

Teach A Service-Learning Course

A New Instructor's Guide

Brigid Belko
Director of Experiential Learning



**THE CENTER FOR COMMUNITY ENGAGEMENT &
CAREER COMPETITIVENESS**

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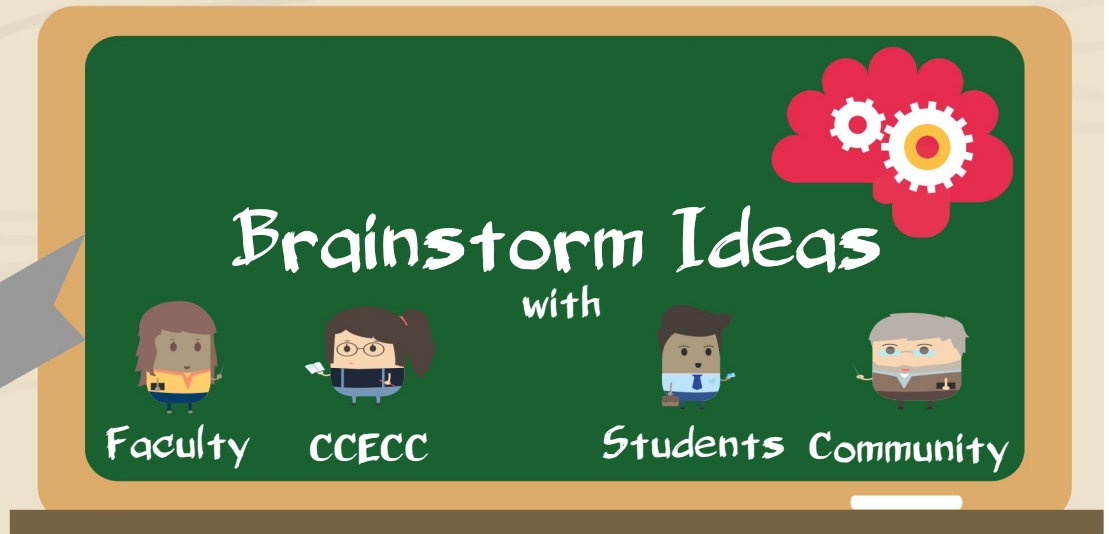


Service-Learning

**BRINGS LEARNING ALIVE IN EXCITING
NEW WAYS INSIDE AND OUTSIDE OF
THE CLASSROOM BY COMBINING
THEORY WITH EXPERIENCE AND
THOUGHT WITH ACTION TO
TRANSFORM OUR STUDENTS AND OUR
COMMUNITIES.**



How To Build A Service-Learning Course



Synthesize Ideas,
Then



Like Building A House

$$\text{Foundation} + ((\text{Builders} \times \text{Materials})) (\text{Tools}) = \text{Your Dream House}$$

Build A Service-Learning Course

$$\text{Original Course} + ((\text{Community Partner} \times \text{Service})) (\text{Reflection}) = \text{Service-Learning Course}$$



Step 2
Define Course Objectives

Step 3
Meet To Understand
Partner's Objectives

Step 4
Sync Objectives

Step
5

**Work with CCECC to
Approve Course**

**If Direct & Indirect Service
Hours Are**

<45

≥45

Skip Step 6

Step
6

**Collaborate with CCECC to obtain
approval from VPAA, Gen Ed Comm,
& Curriculum Comm**



LEARN



TRAININGS



Course Receives Official S-L Designation



**CENTER FOR COMMUNITY ENGAGEMENT &
CAREER COMPETITIVENESS**

Good news! Stipends are available to support your new S-L course!
Direct all inquiries & concerns to your contractor, Director of Experiential
Learning, Brigid Belko at bbelko@averett.edu.

Center for Community Engagement & Career Competitiveness Service-Learning Course Worksheet for Planning/Approval

Please submit a completed copy of this worksheet with your syllabus to [Brigid Belko](#), Director of Experiential Learning, to receive the service-learning designation for your course.

I have discussed the following items with my department chair, and he/she supports the development of this course as a service-learning course. I understand that a minimum of 6 students must enroll in the course for me to receive the service-learning stipend. I anticipate that the course will be offered in the semester indicated below.

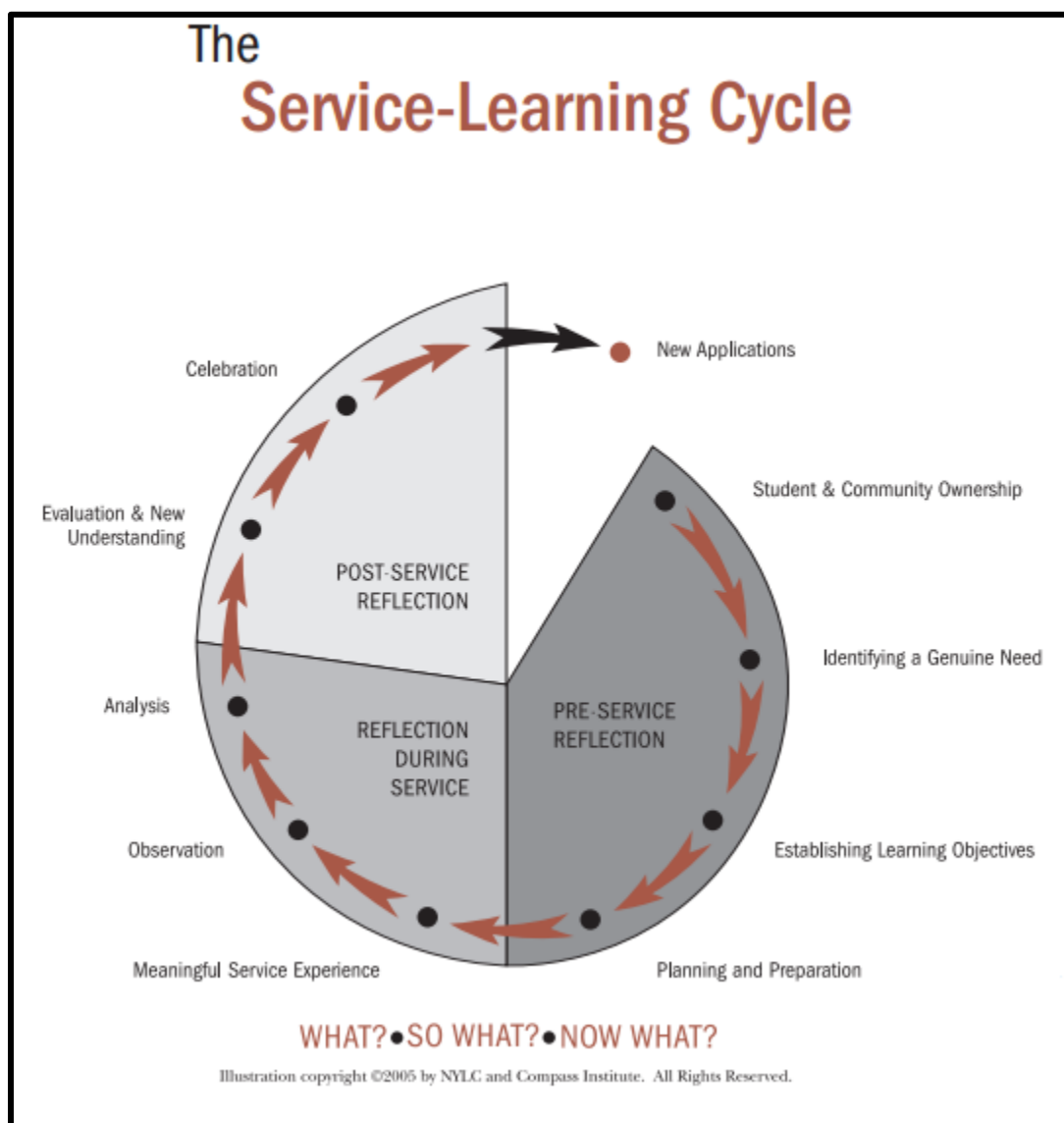
Date submitted: _____ Semester of Course: Fall 20__ or Spring 20__

Faculty Name: _____ Faculty email: _____

Course Name and Number: _____

Department: _____ Name of Department Chair: _____

To determine how service-learning will bolster your course, please address the following steps of the service-learning cycle¹ and how they will be implemented. A detailed explanation is on the following page. If more room is required, please attach extra pages. For assistance in filling out this worksheet, please contact [Brigid Belko](#).



Pre-Service

Reflection: Students get the most out of the service experience when they carefully examine their prior knowledge of and opinions on issues raised by the project.

1. Student & Community Ownership The project belongs to the participants. Students and community members should work together to identify community needs, plan service activities, and evaluate the impact of the project.

2. Identifying a Genuine Need A “genuine need” is one that’s important to the students and the community. To identify the need, students must recognize relevant issues, assess resources, and seek out the thoughts and concerns of those being served.

3. Establishing Learning Objectives Clear learning outcomes distinguish *service-learning* from *community service*. When students make the connections between their service activities and studies, it deepens their understanding of the curricular material, how it’s used, and why it’s important.

4. Planning & Preparation No project succeeds without careful planning and preparation, and service-learning projects are no exception. Be sure to assess needs, collect all relevant information, engage in the necessary training, build vital partnerships, and develop an action plan.

1. Who is your community partner and how will they have a voice? How will your students have a voice?

2. What is the genuine need that you are serving?

3. What are your learning outcomes? And, how are they connected to your service-learning project?

4. Describe resources and steps needed to schedule your course project. Specifically, when, where, who and what does your project involve? Please be as specific as possible.

During Service

Reflection: This is a chance to discover where students are in the learning process, and give them a chance to voice concerns and share feelings.

5. Meaningful Service Experience By investing themselves fully in service activities that address genuine community needs, students find meaning in the project and grow to understand its value.

6. Observation To truly understand the impact of service, students should take time to observe the impact of the project on different participants. This process may involve exchanging ideas with peers and community partners, looking at the implications of cultural and diversity issues, or viewing the project in civic or political terms.

5. Describe how your course’s service-learning component is designed to have purposeful engagement through students practicing the course content, thereby meeting the course’s learning outcomes in a community setting.

6. How will students look back at the impact of their service?

7. Analysis As students use their observations to recognize the significance of the service experience, they assess their own learning and the impact of the project on the community being served.

7. How will students assess their service to the community and their learning through this project?

Post-Service

Reflection: Students take time to assess the meaning of the service-learning experience; integrate their new understanding; and propose further action, projects, or enhancements to the current project.

8. Evaluation & New Understanding Evaluating their learning and the results of the project allows students to discover new and different perceptions of themselves, the course content, and the world around them.

8. Describe how students will critically reflect on how the service component is linked to course objectives and the students’ personal development.

9. Celebration All involved should enjoy the fruits of their labor and respect the accomplishments of other service-learning participants. This reinforces the positive achievements, sense of accomplishment, and personal growth attained through the service-learning experience.

9. How will your students and community partner celebrate? The CCECC hosts an annual Engagement Showcase in April that provides such a setting for your students and community partner. Could your class present there?

10. New applications The project may be completed, but students and community partners continue to use their knowledge and skills to make decisions, solve problems, and grow as caring, contributing members of their communities.

10. Could the relationship between your students and the community partner persist? How could they continue to serve one another, with or without you as a leader?

ⁱ 2005 National Youth Leadership Council.



SERVICE-LEARNING AGREEMENT

COMMUNITY PARTNER AND AVERETT UNIVERSITY

This Agreement is to ensure that both parties, the university and the community partner, understand and agree to the responsibilities listed below.

This agreement is between Averett University and _____ (Community Partner). Both parties agree to responsibly carry out the following promises:

Responsibilities of Averett University:

1. Work together with the community partner to coordinate service-learning placement and the selection of students to the organization.
2. Provide the necessary information to the student before the first day of on-site participation, including:
 - a. Orientation to service-learning principles
 - b. Clear definition of the organization and its mission
 - c. Connection between course content and service-learning project
 - d. Responsibility of the students to act in a mature and professional manner when at the learning site
 - e. Obligation of students to abide by the rules and principles of conduct of the community partner
 - f. Log sheets to monitor hours
 - g. Informed Consent Forms and explanation of any risks associated with the service-learning project
 - h. Explanation that Averett University is to be held liable for accidents, injuries, etc.
 - i. Discussion informing the students to maintain the confidentiality of the university, community partner, and the clients with whom they are working

Responsibilities of the Community Partner:

1. Name a supervisor at the learning site to provide oversight and with whom the student can meet when needed to enhance his/her learning experience.
2. Provide student with information on how/where to check in and check out.
3. Provide adequate training and orientation that includes an introduction to the staff, a tour of the learning site, a detailed explanation of the student's duties and tasks, information

about the organization's confidentiality policy, and a discussion of the safety and emergency procedures and of the learning site.

4. Provide a sufficient workload for the student that correlates with his/her specified course objectives.
5. Provide the student with all the materials and equipment needed to accomplish his/her tasks.
6. Promise to make at least one in person visit to the students if the learning site is virtual or away from the organization's main office.
7. Evaluate the student's performance upon the conclusion of the student's service-learning, or as requested by the staff of the university.
8. Contact the professor with problems associated with the student's behavior, conduct, and/or performance.
9. Contact the CCECC as soon as possible with any injury to a student that occurs at the learning site.
10. Provide the necessary full range insurance coverage for participating students and notify university of any cancellation or lapse of the coverage.

This Agreement will become effective as of the date written below and will stay in effect for one year. Upon the completion of this year, the Agreement may be renewed after being revised and updated, if needed. Either party may terminate this Agreement by providing the other party with 30 days written notice. If this termination occurs during a student's service-learning project, the Agreement allows the student to complete his/her work at the learning site. This Agreement may not be altered unless both parties provide their consent in writing.

Averett University:

Name _____ Title _____

Email Address _____ Telephone No. _____

Signature X _____ Date _____

Community Partner:

Name _____ Title _____

E-mail Address _____ Telephone No. _____

Signature X _____ Date _____

If you have any questions or concerns, please contact Brigid Belko with the Center for Community Engagement & Career Competitiveness at bbelko@averett.edu or 434-791-5656.

Stipends for Service-Learning Courses

To support service-learning courses, the following funding sources are available to the qualifying service-learning professors at Averett University.



In 2014, 100% of Averett service-learning students agreed or strongly agreed to enroll in more s-l courses.

\$750

\$750 stipends are available to professors instructing a 45-hour service-learning course for the 1st time. It must meet the 5B requirement.

\$375

\$375 stipends are available to professors incorporating any service-learning element into their course for the 1st time. It does not need to meet the 5B requirement, but does require approval from the Director of Experiential Learning.



Up to \$250 is available for each service-learning course to cover expenses necessary to meet learning outcomes. Additional funds can be applied for through the Center for Community Engagement & Career Competitiveness here:

For more information, contact Brigid Belko, Director of Experiential Learning, at bbelko@averett.edu.



THE CENTER FOR COMMUNITY ENGAGEMENT & CAREER COMPETITIVENESS



Averett University Service-Learning Reimbursement Form

Up to \$250 is available for each service-learning course to cover expenses necessary to meet learning outcomes. Costs falling under this provision will be reimbursed upon submission of receipts and this service-learning reimbursement form.

Additional funds can be applied for through the Service-Learning Additional Funds Request Form (<http://goo.gl/forms/ng1BYx7rJR>). Contact the Director of Experiential Learning, Brigid Belko, with any questions at bbelko@averett.edu.

Professor Name:

Course Title:

Reimbursement amount:

What were the expenditures used for?

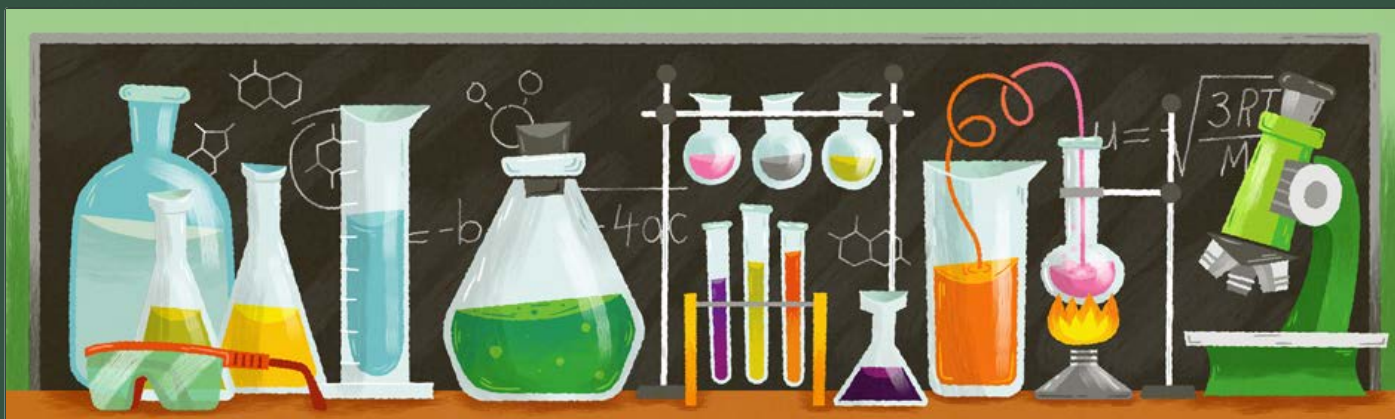
What service-learning outcome is being met with this purchase? How?

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Averett University Service-Learning Additional Funds Request

Up to \$250 is available for each service-learning course to cover expenses necessary to meet learning outcomes. Costs falling under this provision will be reimbursed upon submission of receipts and the service-learning reimbursement form (<http://goo.gl/forms/3FvqF0m7jL>).

Additional funds can be applied for through this application. Note: Priority will be given to new courses and new service-learning initiatives. Contact the Director of Experiential Learning, Brigid Belko, with any questions at bbelko@averett.edu.

Professor Name:

Course Title:

Amount of funds required:

What are the funds needed to purchase?

What service-learning outcome is being met with these extra funds? How?

Is it possible to reuse these expenditures for future courses? If not, is it possible to invest in re-usable items?

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Service-Learning Student Survey

COURSE: _____ INSTRUCTOR: _____

1. Name the community organization with which your class/group partnered.

2. Estimate the total number of hours per week you spent working on and completing the Service-Learning portion of your class this semester (time spent with community organization, reflection, etc.).

- ☐ 1-2 hours
- ☐ 3-4 hours
- ☐ 5-6 hours
- ☐ 7-8 hours
- ☐ 9+ hours

3. Compared with courses this semester that did not include a service-learning project/activity, how much time did you spend working on this course outside of class?

- ☐ More time
- ☐ The same amount of time
- ☐ Less time

4. Did your service-learning experience strengthen any of the following? Please check all that apply.

- | | |
|---|---|
| <input type="checkbox"/> Communication skills | <input type="checkbox"/> Critical thinking skills |
| <input type="checkbox"/> Leadership skills | <input type="checkbox"/> Ability to learn course material |
| <input type="checkbox"/> Social and/or professional relationships | <input type="checkbox"/> Understanding of community needs |
| <input type="checkbox"/> Real life applications to coursework | <input type="checkbox"/> Civic responsibility |
| <input type="checkbox"/> Tolerance and/or diversity appreciation | |
| <input type="checkbox"/> Other | |
-
-

Please respond to the following statements:

	Strongly Agree			Strongly Disagree	
5. The service aspect of this course helped me to better understand the readings and course material.	1	2	3	4	5
6. My interaction with the community partner enhanced my learning in this course.	1	2	3	4	5
7. Participation in the service-learning project/activity helped to clarify/affirm my career plans.	1	2	3	4	5
8. I would have learned more from this course had there not been a service-learning component in it.	1	2	3	4	5
9. As a result this experience, I would encourage other students to take service-learning courses.	1	2	3	4	5
10. My service-learning experience helped me to better understand my role as a citizen.	1	2	3	4	5
11. I learn course content best when connections to real world situations are made.	1	2	3	4	5
12. I would like to enroll in more service-learning courses.	1	2	3	4	5

13. Your comments about your service-learning experience are valuable. Please consider elaborating on your service-learning course, including your experience with the partner, your classmates, the project, and reflection. We also are interested in learning about service-learning courses you would be interested in taking in the future.

14. What is your gender?

- ☐ Male
- ☐ Female

15. What is your class standing?

- ☐ Freshman
- ☐ Sophomore
- ☐ Junior
- ☐ Senior
- ☐ Other

16. What is your major?

Thank you for your feedback!

Community Partner Survey

I. First, we would like to know some information about you and your organization.

1. What type of organization are you?

- ☐ Children & Youth
- ☐ Emergency Assistance
- ☐ Employment
- ☐ Financial
- ☐ Food
- ☐ Health Issues
- ☐ Housing
- ☐ Legal
- ☐ Senior Citizens
- ☐ Transportation
- ☐ Other: _____

2. What is the focus of your organization?

3. Was this your first experience with service-learning students?

- ☐ Yes
- ☐ No

II. Next, we would like to gain your perspective about the service-learning courses.

Please indicate your level of agreement with the following statements.

	Strongly Agree	Disagree	Neutral	Disagree	
5. Service-learning helps prepare students for their careers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The students' experience with service-learning helped them to see how classroom material can be used in everyday life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Service-learning should be implemented into more classes at the University.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The goals for the student's service-learning assignment were clear to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Service-learning students were well prepared to fulfill their assigned roles in our agency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. The next set of questions relates to your attitude toward community involvement.

Please indicate your level of agreement with the following statements.

	Strongly Agree	Disagree	Neutral	Disagree	Strongly Disagree
10. The community served by our agency benefited from the activities of the service-learning students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strongly Agree	Disagree	Neutral	Disagree	Strongly Disagree
11. Participation in the service-learning program made the University more aware of the needs in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I felt valued as a teacher by the University faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Participation in the service-learning program had valuable social benefits for my organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Participation in the service-learning program produced economic benefits for my organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. Next, we would like some of your personal reflections on the service-learning experience.

Please indicate your level of agreement with the following statements.

	Strongly Agree	Disagree	Neutral	Disagree	Strongly Disagree
15. I developed a good relationship with the students from the service-learning course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I developed a good relationship with the faculty from the service-learning course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I see myself as a mentor to the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strongly Agree	Disagree	Neutral	Disagree	Strongly Disagree
18. Because of this experience, I am more interested in developing an extended partnership with the University.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. This project made more me aware of some of my own biases and prejudices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. In general, the benefits of working with service-learning students outweighed any burdens it may have added to our work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I anticipate that the relationship we have developed with the University will continue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

V. The next set of questions relates to your satisfaction with your roles and responsibilities.

Please indicate how satisfied you were with your opportunities to have the following roles and responsibilities:

	Strongly Satisfied	Satisfied	Neutral	Dissatisfied	Strongly Dissatisfied
22. Evaluating students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Designing curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Facilitating student reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Participation in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. On-site supervisor of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VI. Finally, we have some questions about the process of participating in the service-learning partnership.

27. What were your reasons for deciding to participate with the University in their service-learning course?

Please indicate all responses that apply and rank them in order of importance (1= most important, 2= next most important, etc.).

- ___ Wanted to try something new
- ___ Positive prior experience with students
- ___ Curiosity
- ___ Needed additional help
- ___ Wanted professional recognition
- ___ Wanted to make a connection with the University
- ___ Incentives from the University
- ___ Encouragement from peers
- ___ Wanted to influence the training of future health professionals
- ___ Other (please specify): _____

28. Based on my experience with the service-learning program, my most serious concerns about serving as a community partner are:

Please indicate all responses that apply and rank them in order of importance (1= most important, 2= next most important, etc.).

- ___ Time constraints of the academic world
- ___ Coordination of placements
- ___ Supervision of students
- ___ Training/orienting students
- ___ Communication with the University
- ___ Time commitment to supervise students
- ___ Trusts/confidence in students
- ___ The human, fiscal and physical resources required

___ Other (please specify): _____

29. Student involvement in our organization has had an impact on the following:

Please indicate all responses that apply and rank them in order of importance (1= most important, 2= next most important, etc.).

___ Saved us money because of the additional help

___ The students brought new energy to the agency

___ Raised our public profile because of University involvement

___ Increased our awareness of organizational operations

___ Increased our access to University resources

___ Facilitated networking with other community agencies

___ Other (please specify): _____

30. Please add any other comments you have about teaching service-learning courses. *(Please use the space below or attach an additional sheet of paper.)*

Averett University Service-Learning Rubric

Service-Learning brings learning alive in exciting new ways inside and outside of the classroom by combining theory with experience and thought with action to transform our students and our communities.

Criteria on this rubric are to be used by instructors in the planning, approval, and implementation process of a service-learning course. This rubric will also serve as the ruling document for a service-learning 5B GenEd designation for the course, should such a designation be sought.

	Strong Impact	Good Impact	Some Impact	Minimal Impact
1. The course provides meaningful service to the community and meets actual needs	Determined by current research conducted or discovered by students with instructor's assistance where appropriate	Determined by past research discovered by students with instructor's assistance where appropriate	Determined by popular knowledge or a presumption of community partner's immediate needs; needs targeted by instructor	Community partner's needs are secondary to the educational goals of the course; service components chiefly consider student needs
2. The course is coordinated in collaboration with the community partner; purposeful civic engagement exists	Active, direct collaboration exists between the community partner and students (with the instructor's and site administrator's guidance and supervision)	Community partner (and site administrator) act as consultants in the development and implementation of the course	Community partner is informed directly about the goals of the course, but has moderate participation	Community partner is coincidentally informed about the course and has minimal knowledge about it
3. Service component(s) are integrated into the course curriculum	Service component(s) enhance academic learning and are integrated into the course; there is a direct relationship between the service components and specified learning outcomes	Service component(s) are primarily used as a teaching technique or strategy to run concurrently with learning outcomes	Service component(s) are part of the course curriculum, but there are only indirect or minimal connections to academic learning outcomes; emphasis is mainly on service	A service project or "good deed" exists in the course, but it is not strategically tied to student learning or academic learning outcomes
4. The course facilitates active and critical student reflection	Students think, share, and produce reflective products individually and as group members on a regular basis	Students think, share, and produce group reflection periodically and/or indiscriminately	Students share individual reflective products mainly with the instructor	Reflection is minimal and exists in report or summary fashion to the instructor
5. Students use new skills/knowledge in real world settings	Students make direct connections with relevant issues and apply skills and/or acquired knowledge in a community setting	Students make some connections with relevant issues and apply newly acquired skills and knowledge, but do so in a more personal setting	Some students are more involved than others in the service aspect; or minimal community service involvement exists	Knowledge is acquired mostly in the classroom or through course assignments; no active community service experience applies
6. Students improve/develop vital interpersonal skills/abilities including communication, listening, empathy, problem-solving, and leadership; personal and/or professional development occur	Reflections indicate self-growth in students' communication and leadership skills; self-awareness in civic responsibility, and the strengthening of tolerance and/or diversity appreciation	Reflections indicate generic growth in students' communication, leadership, and problem-solving skills; the ability to identify with and understand other's situations is evident, but cursory; the importance of community service is ancillary to course content	Reflections are restricted to basic observations with minimal evidence of growth in students' communication, listening, empathy, problem-solving, and leadership skills; the importance of community service is a footnote	Reflections are rudimentary, self-centered, and restricted to a list of pros and cons related to the community service experience
7. The course improves the quality of life for the community served	The course facilitates change or insight; solves a problem; meets a need; or addresses a community issue	The course enhances an already good community situation	The course has limited practical application to the community, but new and unique benefits are addressed	The course has no real benefit to the community; no new or unique concepts are addressed

IDS 101: Freshmen Success Seminar



Instructor: Brigid Belko, Director of Experiential Learning
Office: Center for Community Engagement & Career Competitiveness
E-mail: bbelko@averett.edu
Cell (In case of emergency): 856-340-5633

Class Time:
Thursdays
2:40 PM- 3:35 PM



Peer Instructor: Cierra Gunter
E-mail: ccgunter@aumail.averett.edu
Cell (In case of emergency): 434-770-4495

WHAT WE'LL COVER

Transition to Averett



Assists students with the academic and social transitions associated with college life at Averett University.

Service-Learning



Bringing learning alive in exciting new ways inside and outside of the classroom by combining theory with experience and thought with action to transform our students and our communities.

Success Strategies



Explore skills that lead to success, including time management, note-taking, study strategies, effective communication, and more. Career and academic guidance activities will be included.

Overall Learning Outcome:

Students will gain the knowledge and tools to be successful students at Averett University and contributing members to the greater community.



A computer with word processing and internet access



E-mail account that you check DAILY

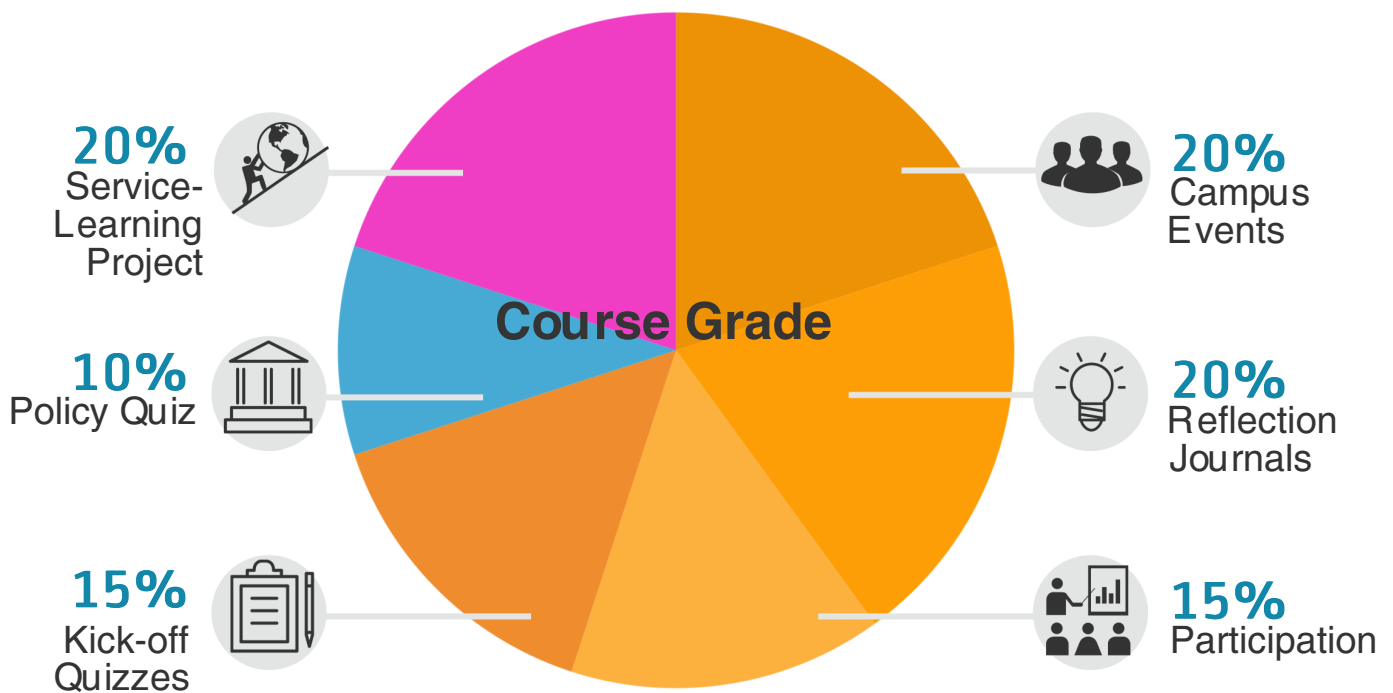


"On Course" textbook



An open mind and eagerness to build knowledge with your community

REQUIRED MATERIALS



COURSE ASSIGNMENTS

Policy Quiz 10 pts	Kick-off Quizzes 15 pts	Participation 15 pts	S-L Project 20 pts
Each student will be quizzed over the policy information presented in the Averett University handbook.	At the beginning of every class, at precisely 2:40 pm, we will have a 1 pt open book quiz.	You will be expected to participate at a high level in class discussions. Expect to be called on because your instructor will seek to engage you! Students will be encouraged to express their views, and agree or disagree with other views in a respectful and collegial manner.	As a group, the class will host 2 Danville United events at Averett, combining meaningful service with class instruction and personal reflection to enhance learning and to build a stronger community.



Campus Events 20 pts

Students will be expected to become part of the Averett Community and participate in various activities. Each event counts for 5 points.

Event #1: Opening Convocation on 8/18.

Event #2: Dinner with Dr. Franks at her home on Hawthorne Drive.

Event #3: an individual meeting with your instructor.

Event #4: Week to Engage (9/ 14-19). Students must volunteer with at least 1 event.

Reflection Journals 20 pts



Students will write 4 journals for 5 points each. Journal entries are to be typed with the student's name on each journal entry. Journals will be read by the instructor only unless otherwise discussed. Journals will be graded according to the service-learning reflection rubric, distributed in class. A successful reflection will indicate self-growth and make direct connections with relevant issues.

REFLECTION JOURNAL GRADING & REVISION POLICY: You will receive feedback and a provisional grade. You may choose to complete substantial revisions on 2 out of 4 of the journal entries. You must first meet with me to discuss your revision plan and to establish a revision due date.

COURSE SCHEDULE

 <p>AUG 16</p> <p>Re-Imagine Celebration Danville Science Center 5-8:30 PM</p>	 <p>OCT 8</p> <p>Employing Interdependence; Reflection #3: Who is your community? Why? How can you be a contributing member?</p>
 <p>AUG 18</p> <p>Meet the Class, Opening Convocation, & Service Project 10 AM- 3 PM</p>	 <p>OCT 15</p> <p>No class. Fall Break</p> 
 <p>AUG 20</p> <p>Welcome, Syllabus & Student Handbook Review</p>	 <p>OCT 22</p> <p>Gaining Self- Awareness; Your Role in the Community</p> <p>Assign: Dinner at the President's house 6-8 PM</p>
 <p>AUG 27</p> <p>Getting on Course to Your Success, Self Assessment, Assign: Policy Quiz</p>	 <p>OCT 22</p> <p>Adopting Lifelong Learning</p>
 <p>SEPT 3</p> <p>What Does Community Service Mean?</p> <p>Assign: Reflection #1: What is your definition of community service? Why?</p>	 <p>NOV 5</p> <p>Professional Etiquette with the Center for Community Engagement & Career Competitiveness</p>
 <p>SEPT 10</p> <p>Personal Responsibility, Intro to Community Partner</p>	 <p>NOV 12</p> <p>Developing Emotional Intelligence</p>
 <p>SEPT 17</p> <p>Self Motivation; Assign: Week to Engage Project & Reflection #2: What are your methods of self motivation? What does that say about the kind of person you are? Your working style?</p>	 <p>NOV 19</p> <p>Staying On Course; Self Assessment (again)</p>
 <p>SEPT 24</p> <p>Self Management (taught by Cierra); S-L Project Construction</p>	 <p>NOV 26</p> <p>No Class. Thanksgiving Break</p> 
 <p>OCT 1</p> <p>Averett University Field Trip to Registrar's Office & Library</p>	 <p>DEC 3</p> <p>Course Wrap Up; Reflection #4: How have you grown so far as a college student? If you could have a conversation with the you from August, what would you say?</p>

COURSE POLICIES

Attendance



Students will only be permitted to miss 2 class periods of IDS101. Excessive absences (defined as 2 or more) may result in a reduction in your score, and may affect your final grade. Please inform your IDS instructor in advance if you are going to miss class for any reason. Students are responsible for getting assignments and completing all makeup work.

Late Work



Unless otherwise specified, work needs to be emailed to me by midnight on the assignment date. I do not accept late work or provide extensions. It is your responsibility to manage your time. Graded in-class work missed due to absence cannot be made up unless I receive official notice from the university.

Academic Integrity



Enrollment in this class means that you agree to abide the expectations of Averett University regarding academic integrity as outlined in the Student Handbook. Your responsibilities in this area of academic honesty include, but are not limited to, avoidance of cheating, plagiarism, and improper or illegal use of technology.

Technology



I will let you know when use of electronic devices is acceptable. Otherwise, you should turn off and store ALL devices before the start of class. Failure to comply with this policy will negatively impact your participation score.

Special Needs



Averett University makes accommodations for students with special needs. If you have a documented disability, please contact the Director of Academic Support (Mrs. Holly Kilby) to declare your disability at 434-791-5788.

Averett University also offers free counseling services. Please contact Mrs. Joan Kahwajy-Anderson at 434-791-5624, or by e-mail at jkahwajy@averett.edu.

Academic Help



Averett University is dedicated to ensuring that students succeed academically. The Office of Student Success offers assistance through academic support, ESL, and the writing center. Please visit the office in Bishop Hall for assistance.

AVERETT UNIVERSITY
Freshman Success Seminar, IDS 101, Section 14
Transition to College – Service Learning

Instructor: Ms. Joan Kahwajy-Anderson (pronounced Ka-wa-gee)

Office Location: Suite 417, Student Center (fourth floor)

Phone Number: 434-791-5624; 434-250-1890 (text or call)

E-mail: jkahwajy@averett.edu

Office hours by appointment

Peer Instructor: Mr. Jacob Comer

Phone Number: 336-254-7143

E-mail: jacomere@aumail.averett.edu

**Executive Director, Center for Community
Engagement and Career Competitiveness:**

Ms. Alexis Ehrhardt

434-791-7212

aehrhardt@averett.edu

COURSE MEETING TIME / LOCATION:

2:00 – 2:55 p.m. on Wednesdays

Bishop Hall, Room 109

COURSE DESCRIPTION

IDS 101 “Freshman Success Seminar” is designed to assist students with the academic and social transitions associated with college life. Students will explore skills that lead to success, including time management, note-taking, study strategies, effective communication and more. Career and academic guidance activities will be included. This IDS section is designated as a service-learning course. Averett students will share their acquired knowledge for academic and personal success with students at Cardinal Village Youth Center and with guests at The House of Hope. In addition, IDS students will gain cultural awareness while working with individuals at these locations. Furthermore, students will increase their knowledge about poverty in America. Students in IDS 101 Service-Learning are required to make visits to the designated locations for a total of twelve (12) hours of service during the academic semester. IDS students’ experiences, reflections and personal growth will be documented via journal writing and class discussions. A final research project on poverty is required.

MEASURABLE COURSE OBJECTIVES

- Students will exhibit an understanding of Averett University policies.
- Students will become familiar with Averett University’s clubs, organizations, and events.
- Students will gain increased knowledge of strategies and skills for academic success.
- Students will gain increased self-knowledge and awareness through service-learning.
- Students will demonstrate increased cultural awareness of the local community.
- Students will gain awareness of human differences and commonalities.
- Students will gain awareness of poverty in America and its effects.

REQUIRED TEXT

- *On Course at Averett University: Strategies for Creating Success in College and in Life*, by Skip Downing, ISBN: 978-1-111-39749-4
- Averett University Student Handbook: <http://www.averett.edu/studenthandbook> (do not print the handbook!)
- Service-Learning “Text” through lectures and service-learning activities

COURSE ACTIVITY / ASSIGNMENT GUIDE

- ♦ All lectures will be focused on the development of skills for service-learning with community partners. This syllabus is subject to change at the discretion of the instructor.

Date	Event
Sunday, August 17, 7:00 p.m., Frith Hall, Room 403 (temporary location)	Students meet IDS Instructor and Peer Instructor, Intro Activities, Topic: Success and Significance: An Introduction to Service-Learning.
Tues. August 19, 10:00 a.m., Frith 403	Review of the Syllabus and <i>On Course Text</i> . Fall Convocation.
Wednesday, August 20 Class meets in Bishop 109 (permanent location)	Chapter 1, <i>On Course</i> (pp. 1 – 27): Core Learning and Service-Learning. Peer Instructor: College Customs. Campus Policies Quiz for Homework (online student handbook).
Wednesday, August 27	Hand in Campus Policies Quiz. Visit Cardinal Village Youth Center.
Wednesday, September 3	Visit House of Hope.
Wednesday, September 10	<i>On Course</i> , Chapter 2: Reading Skills, pp. 57 – 76, Reading a Text and SQ3R for Service-Learning. Discuss Campus Policies/Plagiarism. Turn in Service-Learning Journal One.
Tues., Sept. 16, Wed., Sept. 17, Thurs. Sept. 18	Individual Meeting with Instructor: Adjusting to College Life, Questions or Problems Related to Service- Learning.
Wednesday, September 24	<i>On Course</i> , Self-Motivation and Self-Management: Chapters 3 and 4. Taking Notes, pp. 107-126. Organizing Study Materials, pp. 158-178. Using these skills for Service-Learning. Visit to the Library.
Wednesday, October 1	<i>On Course</i> , Self-Awareness: Chapter 6. Test Taking, pp. 246-266. Poverty Discussion. Service-Learning “Hot Seat” Discussions. Journal Two Due.
Wednesday, October 8	Fall Break, No Class (Fall Break begins Wednesday, October 8)
Wednesday, October 15	Pre- Registration and Academic Advising Tips.
Thursday, October 16, 6:00 p.m. MANDATORY	Dinner with Dr. Franks at her home on Hawthorne Avenue.
Wednesday, October 22	Interdependence, Active Listening, Chapter 5. Career Module Due
Wednesday, October 29	Health and Wellness Plan. Service Learning “Hot Seat” Discussion

Wednesday, November 5	Time with Peer Instructor. Service-Learning Journal Three in Class.
Wednesday, November 12	<i>On Course</i> , Emotional Intelligence: Chapter 8. Writing, pp.295-312. Course Evaluation in Class. Journal Four Due.
Wednesday, November 19	<i>On Course</i> , Adopting Lifelong Learning: Chapters 7. Review of Poverty Research. Journal Five Due.
Wednesday, November 26	No Class –Thanksgiving Break
Wednesday, December 3	Poverty Projects and Poster Session. Turn in Service Learning Time Sheets and/or other Service Learning Documentation. Celebrate!

GRADING

PROJECT	POINTS	PERCENT
Class Participation (Transition to College)	120	20%
Service-Learning Hours (75 pts), Reflective Journals (50 pts), “Hot Seat” Discussions (15 pts) and Poverty Project (100 pts)	240	40%
AU Activities: attend 1 event (25 pts), Fall Convocation (30 pts); dinner with Dr. Franks (35 pts) and individual meeting with instructor (30 pts)	120	20%
Policy Quiz	60	10%
Quizzes (30 pts each)	60	10%
Total	600	100%

CLASS GRADING SCALE

A 600-481 B 480-361 C 360-241 D 240-200 F Anything Below 200 Points

Quizzes: You will be given two “pop” quizzes on Service-Learning and *On Course* concepts. Each quiz will be worth 30 points each for a total of 60 points.

CLASS PARTICIPATION:

You will be expected to participate at a high level in class discussions. Make it a point to speak to the topic at hand at least three times during a class period. Expect to be called on because your instructor will seek to engage you! Students will be encouraged to express their views, and agree or disagree with other views in a respectful and collegial manner. **Please note that your service learning hours and experiences are a major portion of this class. All service-learning hours must be completed in order to satisfy the requirements of this approved service-learning class.**

AU ACTIVITIES (1)

Students will be expected to become part of the Averett Community and participate in various activities. The first event is Opening Convocation. Another important event is dinner with Dr. Franks. Then a third important event is meeting with the instructor. All required AU events are mandatory! The instructor will give guidance on other AU activities in which students will want to participate.

POLICY QUIZ

Each student will be quizzed on the policy information presented in the Averett University handbook. This is an “open book” quiz. You may NOT receive help from another student.

SERVICE-LEARNING

This is a form of experiential learning intended to prepare students for life as informed and responsible citizens as well as to prepare them for successful careers. Service-Learning combines meaningful community service with classroom instruction and personal reflection to enrich students’ learning and to build stronger communities. Students in IDS 101 Service-Learning will provide twelve (12) hours of service to students at Cardinal Village Youth Center and/or at the House of Hope in Danville, Virginia. IDS students will provide reading and other academic tutoring as well as other assistance as determined by the course instructor and the site directors. Students may work in teams or individually. Service hours are to be coordinated with each director. **Transportation is the responsibility of the student.** However, group transportation to the sites may be coordinated during the semester in order to help students complete their service-learning hours. Respect, cooperation and the highest level of professionalism is expected of Averett students as they work with their service-learning partners.

SERVICE-LEARNING HOURS:

In class lectures related to service-learning	11 hours
Site visits with students (orientation)	2 hours
Direct service-learning hours at designated sites	12 hours
Reflective Journals	3 hours
Reading assignments related to service-learning	10 hours
Research Project on Poverty in America	7 hours
Total :	45 hours

Service Learning Community Partners:

Ms. Constance Covington
 Director, Cardinal Village Youth Center
 1004 Bonner Avenue
 Danville, VA 24541
 ccovington@drhava.com
 434-441-1118

Mr. Steve Anderson, Director
 House of Hope
 206 South Ridge Street
 Danville, VA 24541
 danvillehoh.org
 434-549-1459

REFLECTIVE JOURNALS

Students will write five (5) journals. Journal entries are to be typed (except for one journal that is to be written in class), with the student's name on each journal entry. Journals will be read only by the instructor unless otherwise discussed. Time will be given in class to discuss in detail how journal entries should be made.

Journal One: What are your thoughts, feelings and reactions to service-learning in IDS 101?

Journal Two: Discuss your significant experiences and reactions as a new student/athlete at Averett University. How might you use your own experiences to help others at your service-learning site(s)?

Journal Three: What are your current experiences, successes or concerns with service-learning?

Journal Four: What are you learning from the students or residents (including culturally) at Cardinal Village and/or the House of Hope?

Journal Five: Summarize and discuss, in depth, what you believe you have given to the individuals at your partner sites as well as what you have learned from your service-learning experiences this semester. How might this experience help you in the future?

IDS INSTRUCTOR'S PLEDGE

As the instructor for this course, I pledge to you, the student, to be punctual, prepared and professional. It is my goal to provide you the full value of this course by presenting, in each and every class period, valuable information that will help you achieve at Averett University and in your eventual professional career. I pledge to be respectful to you and to be open to your thoughts, ideas and insights, fostering the true academic spirit of learning. Should challenges arise at any time during this course, particularly regarding service-learning, I will assist you to quickly resolve them to the best of my ability.

EXPECTATIONS OF STUDENTS

Averett University students are expected to exhibit the highest level of professionalism. As Averett Professors, we expect each of you to be prepared for class, to have read the materials for the day, to have completed any homework assignments for submission on deadline, to turn off all cell phones and electronic devices in class, and to engage us and your peers in thoughtful and respectful class participation. We expect that students will dress appropriately for class and for their service-learning assignments and will treat all individuals involved with the utmost respect.

During class sessions, students are asked to take turns sharing, giving everyone a chance to speak appreciating everyone's contributions. Please refrain from advising, criticizing, arguing or judging. Let one another's words "hover" in the room without contest, waiting for whoever needs them to absorb them. Give each other time to think and to learn difficult lessons. Respect one another and, thus, yourselves.

ATTENDANCE POLICY

Students will only be permitted to miss two class periods of IDS. Excessive absences (defined as more than 2) may result in a reduction in your score and may affect your final grade. Please inform your IDS instructor **in advance** if you are going to miss class for any reason. Students are responsible for getting assignments and completing all makeup work.

Please be on time for class. **You will be counted as absent from class if you are 10 minutes late for class.** Please let your instructor know if you have a conflict with another class. This is the start of your professional career and punctuality is important.

IMPORTANT NOTES

Please see me immediately if you are having problems grasping concepts or materials, or are having difficulty with your service-learning assignments.

SPECIAL NEEDS

Averett University makes accommodations for students with special needs. If you have a documented disability, please contact the Director of Academic Support (Mrs. Holly Kilby) to declare your disability at: 434-791-5788.

Averett University also offers free counseling services. Please contact Mrs. Joan Kahwajy-Anderson at 434- 791-5624, or by e-mail at jkahwajy@averett.edu. If you prefer to see a counselor off-campus, other counseling resources will be provided to you.

ACADEMIC HELP

Averett University is dedicated to ensuring that students succeed academically. The Office of Student Success offers a number of individuals and programs to help you achieve in your coursework. Please contact the following:

Office of Student Success
Mary Vanderlinden
111 Student Success Center
434-791-5754
mvanderl@averett.edu

Academic Support
Holly Kilby
113 Student Success Center
434-791-5788
hkilby@averett.edu

Writing Center and ESL
Rebecca Raab
114 Student Success Center
434-791-5761
rraab@averett.edu

ACADEMIC INTEGRITY

Enrollment in this class means that you agree to abide by the expectations of Averett University regarding academic integrity as outlined in the Undergraduate Catalog. As a budding scholar you are pledged to academic honesty. Your responsibilities in the area of honesty include, but are not limited to, avoidance of cheating, plagiarism, and improper or illegal use of technology. Your presentations, assignments, and quizzes are expected to be your own work. Cheating and plagiarism are the most egregious of academic offenses. Averett University, like all institutions of higher learning, does not tolerate any form of academic deception. Students caught cheating may receive a failing grade on the assignment or for the course. Students are encouraged to review the section on cheating and plagiarism in the Averett University Student Handbook.

Students should carefully study the definition of cheating and plagiarism.

1. Cheating includes the following behaviors:

- a. Copying another student's answers while completing any class assignment, study group assignment, or during in-class or take-home examinations.
- b. Using notes, books, or any other unauthorized aids during an examination.
- c. Unauthorized discussion of answers during in-class examinations.
- d. Submitting another student's work as one's own.
- e. Stealing another student's work.

2. Plagiarism is submitting a paper in which the language, ideas, or thoughts are identical to published or unpublished materials from another source, without correctly giving credit to that source.