

East Carolina University Standing Academic Committee
SERVICE LEARNING COMMITTEE

Service-Learning (SL) Designation Course Application Form

Course Information

1. Course number: 1000 Department: Counselor and Adult Education: College of Ed
2. Course name: COAD

3. Lead Faculty: Dionna D Manning Email: manningd@ecu.edu
Co-instructors: Alex Dennis Dennisa12@students.ecu.edu

4. Will all sections be designated service-learning? Yes No
If no, please list the sections to be designated SL. COE Maynard Scholar & EHC sections. EHC: Education Housing Community

5. This course is for: Majors Non-majors Both Teacher Education Majors
6. How frequently is this course offered? Each Fall for incoming Maynard Scholars and Education Housing Community Students (intended Ed majors)

7. What is the average student enrollment? 32-40 (2 sections of 16-20 each)

Faculty Signature Dionna D. Manning Date 3-20-13
Supervisor Signature Vivian Martin Covington Date 3-21-2013

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Service-Learning Course Designation Questionnaire

Please answer the following questions regarding the course for which you are seeking service-learning (SL) designation.

1. Please describe how your course integrates service-learning with the course content. Specifically, how does the service component support the academic focus of the course?

Our program, the Maynard Scholars (MS) and the Education Housing Community (EHC) are designed to give students leadership opportunities and to get them involved in community outreach. The students applying to be part of this community are eager to be part of an organization that works to give back to others and have a direct impact on the local community. Usually we introduce service learning to our students in their second or third semester, but feel it would be beneficial to both our community partners and our students if we could start this partnership in the very first semester with them.

The MS/EHC sections of COAD 1000 are designed to help the students make a successful transition to college and to introduce them to university resources. We also introduce the education profession and opportunities to be educational advocates or leaders in this course. A key component of this course is the Service Learning Projects. In groups of four, students will choose an organization to work with throughout the semester and will complete two service projects at their chosen organization. As the students learn about themselves and the resources available in the ECU community they will reflect and incorporate their new knowledge into their service learning projects. Students will also reflect on how they can apply the course material and academic knowledge learned in the course to their work at their service learning site and as a future educator. The integration of course content and service learning will be measured through discussion board posts and service learning project outcomes.

2. How does the service-learning component of your course involve students in meeting community needs? How are these community needs identified?

A list of possible service learning sites will be generated with the help of the Volunteer and Service Learning Center so that students will have an idea of the places that they could choose as their site for their service learning projects. The first service learning project is designed to help the students become familiar with the organization and build the relationships needed to meet the needs of the organization. Our students will meet with the site directors and supervisors to identify a need within the organization that will help the organization provide services to the community at large. This need will become the focus of the groups second project. All project ideas will be approved by the instructors.

3. What kinds of structured reflection opportunities (such as writing, assignments, discussions, presentations, or journals) are required of your students?

Students are required to complete seven discussion board assignments throughout the semester, all of which are designed to integrate course content, self-reflection and application to their service learning projects and their work as a future educator. Class discussions will take place weekly in order to promote collaboration and understanding. Each group will have the opportunity to present their service learning projects to their peers, instructors and invited guests. The presentations will serve as a way for the students to share their ideas and accomplishments and to reflect on their work with their chosen site. An essay based final exam will ask students to reflect on their work throughout the course and their growth as a freshman, a future educator and a young adult.

4. While service is an integral part of the course, academic credit is given for demonstrated learning. With this in mind, how is student performance in the course graded in relation to both academic and service expectations?

The grading system for this course is based on a point system. (Please see syllabus for more details.) Discussion board posts will be graded based on length, meaningfulness, self-reflection, and connection to service learning projects and work as a future educator. The two presentations will be graded by a rubric and will measure concepts mentioned above.

5. Please describe the specific service-learning activities included in your course. What will the students do for their service-learning? Who will be your community partners?

As mentioned above, a list of community organizations and partners will be created with the help of the Volunteer and Service Learning Center. This list will be distributed to the students and within their groups, they will decide which organization is right for them. What the students will do for their service learning projects will be decided upon through collaboration between the students, the site coordinator or supervisor and the instructors. This will ensure that the organization and the population it serves will benefit from the service learning projects.

Submit along with course designation application form and syllabus to members of the Service Learning Committee via svc@ecu.edu. Please direct any questions to Professor Kylie Dotson-Blake, Chair of the Service Learning Committee at 328-5277.

An EAST CAROLINA UNIVERSITY
COAD 1000 Section 105 (Speight 229) & Section 106 (Speight 312)
Student Development and Learning in Higher Education
(1 hour credit toward graduation)
Tuesday and Wednesday

Instructor: Mrs. Dionna D. Manning
Office: Speight 203
Email: manningd@ecu.edu
Phone: 328-4126

Instructor: Mr. Alex Dennis
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Required Text and Publications

3 Ring Binder
Daily Planner

Course Description

COAD 1000. Student Development and Learning in Higher Education. Introduction to student life at East Carolina University. Focus on development of academic skills, service learning, learning processes, career decision-making and personal attributes essential for student success.

Course Goals

The goal of COAD 1000 is to provide training and experiences to allow students to be successful in their first year of college and beyond. Topics to be covered include understanding the transition from high school to college, student development and motivation, goal-setting skills, learning styles, memory development, listening skills, note-taking skills, study skills, test taking, communication, critical-thinking skills, ECU academic rules and regulations, and career development issues. This course will introduce students to Service Learning and provide students with the opportunity to work with an organization and complete two Service Learning projects throughout the course of the semester.

Course Objectives

By the end of the semester, you will be able to:

- A. Discuss your responsibility as a student for your own success in college.
- B. Describe ways you can create a successful experience in college.
- C. Discuss the responsibilities of being a NC Teaching Fellows or ECU Maynard Scholar.
- D. Describe the Code of Ethics for Educators.
- E. Understand the importance of Service Learning as a student and a future educator.
- F. List, describe, and use specific methods to:
 1. Deal with changes in your personal and professional life.
 2. Improve motivation and goal-setting skills.
 3. Understand personal learning style and adapt study skills.
 4. Take effective notes and prepare for and take tests successfully.
 5. Understand your personality profile and fit to major/career choice.
 6. Develop a philosophy of career development.
 7. Locate and utilize a variety of services and resource materials at ECU.
 8. Be knowledgeable about student opportunities in extra-curricular activities.
 9. Understand ECU academic rules and regulations and advising / registration procedures.

Instructional Methodology

This course is designed to be interactive among students and instructors. The focus will be on group discussion and group activities. Lecture, guest speakers, field trips, and exploration activities will be included.

Attendance Policy

Student success in college is highly correlated with class attendance! Therefore, it is important that you make every effort to attend EVERY class! You are expected to attend class and be an active participant. Based on this principle, students absent for more than 3 classes will receive a reduction of one letter grade for each additional absence. Scheduled individual meetings with the instructors also count in the policy and missing an individual meeting will count as an absence. Missing a class due to sickness, etc. will count as one of the three allowed absences. Extenuating circumstances (illness, hospitalization, etc.) will be considered providing appropriate documentation is available.

Please Note: Classes begin at the exact time specified. If you are tardy twice, it will be counted as an absence.

Evaluation (Total of 3000 Points)

Attendance/participation	750
Assignments	500
Discussion Board	500
Service Learning Project 1	500
Service Learning Project 2	500
Wellness Passport	250

Grading Scale

90-100	A	Superior college-level work
80-89	B	Above-average college-level work
70-79	C	Average college-level work
60-69	D	Questionably unacceptable college-level work
59 and below	F	Unacceptable college-level work

Discussion Board Posts

All discussion board posts are due by midnight on Friday after that week's class meeting. Students should answer or reflect on the topic honestly and with enough detail to warrant full credit. A post of only a few sentences is not acceptable. In order to foster discussion and collaboration, each student is required to respond to at least two posts from classmates. These responses do not have to be as long as the initial post but they should be meaningful and respectful. A response of, "Great Job!" is not adequate and will not receive full credit. Discussion board forums are designed to encourage students to reflect upon the impact of their service-learning engagement and exploration of the course content on their personal and professional growth.

Service Learning Projects

The two service-learning projects you will complete this semester are designed to help you develop and further your understanding of the criticality of service, collaboration and community engagement for successful educational professionals. You will work in groups of four and choose an organization to work with for the entire semester. Throughout the semester each group will complete two Service Learning Projects at

their chosen organization. The first project is focused on building relationships and rapport with your partner organization and conducting an initial needs assessment. It is critical that students work closely with their community partner to determine the process for conducting the initial needs assessment. The second project focuses on addressing the need revealed through the first project's needs assessment. The initiative designed to address the need revealed by the first project should be planned collaboratively with the community partner. The first project will be completed during the first half of the semester and each group will present their projects to their classmates and instructors at mid-term. The second project will be completed during the second half of the semester and the projects will be showcased at a Service Learning Poster Session during our last class meeting. The projects are evaluated based upon the thought and development process, participation with project, reflection of the project and presentation. Group partners, community partners and course instructors will all have input in project evaluation.

Classroom Conduct

This class will involve discussions on a wide range of topics. Respectful listening and behavior towards you classmates and instructors is expected.

Cell Phones, iPods, & Other Devices

All electronic devices should be turned off or on vibrate during class. If your phone rings, I may "borrow" it for the day.

Notes on Cheating

Cheating is never permitted under any circumstances. The penalties for cheating can be found in the Undergraduate Catalog. Penalties range from failing the course to being removed from ECU. Cheating includes plagiarism and/or using work of someone else.

Special Note

Your college syllabus in any college class is a road map to success. You should always keep your syllabus with your class notes. Your syllabi are legal, binding documents or contracts between you and your professors. However, the instructor reserves the right to change the syllabus.

Students with Disabilities

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department of Disability Support Services located in Slay 138 (252) 737-1016 (Voice/TTY).

Communications

The instructor will communicate with the students after class hours via email. It is important for the student to understand the guidelines for communication. Please follow rules of proper grammar when writing emails. You will need to include:

- A topic in the subject line
- Your name in the signature
- A clear, concise message

The instructor is also available for walk-ins, phone calls and/or faxes.

I will make every attempt to respond to all communications as soon as possible.

Academic Expectations

As a student in this course, you have a right to expect:

- a complete syllabus with clearly stated assignments, due dates, course objectives, and a fair grading policy
- complete contact information for the professor
- a course that begins and ends within the time allotted for the semester
- opportunities to discuss the course, and related topics, with the professor outside of class
- the opportunity to have drafts of papers/assignments reviewed by the professor if submitted well in advance of the due date
- the return of papers/assignments within two weeks provided they were turned in on time
- reevaluation of any work that a student thinks may have been graded unfairly
- assistance in locating supporting materials to complete papers/assignments

As the instructor for this course, I have the right to expect that students will:

- prepare for each instructional module by reading all required assignments
- actively participate in online discussions serving as both student and teacher
- ask for clarification or assistance when needed
- share any concerns about the course in a timely manner
- turn in assignments on time
- inform me about any extenuating circumstances affecting course participation
- observe codes of academic honesty in the completion of all course work
- understand online learning moves quickly and requires self-discipline; students will actively participate in the discussion online for the same amount of time each week that he/she would normally spend in the classroom for a 3-hour course
- spend an adequate amount of time preparing for course discussions; it is estimated for an upper-level undergraduate course such as this that prep time will be at least the same amount of time as in-class time. Therefore for this online course students should expect to spend 6 hours per week just on this course – 3 hours preparing and 3 hours in discussion.

Adapted from: Byrnes, D.A. (2001). Course contract encourages student responsibility and civility.

University Resources

University policies set the boundaries that affect your class, as well as set behavioral and support standards. Following is a list of resources for a variety of policies and statements. These are all links on the ECU homepage.

- University Policies and Regulations (Code of Conduct, Academic Integrity, etc.)
- Disability Support Services
- Technology access and use
- Office of Institutional Equity
- Academic Library Services
- Computer Labs
- Student Handbook online
- Academic Calendar
- University Writing Center
- Pirate Tutoring Center

Wellness Passport Activities

Students are required to attend three approved Wellness Passport Events throughout the semester, **one of which must be a safety OR diversity event**. Passports must be appropriately stamped to receive credit (in the purple Campus Wellness Passports that will be distributed in class). You **MUST** keep up with your Campus Wellness Passport!!

This is an all or nothing grade. You must attend all three events to receive 250 points. If you miss one event you will receive zero (0) points. Additionally, if you do not attend a safety OR diversity passport event, you will receive zero (0) points. **No exceptions!**

For a list of approved Wellness Passport Events, please go to the website. Events will be added weekly, so keep checking back for additional opportunities.
http://www.ecu.edu/cs-studentaffairs/crw/programs/campus_wellness/passports.cfm

Continuity of Instruction:

In the event that face-to-face classes are suspended due to a pandemic or other catastrophe I will strive to continue instruction to those that are able to participate. If and when face-to-face classes are suspended, you will receive an email from me and a Blackboard Announcement that detail how we will communicate, where you can locate course information and what you can expect during this time period. I realize that some of you may be affected by the event and not able to participate, however I will continue to provide instruction to those that are able to continue.

This syllabus may be modified by the course instructors. All changes will be posted and emailed to you.

	<u>Date</u>	<u>Topic</u>	<u>Assignment</u>	<u>Other</u>
1	8/21	Intro to COAD 1000: MS questions and overview/Paper Tower Challenge	DB: Reflect on your personal strengths/weaknesses and the strengths/weaknesses of your group in the team building activities.	Teacher/Peer Introductions
2	8/28	College Transitions, Safety & Culture Shock Service Learning Component: Community Engagement	DB: Keeping your strengths/weaknesses in mind, discuss 2-3 organizations that would be a good fit for you to complete your Service Learning Projects.	Guest Speaker: Dr. Dotson-Blake
3	9/4	Wellness Passport Day & Campus Scavenger Hunt	Planner with Dates Due	NO FACE TO FACE CLASS
4	9/11	Top 10 Ways to Stay Safe and Healthy at ECU	Scavenger Hunt Due	Guest Speaker: Steven Gray from Student Life

5	9/18	<p>True Colors Workshop</p> <p>Service Learning Component: Self-Reflection & Application to Projects</p>	<p>DB: How will the knowledge of your “True Colors” apply to your Service Learning Projects and your work as a future educator?</p>	<p>Guest Speaker: Ms. Catrina Davis from the Career Center</p>
6	9/25	<p>Academic Rules/Regulations & The Professional Code of Ethics for Educators</p> <p>Service Learning Component: Social Media Awareness within Service Organizations</p>	<p>DB: How can social media be ethically used within your Service Learning site and in your future classroom?</p>	<p>Guest Speaker: Jason Sininger from Student Rights & Responsibilities</p>
7	10/2	<p>Work on Service Learning Project #1 Presentation with your group</p>	<p>Presentations will be next week in class</p>	<p>NO FACE TO FACE CLASS</p>
8	10/9	<p>Service Learning Project #1 Presentations</p> <p>Service Learning Component: Reflection & Advocacy</p>	<p>DB: Reflect on project #1 and discuss your ideas for project #2.</p>	
9	10/16	<p>Campus Resources – Joyner Library & The Teacher Resource Center</p>		<p>Meet in Joyner Library</p>

10	10/23	<p>Study Skills & Learning Styles Assessment</p> <p>Service Learning Component: Understanding Others & Collaboration</p>	<p>DB: How will understanding your own learning style and the learning style of others impact your Service Learning Project and your work as a future educator?</p>	<p>Guest Speaker: Dr. Mark Scholl</p>
11	10/30	<p>Types of Schools</p> <p>&</p> <p>Program Overview for Spring: Required GPA, Tutoring, Letters, Seminars, PRAXIS & Upper division information</p>	<p>In class project</p>	
12	11/6	<p>College Finances and Budgeting</p> <p>Service Learning Component: Financial Literacy & Fundraising</p>	<p>DB: How have budget cuts affected your Service Learning Site and public education? Discuss one fundraising idea for your Service Learning site.</p>	<p>Guest Speaker: SECU Loan Officer</p>

13	11/13	Work on Service Learning Project #2 Poster Session materials with your group	Be prepared for the Poster Session next week	NO FACE TO FACE CLASS
14	11/20	Service Learning Project #2 Poster Session (Dress professionally, business casual) Service Learning Component: Reflection & Advocacy	Final Exam will include a thorough reflection of your personal growth this semester and your work with your Service Learning site.	Last Class Meeting
15	11/27	Thanksgiving Break		NO CLASS
16	12/5	Reading Day		NO CLASS

