**Course title: Empathy for Social Change**
In the SISE required course “Empathy for Social Change,” students develop their empathy skills by interacting with varying populations and areas of social needs. Examples of interactions include working with homeless populations, residents who live in adult special needs care facilities, animals at a local animal rescue sanctuary, and senior residents who live in low-income apartment campuses. Students research the civic engagement venues in class assignments and then work with these populations at these various facilities.

The major course assignment involves students working with and spending time with four non-profits in a semester such as: SARA Animal Rescue Sanctuary, Mosaic of South Central Texas, Haven for Hope and Eden Cross.

As students spend time in service with these communities, they think about what can be done to help. They are to come up with an idea that improves an element at the non-profit and then develop the idea throughout the semester into an action plan by the end of the course. At semester’s end the students pitch the idea in an “Empath-Pitch” a la “Shark-Tank” style competition.

In addition to the above semester project, students take an emotional intelligence inventory and upon getting their score, they each develop an action plan for areas where they wish to make improvements. Each student then implements the action plan, and then at the end of the semester, each one takes the EI inventory again and assesses any changes. The action plan and all reflections are then graded.

**Course Title: Leadership for Social Change**
In the “Leadership for Social Change” course that is part of the “Nonprofit Leadership concentration,” students take an experiential approach to analyze how people become and act as agents of change. Service learning connected with the service dog community in Seguin takes place within the context of exploration of the development of leadership theory. Through the innovative approach of working with service dogs, students explore citizenship, communication, conflict, ethics, motivation, power, and team building. The course also supports our Global Citizenship competency of TLU’s general education program, “Compass.”

One of the performance indicators for the competency is for students to understand individual-culture/community contact. A cornerstone assignment for the course that addresses this component is the community service one. The syllabus states: “[Students] will serve as volunteers in the brand new animal shelter [in Seguin].”

The students perform a variety of activities while they volunteer at the animal shelter and are expected to volunteer 20 hours of service. Along the way, students learn about how to work with service dogs. They also learn leadership theory. At the end of the semester, students are asked to consider their leadership activities, including their work in the course with dogs and at the shelter. They then write a four- to five-page reflective response where they synthesize all they have learned. This paper serves as a major graded assignment for the course.