

MARY BALDWIN UNIVERSITY
CE 102: THE REFLECTIVE SELF in COMMUNITY | 1 Semester Hour
Fall 2020

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Overview

CE 102 is a unique one-semester hour class designed for students to intentionally and critically reflect on a 25 hour (minimum) community involvement experience or an experience that has an identifiable and meaningful community benefit. **Each student will be required to participate in 25 hours of service-learning during this semester – prior service experiences will not be used for this course.** Reflective activities, readings, journaling and on-line discussion facilitate increased understanding of community membership, related societal issues, and the diverse backgrounds and perspectives of community members including oneself. Students must complete and receive approval of a Community Involvement Worksheet identifying the experience in which you will be reflecting.

Learning Outcomes

Enrolling in CE 102 will allow you to:

- a. Reflect on your role and responsibility as a community member
- b. Consider societal issues related to your community involvement
- c. Consider what it means to make an impact in the community
- d. Reflect on the diverse backgrounds and perspectives of community members

Software Requirements

You must be able to access the Internet, read PDF documents, view streaming audio and video, as well as use basic word processing and spreadsheets. If you do not have a high-speed Internet connection at home you need to set aside time in your schedule to access the online material from a computer with a sufficient connection speed. Slow connection speeds at home are not a valid excuse for failing to complete a course requirement on time. It is your responsibility to keep up with the information posted to the course website, including announcements, additional readings, handouts, grades, and assignment guidelines.

***Please note:**

- **You are responsible for checking the course website at least once a week. I will regularly post changes or updates under "Announcements."**
- **Also, because of the module structure of this 1-credit online course, after the first week of class I will only check and respond to emails two to three times per week. Be sure to review the course materials and assignments with enough time to send me questions 2-3 days prior to the deadline.**

Grading

Grading Scale:

93-100	A	87-89	B+	77-79	C+	67-69	D+	59 and below	F
90-92	A-	83-86	B	73-76	C	63-66	D		
		80-82	B-	70-72	C-	60-62	D-		

Grading Totals:

Assignment	Points Possible
1. Introduction Discussion Board	5
2. Review Kolb Learning Model and Positionality	5
3. Reading & Discussion Board participation (5 x 3 points each)	15
4. Civic Engagement Proposal	5
4. Civic Experience Description (20) + Contact Info (10)	30
5. Revisiting your Civic Engagement Experience (20) + Service Log (20)	40
Total	100

Assignments and Evaluation

1. Introduction Discussion board (5%)

Read the instructor introduction in the module 1 folder. Open the discussion board and create a new thread introducing yourself to the rest of the class.

2. Review the Kolb Learning Model (5%)

Review the power point and notes in Canvas in the Module 2 folder. Using the Kolb model as a foundation, answer the following journal prompt in Canvas:

- Our responses to situations are more often than not a reflection of our expectations for that particular situation. How we feel in any given moment does not exist in a vacuum, but is intricately connected to the thoughts, feelings, and intentions that we bring into that moment. Before taking this class even, you had an idea of what it would (or should) be like and what you might get out of it. Let's take this lens to look specifically at your expectations for service-learning. What do you expect service-learning to be like? What do you expect it to be like to volunteer at your particular organization? What are you excited about? What are you afraid of? What are the motivations behind your actions to serve? Go beyond the fact that it's a class requirement – think deeper to explore even your reasons for taking this class, for being in school, for wanting a college degree, for...?
- Use these questions together with the Kolb model as a starting point for your journal entry for this assignment.
 - In at least 300 words, explore your own expectations for your service experience by journaling on the following four points:
 - WHAT – What do you expect the experience to be like? OR - How do you expect your experience to go?
 - GUT – What/How do you expect to feel?
 - SO WHAT – What do you expect to get out of this experience?
 - NOW WHAT – How do you see this experience impacting your future?
 - List at least three perspectives/experiences/characteristics of your own that you believe will influence how you view your community engagement and your "gut" reactions. These could include, but are not limited to, race, class, gender, education level, location, or specific life experiences.
- Remember! The goal here is not to set up expectations that you must then fulfill. Instead, the intention of this assignment is to get you thinking about and exploring your initial thoughts on your service experience. This will become a learning tool at the end of the semester when you have another chance

to reflect on these initial thoughts to see how your perspective(s) may or may not have changed or how things may go differently.

3. Reading & Discussion Board participation (15%)

Asking questions, making observations, deeply listening to others and retracing the lines of recent experiences can take you beyond community involvement to understanding how the world works and what motivates you to impact it. Reflection may take you to places you didn't even know you wanted to go and it might get you there quicker too! Finally, reflecting is a moral act. That's right. By taking some time to purposefully ponder you are doing your job of being a responsible citizen who is aware of her/himself and your motivations for affecting others.

Here's how it works: Complete all reading assignments (all readings are available in their respective module folders in Canvas) and become thoroughly familiar with the concepts and theories presented. Participate in the four discussion boards following each reading. Deadlines listed below.

Each discussion board entry should integrate your thoughts and reflections on the readings with personal examples. There will be question prompts to help you get started, but it is incumbent on you to support your contentions with examples from your service, readings, and the mini-lectures I post in the discussion board.

In addition to your initial discussion post, in each board you will be required to respond to at least two other students' posts. Reply posts must be substantive. Substantive reply posts are determined by the quality and clarity of the information provided. Simply saying "I agree" or "Great post" does not count as a meaningful substantive reply post and will not receive credit. Instead, a substantive post will ADD to the conversation by incorporating information from the course and/or elaborating on the other student's thoughts with further deliberation or personal experiences.

Reflections on your community involvement experience, conversing with your classmates, and reading are intended to help you develop deeper understanding of the connections between your role in the community, your coursework, career and societal issues. Use this structure to help guide your discussion board entries:

- A. Reflections often begin by addressing the "what" of your service experience. Questions to get you started:
 - What was my concrete experience?
 - What did I experience? What did I see? What did I hear?
 - What happened? What did I do?

- B. Reflections are not merely cognitive. They also address the "gut" or feeling of your experience:
 - What emotions did I experience? How do I feel about my service?
 - What surprised me?
 - What was different or unique?
 - What challenged me? What made me feel good?

- C. Reflections move from an overview of reactions and feelings to the meaning of your experience and reading by answering the question: "So what?"
 - So what made the experiences described above significant?
 - What did I learn?
 - So what does this experience have to do with other courses in which I'm enrolled?
 - How did this experience remind me of other experiences in my life or other issues in society?
 - So what do my feelings about or reactions to my service experience suggest to me?

- What insights did I gain about my values? My culture? My race, gender, sexual orientation, socio-economic status, faith etc.?
- So what do I think now about previously held beliefs about the issue?
- What were my motivations for doing this service?
- Get at your feelings about the experience by answering the question: **“So what does this experience mean?”**

D. **Now what** are you going to do as a result of having this experience and your reflections on this experience?

Discussion Board Grading Rubric (Total possible points per entry: 3)

Category	Excellent	Satisfactory	Needs improvement
Quality and clarity of information	Information clearly reflects the assigned task. Writing is clear. (.5)	Addresses assignment, but writing is not clear and entry is somewhat hard to follow. (.25)	Difficult to understand; Not clear if item was addressed; Limited in what was addressed. (0)
Support for contentions (e.g. stories that describe why you felt something and provide some specifics)	Supports opinions with personal stories as well as reasoning and evidence. (.5)	Provides observations without insight into the reasoning. (.25)	Difficult to understand; Not clear if item was addressed; Limited in what was addressed. (0)
Ability to contextualize--making connections to mini-lectures and readings (that is, “context”).	Views things from multiple perspectives and can place reflections within a larger context. (1)	Thoughtful observations, but are not contextualized. Not able to connect to “bigger picture,” systems or environmental influences on a situation. (.5)	Difficult to understand; Not clear if item was addressed; Limited in what was addressed. (0)
Two substantive replies to other students.	Two clearly substantive posts. (1)	Post(s) need more thought or incorporation of the readings or less than two posts were made. (.5)	Non-substantive posts. (0)
Timeliness	Submitted by deadline (0)		Submitted after deadline (-1)

4. Civic Engagement Proposal (5%)

This assignment is intended to clarify and gain approval for a service experience to use for this class.

You are seeking to identify a service experience that:

- Has an identifiable and meaningful community benefit;
- Is not-for-profit in nature;

- c. Immerses you in a community of people different from you for at least 25 hours; and
- d. Addresses community needs and benefit the community in at least one of the following three ways:
 - i. directly through consistent interactions with a particular segment of the population (e.g. youth, elderly, people that are homeless);
 - ii. indirectly through sustained efforts that enhance the capacity of the larger community through a particular project (e.g. starting a community garden, painting and cleaning an important community gathering place, developing marketing materials for a community agency); or
 - iii. by advocating to eliminate a cause of a particular community problem (e.g. educating community members on the causes and effects of diabetes; collecting and reporting data to the school board on youth alcohol use)

If you need help figuring out what type of work or organization you can participate in this semester, you can use the Community Involvement Worksheet to help get your ideas going (in the *Module 1* folder in Canvas). You do not need to ‘hand-in’ the worksheet. Instead, use it to determine where you will seek your service hours and to develop your proposal. In your proposal you will need to address the four items above (a. community benefit; b. not-for-profit; c. immersion; and d. how it addressed community needs) in a brief description (1-2 paragraphs) and submit on Canvas in the Module 1 folder.

As you complete your community involvement experience throughout the semester, you will need to maintain a log of your service hours to submit at the end of the semester. The log must be signed by a member of the community and/or agency in which you are involved. This log is attached at the end of the syllabus and is also listed in the Module 1 folder in Canvas. See the Revisiting Your Community Involvement assignment for full details on submitting this log.

5. Civic Experience *Description* (30%)

Your 2-3 page paper (please submit using MS Word) detailing your community involvement should not only describe your experience and the impact you are having on the community, but also describe what the experience means for you. Use the “What, Gut, So What, and Now What questions” above as a guide to write your paper. Similarly, think about Kolb’s four stages: Concrete experience, Reflective Observation (what and gut), Abstract Conceptualization (So what) and Active Experimentation (now what). Plan on answering at least two “What” questions, 2 “Gut” questions and 2 “So what” questions in this paper. *These can include any questions I posed on your Community Involvement proposal.* Consider using reflections from the Community Involvement Worksheet and be sure to demonstrate some evidence from your community involvement by sharing examples.

Civic Experience Description Grading Rubric (30 points possible)

Category	Excellent	Satisfactory	Needs improvement	Not evident
Quality and clarity of information	Information clearly reflects the assigned task. Writing is clear. (5)	Addresses assignment, but writing is not clear and entry is somewhat hard to follow. (3)	Difficult to understand; Not clear if item was addressed; Limited in what was addressed. (1.5)	(0)
Two “What” questions	(2)	(1)	(.5)	(0)
Two “Gut” questions	(2)	(1)	(.5)	(0)
Two “So what”	(2)	(1)	(.5)	(0)

questions				
Three Positionality Bias Points	Addresses 3 points with detail and examples (6)	Addresses points but less than 3 or without examples (4)	Mentions but does not fully address points with examples (2)	(0)
Support for contentions (e.g. stories that describe why you felt something and provide some specifics)	Supports opinions with personal stories as well as reasoning and evidence. (3)	Provides observations without insight into the reasoning. (2)	Difficult to understand; Not clear if item was addressed; Limited in what was addressed. (1)	(0)
Contact Information	Name, phone and/or email of supervisor included (10)		Not included (0)	
Timeliness			Submitted after deadline (deduct 1-3 points depending on lateness)	

6. Revisiting your Civic Engagement Experience (40%)

In 3-5 pages (submit a MS Word document) describe the insights you gleaned on your community involvement experience this semester by addressing the following areas (be sure to include all of these in your paper):

- a. Examples and reflections from your community involvement.
- b. Illustrations from at least three of the readings to help support or explain your experience(s). These can include direct quotes, descriptions, or examples.
- c. If you were to engage in your community involvement experience again what would you do differently? What questions do you have now about your experience, the community, the people you were involved with, or other dimensions?
- d. Identify and describe some of the needs and assets in your community.
- e. What have you learned about yourself? What have you learned about people different than you?
- f. Considering your reflections on your community involvement experience make a recommendation to the community in which you were involved. This recommendation can be to implement a program, to enact a new policy, revise a current approach, etc. Support your recommendation with your personal experience and reflections from the reading.
- g. Overall quality of writing
- h. Attach log at the end of your paper as a separate page or inserted image/photo (does not go towards page count).

Revisiting your Civic Engagement Experience Grading Rubric (40 possible points)

Category	Excellent	Satisfactory	Needs improvement	Not evident
Examples and reflections from your community involvement (3)	Clear, thorough, easy to follow (3)	Examples provided, but writing is not clear and/or somewhat hard to follow (2)	Difficult to understand; Very limited in what was addressed (1)	Not clear if presented or simply not addressed (0)

Illustrations from at least three of the readings (4)	3 readings cited and support contentions (4)	2 readings cited and support contentions (3)	1 reading cited and support contentions (2)	No readings cited (0)
Do differently if do again? What questions do you have now? (4)	Addressed what one would do differently and new questions. Clear, thorough, easy to follow (4)	Examples provided, but writing is not clear and/or somewhat hard to follow (3)	Difficult to understand; Very limited in what was addressed (2)	Not clear if presented or simply not addressed (0)
Community needs and assets (3)	Clear, thorough, easy to follow (3)	Examples provided, but writing is not clear and/or somewhat hard to follow (2)	Difficult to understand; Very limited in what was addressed (1)	Not clear if presented or simply not addressed (0)
Learned about yourself? Learned about people different than you? (3)	Addressed both question (self and others). Clear, thorough, easy to follow (3)	Examples provided, but writing is not clear and/or somewhat hard to follow (2)	Difficult to understand; Very limited in what was addressed (1)	Not clear if presented or simply not addressed (0)
Recommendation to the community in which you were involved (3)	Clear and easy to follow recommendation. Supports opinions with personal stories as well as reasoning and evidence. (3)	Recommendation provided. Not effectively supported, though: Either writing is unclear and/or there are limited examples. (2)	Difficult to understand; recommendation is hard to follow and/or there is no support/examples provided. (1)	Not clear if presented or simply not addressed (0)
Log attached (20)	Hours met and log signed (20)			Hours not met/No log submitted (0)

Readings

All readings provided on the course's Canvas page

- Bloom, P. (2013, May 20). The baby in the well: The case against empathy. *New Yorker*. Retrieved June 30, 2013, from http://www.newyorker.com/arts/critics/atlarge/2013/05/20/130520crat_atlarge_bloom?currentPage=all&mobify=0
- Boyle, G. (2011). Dolores Mission and Homeboy Industries. In *Tatoos on the heart. The power of boundless compassion*. New York: Free Press.
- Brooks, D. (2011, September 29). The limits of empathy. *The New York Times*, p. A25. Retrieved June 30, 2013, from http://www.nytimes.com/2011/09/30/opinion/brooks-the-limits-of-empathy.html?_r=0
- Cahill, S. E., & Eggleston, R. (1994). Managing emotions in public: The case of wheelchair users. *Social Psychology Quarterly*, 300-312.
- Chodron, P. (1997). Widening the circle of compassion. In *When things fall apart: Heart advice for difficult times* (pp. 78-85). Boston: Shambhala.
- Cress, C. M. (2005). What is service learning? In C. M. Cress, P. J. Collier, & V. L. Reitenauer (Eds.), *Learning through serving: a student guidebook for service-learning across the disciplines* (pp. 7-16). Sterling, VA: Stylus.

Dass, R. & Gorman, P. (1985). *How can I help? Stories and reflections on service*. New York: Alfred A. Knopf.

Gadamer, H.-G. (1989). *Truth and method* (J. Weinsheimer & D. G. Marshall, Trans.) (2nd Rev. ed.). New York: Crossroad Publishing. (Original work published 1960)

Komives, S. & Wagner, W. (2009). Social change addresses root causes. In *Leadership for a better world*. San Francisco: Jossey-Bass.

Loeb, P. (2010). Introduction/Rosa Parks. In *Soul of a citizen*. New York: St. Martin's Griffin.

Solnit, R. (2013, June). The separating sickness: How leprosy teaches empathy. *Harpers*, 50-57.

Stegman, R. (2013, March 25). Let them eat Subway. Retrieved from <http://changingmediagroup.com/let-them-eat-subway/>

Takacs, David. (2003). "How Does Your Positionality Bias Your Epistemology?." *Thought & Action*.

Tough, P. (2009). The Lottery. In *Whatever it takes* (pp. 1-20). New York: Mariner.

Course Policies

Work Policy:

Students must complete assignments at the times indicated on the syllabus. Students will be permitted to make up coursework that was missed because of verified emergencies and/or medical illness. Please note that medical illness refers to conditions that are serious in nature and require treatment by medical professionals and/or surgical or other treatments. Appropriate documentation (i.e. police report, doctors note, funeral program) must be provided. It is also necessary that you contact me *as soon as possible* after missing an assignment due to an emergency or medical illness. In most cases, it is reasonable to expect that you'd email me within 1-2 days of missing an assignment.

If due dates for course assignments coincide either with the observation of religious holidays or the representation of MBU at official functions, such as intercollegiate debating or varsity sports events, you must contact your instructor in advance of the due date for the assignment for which alternative arrangements will be made.

In all other cases, late work may be handed in but will be penalized 10% each day it is late. Note: If an assignment is due at 12am, those handed in at 12:01am are late and will be assessed a 15% late penalty.

E-mail Policy:

Students must use an MBU e-mail address for course correspondence. E-mails should include the following information: 1) the course name, 2) who you are addressing ("Hey" is not an appropriate greeting), 3) the question, and 4) your name. REMEMBER: E-mail is professional communication and becomes part of your student record.

Please note: Because of the module structure of this 1-credit online course, after the first week of class I will only check and respond to emails two to three times per week. Be sure to review the course materials and assignments with enough time to send me questions 2-3 days prior to the deadline.

Academic Honor Policy

Students are expected to abide by the Academic Honor Policy of Mary Baldwin University. The MBU Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge. Any form of academic dishonesty will result in a "zero" for that particular assignment or an "F" for the course, at the instructor's discretion, and may be reported to the university administration for further disciplinary action as specified in the Academic Honor Policy.

Plagiarism: Using another's work from print, web, or other sources without acknowledging the source; quoting from a source without citation; using facts, figures, graphs, charts or information without acknowledgement of the source. If you use a string of three or more exact words from another source, you must place the words in quotes and cite the author, year and page number. Be a stickler about citing; cite more rather than less; cite early rather than late. The following are a few of the most common examples of plagiarism:

- Submit a paper that was written by someone other than you.
- Submit a paper in which you use the ideas, metaphors or reasoning style of another, but do not cite that source and/or place that source in your list of references.
- Submit a paper in which you "cut and paste" or use the exact words of a source and you do not put the words within quotation marks, use footnotes or in-text citations, and place the source in your list of references.
- You commit patchwork plagiarism by overuse of quotations – 25% or more of your paper (not including bibliography).

Cheating: Copying from another student's paper or receiving unauthorized assistance during a quiz, test or examination; procuring without authorization a copy of or information about an examination before the scheduled exercise; unauthorized collaboration on exams.

Unauthorized Group Work: Working with another person or persons on any activity that is intended to be individual work, where such collaboration has not been specifically authorized by the instructor.

Multiple Submission: Submitting the same paper for credit in two courses without instructor permission; making minor revisions in a credited paper or report (including oral presentations) and submitting it again as if it were new work. If you have taken this course in the past or have another course's assignment you would like to re-submit (whether in part or in whole) for credit in this course you must contact the instructor for permission.

Copyright: Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

Missing Work/Exams/Incompletes: Missing work or incomplete assignments are insufficient reasons for a grade of Incomplete. An incomplete grade will not be given except under extenuating circumstances at the instructor's discretion. Students seeking and "I" must be passing the course.

Courtesy in the Virtual Classroom: During the semester we will discuss a range of topics as they relate to the family and they may stimulate strong feelings and heated debate. While I encourage diverse opinions, all papers and postings need to be scholarly in their content. **Scholarly comments are:** Respectful of diverse opinions and open to follow up questions and/or disagreement; related to the class and course material; advance the discussion/thinking about issues related to the course and/or course material rather than personal beliefs; are delivered in normal "tones" and a non-aggressive manner.

Syllabus Change Policy

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice. Any changes will be announced via email and on the announcements page of our Canvas course website. Updated drafts of this document will be uploaded to Canvas if this occurs. This syllabus and other class materials are available in alternative format upon request.

Americans with Disability Act

Students with disabilities needing academic accommodation should:

- (1) Register with and provide documentation to the Student Disability Resource Center; and
- (2) Bring a letter to the instructor indicating the need for accommodation and what type.

This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request.

Course Calendar

Changes to deadlines will be discussed in advance.

Mary Baldwin 2020/2021 Academic Calendar:

<https://marybaldwin.edu/academics/undergraduate-calendar/>

Modules and Weeks	Assignment	Materials
<p>Module 1</p> <p>What is Service-Learning?</p> <p><i>Week of August 24 - 30</i></p>	<p>Briefly introduce yourself to the class. <i>Post your entry in the intro bio discussion.</i></p> <p>Discussion Board #1 - Answer questions posted in the Canvas lecture and substantially respond to two other classmates. See Canvas for specific details and due dates.</p> <p>Complete Community Involvement Worksheet (you do not need to turn this in)</p>	<p>~ Instructor introduction</p> <p>~ Cress</p> <p>~ Community involvement worksheet</p> <p>~ Service-Learning Log</p>
<p>Module 2</p> <p>Service-Learning in Practice</p> <p><i>Weeks of Aug 31 – Sept 13</i></p>	<p>Journal Entry - Kolb Learning Model and Positionality – See number 2 above for assignment description. <i>Post your response to this journal assignment in “Module 2” in Canvas.</i></p> <p>Civic Engagement Proposal. See number 1 above for assignment description. <i>Post your paper in “Module 2” in Canvas.</i></p>	<p>~ Canvas lecture</p> <p>~ Kolb ppt</p> <p>~ Takacs</p>
<p>Module 3</p> <p>Community and Compassion</p> <p><i>Weeks of Sept 14 - 27</i></p>	<p>Discussion Board #2 - Answer questions posted in the Canvas lecture and substantially respond to two other classmates. See Canvas for specific due dates.</p>	<p>~ Canvas lecture</p> <p>~ Chödrön</p> <p>~ Dass & Gorman</p> <p>~ Cahill</p>
<p>Module 4</p> <p>Authenticity and Empathy</p> <p><i>Weeks of Sept 28 – Oct 11</i></p>	<p>Discussion Board #3 - Answer questions posted in the Canvas lecture and substantially respond to two other classmates. See Canvas for specific due dates.</p> <p>Civic Experience Description. See assignment number 5 above for full description. <i>Post your paper in the “Module 4” in Canvas.</i></p>	<p>~ Canvas lecture</p> <p>~ Bloom</p> <p>~ Brooks</p> <p>~ Gadamer</p> <p>~ Solnit</p> <p>~ Tough</p>
<p>Module 5</p> <p>Cognitive Dissonance and Learning from mistakes</p>	<p>Discussion Board #4 - Answer questions posted in the Canvas lecture and substantially respond to two other classmates. See Canvas for specific due dates.</p>	<p>~ Canvas lecture</p> <p>~ Loeb</p> <p>~ Komives & Wagner (p. 28 – 32)</p> <p>~ View this TED talk:</p>

<p><i>Weeks of Oct 12 - 25</i></p>		<p>http://www.ted.com/talks/michael_norton_how_to_buy_happiness?language=en</p>
<p>Module 6 Gaining Perspective for the Future <i>Weeks of Oct 26 – Nov 8</i></p>	<p>Discussion Board #5 - Revisiting Your Initial Journal Entry - See specific instructions for this assignment within the Module 6 folder in Canvas.</p>	<p>~ McKnight ~ Stegman ~ Boyle ~ Stegman ~ View “What’s your calling?” PBS video: http://video.pbs.org/video/1620556152</p>
<p>Module 7 FINAL <i>Week of Nov 9 – 22</i></p>	<p>Revisiting your Civic Engagement Experience. See number 6 above for assignment description. <i>Post your paper in “Module 7” in Canvas.</i></p>	

Commitment to Being a Responsible and Ethical Community Citizen

By agreeing to serve the community you are taking on a responsibility of great importance and committing to fulfilling that responsibility. By following these guidelines you are increasing the likelihood of a productive and positive experience. Thoughtful investment of your time and talent is greatly appreciated by the community and reflects well on Mary Baldwin University.

As a Mary Baldwin University representative I commit to...

- Understand that I am not only serving the community, but the community is serving me by investing valuable resources in my learning.
- Be sensitive to how my thoughts and actions affect others.
- Maintain a positive attitude.
- Be dedicated to learning, engaged and ready to serve whenever I am on site.
- Be honest, show respect for individuals and their property, suspend assumptions and keep an open mind.
- Be drug and alcohol free prior to and during my community involvement project.
- Be knowledgeable of and act in accordance with agency rules, policies, protocols, emergency procedures, and expectations.
- Attend all training for my service assignment.
- Carry out all assigned tasks.
- Notify my supervisor (and client, if appropriate) as soon as possible if an emergency prevents me from meeting an obligation.
- Be on time and maintain a regular schedule with my agency, and stick to it (clients may benefit less or even be negatively affected if I am inconsistent in my participation).
- Discuss my schedule with my supervisor during breaks and holidays (I am not expected to participate in service activities during official school breaks).
- Dress comfortably, neatly, and appropriately (I'll check with my site for additional conduct and dress codes).
- Set a high standard.

Confidentiality

MBU students will, at all times, keep confidential all identifying information about the client(s) I serve. This includes names, addresses, phone numbers, personal or family problems, places of employment, living habits, and other items that clients may discuss with or in front of me. I will use pseudonyms if referring to the people I have served within course assignments, presentations, or discussions.

In The Event Of A Problem

If I encounter difficult or uncomfortable situations or should a problem arise between the agency and myself, I will notify my supervisor as soon as possible. If problems occur with my supervisor, I am unhappy with my service assignment, or I believe I am being treated unfairly, I will immediately notify the Spencer Center Executive Director (540-887-7111).

Agreement Statement

I have carefully read and understand this statement. I agree to uphold it to the best of my ability and recognize that my actions and attitude reflect directly upon the Spencer Center for Civic and Global Engagement and Mary Baldwin University as a whole.

Printed Name _____ Date _____

Signature _____



Service-Learning & Civic Engagement Log

The following Mary Baldwin University student is using this form to record service-learning and/or civic engagement hours.

Name of Student: _____

Date	Agency/Organization/Event	Hours	Signature of Supervisor
Total hours:			

Student Signature: _____