**Department of Exceptional Student Education**

**College of Education**

**Florida Atlantic University**

**Instructor:** **Office**:

**Phone:** **E-mail**:

**Office Hours**: **Class Day/Time:**

Insert photo of instructor here

Course Number: SLS 1167

2 CREDITS

**Course Title:** Service Learning

**Catalog Description:**

Students will participate in a variety of service learning activities both on and off campus. Students will have the opportunity to reinforce and refine skills including completing an application, interviewing and personal presentation.

INSTRUCTOR INTRODUCTION TO THE COURSE:

Service learning engages students on issues relating to education, environment, health care, immigration, hunger, poverty and the environment. Service-learning offers students’ opportunities to practice previously learned skills through structured public service activities in collaboration with local organizations, and thus gain further understanding and appreciation of the discipline, while achieving an enhanced sense of civic responsibility. Through Service-learning, students gain hands-on problem-solving skills, develop an aptitude for critical thinking, and become active citizens in our democratic society.

**PREREQUISITE:** No Prerequisites or Co-Requisites

REQUIRED TEXTS or MATERIALS:

All materials will be provided by instructor in class or on Blackboard. Materials will be provided in multiple formats as appropriate.

TECHNOLOGY:

E-mail: Your FAU email address will be used.

Computer: This course will be web assisted through FAU Blackboard site. Some handouts, forms, handbook and resources may be available on the website. Go to the website: <http://blackboard.fau.edu> (Do not type www).

**COURSE OBJECTIVES:**

Upon completion of this course, the successful student will be able to demonstrate:

1. An understanding of the personal benefits of volunteering.
2. An understanding of how the community benefits from volunteering.
3. An understanding of appropriate social skills in the volunteer setting.
4. The ability to identify and locate an appropriate volunteer role.
5. The ability to reflect upon varies volunteer opportunities.

Content Outline:

COURSE REQUIREMENTS:

1. Experience Presentation

The students will create a presentation based upon one of the structured volunteer experiences. Projects will be presented to the class.

1. In-class and Homework Assignments

Students are expected to attend and fully participate in class. Each class session will have either an in- class or homework assignment that will allow you to practice the skills presented in class. Students are responsible for completing the assignments within the given time frame stated by the faculty instructor.

1. Volunteer Application

Students will complete an application for a volunteer opportunity. The application will include demographic information as well as a sections for skills, education, employment and references.

1. Mock Interview

Each student will be required to participate in a mock interview for a volunteer opportunity.

Students are expected to use proper presentation skills (e.g. dress professionally, make eye contact, etc.).

**ASSESSMENT PROCEDURES:**

|  |  |
| --- | --- |
| **Assignment** | **Possible** |
| Volunteer Application | 15 |
| Mock Interview | 15 |
| Experience Presentation | 40 |
| In-class and Homework Assignments | 30 |

**GRADING (FAU GRADING SCALE):**

Activity scores are cumulative and the grade scale represents percentage of total points earned.

A = 93-100 A- = 90-92 B+= 87-89 B = 83-86

B- = 80-82 C+= 77-79 C = 73-76 C-= 70-72

D+= 67-69 D = 63-66 D-= 60-62 F = Below 60

**POLICIES AND PROCEDURES:**

**ATTENDANCE:**

According to University policy, “Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor.” Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances.

**STUDENTS WITH DISABILITIES:**

In compliance with the Americans with Disabilities Act (ADA) and FAU policy, students with disabilities who require special accommodations to properly execute course work must register with FAU Student Accessibility Services (SAS) and provide the instructor of this course with a letter from SAS indicates the reasonable accommodations that would be appropriate for this course. SAS offices are located on Boca, Davie and Jupiter campuses. Information regarding SAS services and locations can be found at: <http://www.fau.edu/sas/>

**CODE OF INTEGRITY:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see <https://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf>.

**BIBLIOGRAPHY**

Grigal, M., & Hart, D. (2010). *Think College: Postsecondary education options for students with intellectual disabilities.* Baltimore, MD: Paul H. Brookes Publishing.

Kielburger, C., & Kielburger, M. (2002). *Take Action: A guide to active citizenship.* Toronto: Me to We Books.

Lewis, B. (1995). *The kid’s guide to service projects*. Minneapolis, MN: Free Spirit Publishing Inc.

Miller, K., Schleien, S., & Brooke, P. (2005). Community for all: The therapeutic recreation practitioner's role in inclusive volunteering. [Electronic version].*Therapeutic Recreation Journal,* *39, 1*, 18-31.

Miller, K., Schleien, S., & Kraft, H. (2010). Teaming up for inclusive volunteering: A case study of a volunteer program for youth with and without disabilities. [Electronic version]. *Leisure/Loisir*, 28, 115-136.

Miller, K., Schleien, S., & Rider, C. (2002). Inclusive volunteering: Benefits to participants and community. [Electronic version*]. Therapeutic Recreation Journal*, 36, 3, 247-259.

National Collaborative on Workforce and Disability, (Ed.). (2014). The volunteering journey: *An inclusive workbook for people who are interested in volunteering.* Canberra City, Australia: \*\*Publisher\*\*. Retrieved from Volunteering ACT.

***SLS 1167 Fall 2016***

***COURSE SCHEDULE***

|  |  |  |  |
| --- | --- | --- | --- |
| ***SESSION*** | ***Week of*** | ***TOPICS*** | ASSIGNMENTS |
| ***1*** |  | What is volunteering? | Review the syllabus |
| ***2*** |  | Why do people volunteer? | HW: Complete pages 4-5 |
| ***3*** |  | What are some different types of volunteer opportunities? | HW: List 5 of your skills/strengths |
| ***4*** |  | Do I have the skills to volunteer? | HW: List 5 of possible volunteer locations |
| ***5*** |  | How do I find opportunities to volunteer? | HW: Work on volunteer application |
| ***6*** |  | Presentations | **Volunteer Application Due**  HW: Complete page 14 |
| ***7*** |  | Volunteer Experience - Environment | HW: Summarize environment experience |
| ***8*** |  | Mock Interviews | **Mock Interview** |
| ***9*** |  | Volunteer Experience - Children | HW: Summarize children experience |
| ***10*** |  | What are the expectations and responsibilities of volunteers? |  |
| ***11*** |  | Volunteer Experience – Animals | HW: List any problems you encountered |
| ***12*** |  | What are some difficulties that I may encounter while volunteering/. | HW: Complete page 18 |
| ***13*** |  | Volunteer Experience – Homelessness/Hunger | HW: Summarize homeless/hunger experience |
| ***14*** |  | What did I learn from my volunteer experiences? | HW: Prepare for presentations |
| ***15*** |  | Experience Presentations | **Experience Presentation Due** |

Page references are part of:

National Collaborative on Workforce and Disability, (Ed.). (2014). The Volunteering Journey: *An inclusive workbook for people who are interested in volunteering.* Canberra City, Australia: \*\*Publisher\*\*. Retrieved from Volunteering ACT

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SCORING RUBRIC FOR

Volunteer Application

Service Learning

Name: Date:

|  |  |  |  |
| --- | --- | --- | --- |
| Project Component | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
| Developed Insightful Questions  \_­­­\_\_ /10 |  |  |  |
| Chose Appropriate Participant  \_­­­\_\_ /10 |  |  |  |
| Presentation - Clearly Communicates Ideas  \_­­­\_\_ /10 |  |  |  |

Overall Rating / Points Earned: / 15

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SCORING RUBRIC FOR

Mock Interview

Service Learning

Name: Date:

|  |  |  |  |
| --- | --- | --- | --- |
| Project Component | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
| Includes Required Components  \_\_\_ /8 |  |  |  |
| Clearly Communicates Ideas  \_­­­\_\_ /7 |  |  |  |

Overall Rating / Points Earned: /15

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SCORING RUBRIC FOR

Volunteer Presentation

Service Learning

Name: Date:

|  |  |  |  |
| --- | --- | --- | --- |
| Project Component | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
| Includes Required Components  \_\_\_ /20 |  |  |  |
| Clearly Communicates Ideas  \_­­­\_\_ /20 |  |  |  |

Overall Rating / Points Earned: /40