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What is Applied Learning?

Applied learning is an approach to learning that integrates classroom learning with real-world experiences. Through reflective exercises, applied learning supplements the learning that occurs in classroom settings as well as challenges you as a student to put into action the knowledge and skills you are developing through your coursework at non-profits, private businesses and organizations, government agencies, and educational institutions. Applied learning can be used across the curriculum, in all disciplines and levels of coursework, from introductory basic skills courses to career training courses to transfer level courses. Furthermore, applied learning can also advance racial, ethnic, and cultural understanding, meet unmet community needs, and provide contextualized learning, and encourage student empowerment.

Applied Learning Program Role

The role of the Applied Learning Program is to be a liaison between SMC instructors, applied learning students and community partners that provide real world opportunities for SMC students. As a liaison, the Applied Learning Program helps to create and support the applied learning partnerships between all participants.

If you as a faculty member are interested in integrating an applied learning component into your course(s), the Applied Learning Program will:

- Schedule and arrange applied learning student orientations with you where your students will receive materials and resources about applied learning including the following: an overview of the sign up process, placement site information, application and agreement forms to be completed and student expectations)
- Ensure your students interested in applied learning complete the necessary paperwork to participate in a course with an applied learning component
- Manage and maintain a database of student participants and provide you with reports of hours completed and current placement site
- Manage and maintain a database of community partners
- Maintain a collection of resources pertaining to applied learning and related topics including reflection and assessment/evaluation tools, Student, Community Partner and Faculty Guides for Applied Learning at SMC, and much more.

The Applied Learning Program welcomes the opportunity to discuss the Applied Learning Program at SMC with you. If you are interested in learning about our Applied Learning Program at SMC, please contact the Applied Learning Program or visit us at the Career Services Center.

Project Examples

The following are examples of applied learning projects divided into general disciplines:

Discipline	Applied Learning Project Ideas
Accounting/Business /Economics	<ul style="list-style-type: none"> ▪ Develop an accounting system for a community partner ▪ Provide instructions on personal finance to residents in a home-care facility ▪ Assist high school students preparing for college expenses ▪ Assist elderly or low-income based citizens with tax preparation ▪ Conduct workshops on how to start a business ▪ Create marketing materials for an organization
Anthropology	<ul style="list-style-type: none"> ▪ Conduct oral histories of a particular group of people ▪ Prepare displays at local public schools or libraries related to the community history
Archeology	<ul style="list-style-type: none"> ▪ Catalog artifacts for a local museum
Arts/Music	<ul style="list-style-type: none"> ▪ Teach art techniques to students a local school ▪ Offer music lessons to an after school program ▪ Design a mural for the community to enjoy ▪ Develop short theatre presentations and/or musical performances for local schools ▪ Design brochures, logos, or other materials for an organization
Computer Science	<ul style="list-style-type: none"> ▪ Teach computer skills workshops to members of the local library/senior center ▪ Design a website for a non-profit ▪ Develop a database or electronic forms for a social service agency
Education	<ul style="list-style-type: none"> ▪ Develop a tutoring services program ▪ Organize a book-drive for children libraries, then help them develop a reading program for children
English	<ul style="list-style-type: none"> ▪ Interview and write oral biographies of a particular group of people ▪ Assist agencies with writing clear and concise grant proposals ▪ Create the promotional materials for an organization ▪ Assist high school students working on the college application essay ▪ Design and teach a poetry writing class ▪ Assist non-profits with technical writing projects ▪ Work with elementary school students on their literacy skills
Kinesiology	<ul style="list-style-type: none"> ▪ Teach aerobics or another form of general fitness at a senior citizen center or nursing home ▪ Offer sports skills clinics for a youth organization
Political Science	<ul style="list-style-type: none"> ▪ Organize a voter registration drive ▪ Teach different facets of government to students at a local school ▪ Work with a community partners regarding data needed for Census ▪ Provide non-partisan voter information via a community organization
Psychology	<ul style="list-style-type: none"> ▪ Provide support to families of children in the hospital via the Ronald McDonald organization. ▪ Assist with special-needs, mental health, or counseling agencies

Science	<ul style="list-style-type: none"> ▪ Conduct classes at a senior center about the biology of aging ▪ Study nutritional practices at a location and then develop educational materials to distribute to those members ▪ Teach children about any form of science ▪ Assist an organization in developing and publishing information on the hazards of drugs, alcohol, nicotine, etc. ▪ Assist local parks and recreation center with restoring trails and educating users about proper trail usage ▪ Test air, soil or water quality levels for a community organization
Sociology	<ul style="list-style-type: none"> ▪ Study the homeless population and develop programs for them ▪ Research a community need and publish the findings ▪ Design a website containing information about the various geographic locations in a certain area ▪ Design statistical models to determine the needs of a special population

Why Participate in Applied Learning?

Participating in applied learning experiences can benefit various individuals. The following are examples of potential benefits:

Benefits for You as an Instructor:

- Creates opportunities for new avenues for professional development (research, presentations, scholarship, and publications)
- Promotes an increased interest in course material
- Introduces students to different learning styles
- Prepares students to work and/or transfer in the future
- Promotes active learning; the ability to apply real world application of academic learning
- Promotes student development in areas such as critical thinking, problem solving, moral development, and leadership
- Increases course enrollment by attracting motivated students
- Creates opportunities to network with other instructors involved in applied learning
- Creates stronger and more meaningful relationships with students
- Offers access to firsthand knowledge of community needs (increased awareness of community, social and civic needs)
- Opens additional avenues for involvement in the community
- Creates connections and future partnerships with community partners
- Contributes to SMC's goals, missions, values, and SLOs

Benefits for Your Students:

- Deepens student understanding of course materials through the application of coursework materials to real situations;
- Creates stronger and more meaningful relationships with you
- Builds and strengthen critical thinking, problem solving, moral development, and leadership skills

- Introduces students to different career paths
- Prepares students for internships and future employment opportunities
- Raises awareness of community, social and civic needs
- Creates opportunities to practice interpersonal communication skills in diverse settings
- Enriches a student's resume or scholarship application
- Creates opportunities for you to network with other community members for academic and professional development
- Creates opportunities to learn about diverse cultures and communities

Benefits for Community Partners:

- Fosters a positive and collaborative relationship between the community and SMC
- Provides additional assistance in identifying and addressing community needs
- Promotes a culture of citizenship and commitment
- Creates stronger and more meaningful relationships with students and instructors
- Creates opportunities to shape student learning about community needs, misconceptions, and stereotypes
- Promotes new insights, perspectives and knowledge
- Extends ability to address unmet needs
- Creates opportunities to tap under-utilized human and material resources
- Provides potential access to future volunteers and/or employees
- Increases exposure to the services offered by the community partner and in general, highlights community needs
- Fosters a sense of caring for others

How Can You Integrate Applied Learning into Your Curriculum?

Perhaps you have volunteered in your community before and you think that your students could benefit greatly from performing some hands-on experience in the community. Maybe you want to enhance student learning with a new teaching method or bring more engagement into your classroom. Whatever the reason, we recommend that if you are interested in learning more about the Applied Learning Program at SMC or wish to incorporate applied learning into your course(s), to contact the Applied Learning Coordinator at least one term before you plan to integrate applied learning into your course curriculum.

Applied learning can be applied to all disciplines and in a variety of ways including as a course requirement or in-lieu of another project, exam, or assignment, etc. However, for you, your students, and the community partners to have a positive, long-lasting and productive experience possible, the importance of integrating applied learning should not be underestimated. Incorporating an applied learning component in a course takes careful consideration and planning.

If you have an interest in applied learning, please consult the Applied Learning Program. We will provide support and assistance to help you develop a successful applied learning course.

Faculty Checklist	
Pre-Semester	<input type="checkbox"/> Brainstorm <input type="checkbox"/> Review the Applied Learning Faculty Guide <input type="checkbox"/> Review the student participation process <input type="checkbox"/> Contact the Applied Learning Program <input type="checkbox"/> Decide how to integrate applied learning (requirement, option, extra credit) <input type="checkbox"/> Select a community partner from the Community Partner Database <input type="checkbox"/> Identify applied learning student projects with the community partner <input type="checkbox"/> Attend a community partner instructor tour (highly recommended) <input type="checkbox"/> Confirm a time for the Applied Learning Coordinator to host an Applied Learning Student Orientation (1 st week of the semester) <input type="checkbox"/> Confirm when students are required to submit Applied Learning Program paperwork (i.e. Application and Agreement form, Time Log, Student Evaluation, etc.) with the Applied Learning Program <input type="checkbox"/> Design reflective assignments/exercises <input type="checkbox"/> Include Applied Learning language in your course syllabus
Week 1	<input type="checkbox"/> Review course syllabus with students including applied learning assignments <input type="checkbox"/> Students attend the Applied Learning Student Orientation hosted by the Applied Learning Program
Weeks 2 and 3	<input type="checkbox"/> Students reach out to the community partner(s) and complete community partner requirements (i.e. background, application, TB test, etc.)
Week 4	<input type="checkbox"/> Students the Student Application and Agreement form to the Applied Learning Program
Week 5	<input type="checkbox"/> Applied Learning Program provides faculty with student participant list <input type="checkbox"/> Students attend a Community Partner Orientation, then begin their applied learning experience
On-going	<input type="checkbox"/> Students record their hours on their Student Time Log <input type="checkbox"/> Students complete any course assignments assigned by their instructor <input type="checkbox"/> Faculty/Applied Learning Program check-in with your community partner(s)
Weeks 12 and 13	<input type="checkbox"/> Faculty introduce closure to their students <input type="checkbox"/> Students begin creating closure with their community partner <input type="checkbox"/> Applied Learning Program emails evaluation forms to students and community partners
Week 14	<input type="checkbox"/> Students end their applied learning experience and submit their Time Log and Student Evaluation to the Applied Learning Program <input type="checkbox"/> Students finalize any paperwork with their community partner <input type="checkbox"/> Community Partner supervisor submits a Supervisor Evaluation to the Applied Learning Program
Weeks 15 and 16	<input type="checkbox"/> Applied Learning Program provides faculty with a list of participating students and hours completed

Pre-Semester Faculty Preparation

- 1. Brainstorm:** Teaching a course with an applied learning component can be an incredible and rewarding experience for you. By incorporating applied learning into your course curriculum, you are able to see how your students apply the knowledge gained in your classroom to real-world situations, help your students develop a sense of civic responsibility as well as challenge them to think critically and consider ideas that they may be unfamiliar and/or uncomfortable. Feel free to process how you envision incorporating applied learning into your course curriculum prior to meeting with the Applied Learning Coordinator at the Career Services Center.

Factors to Consider When Integrating Applied Learning into Course Curriculum
<ul style="list-style-type: none"><input type="checkbox"/> Types of Projects – What are some types of student projects that you think will interest your students? What type of applied learning activity do you want your students to experience (direct, in-direct, research, advocacy)? Community partner placements and projects should relate to the content of your course.<input type="checkbox"/> Learning Objectives for Applied Learning – What do you want your students to achieve and how can the objectives be assessed? Neither experience itself, nor a record of hours, achieves learning. To facilitate learning, course assignments related to applied learning must be carefully developed and relate to course objectives. Adding an applied learning component should also enhance the rigor of a course and not lower the academic standards.<input type="checkbox"/> Student Experience - How do you want to incorporate the student experience into your classroom activities (i.e. required, optional, in-lieu of, etc.)? Academic credit should be assigned based on your student’s mastery of course content, similar to traditional academic courses. Credit should not be awarded to your students simply for their involvement at an organization, but rather for their application of course content.

- 2. Faculty Guide:** The Faculty Guide serves as a resource for you and can help guide you through the process of developing and implementing of an applied learning component into your course. The guide answers questions about what is applied learning, how can you integrate applied learning, what are the requirements for your students to participate, and more.

- 3. Student Participation Process:** Students participating in applied learning have the opportunity to learn about themselves and their responsibilities as a global citizen, while engaging in direct application of course content to hands-on real-world settings. Participating in applied learning typically requires students to commit to at least 20 hours of assistance at a community partner site. Please note there are some exceptions to the hour requirement. Please consult with the Applied Learning Program for a list of community partners who will allow students to commit to fewer hours.

Applied Learning Program Student Checklist	
Pre-Semester	<input type="checkbox"/> Review the student participation requirements <input type="checkbox"/> F-1 international students - Check-in with the IEC <input type="checkbox"/> Students with disabilities - Check-in with DSPS <input type="checkbox"/> Enroll in a course that offers an applied learning component, either as an option or as a requirement (20 hour requirement)
Week 1	<input type="checkbox"/> Attend an Applied Learning Student Orientation <input type="checkbox"/> Review the Applied Learning Student Guide
Weeks 2 and 3	<input type="checkbox"/> Reach out to a community partner provided by your instructor (refer to your course syllabus for additional information)
Week 4	<input type="checkbox"/> Submit the Student Application/Agreement form to the Career Services Center (CSC) by the scheduled deadline <input type="checkbox"/> Complete any necessary paperwork and requirements by the community partner
Week 5	<input type="checkbox"/> Attend a Community Partner Orientation/Training Session <input type="checkbox"/> Start your Applied Learning Experience <input type="checkbox"/> Track your hours
On-going	<input type="checkbox"/> Complete any course assignments and/or reflective exercises
Weeks 12 and 13	<input type="checkbox"/> Begin creating closure with your community partner
Week 14	<input type="checkbox"/> End your Applied Learning Experience with your community partner <input type="checkbox"/> Submit your Time Log and Student Evaluation to the CSC by the scheduled deadline <input type="checkbox"/> Finalize any paperwork with your community partner <input type="checkbox"/> Supervisor submits a Supervisor Evaluation to the CSC

4. Applied Learning Program: The Applied Learning Program partners with faculty across all disciplines to support the development of applied learning as an integral component of course curriculum. Ideally, if you are interested, you should reach out to the Applied Learning Program well in advance of your course starting. We recommend reaching out to the Applied Learning Program at least one term before you want to integrate applied learning into a course curriculum. Preferably, send a copy of your most recent copy of your syllabus with an email stating an interest in the Applied Learning Program.

5. Applied Learning Course Integration: The best possible experience depends on the fit between course curriculum and community partner experiences/student projects assigned and how you integrate applied learning into your course. Therefore, you should identify a set of goals you want your students to learn from their experience. These goals should be connected to your course material. You will also need to decide whether to require applied learning, make applied learning optional, or offer it as a form of extra credit as well as create reflection assignments that accompany the hours required by your students participating in the Applied Learning Program.

- 6. Selecting and Securing a Community Partner:** The Applied Learning Program will work with you to carefully choose a limited number of community partners from the Community Partner Database whose needs are related to your course curriculum. You have the option of assigning one specific community partner where your students will only be able to complete hours or identifying a list of community partners from which your students may choose. It is recommended that you work with the community partner and/or partners while planning your course. Communication between all parties is crucial to the success of any partnership and should be initiated long in advance. Doing so will allow you to see whether both the goals of the instructor and community partner align. This also helps to ensure the partnership is reciprocal.

Although, it is recommended that you build on previous relationships created by the Applied Learning Program, we do support the development of new community partnerships. Please let us know if you are interested in an organization not listed in the Community Partner Database. We will do our best to develop a partnership with the organization. Please note all organizations must be approved before they are able to host applied learning students from SMC.

Suggestions When Reaching Out to a Community Partner
<ul style="list-style-type: none"><input type="checkbox"/> Learn about the organization's needs and resources<input type="checkbox"/> Discuss with the community partner what you hope for your students to gain from their experience<input type="checkbox"/> Ask the community partner what they hope to gain from their experience<input type="checkbox"/> Familiarize yourself with any of the community partner expectations, policies, and/or requirements<input type="checkbox"/> Provide a copy of your course syllabus and discuss your course objectives with the community partner<input type="checkbox"/> Discuss with the community partner possible student projects that might connect with course curriculum and the needs of the community partner and how they might be assigned<input type="checkbox"/> Keep in mind applied learning is a reciprocal relationship between student learning and community partner needs being met

- 7. Identifying Applied Learning Student Projects:** Applied learning offers a continuum of possibilities from a one-time day experience, to working with the same organization over the course of a semester. Nevertheless, an applied learning experience should achieve two goals. The first goal, the project should advance the work of the community partner. The second goal, the project needs to connect to your course's specific learning objectives. Therefore, you and the community partner need to work together to design a project that aligns with both goals. In some cases, the Applied Learning Coordinator may fill in for you and work with the community partner to design a project that aligns with both your goals and the goals of the organization. We want to make sure you have a positive experience; therefore, we are available to help you with each step.

Factors to Keep in Mind When Designing an Applied Learning Student Project

- Is the project specific?
- Are your students able to complete the project during one semester?
- What skills/knowledge are needed to complete the project?
- What type of training is needed in order to begin and complete the project?
- How many students are required to complete the project?
- What is the most number of students able to work at once?
- Who at the organization will be assigned to supervise and coordinate the project?
- How will the project be evaluated?
- Is the project sustainable?

Types of Tasks that Will Not Count Towards Your Students' Hour Requirement

In order for your students to receive credit for any hours provided, the work must be meaningful college-level work. The following types of duties/responsibilities will not count toward their hour requirement:

- Continuously assigned administrative/clerical duties such as providing general phone coverage and filing (These tasks should only be assigned in moderation for the purpose of familiarizing the student with an organization unless previously approved by the Applied Learning Program)
- Assistance conducted for religious practice such as religious education, worship, or evangelizing
- Community service hours whether required by another campus organization/club or court ordered
- Involvement through a partisan political organization and/or any type of organization where work performed would be considered partisan
- Assignments that include assisting, promoting, or deterring union organizing and/or impairing existing contracts for services or collective bargaining agreements

8. Community Partner Instructor Tour: Community partner instructor tours allow you the opportunity to see how an organization operates, meet any staff, discuss applied learning logistics, and much more. A tour of the organization with you is optional but highly recommended.

Topic Suggestions For The Instructor Tour

- Overview of the Organization
- Mission, Values, Goals, etc.
- Community Needs
- Client Base
- Programs and Services
- Tour of the Facilities with Brief Introductions of Staff
- Overview of the SMC Course and Course Objectives
- Applied Learning Student Hour Requirement and the Arrangement of Hours
- Reflection Component
- Applied Learning Placement
- Student and Community Partner Expectations
- Applied Learning Project
- Skills/Knowledge/Resources Needed
- Supervisor Contact Information
- Safety and Emergency Procedures
- Orientation, Training, and Supervision of Students
- Student Work Space Area/Materials
- Check-In and Check-Out Procedures for Tracking Hours

9. Schedule the Applied Learning Student Orientation with the Applied Learning Program: Confirm a time for the Applied Learning Coordinator to host an Applied Learning Student Orientation (1st week of the semester). To participate in the Applied Learning Program at SMC, students must attend an Applied Learning Student Orientation. Most orientations will occur during the same time your class is scheduled.

10. Be Knowledgeable of Applied Learning Program Student Deadlines: To participate in the Applied Learning Program, students must apply and submit the required paperwork by the deadline to the Applied Learning Program and attend the two required orientations. Forms are provided to students during an Applied Learning Student Orientation as well as available by download on the Applied Learning Program website <http://www.smc.edu/StudentServices/CareerServicesCenter/Pages/Applied-Learning-Program.aspx>.

Student Deadlines	
Applied Learning Program Student Orientation	<ul style="list-style-type: none"> ▪ Purpose: Introduces students to applied learning, the benefits of participating, and the process for students to participate ▪ Student Deadline: 1st week of the semester; Hosted by the Applied Learning Program; Typically, scheduled during class time
Applied Learning Student Application and Agreement Form	<ul style="list-style-type: none"> ▪ Purpose: Used to identify student participants; Connects students to a course with an applied learning component and a community partner where the students will be providing assistance; Provides students with program expectations; Facilitates communication between the program, students, faculty and community partners ▪ Student Deadline: Thursday of the 4th week of the semester to the Applied Learning Program
Community Partner Student Orientation	<ul style="list-style-type: none"> ▪ Purpose: Serves as the first opportunity for community partners to introduce students to their organization, its staff, and any policies/regulations associated with providing assistance with them ▪ Student Deadline: Typically, Week 5 of the semester but is dependent on students completing Applied Learning and Community Partner application requirements. Students must attend this orientation before they provide any assistance. Organizations may establish a specific date(s) or schedule them individually
Student Time Log	<ul style="list-style-type: none"> ▪ Purpose: Used to assist students in tracking hours completed; Students need to list specific duties completed on a daily basis; Tasks must be meaningful college-level work ▪ Student Deadline: Thursday of the 14th week of the semester to the Applied Learning Program
Student Evaluation	<ul style="list-style-type: none"> ▪ Purpose: Provides students with the opportunity to share their thoughts about their experience ▪ Student Deadline: Thursday of the 14th week of the semester to the Applied Learning Program
**Supervisor Evaluation	<ul style="list-style-type: none"> ▪ Purpose: Provides community partners with the opportunity to share their thoughts about their experience and to confirm whether students have met the 20 hour requirement; Forms are emailed directly to the supervisor during the 12th or 13th week of the semester; Students are only asked to remind supervisors to respond directly to the email sent by the Applied Learning Program ▪ Supervisor Deadline: Thursday of the 14th week of the semester

11. Design Reflective Assignments/Exercises: A key ingredient for transforming a student’s experience with a community partner into learning is through reflection. Reflection occurs when students move from solely participating in an applied learning experience into a deeper understanding and thought. Reflection assignments/exercises should:

- Connect to course content and be appropriate to the course and the materials being covered
- Help your students in their own personal development (explore, develop, clarify their values)
- Challenge your students and be structured like any other class assignment (description, expectation, and criteria for assessing the assignment/exercise)
- Occur throughout the entire applied learning experience (before, during, and after)

Reflection Assignment/Exercise Examples	
Journals	<ul style="list-style-type: none"> ▪ Record of a student’s learning experience (before, during and after) ▪ Entries are typically prompted by questions about course content ▪ Responses include personal, factual and analytic content ▪ Regular feedback from faculty help develop student thought process
Case Studies	<ul style="list-style-type: none"> ▪ Students analyze a situation and gain practice in decision making ▪ Opportunity for students to think and plan experience ▪ Faculty either develop case studies based on past applied learning projects/examples, published case students, and/or have students write a description of a situation they encountered while on site and the event that caused the dilemma
Portfolios	<ul style="list-style-type: none"> ▪ Students collect materials related to an applied learning experience ▪ Students learn how to keep records as well as develop organizational skills ▪ Items can include contracts, time logs, papers, annotated bibliographies, photographs, evaluations, brochures as well as a self-assessment essay integrating course material
Essays	<ul style="list-style-type: none"> ▪ Formal examples of journal entries ▪ Students describe and evaluate their experiences as well as integrate concepts and topics discussed in their course ▪ Students select and answer questions provided by faculty
Discussions	<ul style="list-style-type: none"> ▪ Typically incorporated during regular class time ▪ Students share and listen to each other’s stories. Then identify solutions.
Presentations	<ul style="list-style-type: none"> ▪ Students describe their applied learning experience and integrate course content in a public format.
Research Paper	<ul style="list-style-type: none"> ▪ Students analyze their experience in a larger context in a more formal way ▪ Students identify an issue that relates to their applied learning experience and research that issue. In the paper, students include their research, findings and any recommendations for future.
Directed Readings and Writings	<ul style="list-style-type: none"> ▪ Faculty assign readings and/or writing to complement the course ▪ Readings/writings typically relate to the course content, the applied learning experience as well as civic engagement ▪ Students address specific questions or develop questions

12. Developing Your Course Syllabus: At the beginning of your course, the syllabus is the first connection between you and your students. It also serves as your students' first introduction to applied learning. We recommend that you share how applied learning relates to your course, why you have included an applied learning experience in your curriculum as well as clear information about any applied learning student requirements. Having clear expectations allows your students to make informed decisions as well as plan their schedule.

Syllabi Recommendations
<ul style="list-style-type: none"> <input type="checkbox"/> Course information and description <input type="checkbox"/> Instructor name and contact information <input type="checkbox"/> Office hours and location <input type="checkbox"/> Course description <input type="checkbox"/> Student learning outcomes <input type="checkbox"/> Course description <input type="checkbox"/> Method of presentation (i.e. lecture, discussion, group work, guest speakers, applied-learning) <input type="checkbox"/> Course assignment schedule – including a timeline of applied learning assignments such as those involving reflection <input type="checkbox"/> Clear connection between the academic content and the applied learning component <input type="checkbox"/> Description of the applied learning requirements (i.e. mandatory versus optional, total hours involved; applied learning project, community partner placement information, requirements for the reflective process, evaluation structure) <input type="checkbox"/> Method of evaluation and grading scale (delineation of how the grade will be computed) <input type="checkbox"/> Required materials and supplies including course textbook(s) <input type="checkbox"/> Missed work or extra credit disclaimer/policy <input type="checkbox"/> Participation and attendance disclaimer/policy <input type="checkbox"/> Any other classroom disclaimers/policies <p>Additional resources include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Model Syllabus 2014 (Provided by the SMC Professional Ethics and Responsibilities Committee of the Academic Senate) <input type="checkbox"/> Model Syllabus Menu 2014 (Provided by the SMC Professional Ethics and Responsibilities Committee of the Academic Senate) <input type="checkbox"/> CurricUNET

Beginning, Mid, and End of Semester Applied Learning Integration

Applied learning can be an exciting and rewarding experience for your students. However, your students should feel ready for this experience and you, the community partners, and the Applied Learning Program each have a role in helping your students feel prepared and confident in their ability to complete their experience. The following are ways you can help your students feel ready for their experience.

- 1. Review Course Syllabus with Students:** It is always important to plan ahead when working with students. Students need reliable and specific information about what is expected of them and this is usually shared on a course syllabus. Furthermore, since your students may also be balancing other responsibilities and priorities such as family and/or work in addition to their academic course load, it would be most helpful if clear expectations be provided ahead of time. Students should only be at an organization for approximately 7 to 9 weeks total and may choose to commit to only the minimum hour requirement.
- 2. Maintain an Open Line of Communication Between you and your Community Partner:** It is important for you to maintain continuous communication with your community partner(s); specifically the supervisor assigned to work with your students. Communication is central to sustaining a healthy relationship. Maintaining continuous communication also helps to develop trust as well as address any small concerns quickly before they become larger and more difficult problems. The frequency and type of communication (email, phone, site visits, etc.) should be arranged between you and supervisor before any student involvements begins.
- 3. Enhancing Your Student Experience with Reflection:** Ideally, your students should reflect throughout their entire experience. Reflection allows your students to connect the knowledge gained from their experience with structured knowledge provided to them in their class. Reflection also reinforces course material and applied learning experiences. Support your students as they examine their own perspectives and assumptions about themselves, the community partner where they are providing assistance, its clients, as well as the community the organization serves. Teach them to think critically about their experience, specifically how their experience not only connects to their academic course but also in the context of social issues.
- 4. Introduce Concepts of Closure to Your Students:** Through applied learning, your students have the opportunity to meet and interact with a variety of individuals. As a result, they may experience a mix of feelings when their relationship with these individuals comes to an end. We recommend that by Week 12 or 13, you should encourage students to bring positive closure to their applied learning experience. Remind your students to communicate with their supervisor when their last day will be and have them ask the best way for them to inform others that they are leaving and the reason for their departure. It is also a good idea to remind your students of any final assignments related to their applied learning experience as well as any deadlines related to the Applied Learning Program (Time Log, Student Evaluation, etc.)

Appendix

Student Forms:

- Student Application and Agreement Form
- Student Time Log
- Student Evaluation

Student Process:

- How Do Students Participate in Applied Learning
- Student Checklist
- Student Participation Process

Community Forms:

- Community Partner Application and Agreement Form
- Community Partner Request Form
- Supervisor Evaluation (Emailed directly to the supervisor by the Applied Learning Program)



Student Application and Agreement

Please print legibly. Note your SMC student email account will be the official means of communication between you and the Applied Learning Program. Please submit the Student Application and Agreement form to the Career Services Center (Counseling Village) by the deadline listed on your course syllabus.

Student Information

Full Name: _____
Last First M.I.
Student ID Number: _____ Phone Number: _____

International Students Only: Are you studying on an F-1 student visa? Yes: _____ No: _____

SMC Course Information

Please list the course for which you will be doing your applied learning requirement. If you are participating in more than one applied learning course, please complete one application per course.

Instructor First Name: _____ Instructor Last Name: _____
Course Title: _____ Course Section Number: _____ Semester/Year: _____

Community Partner Contact Information

Organization Name: _____
Organization Address: _____
Street Number City Zip Code
Supervisor Full Name: _____ Supervisor Title: _____
Supervisor Email: _____ Supervisor Phone Number: _____

Student Expectations

Please remember that you are representing SMC in the community. As such, we ask you to carefully read and agree to the following expectations created to assist you in having a productive applied learning experience possible. Please initial each section and sign the agreement.

____ (Initial) **Honor Your Commitment:** Each student is responsible for securing a position with an approved community partner. However, specific hours of involvement will be determined mutually by the student and the organization supervisor. Once a schedule is determined, be punctual and responsible. Call your supervisor if you anticipate being late or absent. The community partner has selected you to be a reliable and contributing team member. The organization and the people served by the organization will be depending on you to complete the hours you arranged previously. If a community partner terminates your applied learning position, please notify your SMC instructor and the Career Services Center.

____ (Initial) **Ask for Help:** If you are uncertain about expectations, responsibilities and/or are uncomfortable about any applied learning experience, speak with your community partner supervisor, SMC instructor, and/or the Career Services Center.

____ (Initial) **Respect Confidentiality:** You are privy to confidential information with whom you are working, it is important that you treat this information as private. When writing and/or sharing your experiences, always use pseudonyms when referring to people served by the organization. This confidentiality expectation includes understanding and respecting photo policies, and if permitted to take photos, keeping them off internet/social media sites unless given proper authorization. Placement within a community partner is an educational opportunity and a privilege.

____ (Initial) **Be Professional:** Remember the community partner is serving you by investing their valuable resources in your learning, while you are serving in the community. Treat those at the organization and the people served by the organization with courtesy. Be mindful of your attitude and act and dress appropriately at all times. Set a positive standard for other SMC students to follow as part of the SMC Applied Learning Program.

____ (Initial) **Remain Flexible and Open:** You may be exposed to other cultures and lifestyles that may differ from your own, opening avenues to learning, sharing, and engaging in meaningful dialogue. In addition, the nature of the work and assignments at a community partner is not always predictable. Your supervisor understands the issues at your organization and can be very helpful in any questions or concerns you may have.

____ (Initial) **Follow Policies:** Students participating in an applied learning course must comply with the community partner's policies

and regulations as well as SMC's Honor Code, Code of Academic Conduct and the Student Conduct Code (<http://www.smc.edu/StudentServices/StudentJudicialAffairs/Pages/What-you-should-know.aspx>). A community partner may ask a student to leave the organization if he/she violates its policies and regulations. Note that some community partners may require a student to complete a background check, attend required trainings, orientations, and/or meetings, be fingerprinted, or complete a TB test as part of his/her placement with an organization.

_____ (Initial) **Complete Hours and Involvement:** To complete the required number of hours of involvement at the above organization. Hours counted toward the minimum hours of requirement begin after submitting all required forms and receiving approval from the Career Services Center. Failure to complete the minimum number of hours of involvement and/or assignments (i.e. time log, reflections, evaluation) listed in the course syllabus may affect a student course grade.

_____ (Initial) **Safety:** Do not go beyond the scope of your assigned responsibilities. Use judgement in refusing risky or inappropriate requests and situations. If you encounter any problems, emergencies, safety hazards, concerns, or suggestions, contact your organization supervisor, SMC instructor, and/or the Career Services Center.

_____ (Initial) **Transportation:** Students are responsible for arranging any form of transportation to and from their assigned community partner. Students are not to transport any person and/or materials on or behalf of the assigned community partner, unless the organization has liability coverage for student participants.

Release of Liability

As required by Title 5, Section 55220 of the California Code of Regulations, I understand and agree that I shall hold the Santa Monica Community College District, its Board of Trustees, officers, agents, representatives, employees, volunteers, and permissive users of District vehicles harmless from any and all liability, claims, causes of action, and demands related to, arising out of or in connection with my participation in any field trip or class excursion during the above-described course (hereinafter "Activity"), including injuries, accident, illness or death.

If my participation in this Activity results in any liability, claims, causes of action, or demands against the Santa Monica Community College District, its Board of Trustees, officers, agents, representatives, employees, volunteers, and permissive users of District vehicles, I agree to defend and indemnify the District, its Board of Trustees, officers, agents, representatives, employees, and permissive users of District vehicles in such an action.

In the event of any illness or injury while participating in the Activity, I hereby consent to whatever x-ray, examination, anesthetic, medical, surgical or dental diagnosis or treatment and hospital care from a licensed physician, surgeon, and/or dentist as deemed necessary for my safety and welfare. It is understood that the resulting expenses will be my responsibility.

If I provide my own transportation or ride with another student, it is fully understood that the Santa Monica Community College District, its Board of Trustees, officers, employees, agents, representatives or volunteers is in no way responsible nor assumes liability for any injuries, losses, claims or actions resulting from, arising out of or incident to the non-District transportation. I understand that although the District may recommend travel time and/or routes to and/or from this event, that such recommendations are not mandatory and do not in any way constitute District sponsorship of or responsibility for my transportation. I also understand that the driver is not driving as an agent of or on behalf of the District.

I fully understand that participants are to abide by all rules and regulations governing conduct during the Activity. Any violation of these rules and regulations may result in my being sent home at my own expense and may result in disciplinary action.

Student Agreement

I _____ (Student's First Name and Last Name), hereby certify that the above statements are true and correct to the best of my knowledge. I also understand that in order to participate in the Applied Learning Program, I must be enrolled in a course at Santa Monica College that offers Applied Learning as an option or requirement and uphold the terms and expectations of this agreement.

Student's Signature

Date

Community Partner Agreement

I, _____ (Supervisor's First Name and Last Name), agree to provide adequate training and supervision for the applied learning student, including outlining responsibilities and tasks for the applied learning student to complete in order for him/her to meet the above expectations. I also agree to complete any necessary forms by the scheduled deadlines. Should I have any concerns about the applied learning student and/or the Applied Learning Program at SMC, I agree to contact the Applied Learning Coordinator at SMC.

Supervisor's Signature

Date

For Office Use Only

Application/Agreement
Received: (MM/DD/YY) _____

Application/Agreement
Recorded: (MM/DD/YY) _____



Student Time Log

The student service log is required of every applied learning student and is used to assist the student in tracking and providing confirmation of hours completed at the approved community partner. Forms will only be accepted if signed by the applied learning student and the student's supervisor at the assigned community partner. If submitting hours for the same course on more than one Time Log, each form must be completed and signed. Round all minutes to the nearest ½ hour and report as 0.5 only. Please submit all Time Logs to the Career Services Center (Counseling Village) by the deadline listed on your course syllabus. Prior to submitting your Time Log to the Career Services Center, please make a copy for your records.

Please print legibly. Note your SMC student email account will be the official means of communication between you and the Applied Learning Program.

Student and Community Partner Information

Full Name: _____
Last First M.I.

Student ID Number: _____ Phone Number: _____

Organization Name: _____ Supervisor's First and Last Name: _____

Supervisor's Phone Number: _____ Supervisor's Email: _____

SMC Course Information

Please list the course for which you will be doing your applied learning requirement. If you are participating in more than one applied learning course, please complete one application per course.

Instructor's First Name: _____ Instructor's Last Name: _____

Course Title: _____ Course Section Number: _____

Term/Year: **Fall** 20 _____ **Spring** 20 _____

Time Log

Date (MM/DD/YY)	Time Begin	Time End	Total Daily Hours	Specific Duties/Responsibilities Performed (What did you do on this day?)

Student Evaluation Form (Spring 2016)

Thank you for completing the SMC Applied Learning Student Evaluation. The information we gather from you will provide the Applied Learning Program a greater understanding of your experience with the program as well as help us improve future applied learning experiences. Completing this form should take less than 5 minutes. If you have any questions regarding this evaluation form, please contact Joan Kang at kang_joan@smc.edu.

* Required

Student Information

First Name *

Last Name *

SMC ID# *

Instructor Information

Name of Instructor *

- Burt Cueva
- Melanie Klein
- Tamra Loeb

Community Partner Information

Community Partner Name: *

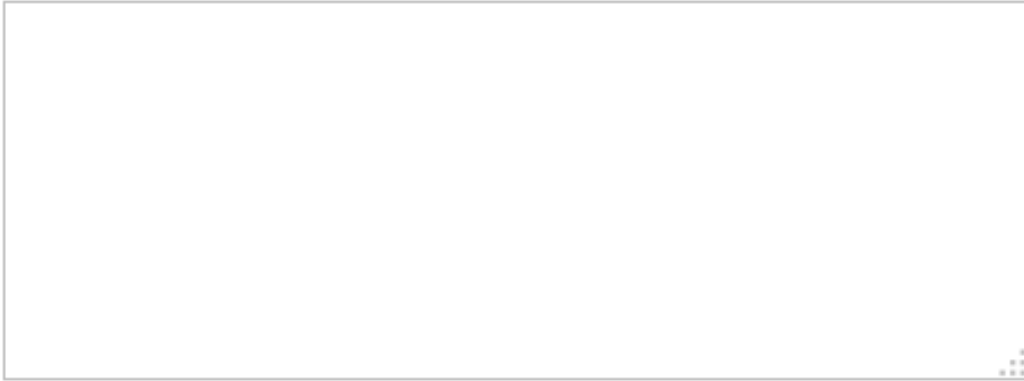
- Boys and Girls Club of Santa Monica
- Feminist Majority Foundation
- GlobalGirl Media
- Latino Resource Organization
- Mar Vista Family Center
- Virginia Avenue Park

Student Experience

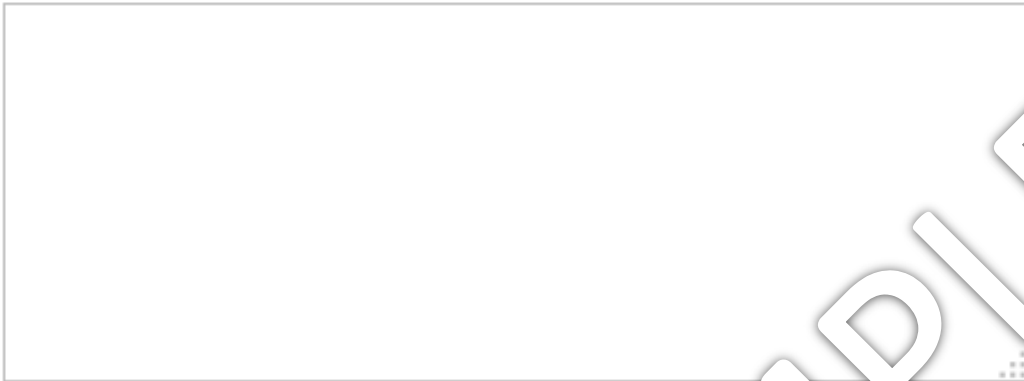
Based on your applied learning experience this semester, please indicate the extent to which you agree or disagree with each statement. *

	Strongly Agree	Agree	Disagree	Strongly Disagree
My experience with my community partner helped me understand course material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My experience tied into issues that were relevant to class topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt prepared for my experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The site supervisor provided assistance when needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My experience has motivated me to want to volunteer/intern in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My experience helped me to identify/confirm my career or educational plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend other students to enroll in an applied learning course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I made a positive contribution at my community partner site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My experience helped me better understand the needs in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What challenges did you face during your applied learning experience?

A large, empty rectangular text box with a thin black border. In the bottom right corner, there is a small, faint icon consisting of a 3x3 grid of dots.

What have you learned from your applied learning experience? (i.e. personally, academically, etc.)

A large, empty rectangular text box with a thin black border. In the bottom right corner, there is a small, faint icon consisting of a 3x3 grid of dots.

Do you have any other ideas or comments about how we can improve the Applied Learning Program?

A large, empty rectangular text box with a thin black border. In the bottom right corner, there is a small, faint icon consisting of a 3x3 grid of dots.

SAMPLE

How Can You as an SMC Student Participate in Applied Learning?

To participate in applied learning, you must enroll in a course that offers an applied learning component. To find out which classes at SMC feature an applied learning component, visit the Career Services Center website and/or view the searchable class schedule <http://www.smc.edu/AboutSMC/Pages/Class-Schedules.aspx>.

Student Checklist

Applied Learning Program Student Checklist	
Pre-Semester	<input type="checkbox"/> Review the student participation requirements <input type="checkbox"/> F-1 international students - Check-in with the IEC <input type="checkbox"/> Students with disabilities - Check-in with DSPS <input type="checkbox"/> Enroll in a course that offers an applied learning component, either as an option or as a requirement (20 hour requirement)
Week 1	<input type="checkbox"/> Attend an Applied Learning Student Orientation <input type="checkbox"/> Review the Applied Learning Student Guide
Weeks 2 and 3	<input type="checkbox"/> Reach out to a community partner provided by your instructor (refer to your course syllabus for additional information)
Week 4	<input type="checkbox"/> Submit the Student Application/Agreement form to the Career Services Center (CSC) by the scheduled deadline <input type="checkbox"/> Complete any necessary paperwork and requirements by the community partner
Week 5	<input type="checkbox"/> Attend a Community Partner Orientation/Training Session <input type="checkbox"/> Start your Applied Learning Experience <input type="checkbox"/> Track your hours
On-going	<input type="checkbox"/> Complete any course assignments and/or reflective exercises
Weeks 12 and 13	<input type="checkbox"/> Begin creating closure with your community partner
Week 14	<input type="checkbox"/> End your Applied Learning Experience with your community partner <input type="checkbox"/> Submit your Time Log and Student Evaluation to the CSC by the scheduled deadline <input type="checkbox"/> Finalize any paperwork with your community partner <input type="checkbox"/> Supervisor submits a Supervisor Evaluation to the CSC

Student Application Process

1. **Course Enrollment:** To participate in the Applied Learning Program at SMC, you must be officially enrolled in an SMC course with an applied learning component. You must also be able to commit to an average of 20 hours of involvement with an approved community partner during the specified course term.

International Students Studying on an F-1 Student Visa

Applied learning is a unique learning experience that can provide you as an international student the opportunity to learn other areas of American culture that may not be present in a traditional academic and/or professional setting. However, given that applied learning students are required to fulfill a certain number of hours off-campus, it is important that you speak to an immigration specialist at the International Education Center (IEC) and receive permission prior to participating in any applied learning opportunity. We want to ensure that you maintain your F-1 status while studying at SMC and participating in applied learning.

Students with Disabilities

If you are a student with a disability, we want to ensure that any necessary accommodations for your disability are arranged at the earliest possible time. Accommodations for students with disabilities are provided on an individualized basis. Please note that due to the learning environment at a community partner, accommodations arranged at an organization may differ from any classroom accommodations. We strongly encourage you to discuss your accommodation needs at the start of the term with Disabled Student Programs and Services (DSPS), the Career Services Center and your applied learning course instructor.

2. **Applied Learning Student Guide:** The Student Guide is a resource for you, if you are interested in or required to participate in a course with an applied learning component. The guide answers questions about what is applied learning, what are the requirements to participate, how to sign up and complete an applied learning experience, and more. Please review this document prior to starting your experience and as needed throughout your applied learning experience.
3. **Applied Learning Student Orientation:** To participate in the Applied Learning Program at SMC, you must attend an Applied Learning Student Orientation. Please refer to your course syllabus for a schedule of Student Orientations dates. Most Student Orientations will occur during the same time your class is scheduled. Applied Learning Student Orientations address the following:
 - What is applied learning?
 - What are the benefits?
 - How do SMC students participate in applied learning?
4. **Applied Learning Student Application and Agreement Form:** To participate in the Applied Learning Program, you must complete and submit the Applied Learning Student Application and Agreement Form. This form serves several purposes. First, it used to identify you as an applied learning participant. Second, it is to connect you with the course containing an applied learning component, the SMC instructor teaching the course, the community partner where you will be providing assistance, and the Applied Learning Program at Santa Monica College. Third, the form lists expectations of you as an applied learning student. Finally, it is also used to facilitate

communication between all parties involved in applied learning; therefore helping to promote safety and reduce risk.

Student Application and Agreement forms will be provided during your class' Student Orientation (see your course syllabus for additional information). You may also download a copy of the Student Application and Agreement form on the Career Services Center website. Student Application and Agreement forms will not be accepted after the deadline. Please refer to your course syllabus for dates and deadlines. This form requires your signature as well as the community partner supervisor's signature.

5. **Student Expectations and Release of Liability:** Included on the Student Application and Agreement form is a list of student expectations. Please remember that you are representing SMC in the community. As such, we ask you to carefully read and abide by these expectations created to assist you in having a productive applied learning experience possible.

Student Expectations

Honor Your Commitment: You are responsible for securing a position with an approved community partner. However, specific hours of involvement will be determined mutually by you and the organization supervisor. Once a schedule is determined, be punctual and responsible. Call your supervisor if you anticipate being late or absent. The community partner has selected you to be a reliable and contributing team member. The organization and the people served by the organization will be depending on you to complete the hours you arranged previously. If a community partner terminates your applied learning position, please notify your SMC instructor and the Career Services Center.

Ask for Help: If you are uncertain about expectations, responsibilities and/or are uncomfortable about any applied learning experience, speak with your community partner supervisor, SMC instructor, and/or the Career Services Center.

Respect Confidentiality: You are privy to confidential information with whom you are working, it is important that you treat this information as private. When writing and/or sharing your experiences, always use pseudonyms when referring to people served by the organization. This confidentiality expectation includes understanding and respecting photo policies, and if permitted to take photos, keeping them off internet/social media sites unless given proper authorization. Placement within a community partner is an educational opportunity and a privilege.

Be Professional: Remember the community partner is serving you by investing their valuable resources in your learning, while you are serving in the community. Treat those at the organization and the people served by the organization with courtesy. Be mindful of your attitude and act and dress appropriately at all times. Set a positive standard for other SMC students to follow as part of the SMC Applied Learning Program.

Remain Flexible and Open: You may be exposed to other cultures and lifestyles that may differ

from your own, opening avenues to learning, sharing, and engaging in meaningful dialogue. In addition, the nature of the work and assignments at a community partner is not always predictable. Your supervisor understands the issues at your organization and can be very helpful in any questions or concerns you may have.

Follow Policies: Students participating in an applied learning course must comply with the community partner's policies and regulations as well as SMC's Honor Code, Code of Academic Conduct and the Student Conduct Code (<http://www.smc.edu/StudentServices/StudentJudicialAffairs/Pages/What-you-should-know.aspx>).

A community partner may ask a student to leave the organization if he/she violates its policies and regulations. Note that some community partners may require a student to complete a background check, attend required trainings, orientations, and/or meetings, be fingerprinted, or complete a TB test as part of his/her placement with an organization.

Complete Hours and Service: To complete the required number of hours of involvement at the above organization. Hours counted toward the minimum hours of requirement begin after submitting all required forms and receiving approval from the Career Services Center. Failure to complete the minimum number of hours of involvement and/or assignments (i.e. time log, reflections, evaluation) listed in the course syllabus may affect a student course grade.

Safety: Do not go beyond the scope of your assigned responsibilities. Use judgement in refusing risky or inappropriate requests and situations. If you encounter any problems, emergencies, safety hazards, concerns, or suggestions, contact your organization supervisor, SMC instructor, and/or the Career Services Center.

Transportation: You are responsible for arranging any form of transportation to and from your assigned community partner. You are not to transport any person and/or materials on or behalf of the assigned community partner, unless the organization has liability coverage for student participants.

Release of Liability

The following is a copy of the Release of Liability section found on the Applied Learning Student Agreement form. A signed Applied Learning Student Application and Agreement form is required of every applied learning student.

As required by Title 5, Section 55220 of the California Code of Regulations, I understand and agree that I shall hold the Santa Monica Community College District, its Board of Trustees, officers, agents, representatives, employees, volunteers, and permissive users of District vehicles harmless from any and all liability, claims, causes of action, and demands related to, arising out of or in connection with my participation in any field trip or class excursion during the above-described course (hereinafter "Activity"), including injuries, accident, illness or death.

If my participation in this Activity results in any liability, claims, causes of action, or demands against the Santa Monica Community College District, its Board of Trustees, officers, agents,

representatives, employees, volunteers, and permissive users of District vehicles, I agree to defend and indemnify the District, its Board of Trustees, officers, agents, representatives, employees, and permissive users of District vehicles in such an action.

In the event of any illness or injury while participating in the Activity, I hereby consent to whatever x-ray, examination, anesthetic, medical, surgical or dental diagnosis or treatment and hospital care from a licensed physician, surgeon, and/or dentist as deemed necessary for my safety and welfare. It is understood that the resulting expenses will be my responsibility.

If I provide my own transportation or ride with another student, it is fully understood that the Santa Monica Community College District, its Board of Trustees, officers, employees, agents, representatives or volunteers is in no way responsible nor assumes liability for any injuries, losses, claims or actions resulting from, arising out of or incident to the non-District transportation. I understand that although the District may recommend travel time and/or routes to and/or from this event, that such recommendations are not mandatory and do not in any way constitute District sponsorship of or responsibility for my transportation. I also understand that the driver is not driving as an agent of or on behalf of the District.

I fully understand that participants are to abide by all rules and regulations governing conduct during the Activity. Any violation of these rules and regulations may result in my being sent home at my own expense and may result in disciplinary action.

6. Once you have attended an Applied Learning Student Orientation, the next step is to secure an applied learning position with a community partner.

Selecting a Community Partner

Selecting the right community partner is an important step to ensuring a positive experience. However, please refer to your course syllabus for specific guidelines. Some instructors will assign a specific community partner where you will only be able to provide assistance. While other instructors may have a list of community partners from which you may choose. Please note that many openings at community partners do fill up quickly and it is in your best interest to start early. However, do not contact community partners until you have attended an Applied Learning Student Orientation and understand the guidelines and expectations of the Applied Learning Program at SMC. Furthermore, some community partners may have additional requirements that potentially take more time to process. Research the community partner before contacting them. Read up on the community partner via the internet and/or any other materials provided by your SMC instructor.

Contacting a Community Partner

Once you have identified a community partner where you may want to provide assistance, it is up to you to initiate contact with the organization and to secure an applied learning position. If your SMC instructor provides a list of community partners from which you may choose, it is a good idea to rank them by preference, in the event that your first choice is not a match.

Remember when contacting a community partner, you should always be professional. The community partner is serving you by investing their valuable resources in your learning. Be patient and courteous. First impressions matter. It is also important to set a positive standard for other SMC students to follow as part of the SMC Applied Learning Program.

Helpful Tips When Contacting a Community Partner

Who to Call: If your instructor assigned a specific community partner, it is a good idea to contact the person identified by your instructor. If your instructor did not assign a specific community partner, but instead provided a list of community partners from which you must choose, you should speak with the individual persons identified as contacts. It is best to speak with these identified individuals because they are most familiar with the partnership between SMC's Applied Learning Program and their organization.

When to Call: It is best to call the contact person during the organization's normal business hours. If you must leave a message, clearly state your first and last name, a number where they can reach you or leave a message, the best time (morning, afternoon, evening) you can be reached, and the reason for your call. Again, it is important to be professional and patient. Understand that it may take the contact person a couple of days to return your call. You may also follow-up with the contact person via email. It is recommended that you use your SMC student email address and not your personal email.

How to Introduce Yourself: The following is a script you can use to introduce yourself to the contact person via phone and/or email.

Good morning/Good afternoon _____. My name is _____, and I am enrolled in an applied learning course at Santa Monica College. I am interested in assisting at your site because _____. Please let me know if your organization has any applied learning opportunities where I might be able to help and learn more about your organization and its services. My phone number is _____ and the best time to reach me at is in the (morning, afternoon, or evening). I look forward to speaking with you and learning more about _____ (name of the organization).

Once you are able to get in contact with each other, it is a good idea to ask about any time and/or training commitments/requirements, dress code, and what types of activities you might be assigned to complete as an applied learning student. If it is a good match for both parties, you and the community partner, the next step is to discuss your schedule, your first day on site and any or all

expectations.

Remember when contacting a community partner, you should always be professional. The community partner is serving you by investing their valuable resources in your learning. Be patient and courteous. First impressions matter. It is also important to set a positive standard for other SMC students to follow as part of the SMC Applied Learning Program.

7. **Student Time Log:** Now that you have secured a position with a community partner and have submitted the Student Application and Agreement Form to the Applied Learning Program (Located in the Career Services Center), you are ready to begin your experience. While providing assistance, you will need to track your hours via the Student Time Log. The Time Log is required of every applied learning student and is used to track hours completed.

Time Log forms will be provided during a scheduled Applied Learning Student Orientation (see your course syllabus for additional information). You may also download a copy of the Student Time Log form on the Career Service's website. This form requires your signature as well as the community partner supervisor's signature and will not be accepted after the deadline. Please refer to your course syllabus for dates and deadlines.

Student Participation Process

Before you start your applied learning experience, remember that you set the tone for your experience. As such, it is important to ask yourself at the beginning as well as throughout your involvement, what do I want to get out of my experience? Note that what you learn at your community partner may not always be evident in the beginning. Try to reflect back to your course learning objectives. Is what you are doing related to your course content? If not, ask yourself, what you can do to change your experience?

1. **Community Partner Orientation/Training:** At the beginning of your applied learning experience, you may be energetic and eager to make a difference at the community partner site where you have been assigned and/or with the people with whom you work. Remember you may encounter a variety of situations that may not always be predictable. As such, we want all applied learning students to attend a Community Partner Orientation/Training on or by the first day on site.

Community Partner Orientation/Training

The following are topics both you and your supervisor should address on or by the first day of site:

- Meet with your supervisor; learn more about the community partner where you will be assisting
- Tour of the organization, including any work areas
- Meet and be introduced to other employees and volunteers
- Learn more about the organization
- Historical background, mission statement, values, goals, and objectives
- Client base
- Community needs
- Review any materials provided by the community partner
- Discuss any risk, safety and emergency evacuation guidelines
- Discuss student and organization expectations
- Discuss job description (tasks and responsibilities)
- Discuss any sign-in/sign-out procedures
- Discuss the Student and Supervisor evaluation instruments

2. To be most successful with the applied learning experience, it is important to be flexible and open to learning. Expect a little uncertainty. Try to challenge yourself. And most of all, remember that you have several support systems in place (SMC instructor, the Applied Learning Program, your community partner supervisor) to help structure your first day on site as well as throughout your entire experience. As the term progresses, you will begin to feel more comfortable with applied learning and will grow into your applied learning role.
3. **Tracking Your Hours:** As mentioned previously, you are required to complete and submit the Student Time Log. The Time Log is used to assist you in tracking and providing confirmation of hours completed at your assigned community partner. It is your responsibility to record, monitor and complete the minimum number of required hours. Time logs must be received by the Applied Learning Program (Located in the Career Services Center) by the deadline listed on your course syllabus. Prior to submitting your Time Log to the Applied Learning Program, please make a copy for your records.

Please note Time Logs require your signature as well as the signature of your community partner supervisor. We recommend that you record your hours each time you report to your community partner site. If submitting hours for the same course on more than one Time Log, you must complete and sign each form. If you are providing assistance at more than one community partner, please complete one form per agency. All minutes should be rounded to the nearest ½ hour and reported as 0.5 only.

Types of Duties/Responsibilities That Don't Count Toward Your Hour Requirement

When completing your Time Log, you will be required to list specific duties/responsibilities. In order to receive credit for any hours provided, the work must be meaningful college-level work. The following types of duties/responsibilities will not count toward your 20 hour requirement

- Continuously assigned administrative/clerical duties such as providing general phone coverage and filing (These tasks should only be assigned in moderation for the purpose of familiarizing you with an organization unless previously approved by the Applied Learning Program)
- Assistance conducted for religious practice such as religious education, worship, or evangelizing
- Community service hours whether required by another campus organization/club or court ordered
- Involvement through a partisan political organization and/or any type of organization where work performed would be considered partisan
- Assignments that include assisting, promoting, or deterring union organizing and/or impairing existing contracts for services or collective bargaining agreements

4. **Reflection:** Applied learning can be an exciting and rewarding experience. However, to enhance your experience, it is important to keep track of your feelings and observations, good or bad. Reflection is the key ingredient for transforming what you have experienced into learning. Be willing to share your thoughts and experiences with others in discussions, as it may help you view new situations with a different perspective. Refrain from making or acting on any stereotypes. Challenge yourself to consider ideas that are unfamiliar and/or uncomfortable. Promote a respectful, open, and inclusive environment and always try to bring a positive attitude. Most importantly, make an effort to learn and be open to seeing things in a new way. Be an active listener and observer, by reflecting throughout your applied learning experience.

Types of Reflection Exercises

Throughout your course, you will be asked to reflect on your applied learning experience (before, during, and after) both in the classroom and in the community. Reflection assignments may happen in a variety of ways (in class group discussions, online discussions, journaling, papers, presentations, portfolios, role-playing, case studies, essays, etc.)

Completing your Applied Learning Experience on a Positive Note

You will meet and interact with a variety of people at your community partner. How you complete your applied learning experience is just as important as how you begin. Therefore, at least 2 to 3 weeks before you are scheduled to end your experience, it is a good idea to remind your supervisor of your last day on site. As a student enrolled in a course with an applied learning component, it is also a good idea to review any applied learning requirements/forms assigned by your instructor and/or the Applied Learning Program at SMC.

1. **Creating Closure with Your Community Partner:** Towards the end of your applied learning commitment, it is essential to create a sense of closure to mark the end of your work at your assigned community partner. The following are guidelines to help you make the most of your last weeks and end your experience on a positive note.
 - Ask your supervisor what is the best way to let others know that you are leaving and why
 - Remind your supervisor of the Supervisor Evaluation Form
 - Ask for any final feedback about your performance
 - Request that your supervisor review and sign your Time Log
 - Say goodbye – Thank your supervisor and the community partner for contributing to your learning (i.e. a thank you note or a simple verbal acknowledgement of your supervisor’s contributions to your applied learning experience)
 - Leave your work organized and easy for someone else to follow after
 - Stay in touch. Build the bridge for future networking and employment opportunities
 - If interested, ask about other possible opportunities for you to get involved
 - Examine your own growth in this experience (academically, professionally, personally)

2. **Creating Closure with Your Course Instructor:** In addition to creating a sense of closure at your community partner, it is imperative that you complete any applied learning requirements assigned by your instructor. This may include any assignments or projects. Please refer to your course syllabus for additional information.

3. **Creating Closure with the Applied Learning Program:** Not only do you have to create closure with your assigned community partner and instructor, but you also need to complete the final requirements of the Applied Learning Program. This includes submitting your Student Time log and Student Evaluation Form to the Applied Learning Program (Location in the Career Services Center) as well as having your community partner supervisor submit his/her Supervisor Evaluation.

Applied Learning Program Final Requirements

To finalize your applied learning experience, you will need to submit the following forms to the Applied Learning Program by the scheduled deadline. Please refer to your course syllabus for dates and deadlines. Forms will not be accepted after the deadline.

Student Time Log

It is your responsibility to record, monitor and complete the minimum number of hours required by your instructor. This form requires your signature as well as your community partner supervisor's signature. If submitting hours for the same course on more than one Time Log, you must complete and sign each form. If you are providing assistance at more than one organization, please complete one form per community partner. All minutes should be rounded to the nearest ½ hour and reported as 0.5 only. Prior to submitting your Time Log to the Applied Learning Program, please make a copy for your records.

Student Evaluation

The Student Evaluation form is an opportunity for you to share your thoughts about your experience and will be emailed to all applied learning students via their SMC student email account closer to the 12th week of the semester.

Supervisor Evaluation

Towards the end of the academic term, the Applied Learning Program will email your supervisor the Supervisor Evaluation form. As part of the evaluation process, your supervisor will evaluate his/her experience with the program as well as your performance at the community partner. In addition, your supervisor will be asked to confirm the number of hours you completed. It is important to remind your supervisor to respond directly to the email and by the deadline stated on the form. Supervisor Evaluation forms hand delivered or mailed by the applied learning student will not be accepted. Simply remind your supervisor how important it is to return the form by the deadline.



Community Partner Application and Agreement

The purpose of this agreement is to establish a good faith working relationship between the Applied Learning Program at Santa Monica College and private, non-profit, or public service organizations seeking applied learning students. The intent of the Community Partner Application and Agreement is to establish a few basic and mutually understood standards of cooperation that will help ensure a positive, long-lasting, and productive applied learning experience possible.

Organization Contact Information

(PLEASE PRINT INFORMATION)

Organization Name: _____

Organization Address: _____
Street Number City Zip Code

Supervisor Full Name: _____ Supervisor Title: _____

Supervisor Email: _____ Supervisor Phone Number: _____

Organization Expectations

In order to insure the maximum educational and personal development benefits to students, the Applied Learning Program expects that community agencies receiving Santa Monica College students will assist us in the following way (please initial each section and sign contract)

_____ (Initial) **Adequate Training:** Each community partner is responsible for providing some form of orientation and/or other additional training/materials that are needed for s applied learning students to carry out the duties and responsibilities being requested of them. An orientation should cover the following topics:

- Purpose and mission of the organization
- Population and demographics served and the community needs
- Services and/or programs offered
- Tour of the organization, including any work areas and brief introductions with staff
- Student and organization expectations, including any policies/procedures that students need to be aware of while providing service
- Risk, safety, and emergency evacuation guidelines
- Sign-in/sign-out procedures
- Overview of student tasks and responsibilities

_____ (Initial) **On-going Supervision:** Organizations must designate one paid employee to serve as the supervisor for all applied learning students and the 'point person' for communication with the Career Services Center and/or the SMC instructor. The supervisor should be able to provide support and feedback to students on how they are doing and what they can do to improve their experience. The supervisor will also need to verify student hours and complete documents required of the Applied Learning Program. Furthermore, we ask supervisors to help students think critically about their involvement, specifically about what their applied learning experience means to them and overall civic impacts. The applied learning student/community partner supervisor relationship is one of the most important aspects of the student experience and can help lead to a productive applied learning experience possible.

_____ (Initial) **High quality applied learning projects:** Applied learning students need to be working on projects and assignments that relate to their learning objectives and goals. Work assigned to applied learning students should go beyond administrative/clerical duties such as providing phone coverage, filing, and copying. If being assigned these types of tasks, these tasks should only be assigned in moderation for the purpose of familiarizing the student with the organization. Furthermore, students are not to conduct work that promotes any religious practice (i.e. religious education, worship, or evangelizing); assists, promotes, or deters union organizing; impairs existing contracts for services or collective bargaining agreements; and/or work with political organizations or elected officials on partisan efforts. Furthermore, at no time are applied learning students to be left alone with minors.

_____ (Initial) **Communication:** In any type of partnership, an open line of communication is important. Therefore, the Career Services Center recommends that communication between all parties occur before, during and after each semester. As such, community partners should expect and receive periodic site visits, phone calls, and/or emails from the SMC Applied Learning Coordinator and/or instructor. This is to ensure a positive, long-lasting and productive applied learning experience possible. Community partners must also agree to inform the SMC instructor and/or the Applied Learning Coordinator immediately if any problems and/or concerns arise from the work of an assigned applied learning student and/or project. This is to determine any possible

alternatives for a student prior to major issues arising and to ensure that all parties are satisfied.

_____ (Initial) **Sign-in/Sign-Out Procedures:** Organizations must have a system of scheduling and documenting applied learning hours. This system must include days and hours worked for each applied learning student and be accessible to the Applied Learning staff for program documentation purposes.

_____ (Initial) **Risk and Liability:** Community partners should not provide opportunities that pose a significant risk to applied learning students. As such, community partner should arrange for an appropriate work space in which applied learning students are able to conduct their assigned work. Supervisors should also review any policies and procedures including any risk, safety, and emergency evacuation guidelines that applied learning students need to be aware of while providing service at their organization.

What You Can Expect From the APPLIED LEARNING Program at Santa Monica College

Recruit applied learning students using classroom presentations, recruitment tables on campus, and general PR posted throughout the campus and at college events. The main benefits promoted to students are an opportunity to help the community while at the same time gaining valuable work and learning experience.

Place students in community organizations based on individual student interest and/or requirements specified by their instructor. The Applied Learning Program will provide students with preliminary background information provided to us through the completion of the Community Partner Request Form and any additional materials submitted along with it.

Require that applied learning students initiate contact and set up an appointment to interview with the organization's site supervisor after establishing an interest in that particular organization. After an interview is conducted and mutual interest is confirmed, a work schedule can be agreed upon and the applied learning student can begin their involvement.

Assign an Applied Learning Coordinator who will be the organization's main contact with the Applied Learning Program concerning all matters having to do with applied learning students. The Applied Learning Coordinator will be the main person making periodic site visits, conducting follow-up calls, and making sure any applied learning evaluations that are required are being processed in a timely manner. The coordinator will also be available to assist organizations with any problems that may arise concerning the students assigned.

Organization Agreement

By signing this form, you are agreeing to the expectations listed above.

Supervisor First Name

Supervisor Last Name

Supervisor Signature

Date

For Office Use Only

Application/Agreement
Received: (MM/DD/YY) _____

Application/Agreement
Recorded: (MM/DD/YY) _____



Community Partner Request

The purpose of this form is to help the Applied Learning Program at SMC learn about your organization, the community your organization serves, any participant requirements and opportunities for students to be involved. Please note that information provided below will be accessible on the Community Partner Database found on the SMC Career Services Center website. Only approved organizations are listed in the Community Partner Database. Please contact the Career Services Center or refer to the Career Services Center to learn how your organization can become an Applied Learning Community Partner.

Organization Contact Information

Organization Name: _____

Organization Address: _____
Street Number City Zip Code

Organization Website: _____

Type of Organization: Non-Profit Government Educational Institution Other _____

Supervisor Full Name: _____ Job Title: _____

Email: _____ Phone Number: _____

Fax Number: _____ Organization URL Website: _____

Organization Description, Projects, and Requirements

Please provide a brief description of your organization (You may attach a flyer or brochure in addition to your description):

What are your hours of operation (days and times when SMC applied learning students are able to provide service)? We recommend that organizations offer as many days/times as possible.

Monday Hours: _____ Tuesday Hours: _____ Wednesday Hours: _____
Thursday Hours: _____ Friday Hours: _____ Saturday Hours: _____
Sunday Hours: _____

How many hours would you like SMC applied learning students to provide service at your organization? Check all that apply. We do recommend that organizations offer at least 15 to 20 hours as the number of hours required of a student in an applied-learning course is often around 15 to 20 hours.

- 0 to 10 hours each semester: 11 to 15 hours each semester:
- 15 to 20 hours each semester: 20 hours plus each semester:

How many students can you utilize at one time? Per Day (Minimum/Maximum): _____ Per Semester (Minimum/Maximum): _____

Please provide a list of potential applied learning projects for students to complete and anticipated time to complete the project?

What community needs does your organization address (check all that apply)?

- | | | | | | |
|---|--|---|--|--|--|
| <input type="checkbox"/> Advocacy, Community | <input type="checkbox"/> Animal Welfare | <input type="checkbox"/> Arts and Culture | <input type="checkbox"/> Civic Engagement | <input type="checkbox"/> Community Development | <input type="checkbox"/> Disabilities, People with |
| <input type="checkbox"/> Domestic Violence | <input type="checkbox"/> Education/Adult | <input type="checkbox"/> Education/ESL | <input type="checkbox"/> Education/Youth Development and Mentoring | <input type="checkbox"/> Elderly Programs and Services | <input type="checkbox"/> Environmental/Global Issues |
| <input type="checkbox"/> Family Services | <input type="checkbox"/> Health Services | <input type="checkbox"/> Health, Mental | <input type="checkbox"/> Homelessness | <input type="checkbox"/> Housing | <input type="checkbox"/> Hunger |
| <input type="checkbox"/> Immigration | <input type="checkbox"/> Labor | <input type="checkbox"/> Legal | <input type="checkbox"/> LGBTQ | <input type="checkbox"/> Low Income | <input type="checkbox"/> Social Justice |
| <input type="checkbox"/> Wellness and Fitness | <input type="checkbox"/> Women's Issues | <input type="checkbox"/> Veteran Affairs | | | |
- Other: _____

Does your organization have any special requirements (Check all that apply)?

- | | | | | | |
|---|---|--|---|--|--|
| <input type="checkbox"/> Age 18+ | <input type="checkbox"/> Application | <input type="checkbox"/> Background Check | <input type="checkbox"/> Bilingual: _____ | <input type="checkbox"/> Computer Literacy | <input type="checkbox"/> Confidentiality Agreement |
| <input type="checkbox"/> Drug Screening | <input type="checkbox"/> Fingerprinting | <input type="checkbox"/> First Aid/CPR Certified | <input type="checkbox"/> Interview | <input type="checkbox"/> Pre Training | <input type="checkbox"/> Reference Check |
| <input type="checkbox"/> TB Test | | | | | |
- Other: _____

Thank you for taking the time to complete this form. If you have any questions in regards to this form or the Applied Learning Program, please contact the Career Services Center.

For Office Use Only

Application/Agreement
Received: (MM/DD/YY) _____

Application/Agreement
Recorded: (MM/DD/YY) _____

Applied Learning Supervisor Evaluation Form (Spring 2016)

Please use this form to provide feedback to staff, students, and faculty participating in the Applied Learning Program. Completing this form should take less than 5 minutes. If you have any questions regarding this evaluation form, please contact Joan Kan at kang_joan@smc.edu.

* Required

Community Partner Information

Supervisor First Name *

Supervisor First Name *

Organization Name: *

Student Information

Student First Name *

Student Last Name *

Total Hours Completed *

SAMPLE

Please rate the student's performance in the following areas: *

	Below	Meets	Exceeds
Attendance and punctuality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Demeanor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal/Communication Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dependenability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensitivity to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall Evaluation of Student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the overall performance of the above student.

Additional Comments and/or Suggestions

Do you have any other comments and/or suggestions about how we can improve the Applied Learning Program?