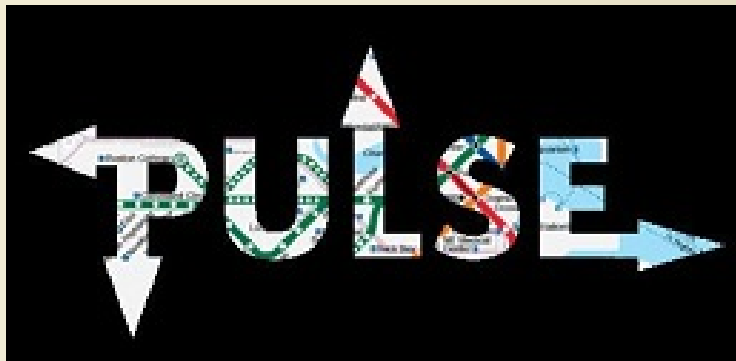
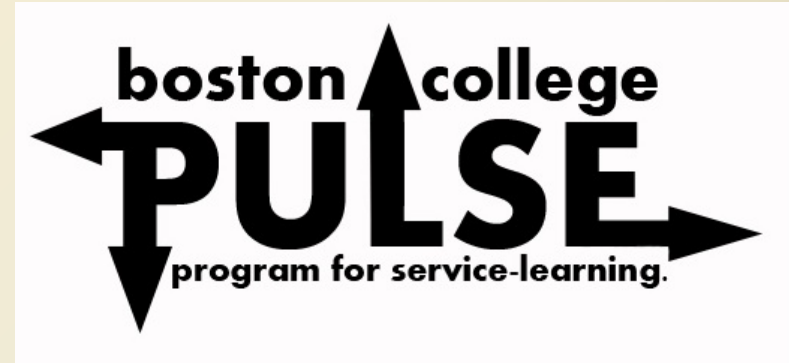
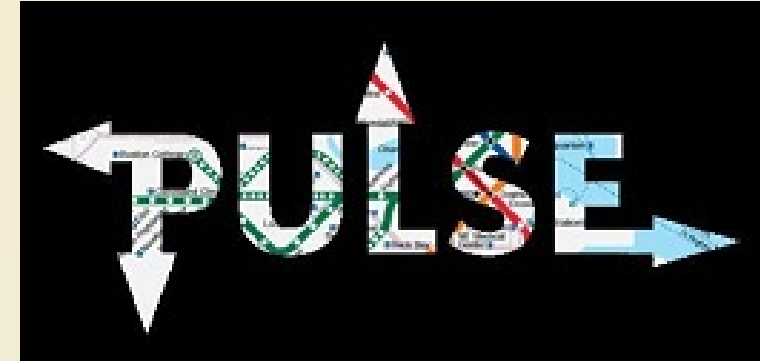


-The PULSE Program for Service Learning at Boston College-
Presentation on STRUCTURE of PULSE
to UNIVERSITY CENTRE SAINT-IGNATIUS ANTWERP
December 13, 2016



UNIVERSITY-WIDE SERVICE-LEARNING PROGRAM

The STRUCTURE of The PULSE Program for Service Learning at Boston College

By: Professor Meghan T. Sweeney, PhD
Cooney Family Director,
PULSE Program for Service Learning

www.bc.edu/pulse

ENTERING

EST.  1969

PULSE

Overview

- Introduction
- Boston College
- What is PULSE?
- Program Curricular and Service Components
- Placement Process
- Program Structure
- Developing Partnerships
- Strengths and Challenges
- Workshop Questions

About Boston College

- A Jesuit, Catholic university
- Founded in 1863
- Located in Chestnut Hill, MA (on the Western border of Boston)

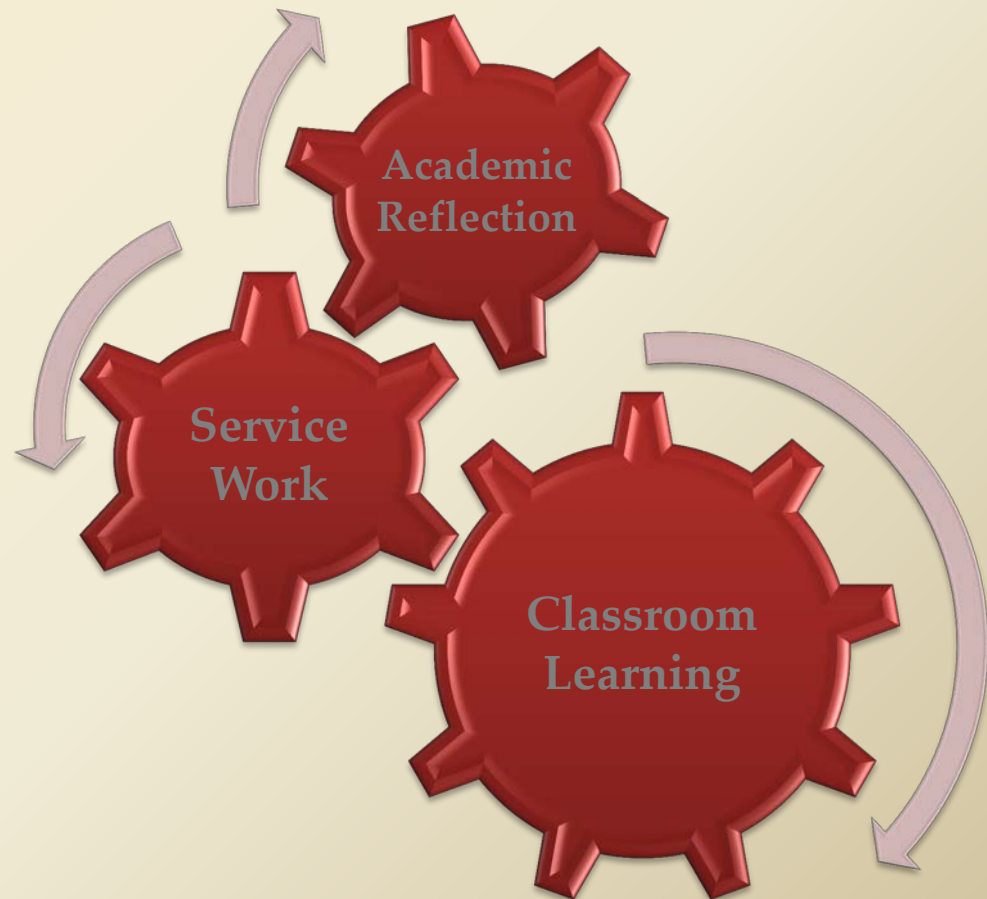


About Boston College, *cont.*

- 9,100 undergraduate and 4,400 graduate students
- Undergraduate Population
 - 53% Female
 - 47% Male
 - 30% AHANA (African American, Hispanic, Asian, Native American)
 - 6% International students
 - 70% of students identify themselves as Catholic

What is the PULSE Program?

An interdisciplinary academic program with a service learning component.



Boston College

Core Curricular Requirements

- All Boston College undergraduates must take:
 - One year of philosophy
 - One year of theology
- The PULSE Program for Service Learning is *one* of several ways that students can satisfy these core requirements

PULSE Core Course

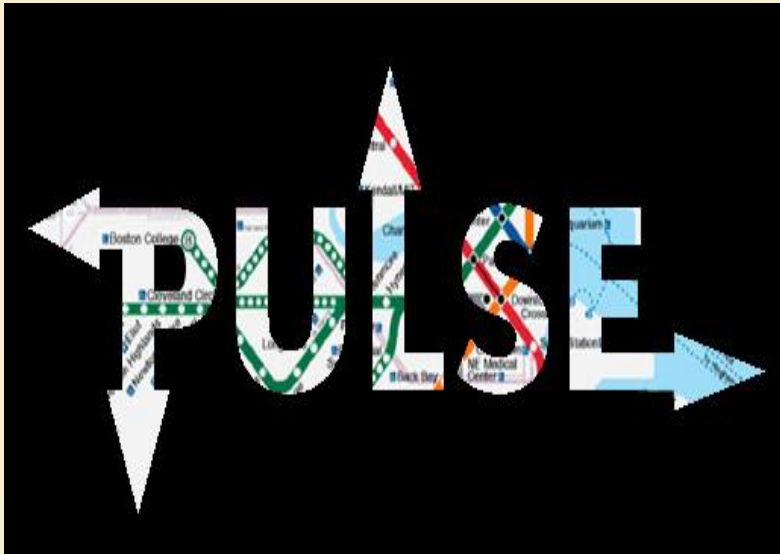
- PULSE Core:
 - 16 Sections of the course
“Person and Social Responsibility”
(accommodating 416 students)
 - Two semesters, twelve credits total
 - Course counts for *both* Philosophy *and* Theology credit
 - Faculty come from Philosophy and Theology Departments

PULSE Elective Courses

- PULSE Elective Courses:
 - 9 courses total
(accommodating ~ 90 students / year)
 - One semester, three credits total
 - Courses count as *either* Philosophy *or* Theology credit
 - Faculty come from Philosophy and Theology Departments, as well as part-time professionals in the field

PULSE Core is an academic program...

- 12 credits
- Entire academic year
- Fulfills Philosophy & Theology core requirements
- Counts as 2 (out of 5) classes each semester
- Taught by a professor from the Philosophy or Theology departments

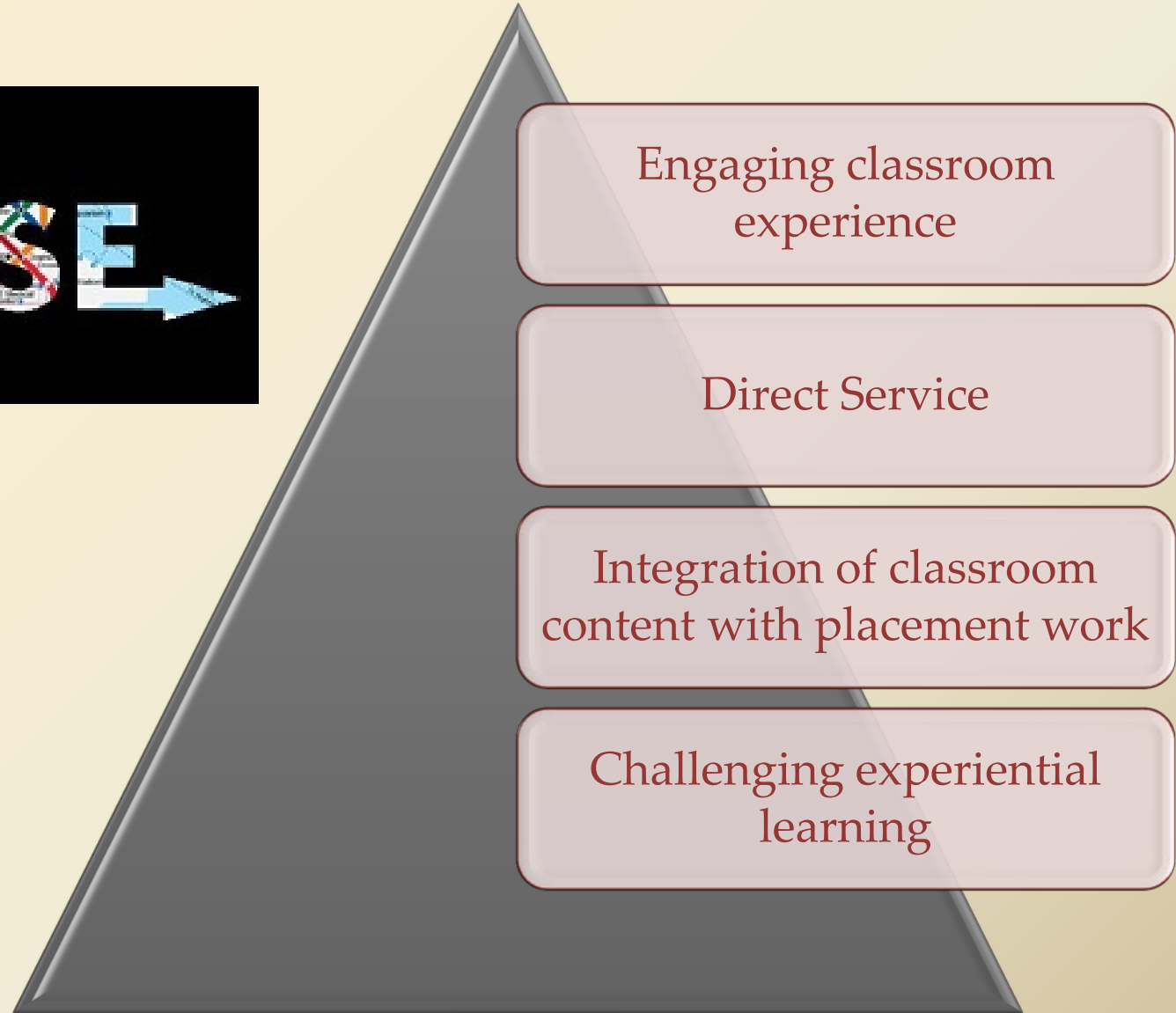
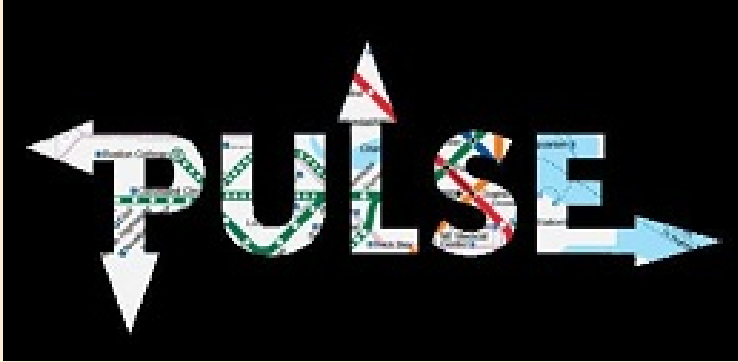


...with a service learning component.



- Serve at one of our 50+ local community partner agencies
- 12 hours weekly time commitment (including travel)
- Onsite supervisor
- Engage in direct service & advocacy

What Students Can Expect



Example of 2016-2017 Courses

Fall Semester

16 Sections: “Person & Social Responsibility, I”

Electives (4 hours/week of placement)

1 Section: “Values in Social Service and Healthcare”

1 Section: “Telling Truths: Writing for the Cause of Justice, I”

1 Section: “Philosophy and Theology of Community, I” (PULSE Council course)

1 Section: “The Meaning and Way of Jesus”

Example of 2016-2017 Courses, *cont.*

Spring Semester

16 Sections: “Person & Social Responsibility, II”

Electives (4 hours/week of placement)

1 Section: “Boston: An Urban Analysis”

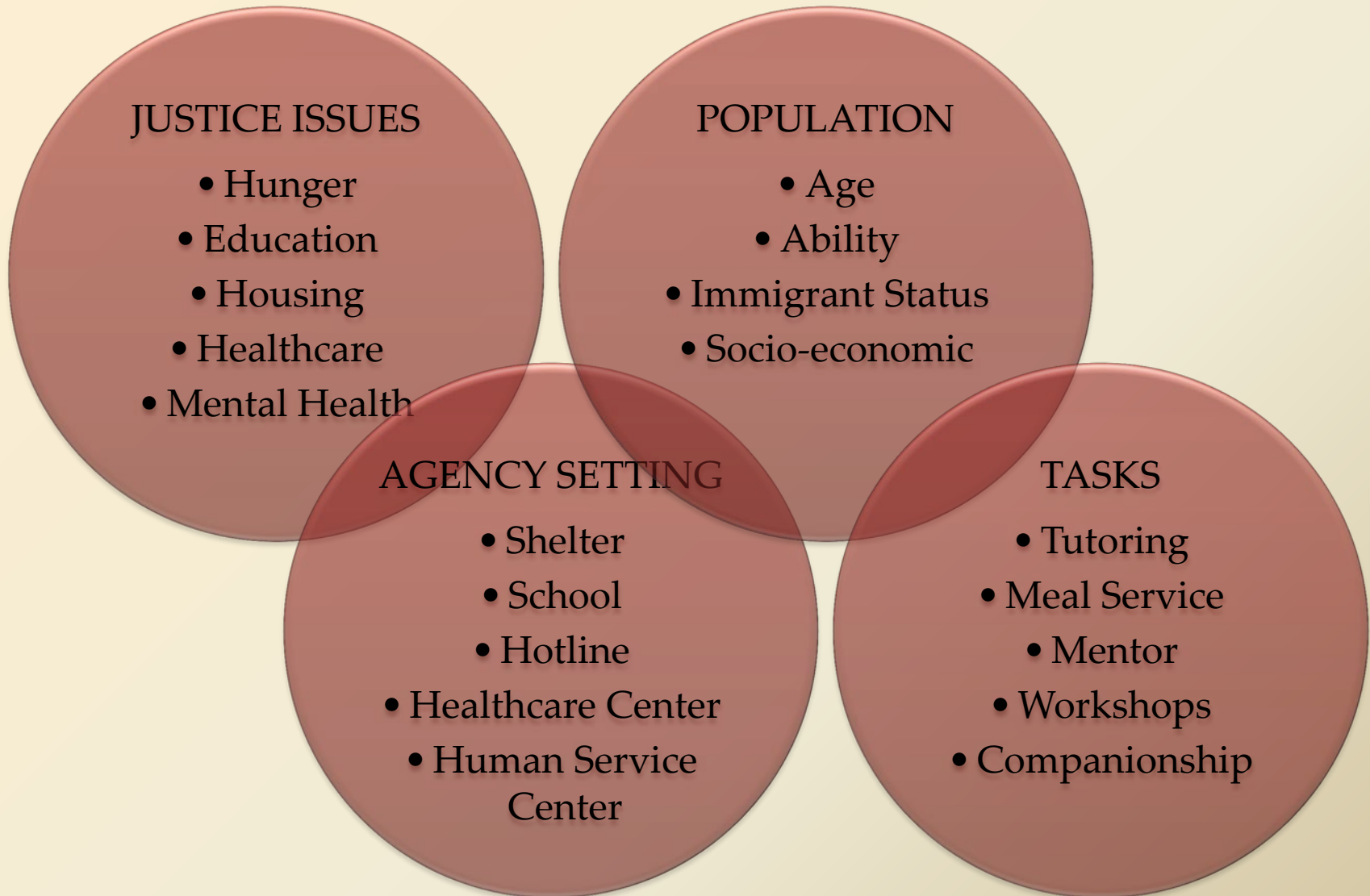
1 Section: “Telling Truths: Writing for the Cause of Justice, II”

1 Section: “Philosophy and Theology of Community, II” (PULSE Council)

PULSE Service Component

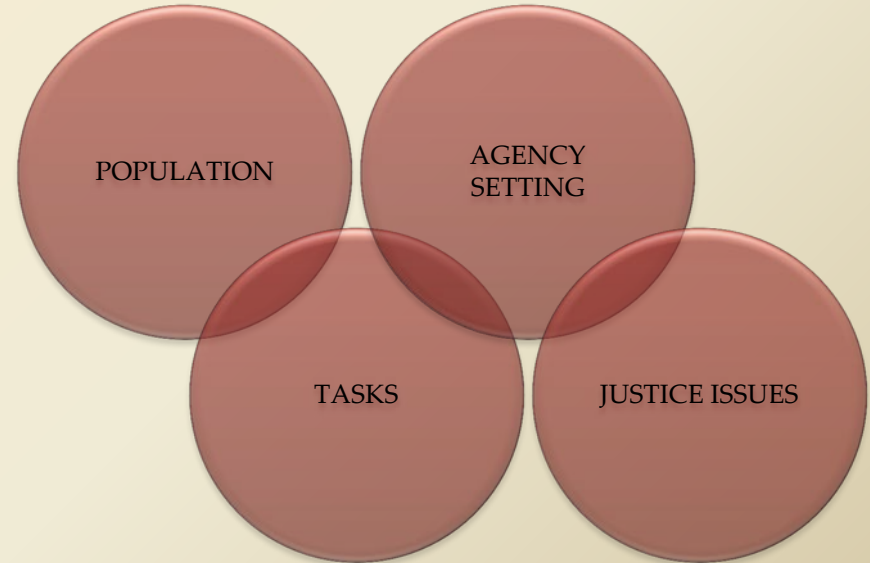
- All courses in the PULSE Program require a *significant commitment* to community service
 - Students in the core course serve 8 onsite hours per week during the academic year
 - Students in the elective courses serve either 4 or 8 onsite hours per week during the semester
 - Additional time of 2 hours / shift is allotted for travel

57 PULSE Service Placements



The Placement Process

- Mutual Acceptance Process
 - Month long process in September
 - Students will *choose* and *be chosen by* the agency supervisors
 - PULSE Workbook
 - PULSE Website
 - Town Meeting
 - Advisement
 - Tours



Traveling to PULSE Placements



Travel Time Included
in 12hrs/week

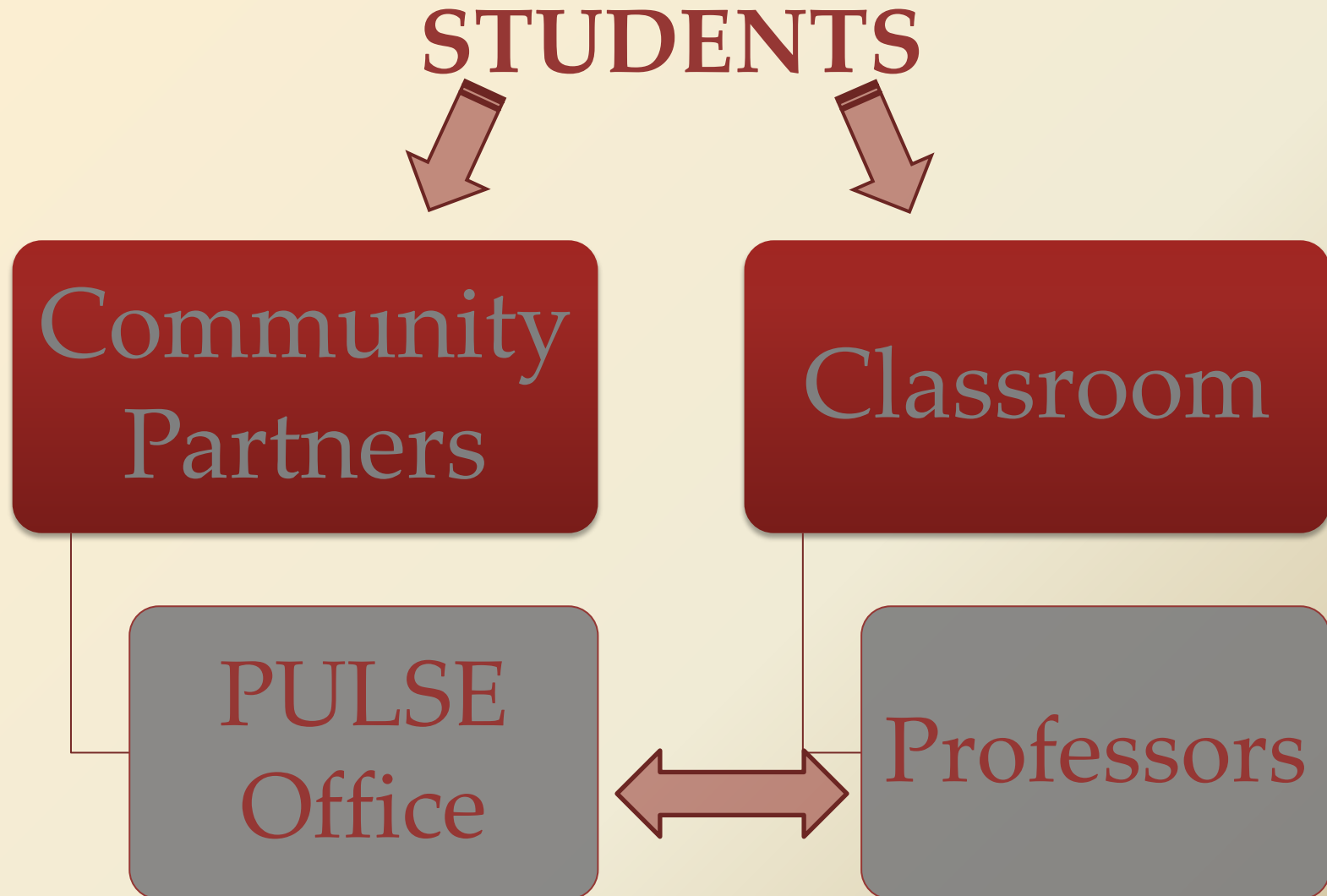


MBTA Train and/or Bus
(some students take a van)

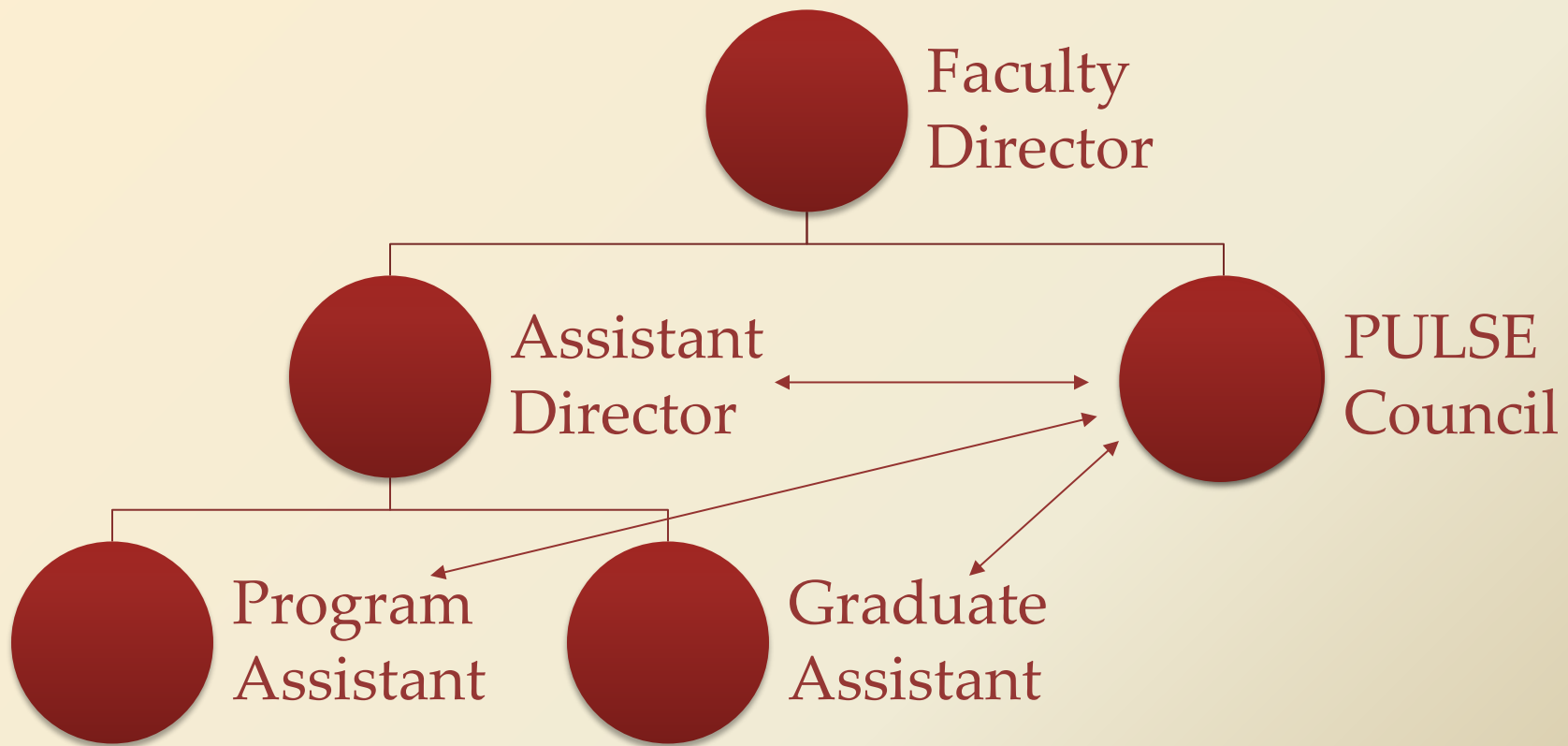


Charlie Cards from
PULSE Office

Organizational Structure of PULSE



Organizational Structure of PULSE Office



The PULSE Council

- Student leadership group
- 18 students who have completed the Core
- Liaisons between office and partners
- Peer leaders / mentors for current students



Criteria for Partnerships

- At least 75% direct service
- Supervision
- Required paperwork
- Communication
- Location
- Hours of service
- Types of tasks / work
- *Partners in Education*

Some Reasons Why PULSE Works as a Service Learning Program

- Students are in the same placement for an academic year
- Students earn a grade for their placement work
- PULSE office centralizes relationships and communication with community partners
- PULSE Council for peer support

Some Reasons Why PULSE Works, *cont.*

- Students *choose* PULSE as their way to satisfy their core requirements
- Students have same faculty person for an academic year
- Faculty keep a critical focus on theology and philosophy
- Small classes and even smaller discussion groups

Some Challenges for PULSE as a Service Learning Program

- Grade expectations, and overall grade inflation
- Transportation (weather!)
- School and other vacations
- Preparing students to enter their placements

Some Challenges for PULSE, *cont.*

- The placement process can be stressful
- Some students never “take” to PULSE
- Vulnerability of depending on community partners

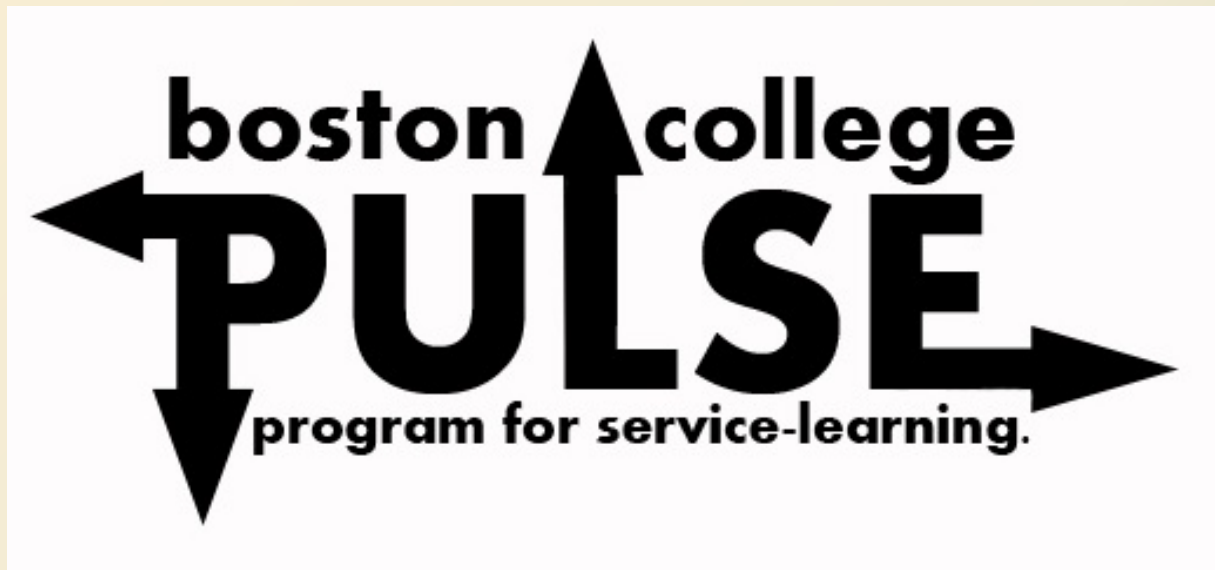
*Later Today:
Second PULSE Workshop Option...*

**TEACHING and LEARNING in
The PULSE Program for Service Learning
at Boston College**

**By: Professor Meghan T. Sweeney, PhD
Cooney Family Director,
PULSE Program for Service Learning**

*QUESTIONS and COMMENTS
about PULSE?*

meghan.sweeney@bc.edu



*WORKSHOP
QUESTIONS
for
PARTICIPANTS
(hand-out)*

Please break into Small Groups