, writing assignments with prompts, small group discussions, a time of silence, case studies, and creative projects are ways of engaging students in reflection. A small group discussion with the community partner, the

professor, and students can be particularly fruitful to address what the students' contributions mean to the overall work of the community organization in conjunction with the learning goals of the course. At the Center for Social Concerns we encourage reflection on Catholic social thought and the opportunity for students to reflect on theological themes of service and justice.

For more information contact Andrea Smith Shappell at ashappel@nd.edu.

Resources

Eyler, Janet, and D.E. Giles. *A Practitioners Guide to Reflection in Service-Learning*. Nashville: Vanderbilt University, 1996.

Eyler, Janet, *The Power of Experiential Education*. Liberal Education, 2009, Vol. 95, No. 4
<https://www.aacu.org/publications-research/periodicals/power-experiential-education>

Kammer, Fred, S.J. *Doing Faithjustice: An Introduction to Catholic Social Thought*. New York: Paulist, 1991.

Killen, Patricia O'Connell, and John de Beer. *The Art of Theological Reflection*. New York: Crossroad, 1994.

How can I incorporate elements of Catholic Social Teaching into my community-based course?

One of the basic roles of higher education is to form responsible leaders in society. Catholic Social Teaching (CST) provides a vision for a good society. Catholic Social Teaching provides a framework of values that balances individual rights with the common good. Invite students to identify and discuss situations in which the main principles of human dignity, solidarity, and the common good apply. Case studies are concrete ways for students that allow the integration of social teachings in a context that is relevant to their discipline. Emphasize an analytical formula of See-Judge-Act and highlight the interrelationships of structures. Incorporate justice education lectures on campus into class assignments and discussion. Invite a specialist in CST to be a guest lecturer in one of your classes to show the integration.

For more information contact Bill Purcell at wpurcell@nd.edu.

Resources

Eifler, Karen and Jeff Griep, Peter Thacker, "Enacting Social Justice to Teach Social Justice: The Pedagogy of Bridge Builders." *Catholic Education: A Journal of Inquiry and Practice*, Vol. 12, No. 1, September 2008, 55-70.

Kathleen Maas Weigert and Alexia K. Kelley, *Living the Catholic Social Tradition*. Lanham, MD: Rowman & Littlefield Publishers, 2005.

Kevin McKenna, *A Concise Guide to Catholic Social Teaching*. Notre Dame, IN: Ave Maria Press, 2013.

United States Catholic Conference of Bishops, *Compendium of the Social Doctrine of the Church*. Washington, DC: USCCB, 2005.

United States Catholic Conference of Bishops, *Sharing Catholic Social Teaching: Challenges and Directions*. Washington, DC: USCCB, 1998.

What grants or financial support are available to support my course?

Options for funding vary depending on your home college, department, and institutional status. The following list gets you started in your internal and external search for resources. Note that many grants might be relevant even if they aren't specifically flagged for community-based work. Course development grants, for example, are often described as being for new or "substantially redesigned" courses. Adding a CBL approach to your course might qualify as that "substantial redesign." When possible, the Center for Social Concerns will try to offer support for one-time academic community engagement projects, celebrations, or activities.

For more information contact Dr. Connie Mick at cmick@nd.edu.

Arts and Letters

- Teaching Beyond the Classroom: <http://al.nd.edu/advising/faculty-teaching-resources/>
- Teaching Beyond the Classroom Graduate Student Grant: <http://al.nd.edu/advising/faculty-teaching-resources/tbc-graduate-student-grant/>

Institute for Scholarship in the Liberal Arts

- General: <http://isla.nd.edu/for-faculty/internal-funding/>

Center for Social Concerns Course Development Grants

- http://socialconcerns.nd.edu/faculty/course_dev.shtml

The Rodney F. Ganey, Ph.D. Collaborative Community-Based Research Mini-Grants

- http://socialconcerns.nd.edu/faculty/mini_grant.shtml

Indiana Campus Compact Grants

- <http://indianacampuscompact.org/grants>

Corporation for National and Community Service

- <http://www.nationalservice.gov/build-your-capacity/grants/funding-opportunities>

What should I consider if I want to teach an international community-based course?

Like all good community-based courses, international community-based courses should contain a course description, general and specific learning objectives, components of a traditional syllabus (required reading, assignments, exams, papers, academic journals, field observation reports, etc. to be used as the basis for the course grading), and specific evaluation and grading criteria.

In addition, international community-based courses should contain

- Within the course description:
 - What the students are going to learn (e.g. knowledge, perspectives, skills) in the international environment that they could not learn at home;
 - How the program takes advantage of the international environment (e.g. academic and cross-cultural site visits, guest professors, assignments, etc.)
 - What the funding obligations are of the student, costs and expenses of the course and travel.
- Clear objectives, collaboration, and communication with the community partner(s), agencies, organizations (e.g. site partners involved in the in-country community-based learning component) about the nature and objective of the CBL or ISL component. The course should be offered in collaboration with well-established, trusted, and known community-based agencies, or other organizations located in the host community and it should be properly vetted. The course should foster awareness of and minimization of harmful individual and course-related environmental and social-cultural impacts. Depending on the cultural context and level of partnership, this could be formalized by creating a “partnership agreement” or a “memo of understanding” between the faculty and the community partner(s).
- Attention to issues related to risk management, health, and safety of the students while abroad and the safety and confidentiality of the staff and populations of the community partner organization(s). These include meeting all the proper standards, policies, procedures, and University protocol for undergraduate travel while abroad. These may include but are not limited to requiring students to meet with University Health Services for consultation on required vaccinations for travel, purchasing international health and evacuation insurance, applying for undergraduate student travel permission, etc. For the safety of the community organizations, additional measures could include but are not limited to requiring students to have criminal background checks, sign additional waivers and confidentiality statements protecting vulnerable populations of the organization(s). Faculty should clearly inform students of the code of conduct and be prepared with protocols and procedures for the handling of any disciplinary issues.
- A day-to-day syllabus and schedule, for the in-country component of the course, integrating lectures, site visits, meetings with host country experts and resource personnel, readings, assignments, discussions, reflection periods, and the community-based or service-learning components. This aids managing student impressions and improves the quality of their work by helping them make connections between learning activities. Also be mindful of human and

physical limitations (jet lag, adjusting to time, etc.) when designing the daily syllabus and schedule.

- A pre-departure component, preparing students for the academic and cultural experience of the host country. Consider additional training sessions if needed to ensure preparedness and to address risk issues to students and to the community partner(s). This preparation should occur in the class sessions prior to deployment or as additional scheduled sessions if needed. Depending on the timing of the course being offered, pre-departure components could also include attending additional sessions already institutionalized within the Center or the University.
- A re-entry component, where students are debriefed about their experiences and integrate what they learned abroad into the coursework back on the home campus. This kind of intentional reflection should occur within the classes back on the home campus immediately following the in-country component but additionally, faculty may wish to consider a more social gathering around a meal and photo-sharing.
- Assessment, of student learning outcomes and overall student experience so that subsequent course offerings may be improved based on the assessment.

*Written and adapted by Rachel Tomas Morgan, Center for Social Concerns, from various resources including Spencer & Tuma, *The Guide to Successful Short-Term Programs Abroad*, NAFSA Association of International Educators (2007); Forum on Education Abroad *Standards of Good Practice for Short Term Education Abroad Programs* (2009); and from many symposia and various colleagues in the field of international service-learning and study abroad.*

For more information contact Rachel Tomas Morgan at rtomasmo@nd.edu.

Part II.

Overseeing Your Course

What language can I use in my syllabus to establish a contract with students regarding CBL expectations?

Clear communication about expectations for community-based work is critical and should be clearly written into your syllabus and reinforced in class discussions throughout the semester. Ideally, community partners would be part of crafting and approving that language and giving you feedback on how successfully students are meeting those expectations in their presence. Give at least as much care in describing the CBL elements of your course as you would describing the expectations you have for an exam or term paper, for example, making sure students understand your rationale for using CBL to meet the learning objectives for that course. It might be self-evident to you, but students often need a clear conversation about how this pedagogical approach will enhance their learning and how it is being assessed as part of their course grade. Be clear on that yourself; then be clear with students and community partners. If this connection isn't communicated clearly, community engagement can feel like something extra to students, detached from the "real" work of the coursework happening on campus. If possible, invite community partners to contribute to this language in your syllabus and do make certain that they receive a copy of your syllabus when it is finalized for their own reference throughout the course.

CBL is employed in different ways in different courses, so there isn't one "right" way to do this. Some effective practices include writing the following into the syllabus and following up with discussion in class before engagement begins and occasionally thereafter as needed. A strong representation of CBL in the syllabus might include:

- A clear **rationale** explaining why community engagement will help students reach specific learning objectives for this course (e.g., a Spanish CBL course might be designed to advance linguistic skills through authentic dialogue in the target language with staff, parents, and children at La Casa de Amistad)
- A brief introduction to the **mission and nature of the work of community partners** your course engages
- A detailed message on how **student communication with community partners** should happen, including contact information; or, a note stating that such information will be provided separately
- A clear outline of what is **required** and what is only **encouraged** engagement
- A clear explanation of expected **frequency** of contact (e.g. weekly, bi-weekly, etc.)

- A clear explanation of **accumulative hours** of contact that aligns with community partner expectations (e.g. “15-20 hours per semester” or “12 hours minimum,” etc.)
- Expected **start date** (or range) that aligns with community partner availability, site orientation, etc.
- Expected **end date**. Students should not be required to engage past the last day of classes, but they may elect to do so on their own to assist community partners.
- A statement about **transportation safety** and *access* that reflects current University advice and offerings. See next section below or http://socialconcerns.nd.edu/campus_local/vehicle.shtml
- A statement about the importance of **safety** for students, community partners, and community members that reflects protocol outlined by Notre Dame’s Office of Risk Management. See: Risk Management section on page 16.
- An **invitation** to talk and/or write as needed about moving and/or disturbing experiences on site that require processing

For an example of a syllabus statement please see Appendix B on page 22.

How do students travel to their sites?

Students may use their own vehicles to drive to their orientations and/or weekly service venues. Driving directions to sites are available through the Center for Social Concerns.

Students working at an organization located on a bus route that has a safe and relatively efficient stop should take Transpo. Information on the Transpo routes and times is available on Transpo’s website <http://www.sbtranspo.com/> or by calling Transpo’s main number: 574-233-2131. University students ride free upon presenting their Notre Dame student ID.

The University owns a fleet of vehicles that are made available for rent to professors, staff, and students doing coursework in the local community. The Center for Social Concerns facilitates the reservation of these vehicles for students and faculty members in Community-Based Learning Courses and service projects. The Center pays the rental fee for vehicles used for service or community based learning. The rental fee is \$50 per day for each vehicle.

- All students who hope to be in carpools or use transportation facilitated by the Center for Social Concerns **MUST**
 1. Attend a Notre Dame Driver training course. Scheduled sessions are held at the Transportation Services Building* every Tuesday at 10:30 a.m. and every Thursday at 3:00 p.m. (contact Transportation at 631-6467). * Located on the North end of campus, down the road from the Post Office at the corner of St. Joseph Drive/Juniper Road and Douglas Road.

2. Complete and pass a CSC Vehicle Policies and Procedures course via Sakai. To access the course
 - Login on to Sakai
 - Click on My Work Space
 - Click on Membership
 - Click on Joinable Sites
 - Search for course name CSC Vehicle Usage Course and join the course.
 3. Complete an online request form
 - Visit CSC webpage socialconcerns.nd.edu
 - Click on About the Center / Facilities
 - Click on Vehicle Request Form
 4. Vehicles are not available on the following dates
 - Mid-Term Breaks
 - Easter Break
 - Thanksgiving Break
 - Reading Days and Final Exams
 - The Center for Social Concerns retains the right to cancel vehicle usage during extreme weather and road conditions.
- It will be the responsibility of each carpool member to communicate with the driver, indicating if they will not be going on a certain date. As required by the policies and procedures, during the semester on weeks that the carpool will not run, the driver must cancel the vehicle two days before the designated date by emailing cscvans@nd.edu *and* calling 631-5293. Failure to do so may result in the loss of driving privileges.
 - If you have concerns or questions feel free to e-mail (jmay3@nd.edu) or call (631-5293) Joaniemay at the Center for Social Concerns.
 - For more information, please visit the CSC's website at:
http://socialconcerns.nd.edu/campus_local/vehicle.shtml

How can I help students understand the local context of the South Bend community with which they will engage just a small number of people?

This is an important component of ensuring that students approach the community in a respectful and mutual manner. South Bend is a small but strong city, and like other cities across the country has populations that struggle. Those populations don't define the whole of the South Bend community, nor do they need saving. The people the students will encounter, while currently struggling, also have much to offer. It is the hope that students will enter into relationship with those they meet in a mutually respectful and caring way.

For additional information about the South Bend community, please visit the following sites:

Chamber of Commerce of St. Joseph County:

- <http://www.sjchamber.org/live/communities-in-st.-joseph-county/>
- http://www.sjchamber.org/clientuploads/PDFs/ED/2015/chamber_economic_profile-EDIT.pdf

South Bend Community School Corporation:

- <https://www.edline.net/pages/SouthBendCSC/>

United Way of St. Joseph County:

- <http://www.uwsjc.org/>

What are best practices for clear communication among students, professor, and community partners in community-based courses?

On-going and clear communication between the faculty member and the community partner is essential for a successful community-based learning experience. Meeting prior to the start of the semester to share individual and common goals and objectives will assist in creating a clear and thorough understanding. Maintaining that communication during the course of the semester is important, especially if students encounter any problems, or if students are not consistent in their attendance. Annie Cahill Kelly at the Center for Social Concerns is available to assist with any communication challenges that arise.

At the start of the semester, Annie Cahill Kelly will provide students contact information for the community partners and their preferred method of communication. During the semester if students are unable to go to the community organization on a particular day, they must notify the community partner in a timely manner. Likewise, if a situation arises at the community organization and they are unable to host students on a given day, the community partner should contact the faculty member and ask that the message be forwarded to students.

Part III.

Assessing Your Course

What are best practices for assessment of community-based courses?

In developing student assessment for a community-based course, there are five main questions to ask:

1. What academic content might you consider assessing?

As in any course, the student learning objectives should indicate changes in student development, attitudes, knowledge, and/or behavior as a result of participation in the course. One approach to articulating objectives for a service-learning course would be to clearly distinguish between “service” and “learning” outcomes. For example, in an education-focused service-learning course, a service objective would be for students to effectively tutor children in reading and math; a learning objective would be for students to describe how school contexts shape children’s academic achievement. Ideally, these objectives are connected to what measurable or demonstrable action students must *do* to develop a specific desired competency. Keep in mind that the service and learning objectives that you develop for your course should be prioritized according to what would most benefit the sustainability of your community partners, so it’s also important to consult with them as you plan out your course.

2. How would you assess it? And why?

There are a variety of quantitative and qualitative assessment tools that can be used to measure and evaluate what students learn in service-learning courses. Conventional methods of assessing learning used in traditionally taught courses might be insufficient in capturing the complex knowledge that students acquire through their participation in service-learning.

3. Are there other types of learning you should consider assessing?

Service-learning is unique in that it requires students to become active agents in their own learning. Thus, you may also wish to evaluate learning related to aspects of the course that go beyond rote “book-learning,” such as: their ability to demonstrate how they apply academic knowledge to their work with the community; their ability to relate to diverse populations; their sense of civic responsibility; their ability to talk about what they have learned and how they have learned it; their understanding of the process of service to others; and other higher-order thinking skills such as problem-solving, creativity, imagination, and teamwork.

4. How would you evaluate the types of learning stated in Question 3?

In addition to the evaluation of conventional student outputs such as term papers or group projects, you might also want to include more critical self-reflective classroom activities (e.g., group dialogues) or

assignments (e.g. journals or pre-and post- papers) in order to assess how students are reacting to the service experience, and how they understand their own growth and learning throughout the course.

5. What else can I assess from my community-based learning course?

In addition to gathering data about student learning outcomes, you may also want to think about assessing your course from a program evaluation perspective. Evaluation is instrumental to the sustainability of service-learning in that it clarifies a program's planned theory of change, enhances accountability, and conveys results to stakeholders. It also identifies changes that need to be made in a program, and documents progress and gains toward larger goals. In addition, program evaluation can help bolster arguments for additional funding, resources, expansion, or possible new directions. Community-based courses provide many opportunities to evaluate impacts on students, communities, faculty, institutions, and partnerships. You may wish to identify larger-scale factors such as environmental or contextual issues or concerns (e.g., scheduling, partnerships, transportation, curriculum, community impact), the fit of your programming with the educational goals of your department or college, and professional development and growth resulting from participation in service-learning. Process evaluations can also be implemented to evaluate intermediary outcomes in the design, planning, and implementation stages of your community-based learning course.

For more information contact Jay Brandenberger at jbranden@nd.edu.

Part IV.

General Information

What Risk Management concerns do I need to address in community-based learning?

Barb Davey is the key contact for community-based learning questions related to Risk Management. Please review the Risk Management Guide for Community-Based Learning (available at the Center) as you plan your course so that you structure your course and communication to reduce risk and manage health or legal crises should they arise.

<http://blogs.nd.edu/community-engagement-faculty-institute/resources/>

For more information contact Barb Davey at bdavey@nd.edu.

Why should I think about media coverage for my community engagement activities?

The reasons are many—encouraging students to consider participating in a CBL course, promoting our community partnerships, raising awareness of the benefits of our community-based learning pedagogy, enhancing community relations, attracting donors who value community engagement—all of which tie in with the mission of the university: to create a sense of human solidarity and concern for the common good that will bear fruit as learning becomes service to justice.

How do I obtain media coverage for community-based teaching engagement activities?

There are a myriad of opportunities to publicize engaged learning activities within the university and externally through the media. JP Shortall, Director of Communications at the Center for Social Concerns, can consult with you on media coverage for both internal and external audiences. Please make an appointment with him prior to the start of your class so that he can plan accordingly for coverage.

For more information contact JP Shortall at jshortal@nd.edu.

What permissions do I need to capture photographs or video for any participants engaged in my community-based teaching activities?

The University requires as a matter of standard protocol that we obtain signed release from anyone inside or outside the University, including students who we are photographing, videotaping, or interviewing. For those who are underage, it is important to obtain a signed release from a parent or guardian. It is also important to explain exactly how the photograph, interview, or video will be used given how easy it is to duplicate, manipulate, and disseminate any of them on the web or through social media. The University's photo release is very broad, allowing us to use images in any medium for any purpose.

See Appendices C and D for photography and video releases, respectively.

What are the ethics of conducting original research and working with vulnerable populations?

Community-based work naturally invites original field research, particularly interviews and documentary film and photography. If you have not been trained in these methods, there are many resources for you to access. Composition websites and textbooks often offer clear guidance on methods for basic field research. Notre Dame's Office of Research will advise you on its protocol for IRB approval (please see next section). Community partners might also articulate their rules and reasons for protecting their clients in their orientation materials. Make sure you are familiar with all of these resources and explain to students that these aren't just course or academic rules but serious issues regarding safety and human dignity that should extend beyond the classroom and into all the venues where they discuss their experience.

At a time when it is easy and common for students to take and post photos and film from their own experiences, it is important to ensure that students learn how to exhibit the highest level of care and protection for human subjects, even if they feel that they have become friends through their service connection. Class discussions and assigned writings can help students explore the complex tension between wanting to capture and share important stories and the need to protect persons who might be vulnerable due to their legal status, offender or ex-offender status, age, or connection to abusive persons. An early semester discussion about how celebrating one's service on Facebook, for example, can feel like exploitation to those positioned as the object of charity will help students make good decisions about representing their interactions with integrity.

Resources:

Colorado State Writing Center: Guide to Conducting Original Field Research

<http://writing.colostate.edu/guides/guide.cfm?guideid=23>

Visual Literacy Standards: <http://www.ala.org/acrl/standards/visualliteracy>

"Picture Perfect (?): Ethical Considerations in Visual Representation," Sonya de Laat

<http://digitalcommons.mcmaster.ca/cgi/viewcontent.cgi?article=1140&context=nexus>

What do I need to know about IRBs and community-based learning?

Dr. Jim Frabutt and Nakesha Alexander are the key contacts for IRB questions related to CBL. Please review the *Guide to Community-Based Learning and IRB* below as you are developing your course to ensure that your work meets University expectations and can be used in future research projects. Please refer to your binder for the Community-Based Learning and IRB guidance document. Additionally, please find at the same link the Student Research IRB FAQs document.

For more information contact Jim Frabutt at jfrabutt@nd.edu or Nakesha Alexander at nalexan1@nd.edu.

Are there other faculty at Notre Dame who have taught CBL courses that I can contact for additional advice?

There are many faculty across campus who have taught CBL courses. Additionally, information is listed on the Center for Social Concerns website for Faculty Fellows of the Center as well as Ganey Research Award winners.

Please contact Dr. Connie Mick (cmick@nd.edu) at the Center for Social Concerns for a listing of faculty members from your own department.

Center for Social Concerns Faculty Fellows: <http://socialconcerns.nd.edu/faculty/faculty-fellows.shtml>

Center for Social Concerns Ganey Research Award winners:
http://socialconcerns.nd.edu/faculty/ganey_award.shtml

Is there a way to report information regarding my community-based class to the University?

In collaboration with the Registrar's Office, the Center for Social Concerns tracks courses that have a community engagement component. Dr. Connie Mick invites all faculty each semester to notify her if a course has engagement opportunities. Courses are then identified as such in Class Search.

The University's Office of Public Affairs tracks community engagement efforts on behalf of the University. You can enter information regarding your course at <https://engage.nd.edu/>.

APPENDICES

Appendix A
Contact Information

<p>Nakesha Alexander Research Compliance Coordinator Office of Research 574-631-1389 Nakesha.Alexander.65@nd.edu</p>	<p>Rachel Parroquin Assistant Professional Specialist Romance Languages and Literatures Center for Social Concerns 574-631-2713 Parroquin.1@nd.edu</p>
<p>Mary Beckman Associate Director of Academic Affairs and Research Center for Social Concerns 574-631-4172 Mary.P.Beckman.9@nd.edu</p>	<p>Bill Purcell Associate Director of Catholic Social Tradition & Practice Center for Social Concerns 574-631-9473 wpurcell@nd.edu</p>
<p>Jay Brandenberger Assistant Director of the Center for Social Concerns Director of Research and Assessment Center for Social Concerns jbranden@nd.edu 574-631-7943</p>	<p>JP Shortall Director of Communications Center for Social Concerns 574-631-3209 jshortall@nd.edu</p>
<p>Annie Cahill Kelly Director of Community Partnerships and Service Learning Center for Social Concerns 574-631-7862 CahillKelly.1@nd.edu</p>	<p>Andrea Smith Shappell Associate Director of the Center for Social Concerns Director of Theological Reflection & Summer Service Learning Program 574-631-7867 Shappell.1@nd.edu</p>
<p>Barbara Ann Davey Risk Management Specialist Risk Management and Safety 574-631-6975 Barbara.A.Davey.1@nd.edu</p>	<p>Rachel Tomas Morgan Associate Director of the Center for Social Concerns Director of International Service Learning Center for Social Concerns 574-631-9404 TomasMorgan.2@nd.edu</p>
	<p>Danielle Wood Community-Based Learning Research Associate Center for Social Concerns 574-631-1442 dwood5@nd.edu</p>
<p>Connie Snyder Mick Associate Director of the Center for Social Concerns Director of Community-Based Learning Center for Social Concerns 574-631-0498 cmick@nd.edu</p>	<p>Community-Based Learning Transportation 574-631-5293 cscvans@nd.edu</p>

Appendix B

Sample Syllabus Statement | Dr. Connie Snyder Mick

The word "community" in our title indicates that this section of Writing & Rhetoric enables students to learn through engagement with the local community. There's no better way to recognize the complexity of the causes, consequences, and proposed solutions to social problems than to engage with those who experience them firsthand every day (Argument Alert: See how I just moved from *informing* you to trying to *persuade* you that the community-based approach is outstanding pedagogy? We will attend to these rhetorical moves throughout the course.). In addition to reading the work of academic experts, then, we will gain personal experience to add to our understanding of the challenges of positive social change in South Bend and, by extension, throughout the world.

Our community partner for this course is the Center for the Homeless (<http://www.cfh.net/>). We will arrange weekly service placements for you so that you can meet the guests and staff and understand how this organization addresses social challenges in South Bend. We will also work with University and Center for the Homeless researchers studying motivation and retention in education programs at homeless centers as their success has declined recently, so you will gain valuable community-based research skills as well. Note that community-based learning (CBL), also called service-learning, is different from the direct volunteering you might do elsewhere because the service you do for this course is directly tied to the academic content and learning goals of the course. The readings and writings you do in class will be integrated with your service placement, asking you to analyze, reflect on, and research issues related to your service on site. Our community partners are aware of those objectives and will act as additional educators in this course, helping guide you through that analysis and reflection.

On INSERT DATE, Center for Social Concerns' Director of Community Partnerships and Service Learning Annie Cahill Kelly will visit our class to help you understand more about community-based learning. She will address such issues as transportation and risk management protocol—how to get to and from your service on time and safely. She and I will answer additional questions on that day, but you should feel free to contact me immediately if you have any challenges with your service throughout the semester. You can also contact me if you are moved by what you experience there and just want to talk about it. We will also have opportunities to discuss your service in class each week and in your writing.

Your weekly service commitment is 1.5 - 2 hours per week and counts as part of your required coursework. Failure to meet the required minimum will count against your participation grade and will prevent you from completing integrated writing assignments successfully. Your service will start after you have attended the required orientation led by Center for the Homeless staff on INSERT DATE. Your service should start by the third week of classes and continue through our last day of class. You do not have to serve during University breaks or when you are seriously ill, but you must contact your site supervisor regarding any absence as the Center for the Homeless is open 24/7 year round to serve its guests, and your absence will be sorely missed by staff and guests alike. Please apply the rhetorical skills

you learn in this class to demonstrate professional, respectful, and courteous behavior in all your communications with our community partners. I will seek feedback on your service from our partners and will consider that in my assessment of your course participation grade.

Appendix C
Photography Release Form

AUTHORIZATION AND RELEASE

I hereby grant permission to the University of Notre Dame du Lac, and its officers, trustees, employees, agents, students, representatives, successors, licensees and assigns (hereinafter "the University") to photograph or otherwise capture permanently in any form or medium my image, likeness, words, verbal expressions, or other depiction and/or that of my minor children (if applicable) (hereinafter the "Images"). I hereby grant permission to the University to edit, crop, or retouch such Images, and waive any right to inspect the final Images. I hereby consent to and permit Images and/or those of my minor children to be used by the University worldwide for any purpose, including educational and advertisement purposes, and in any medium, including print and electronic. I understand that the University may use such Images with or without associating names thereto. I further waive any claim for compensation of any kind for the University's use or publication of Images and/or those of my minor children (if applicable).

I hereby fully and forever discharge and release the University from any claim for damages of any kind (including, but not limited to, invasion of privacy; defamation; false light or misappropriation of name, likeness or image) arising out of the use or publication of Images and/or those of my minor children (if applicable) by the University, and covenant and agree not to sue or otherwise initiate legal proceedings against the University for such use or publication on my own behalf or on behalf of my minor children. All grants of permission and consent, and all covenants, agreements and understandings contained herein are irrevocable.

I acknowledge and represent that I am over the age of 18, have read this entire document, that I understand its terms and provisions, and that I have signed it knowingly and voluntarily on behalf of myself and/or my minor children (if applicable).

Signature

Date

Print Name

Print Name of Minor Child (if applicable)

Print Name of Minor Child (if applicable)

**Appendix D
Video Release Form**

AUTHORIZATION AND RELEASE

I hereby grant permission to the University of Notre Dame du Lac, and its officers, trustees, employees, agents, students, representatives, successors, licensees and assigns (hereinafter "the University") to videotape my image, likeness, or depiction and/or that of my minor children (if applicable). I hereby grant permission to the University to edit, crop, or retouch such video footage, and waive any right to inspect the final production. I hereby consent to and permit video representation of me and/or those of my minor children to be used by the University worldwide for any purpose, including educational and advertisement purposes, and in any format, including Web site display and CDs/DVDs. I understand that the University may use such videos with or without associating names thereto. I further waive any claim for compensation of any kind for the University's use or distribution of video footage of me and/or those of my minor children (if applicable).

I hereby fully and forever discharge and release the University from any claim for damages of any kind (including, but not limited to, invasion of privacy; defamation; false light or misappropriation of name, likeness or image) arising out of the use or publication of photographs of me and/or those of my minor children (if applicable) by the University, and covenant and agree not to sue or otherwise initiate legal proceedings against the University for such use or publication on my own behalf or on behalf of my minor children. All grants of permission and consent, and all covenants, agreements and understandings contained herein are irrevocable.

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Signature

Date

Print Name

Print Name of Minor Child (if applicable)

Print Name of Minor Child (if applicable)