# Transcript Notation for Service-Learning: Instructor Guide

Definitions:

Transcript Notation: Additional course, with no grade and zero credits, added to a student's transcript to acknowledge the completion of a course with a service-learning component.

Service-Learning: A teaching pedagogy that utilizes critical reflection to connect course content to volunteering with a local non-profit or government agency.

Community-Engaged & Civic Education (CECE): A term adopted by Bellevue College in Fall 2020 to broaden the formats of community-based pedagogies supported by the RISE Learning Institute. The six formats (and sub-formats) of CECE are *(All icons courtesy of Eucalyp from Flaticon.)*:
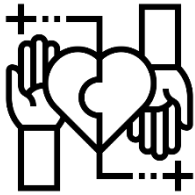
Direct Service-Learning: Volunteering with a partner agency (in the community or at BC) for a certain number of hours, either at a site or remotely. Usually for 16+ hours spread over the quarter (aka "ongoing"), or for a single shift.
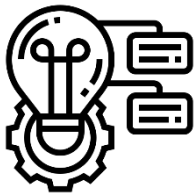
Project-Based Service-Learning: Creating a product or 'consulting' for a nonprofit or government client. Usually this lasts for more than one module or is a final project for a class. Work typically does not occur 'on-site,' at the client agency.

Community-Engaged Problem-Based Learning: Using a community issue to formulate a problem for students to explore. May or may not engage with external clients or agencies, and may last for one module or longer.

Community-Engaged Research: Conducting research and/or analysis in partnership with, and for, a community organization. Usually lasts for multiple teaching modules.

Community-Based Research: Conducting research and/or analysis on community issues, with or without external inputs. May last for one module or longer.

Civic Education: Engaging with a community or broad issue to change student and community behaviors through education, advocacy, or democratic participation. Often without a partner agency.

Community Economic Engagement: Partnering with small or minority-run businesses to help improve their capacity as a part of a class. Often is framed as a form of community support or revitalization. This is the only form of CECE that can work with for-profit businesses.

Philanthropy: Fundraising or collecting food/goods for an organization as a part of a class.

Community: A group of people and/or setting that is beyond the individual student. The scope of the community can be defined as needed by the instructor and/or student, and can include one's personal community (neighborhood, house of worship, affiliated club or group, etc), college community (Bellevue College), region (city and state), or larger.

Civic Action: An action focused on changing behaviors, educating communities, fostering dialogue, amplifying community voices, impacting policy, and more. Civic actions can provide community impact without engaging with a specific nonprofit partner. A list of possible civic actions is in Appendix B.

Community Dialogue: A conversation with 5-10 members of a chosen community (beyond family) about an important issue that may impact that community. The goal is to foster a deeper understanding of community perspectives around that issue and hopefully change some beliefs and behaviors.

The Transcript Notation within Community-Engaged & Civic Education (CECE)

What is the Transcript Notation for Service-Learning (TNSL)?

This notation demonstrates that Bellevue College understands the utility of service-learning (S-L) as a teaching methodology, particularly in helping students better understand and/or apply course content, build transferrable skills such as critical thinking and problem solving, and bolster their résumés and transfer applications. When students list their service-learning experiences in their résumés and transfer applications, as they should be encouraged to do, the TNSL provides official recognition that they actually did have these experiences. Additionally, it may help some students transfer service hours from Bellevue College to other academic institutions.

Qualifying students will receive an additional course in their transcript for that quarter. The course will come with zero credits and no grade, has no attached charge or fees, and will read: SRVLN 001-SERVICE-LEARN: [COURSE WITH S-L].

But service-learning is now "Community-Engaged & Civic Education" (CECE). How does this change the transcript notation?

This change expands the types of courses that can qualify for the TNSL. The notation will still use the term "SERVICE-LEARN," as it is easily recognizable. Not all CECE offerings will qualify for the transcript notation, as they must meet certain standards to do so.

Does a CECE course *need* to qualify for or offer the TNSL?

No, it does not. Instructors are strongly encouraged to offer courses with community-engaged or civic components, even if they do not meet the rigorous criteria (explained below) to qualify for the transcript notation. In order to qualify for the notation, the CECE component must also provide opportunities for the students to impact their communities and then reflect critically on their learning experiences. Research has shown that these types of courses and pedagogy provide benefits for students that go beyond traditional community-based education.

Instructors should talk with the RISE office if they would like support in converting a community-engaged course into one that may qualify for the transcript notation.

Qualifying for the Transcript Notation for Service-Learning (TNSL)

Do all CECE courses qualify for the TNSL?

No. Just because a course uses CECE or service-learning does not mean it automatically qualifies for the transcript notation; it must be approved by a committee consisting of one administrator, one instructor, and one student. Once approved, the course may automatically qualify for multiple quarters.

A CECE course must create an opportunity for students to do the following, at a basic level, to qualify:

- Learn about social, environmental, or civic issues in a way that connects to or applies the course content to the course outcomes
- Participate, in-person or remotely, in the broader community (see definition above) in an action-oriented way
- Reflect critically on experiences and connections to help grow more holistically

The criteria are delineated below.

How can a CECE course qualify?

Before a student can earn the TNSL, a course must meet certain criteria to qualify for it. The criteria depends on the type of CECE course, thus allowing for a greater variety of courses to meet it. Review the options over the next few pages to find the CECE style that best matches your course, and what is required for the TNSL (the process is on page 9):
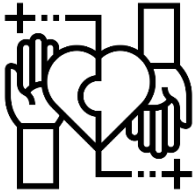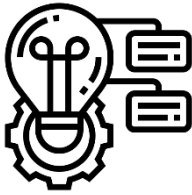
Direct Service-Learning

Volunteering with a partner agency (in the community or at BC) for a certain number of hours, either at a site or remotely.

- *TNSL Requirements for Ongoing Service-Learning:*
  - o 16+ hours of completed volunteering (approved by partner agency, and preferably spread evenly across the quarter)
  - o Minimum of three (3) reflections

- *TNSL Requirements for Single-Shift Service-Learning:*
  - o Meet the shift requirement (2-4 hours)
  - o Minimum of two (2) reflections
  - o Community or civic action with a specific, separate reflection

- ***Examples:***
  - o Ongoing Service-Learning: *An ESL Level 6 course requires students to volunteer for 16 hours with a community partner as a way to practice English and build a better understanding of their communities. The students complete one at-home written reflection and two discussion-based reflections. At the end of the course, the students complete the experience Post-Survey, which also has reflections.*
  - o Single-Shift Service-Learning: *A Nutrition course requires students to volunteer for a single shift at a food bank. The students also write a short reflection paper related to this shift, as well as complete the experience Post-Survey, which counts as the second reflection. Students engage in a civic action of their choosing (have a community dialogue, speak at a city council meeting, comment on relevant legislation) about food insecurity and malnutrition, and complete a reflection for that experience.*

Project-Based Learning

Project-Based Service-Learning: Creating a product or acting as a consultant for a nonprofit or government client.

Community-Engaged Problem-Based Learning: Using a community issue to formulate a problem for students to explore, with or without external clients or agencies.

- *TNSL Requirements for Project-Based Service-Learning:*
    - o Provide end product to partner agency / client
    - o Minimum of three (3) reflections

- *TNSL Requirements for Community-Engaged Problem-Based Learning:*
    - o Conduct the learning activity
    - o Minimum of two (2) reflections
    - o Community or civic action with a specific, separate reflection

- *Examples:*
    - o Project-Based Service-Learning: *Teams of students in an IT capstone partner with non-profit clients to create an application for them. At the end of the quarter, they present to the clients and give the software. Along the way, they complete two written reflections and participate in one reflective discussion. At the end of the course, the students complete the experience Post-Survey, which also has reflections.*
    - o Community-Engaged Problem-Based Learning: *A local non-profit poses a question (with context) to Marketing students about a challenging aspect of fundraising and outreach within specific communities. The students apply course principles to the problem, and have a discussion that includes reflective components. The students additionally complete the experience Post-Survey, which has reflections. Students additionally engage in a civic action of their choosing (have a community dialogue, assist with a fundraiser, speak at a city council meeting, comment on relevant legislation, volunteer at this non-profit) about issues of community outreach, and complete a reflection for that experience.*

Authentic Research

Community-Engaged Research: Conducting research and/or analysis in partnership with and for a community organization.

Community-Based Research: Conducting research and/or analysis on community issues, with or without external inputs.

- *TNSL Requirements for Community-Engaged Research:*
  - Provide end research/analysis to partner agency
  - Minimum of three (3) reflections
  - Basic training in community-based participatory research and/or field methods

- *TNSL Requirements for Community-Based Research:*
  - Conduct the learning activity
  - Minimum of two (2) reflections
  - Community or civic action with a specific, separate reflection
  - Basic training in community-based participatory research and/or field methods

- *Examples:*
  - Community-Engaged Research: *Students in a Biology class partner with a local government agency to collect data for that agency as part of an ongoing project. Students complete written reflections before, during, and after the research, as well as complete the experience Post-Survey, which also has reflection questions. The students and the partner participate in the RISE Making Learning Visible showcase at the end of the quarter.*
  - Community-Based Research: *Students in a Sociology class work in teams to research about local issues. They interview local non-profits and send surveys to their friends. They compile the research into a presentation for the Making Learning Visible showcase. They participate in a reflective discussion halfway through the research process, and then complete the experience Post-Survey and its reflection questions. Students additionally engage in a civic action of their choosing (have a community dialogue, speak at a city council meeting, comment on relevant legislation) through which they use their research to influence policy or change behaviors, and complete a reflection for that experience.*

Civic Education

Engaging with a community or broad issue (often without a partner agency) to change student and community behaviors through education, advocacy, or democratic participation.

- *TNSL Requirements for Ongoing Civic Education:*
  - Multiple civic actions (or a single action with scaffolded parts)
  - Minimum of three (3) reflections

- *TNSL Requirements for One-off Civic Education:*
  - Single civic action
  - Minimum of two (2) reflections
  - Community or course dialogue with a specific, separate reflection

- *Examples:*
  - Ongoing Civic Education: *An English 101 class teaching composition through the topics of racial inequity and social justice requires students to attend a community organizing meeting, write a public comment on legislation highlighting systemic racism, and create a social media post about local social justice issues, before ending with a detailed letter to elected officials about racial inequity. Students complete three written reflections, as well as the experience Post-Survey, which also has reflection components.*
  - One-off Civic Education: *A microeconomics class asks students to explore the power of demand in altering supply chains by asking students to each research a company with poor environmental or human rights actions within their supply chains, and then use social media to protest or boycott that company. Students would then reflect on this activity, along with complete the experience Post-Survey, which has reflection components. Additionally, students would lead a short dialogue within their own community about using purchasing decisions to change business practices, and then reflect on that process.*

Community Economic Engagement

Partnering as a part of a class with small or minority-run businesses to help improve their capacity, which in turns supports the broader community.

- *TNSL Requirements for Community Economic Engagement:*
    o Provide end product to partner agency / client
    o Minimum of three (3) reflections

- *Example: For a business course, students partner with small, minority-run businesses throughout the quarter, giving them analyses of their business processes. Students complete one written reflection, one in-class reflective discussion, and one reflection with the community partner. Students also take the experience Post-Survey, which has a reflective component.*

Philanthropy

Fundraising or collecting food/goods for an organization as a part of a class.

- *TNSL Requirements for Philanthropy:*
    o Confirm donation (monetary, food, or goods) with partner agency
    o Minimum of three (3) reflections
    o Prior discussion to ensure legal and ethical partner engagement

- *Example: In a community nursing course, students research the supply challenges faced by small health and non-profit organizations during an economic recession. The students organize a goods collection drive for two local agencies, and complete three reflections. They additionally take the experience Post-Survey, which has a reflective component. The instructor talked with RISE prior to the course.*

Some additional requirements for consideration:

1) For all partnerships, the community agencies must be **501(c)3 non-profits** or **government** offices (including Bellevue College). The only exception would be for Community Economic Engagement, which will be taken on a case-by-case basis. Other forms of CECE are not possible with for-profits. Students might be able to engage with 501(c)4 and 501(c)5 agencies on a case-by-case basis. They cannot engage with 501(c)6 and 501(c)7 agencies as a part of their course.

2) The CECE must be **integrated into the course**. The syllabus must talk about the CECE component and explain why it's an integral part of the course. Community-engaged and civic education should also be seen as contributing to the overall course grade. Instructors can choose whether to use the term "CECE" or the specific format of CECE in the syllabus. While RISE prefers the CECE component to be required, it could also be one of many project options, or be given for extra credit.

3) The instructor must **talk with the RISE Learning Institute** prior to implementation. This helps to a) strengthen the depth of the CECE component through the sharing of resources and best practices, b) ensure that all risk management rules and CECE processes are being met, and c) support the course in meeting the requirements for the transcript notation.

4) The goal of service-learning is to form a **mutually-beneficial relationship** with the community. Students learn while also contributing. For example, students are neither *just* volunteering nor *just* being mentored. For this reason, every CECE format above requires a community or civic action (aka "service") and three reflection assignments (aka "learning").

   a. RISE maintains a list of 175+ vetted agencies that can be utilized for service-learning and CECE

   b. RISE has many resources for how to create and assess deep, meaningful reflections. It also has examples used in other classes. These all can be found on the Service-Learning SharePoint. There are tips in Appendix A.

5) RISE has developed a **Pre-Survey** and **Post-Survey** that work with all formats of CECE. While students do not need to complete the Pre- and Post-Surveys to earn the transcript notation, instructors must offer them for the class to qualify for the TNSL.

What is the process for the TNSL?

1) If not previously approved, the instructor will submit the following to the committee, through Sapan Parekh:

   a. Syllabus (with clear integration and explanation of CECE)

   b. Relevant assignments

    c. Relevant reflections

        i. For in-person discussion reflections, the instructor should just send the proposed questions

    d. Any additional information about the CECE that would help guide the committee (e.g. anything you might tell the students that helps to build the connection between the CECE and the course content).

2) The committee will review the material and provide feedback (see below). If approved, the students are then eligible for the TNSL.

3) At the end of the quarter, RISE will send out a reminder to instructors to send the SIDs of qualifying students. For students to qualify, they will have:

    a. Fully completed the action component for their course (e.g. meet minimum hour requirements, submit end product to partner, complete the civic actions, etc.)

    b. Submitted and given meaningful effort to at least three reflection assignments

    c. Done nothing to disqualify them (e.g. act poorly with partner agency, falsify signatures, etc.)

A few other points:

    a. Instructors are encouraged to reach out to the partner agencies throughout the quarter as check-ins. However, the results of partner final evaluations (as organized by RISE) will not count towards TNSL eligibility.

    b. If a student completes the hours/deliverable and submits the reflections, but the instructor feels that the student did not give significant or meaningful effort to either/both, the instructor is encouraged to talk with RISE before deciding whether that student earns the TNSL.

    c. If the student does not complete the required hours/deliverables, but does a separate civic action, the instructor can decide whether this qualifies for earning the TNSL.

What is the timeline for all this?

1) **Middle of previous quarter** – Meet with RISE to discuss options and ensure an understanding of policies and procedures

    a. Does not need to be repeated if done before

2) **End of previous quarter** *or* **first two weeks of new quarter** – Submit syllabus and supporting documents to RISE for review by committee

    a. A previously-approved course may need to be resubmitted (see below)

b. RISE encourages instructors to submit before the previous quarter ends in order to utilize the TNSL the next quarter to get student buy-in for service-learning

3) **Last week of class or finals week** – Submit to RISE a list of the SIDs for students who meet the requirements and qualify for the TNSL

Do I really need to resubmit my course to the TNSL Committee every time I offer it?

The short answer is – it depends on the feedback from the Committee:

1) **Approval** – The feedback is good and the committee feels that the course provides meaningful CECE opportunities with community / civic action and critical reflection. The committee might provide suggestions for strengthening the course for future implementations, but feels confident that the course is already strong. **Courses with unequivocal Approval are approved for three quarters of offerings**, including the quarter seeking approval, with the assumption that the course will not change much over that time. Instructors are encouraged to submit the latest versions of altered courses as an update.

   a. Example: if the course is offered three quarters per year, resubmission will occur yearly.

   b. Example: if the course is offered once per year, resubmission will occur after the third year.

   c. Example: multiple sections offered in the same quarter will not be considered separate, and will be seen as one quarter.

2) **Conditional Approval** – The committee has approved the course, but has some reservations about the strength of the CECE components (or simply do not understand them). The committee will suggest improvements, and expects them to be incorporated for future consideration. **Courses with Conditional Approval are approved for one quarter and require resubmission before the TNSL is given again.**

   a. Example: A course with Conditional Approval has clearly addressed the committee's concerns when resubmitted the next time it is offered – the course is given Approval and does not need resubmission for two additional quarters.

   b. Example: A course with Conditional Approval has clearly not addressed the committee's concerns when resubmitted the next time it is offered – the course is rejected unless changes are immediately made (see below).

3) **Request for Resubmission** – The committee feels, based on the material given, that either the course submission does not provide enough information to make a decision or the course falls short of the criteria set in this guide. Depending on when the instructor initially submits the material, the committee may be able to approve a

resubmission for that quarter. **Courses in this category will be considered rejected until a resubmission is approved.** RISE hopes that a Request for Resubmission will not dissuade an instructor from continuing to offer CECE courses/components during that and future quarters.

   a. Example: A course initially submitted before the end of the previous quarter resubmits with meaningful alterations before the second week of the new quarter – it is then Approved or Conditionally Approved for that quarter.

   b. Example: A course is initially submitted midway in the quarter the class is offered – there is no time for a resubmission to be considered this quarter, and any approval will be applied for the next offering.

Anything else to know?

Submitted materials for qualifying courses may be uploaded to the Service-Learning SharePoint as support for other BC faculty. RISE will contact the qualified instructors for approval before doing so.

Send all materials to, arrange meetings with, and ask questions to:

Sapan Parekh
Associate Director, Service-Learning & Community Engagement, RISE Learning Institute
sapan.parekh@bellevuecollege.edu | 425-564-4031 | Main Campus B-241

Appendix A: Tips for making more meaningful or critical reflections

1) The assignment should be focused on or dedicated to reflection. It can be a part of another assignment, but should still be distinguishable from the rest of the assignment.

2) For ongoing or scaffolded community-engaged and civic education, plan to have one reflection before the experience, one to three during it, and one after it. While three should be a minimum, RISE recommends five for best effect.

3) For single or short CECE experiences, you can use the Post-Survey as a reflection.

4) In order to provide the greatest accessibility to reflections, a variety of modalities is best. These include written and spoken, in-class and online/Canvas, individual and group-based. Reflecting with community partners is considered best practice, though is not always easy to arrange.

5) Reflections should help students build connections to the 7 Cs:

   a. Coursework – How does the experience help students meet the course outcomes and/or contextualize the course content?

   b. Community – How does the experience engage with a social or environmental issue, improve the capacity of the partner agency, and/or make a positive impact on the community?

   c. Character – What has the student learned about themselves through this experience? What can they contribute?

   d. Capabilities – How has this experience contributed to growth in enduring skills such as professional behavior, teamwork, conflict management, leadership, critical thinking, etc.

   e. Career – How does the experience impact their future plans and/or careers?

   f. Change – What in the community or world needs to change? What do the students plan to change in themselves?

   g. Commitment – Based on the experience, how will the student choose to make an ongoing impact in the community?

   h. Culture – What has the student learned about American culture through the experience?

6) A way to plan out a good mix of reflections is through "Reflection Mapping." Within the different boxes, place in the learning outcomes, modality, and connections, and then develop the reflection and its questions accordingly. *Adapted from Eyler (2002)*

	Before Experience	During Experience	After Experience
Reflect Alone / At Home			
Reflect with Classmates / In Class			
Reflect with Community			

7) There are many ways to scaffold critical reflection. Some of them are:

   a. DEAL – Describe-Explain-Articulate Learning

   b. DIGA – Describe-Interpret-Generalize-Apply

   c. 5Rs – Report-Respond-Relate-Reason-Reconstruct

   d. Kolb – Describe experience, reflect on experience, apply to learning, determine next steps

   e. Bloom's Taxonomy – Reflections move up Identify-Examine-Apply-Analyze-Synthesize-Evaluate

   f. ABCs – Affect-Behavior-Cognition/Content

8) Some possible reflection topics are *(NOTE: If using these examples, please adapt them to the specifics of your class rather than reproducing them verbatim.)*:

   a. Beginning Reflection

      i. Why are you being asked to do have particular community-engaged experience?

      ii. Take a *temperature check* (e.g. What are you excited about? Nervous about?)

      iii. How do you plan to manage their time/project over the course of the quarter? How will you address challenges along the way?

   b. Mid-term Reflection

      i. How can the material being learned in class benefit the world around you, and in particular, the issue being addressed through your community partnership?

      ii. How does the coursework relate to what you're doing for this CECE component?

      iii. What is something you have observed or experienced as part of CECE, what was your reaction to it, and how does it relate to your coursework?

      iv. What are some challenges and/or discomfort you have been feeling as part of CECE, and how have you been dealing with them?

   c. End Reflection

      i. How was the CECE experience useful in helping you better understand or make sense of the course material?

ii. What impact did the course material make on communities, agencies, or local issues? How did your work impact the communities, agencies, or local issues you worked with this quarter?

iii. How have you personally changed because of the CECE experience?

iv. What will you do in the future? What changes will you make in how you do or see things? How can you use their own knowledge or skills to become more civically-engaged or help address the issues you experienced?

Reflection References:

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Reed, J. & Koliba, C. (1995). *Facilitating Reflection: A Manual for Leaders and Educators.* Retrieved from http://www.uvm.edu/~dewey/reflection_manual/index.html

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Thomas, J. (2013). Reflection, reflexivity, and critical reflection. Retrieved from https://prezi.com/i8zwzi8d2es6

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Appendix B: Examples of Civic Actions

Below are examples of different types of civic actions that are possible as a part of the class. This is not an exhaustive list. All students, no matter age or citizenship status, should be able to participate.

- Volunteering in a non-profit organization or government agency
- Participating in fundraising run/walk/ride
- Raising funds for an organization
- Collecting and donating food or goods
- Designing buttons, signs, or stickers for a particular issue
- Persuading others to register to vote and/or to vote
- Registering voters
- Joining demonstrations or ongoing protests
- Boycotting a product or service
- Creating art as a form of protest
- Organizing or educating the community about a specific issue
- Holding dialogues with members of own communities about specific issues
- Attending Lobby Days
- Attending and/or participating in city council, city committees, or school board meetings
- Signing and/or supporting signature gathering for petitions (online or paper)
- Commenting on legislation
- Contacting government officials
- Contacting media

Other civic actions, such as voting or donating to organizations, simply cannot be required as part of a class.

A larger list of possible civic actions is on RISE's Civic Action website.