

Community Partners

The CEL Community Partner program supports the Community Engagement Proficiency. Student participants are given the opportunity to volunteer at one of these non-profit organizations to “gain an enhanced sense of personal values and civic responsibility through a community engagement experience addressing a community’s specific need(s)” (Community Engagement Proficiency SLO b).

SLO b: In order to satisfy the first part of SLO b, students must earn a total of at least **20 points** out of 25 possible (a Satisfactory rating) on the Service Evaluation of the Rubric (see below). The Service Evaluation section is completed by the Community Partner Representative, the individual(s) that worked closely in a supervisory role at the agency with the student volunteer.

a. **The student exhibited a sincere desire to learn.**

Students will receive up to 5 points for their curiosity and desire to learn more about their values, the mission/vision of the Community Partner, and the social issues addressed by the Community Partner, based on rubric proficiencies [see Rubric below].

b. **The student showed responsibility and professionalism by maintaining a regular schedule, respecting agency staff and policies, etc.**

Students will receive up to 5 points for their responsibility and professionalism during service activities, based on rubric proficiencies [see Rubric below].

c. **The student has been a contributor to the work of the agency, addressing the community’s specific need(s).**

Students will receive up to 5 points for their impact on the community, based on rubric proficiencies [see Rubric below]. Student volunteers are expected to have a positive impact and contribute in meaningful ways to the community-identified needs of the Community Partner agency.

d. **The student was able to meet expected levels of performance by making sound decisions, solving problems related to position, working with others, etc.**

Students will receive up to 5 points for their performance in working with the Community Partner during service activities, based on rubric proficiencies [see Rubric below].

e. **The student demonstrates the ability to look critically at the root causes of social issue and challenges themselves to think about the role they can play in the community.**

Students will receive up to 5 points for their ability to demonstrate civic responsibility through critical thinking and asking challenging questions, based on rubric proficiencies [see Rubric below].

In order to satisfy the second part of SLO b, students must submit a written essay, describing how their service experience has enhanced their sense of personal values and civic responsibility (SLO b), as well as the extent to which they achieved or made significant progress with regards to the specific Learning Outcomes outlined by the Community Partner on their Education Plan. See Appendix B for specific Learning Outcomes for our current Community Partners.

Community Service Experience with a CEL Community Partner

Rubric for the University Curriculum Community Engagement Proficiency

1. Contact Information

(This section should be completed by the student volunteer.)

Student Volunteer Name:	
Student Volunteer E-mail Address:	Student Volunteer SMU ID #:
Community Partner (Non-Profit Organization):	
Community Partner Representative (Coordinator/Supervisor):	
Community Partner Phone Number:	Community Partner E-mail:

2. Activity Information

(This section should be completed by the Community Partner Representative.)

Volunteer/Service Description:		
Did the student complete at least 15 hours of community service with this non-profit organization?	YES	NO
Total number of hours:		
As a staff member at an approved non-profit organization in Dallas, Texas that has 501(c)3 status with the Internal Revenue Service, I approve the volunteer hours listed above.	Signature:	

3. Service Evaluation

(This section should be completed by the Community Partner Representative.)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Comments
The student exhibited a <u>sincere desire to learn</u> .	5	4	3	2	1	
The student showed <u>responsibility and professionalism</u> by maintaining a regular schedule, respecting agency staff and policies, etc.	5	4	3	2	1	
The student has been a <u>contributor</u> to the work of the agency, addressing the community’s specific need(s).	5	4	3	2	1	
The student was able to <u>meet expected levels of performance</u> by making sound decisions, solving problems related to position, working with others, etc.	5	4	3	2	1	
The student demonstrates the ability to <u>look critically at the root causes</u> of social issue and challenges themselves to think about the role they can play in the community.	5	4	3	2	1	

Total Points* _____ / 25

* A total of at least 20 points are needed for the student to satisfy this section of the Rubric for the Community Engagement Proficiency.

Community Partner Representative: X_____ **Date:** _____

Student Volunteer: X_____ **Date:** _____

CEL Staff Member: X_____ **Date:** _____

4. Service Reflection Essay

Students must write an essay, describing how their service experience has enhanced their sense of personal values and civic responsibility, as well as the extent to which they achieved or made significant progress with regards to the community’s specific needs and the Community Partner Learning Outcomes.

5. Submission of Community Engagement Proficiency Proposal

In order to complete the proposal for the Community Engagement Proficiency, the student should take the following to Vicki Hill in the University Curriculum office (lower level of Clements Hall):

- 1. Completed and signed Rubric for the University Curriculum Community Engagement Proficiency*
- 2. Service Reflection Essay*
- 3. UC Activity Proposal Cover Sheet (provided by CEL Staff at request)*