[Semester Year]**SL**

**Service-Learning Modality**

***DONNELLY COLLEGE***

[Semester Year]

[Semester Year]

[Semester Year]

[Semester Year]

**Highlighted notes are there to aid instructors in creation of standardized syllabi. They serve as examples of what should be placed in these areas.**

**INSTRUCTOR INFORMATION:** [to be left blank unless person proposing the course is the one teaching the course]

Name:

Office:

Office hours:

Telephone:

E-mail address:

**COURSE DESCRIPTION:**

[E-mail address]

**Service-Learning (SL) Standards:** Service-learning is a course-based experiential learning strategy that engages students in meaningful and relevant service with a community partner while employing ongoing reflection to draw connections between the service and course content with the exception for designated L-1 and L-2 courses. When implemented according to the below standards of best practice, service-learning can enhance academic learning, promote civic responsiveness, and strengthen communities by administering the Corporal Works of Mercy.

**PREREQUISITES:**

[E-mail address]

**REQUIRED TEXTBOOK & SUPPLIES: Please enter information here.**

**PHILOSOPHY OF GENERAL EDUCATION:**

Donnelly College is committed to the integration of faith and reason, fully honoring its Catholic mission, values, and identity as its community comes to know the truth. In addition to upholding the standards of academic excellence, faculty, and students should engage in reflection and research in light of the Catholic faith, with an institutional commitment to the service of others. Graduates will develop a breadth of content knowledge and the skills and abilities which will enable them to become educated participants in a diverse global community.

**DONNELLY COLLEGE LEARNING OUTCOMES:**

1. **Communication Skills:** Students will communicate effectively in writing and speaking.
2. **Technology and Information Literacy Skills:** Students will demonstrate proficiency in information literacy skills.
3. **Symbolic Problem Solving:** Students will demonstrate competency in qualitative and quantitative problem solving.
4. **Analytical Thinking:** Students will employ reflective thinking to evaluate diverse ideas in the search for truth.
5. **Personal and Interpersonal Skills:** Students will develop an understanding across cultural differences locally, nationally, and internationally.
6. **Academic Inquiry:** Students will engage independently and effectively in lifelong learning.
7. **Values:** Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.

**PROGRAM LEARNING OUTCOMES:**

In addition to the general education learning outcomes – communication skills, technology and information literacy skills, symbolic problem solving, analytical thinking, personal and interpersonal skills, academic inquiry, and values – upon successful completion of the (***INSERT PROGRAM/DEGREE NAME***) students should be able to demonstrate:

1. ***ENTER THE PLO’S FROM THE CATALOG***
2. ***ENTER THE PLO’S FROM THE CATALOG***
3. ***ENTER THE PLO’S FROM THE CATALOG***

**STUDENT LEARNING OUTCOMES:**

**Insert Student Learning Outcomes for particular course. SLOs should all begin “Students will have the ability to...” and be linked to the PLOs by number.**

**Not every PLO must be addressed in every course, and multiple SLOs may address the same PLO**

Provide list of Learning Outcome students will meet.

* The course includes clear and specific student learning outcomes, which reflect what students should be able todemonstrate, know, or do by the end of the course. Student learning outcomes should reflect the presence of service in the course, and the service should enhance the academic learning.
* One or more of the student learning outcomes addresses civic learning.

Provide list of Learning Outcomes students will meet.

|  |  |  |  |
| --- | --- | --- | --- |
| **Donnelly College**  **Learning Outcomes** | **Program Learning Outcomes** | **Student Learning Outcomes** | **Assessment** |
| Students will communicate effectively in writing and speaking. | Students will demonstrate…instructors must use department PLOs, check with your department chair or program director. | *All SLOs must use standard language: Students will have the ability to* (PLOs 1 - 7) | Students will meet expectations at a level (1 or 2 or 3 or 4) for communication skills. |
| Students will demonstrate proficiency in information literacy skills. |  | Students will have the ability to (PLOs 1 - 7) | Students will meet expectations at a level (1 or 2 or 3 or 4) for technology and information literacy skills. |
| Students will demonstrate competency in qualitative and quantitative problem solving. |  | Students will have the ability to (PLOs 1 - ) | Students will meet expectations at a level (1 or 2 or 3 or 4) for symbolic problem solving. |
| Students will employ reflective thinking to evaluate diverse ideas in the search for truth. |  | Students will have the ability to (PLOs 1 - 7) | Students will meet expectations at a level (1 or 2 or 3 or 4) for analytical thinking.. |
| Students will develop an understanding across cultural differences locally, nationally, and internationally. |  | Students will have the ability to (PLOs 1 - 7) | Students will meet expectations at a level (1 or 2 or 3 or 4) for personal and interpersonal skills. |
| Students will engage independently and effectively in lifelong learning. |  | Students will have the ability to (PLOs 1 - 7) | Students will meet expectations at a level (1 or 2 or 3 or 4) for academic inquiry. |
| Students will demonstrate moral and ethical behavior in keeping with our Catholic identity. |  | Students will have the ability to (PLOs 1 - 7) | Students will meet expectations at a level (1 or 2 or 3 or 4) for values. |

**GRADING POLICY:**

[E-mail address]

*Example:*

|  |  |  |
| --- | --- | --- |
| Service-Learning Project | 100 | 10% |
| Final Exam | 100 | 10% |
| Unit Exams | 300 | 30% |
| Assignments: |  |  |
| Weekly Discussion Posts & Responses (20 pts x 10) | 200 | 20% |
| Weekly Article Paper (25 pts x 5) | 125 | 12.5% |
| End of Module Projects (25 pts x 3) | 75 | 7.5% |
| Quizzes (20 pts x 5) | 100 | 10% |
|  |  |  |
| TOTAL points possible | 1000 | 100% |

**GRADING SCALE:**

[List specifics on how the grading scale is determined for your class]

**Example: Grades will be assigned according to the following scale.**

**A: 90%-100% 900-1000**

**B: 80%-89% 800-899**

**C: 70%-79% 700-799**

**D: 60%-69% 600-699**

**F: Below 60% <599**

**COURSE REQUIREMENTS: [provide a detailed description]**

LIST COURSE ASSIGNMENTS AND PLACE AN ASSESSMENT TOOL (i.e., Rubric, Checklist, Survey, Quiz, etc.) THAT WILL BE USED TO EVALUATE/GRADE HERE. Include the points or % weighted for each.

*LIST BEHAVIORAL EXPECTATIONS FOR THE STUDENTS TO MEET THE REQUIREMENTS OF THE COURSE (i.e., minimal attendance requirements, online participation, in class participation, late work policy)*

* The course includes a service project that has reflects mutual benefit between community and college partners such that it is meaningful to the community partner and relevant to the course
* The course includes structured reflection upon the service project by the students in light of course learning. Reflection should be continuous throughout the course, connected to the student learning outcomes, and challenging to the students—requiring higher-order thinking skills.
* The course should include a description/explanation of the Service-Learning project with the rubrics and points for various aspects of the assignment.
* A total of 4 to 6 hours should be spent working on the project during the semester. Example: preparing, practicing, organizing materials, reflecting, and evaluating the project.

Sample Service-Learning Reflection Rubrics

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Question / points | 4 | 3 | 2 | 1 | 0 |
| A. What did you learn in your course (and other courses, if applicable) that relates to your service or community site? What did you learn during your service or at your community site that relates to your course? | Skillfully conveys perspectives from the course (and other courses, if applicable) and the community partner site with respect to an audience. | Adequately conveys perspectives from the course (and other courses, if applicable) and the community partner site with some respect to an audience. | Conveys ideas and facts from the course (and other courses, if applicable) and the community partner site that may be related but doesn't explicitly explain their relationship. Demonstrates minimal attention to an audience. | Conveys ideas and facts from the course and community partner site that don't seem to be related. Demonstrates little attention to an audience. | Does not meet level one performance. |
| B. What problem(s) did you help solve, enhancing our community? How did you accomplish this? | Skillfully explains the problem(s), his/her intervention, his/her process learned from the course and community partner site (decisions, thinking, info literacy, reasoning), and the positive effects of that intervention. | Adequately explains the problem(s), his/her intervention, his/her process learned from the course and community partner site (decisions, thinking, info literacy, reasoning), and the positive effects of that intervention. | Explains most of these: the problem(s), his/her intervention, his/her process learned from the course and community partner site (decisions, thinking, info literacy, reasoning), and the positive effects of that intervention. | Explains some of these: the problem(s), his/her intervention, his/her process learned from the course and community partner site (decisions, thinking, info literacy, reasoning), and the positive effects of that intervention. | Does not meet level one performance. |
| C. How has your experience affected your thinking about the community, its problems, and the solutions to those problems? | Skillfully explains changes in thinking about the community, its problems, and the solutions to those problems as a result of the service-learning experience (and other related experiences). | Adequately explains changes in thinking about the community, its problems, and the solutions to those problems as a result of the service-learning experience (and other related experiences). | Explains changes in thinking about most of these: the community, its problems, and the solutions to those problems as a result of the service-learning experience (and other related experiences). | Explains changes in thinking about some of these: its problems, and the solutions to those problems as a result of the service-learning experience (and other related experiences). | Does not meet level one performance. |
| D. What personal, academic or career goals did you achieve? How has your experience affected your thinking about your goals? How will you serve the community in the future? | Skillfully explains what personal, academic or career goals were accomplished, how the student was changed, and what future service the student plans as a result of the service-learning experience. | Adequately explains what personal, academic or career goals were accomplished, how the student was changed, and what future service the student plans as a result of the service-learning experience. | Explains most of these: personal, academic or career goals that were accomplished, how the student was changed, and what future service the student plans as a result of the service-learning experience. | Explains some of these: personal, academic or career goals that were accomplished, how the student was changed, and what future service the student plans as a result of the service-learning experience. | Does not meet level one performance. |

***Service-Learning Best Practices for Instructors***

* *Understand Your Role as Instructor. ...*
* *Consider Course Outcomes. ...*
* *Encourage Further Exploration. ...*
* *Establish Evaluation Criteria. ...*
* *Include Opportunities for Reflection. ...*
* *Make Connections and Develop Community Partnerships. ...*
* *Involve Students and Instructors in the Planning Process.*
* *Community engagement and Corporal Works of Mercy*

**CANVAS:**All course materials, grades, and communication with the instructor will be conducted in the Canvas online learning platform. Students are expected to check their accounts on a regular basis (i.e., 2X a week minimum).  Students may be expected to submit assignments through Canvas as well.

Note: All communications regarding this course will be made via your Donnelly College email account. If you have questions about using Canvas, check the Online Student Guide available at: <https://community.canvaslms.com/docs/DOC-10701-canvas-student-guide-table-of-contents>

For any technical problems, call the assistance line at 1-855-593-5537.  This line is available 24/7.

**ACADEMIC INTEGRITY:** Academic integrity is to be maintained at all times to ensure genuine educational growth. Students are expected to generate their own original work. Cheating and plagiarism in all forms, including unauthorized use of generative AI, will be subject to disciplinary action. Serious infractions will be addressed by the Dean of the College. Appropriate sanctions will be imposed.

Options for instructor (choose one):

• Use prohibited: Students are not allowed to use generative AI tools on assignments in this

course. Students are expected to complete each assignment without substantive assistance

from others, including automated tools.

• Use only with prior permission: Students are allowed to use generative AI tools on assignments

in this course only if instructor permission is obtained in advance. Unless permission is given to

use these tools, each student is expected to complete each assignment without substantive

assistance from others, including automated tools.

• Use only with acknowledgement: Students are allowed to use generative AI tools on

assignments in this course if that use is properly documented and credited. For example, text

generated using ChatGPT-3 should include a citation such as “ChatGPT-3. (YYYY, Month DD of

query). ‘Text of query.’” Material generated using other AI tools should follow a similar citation

convention

**PLAGIARISM:** Plagiarism – the appropriation or imitation of the language or ideas of another person and presenting them as one’s original work – sometimes occurs through carelessness or ignorance. Students who are uncertain about proper documentation of sources should consult their instructors.

**ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act, Donnelly College will make every attempt to provide equal access for persons with disabilities. Students in need of accommodations must request them in writing from the Dean of the College.

**SUPPORT SERVICES**

College is an exciting and invaluable experience, but it can also be challenging. Donnelly College offers many resources to help you succeed in your endeavors:

* Free and confidential mental health and wellness services at the [Counseling Center](https://www.donnelly.edu/students/counseling)
* Academic tutoring and job guidance at the [Tutoring Center](https://www.donnelly.edu/students/tutoring) and [Career Services](https://www.donnelly.edu/students/career-services)
* Free groceries and hygiene items from the [Campus Cupboard](https://www.donnelly.edu/students/campus-cupboard)

**CIVILITY & DECORUM:** As noted in its Code of Conduct, Donnelly College is committed to maintaining an overall atmosphere of civility and respect. Civility and decorum both inside and outside of the classroom are fundamental foundations of the values at Donnelly College. Classroom discussions and interactions outside of the classroom will, at all times, be focused on the learning process and should always be respectful of both students and faculty. In open discussions of ideas and issues, disagreements should focus on ideas and facts. Name calling and assaults (either in person or on-line) will not be tolerated. Should any problems occur, the instructor should be notified immediately. Those who do not comply with civility and decorum requirements may be subject to sanctions up to and including dismissal from Donnelly College.

**ATTENDANCE POLICY:**

Instructors will include the specific attendance policy in the syllabus for the class and adhere to the policy for the duration of the course. If a student has exceeded the number of allowed absences or lack of work, faculty may institute an administrative withdrawal based on non-attendance.

In extreme circumstances (i.e., a disciplinary problem), the Dean of the College may initiate an administrative withdrawal. The student remains responsible for the tuition owed in this instance.

**ACCOMODATION OF RELIGIOUS OBSERVANCES:**

Donnelly College strongly supports the diversity of the beliefs and religions represented by our student body. The College will provide reasonable flexibility when religious observances occasionally conflict with academic obligations such as class attendance, activities, assignments, examinations, and other course requirements. Students must inform instructors of such conflicts in advance and in a timely manner. Students remain responsible for all class work and other academic obligations missed as a result of their absence.

**PUBLIC INFORMATION:**

This policy is published on the College website, in the Student Handbook and the College Catalog.

**EMPOWER: Attendance, mid-term and Final grades will all be recorded in the Empower system. Students should go to Empower for official information about attendance and grades.**

**WITHDRAWAL FROM COURSES OR FROM SCHOOL:** It is the responsibility of the student to withdraw from class. If a student decides to withdraw from a class, they should see an advisor and the financial aid staff before taking the withdrawal form to the Registrar's office for processing. However, any verifiable contact (e-mail, fax, phone, mail, etc.) with authorized college personnel expressing the student's intent to withdraw from a class will be honored.

If students withdraw before they have earned their financial aid, they will owe Donnelly College a debt for the unearned portion of the financial aid as well as for any unpaid balances (subject to the College's refund policy). Not attending class is not a withdrawal from class.

Faculty may initiate an administrative withdrawal on the basis of non-attendance. In extreme circumstances (i.e., a disciplinary problem), the Dean of the College may initiate an administrative withdrawal. The student remains responsible for the tuition owed in this instance.

The deadlines for withdrawing from classes are as follows:

|  |  |
| --- | --- |
| 14 to 16 weeks | 3 weeks before the end of the class |
| 6 to 8 weeks | 7 weekdays before the end of class |
| 4 to 5 weeks | 4 weekdays before the end of class |
| Less than 4 weeks | Withdrawals are not allowed |

Withdrawal deadline dates will be published in the academic calendar.

**TENTATIVE COURSE CALENDAR:**

The schedule is subject to change based on the progress or needs of the class.

|  |  |  |
| --- | --- | --- |
| **Week** | **Classroom/Laboratory Protocol** | **Assignments** |
| ***1*** | *Blank course calendars are not allowed.*  *Provide at least chapter and/or subject to be covered.* | *DETAIL OF ASSIGNMENTS*  *Include dates and time commitment for service-learning activities.* |
| ***2*** |  |  |
| ***3*** |  |  |
| ***4*** |  |  |
| ***5*** |  |  |
| ***6*** |  |  |
| ***7*** |  |  |
| ***8*** |  |  |
| ***9*** |  |  |
| ***10*** |  |  |
| ***11*** |  |  |
| ***12*** |  |  |
| ***13*** |  |  |
| ***14*** |  |  |
| ***15*** |  |  |
| ***16*** |  |  |
|  | **Final Exam** |  |