

Course Prefix/Number/Title: UNIV 101 Leadership Through Service

Number of Credits: 1

Course Description:

The development of occupational knowledge and skills through activities that may include seminars, field trips, public service and/or work experience. Individual and group meetings are held to monitor each student's assigned activities. Students will be introduced to methods of improving social, political, community and family life through this student organization. The purpose of the service-learning experience is to give students the opportunity to apply course concepts in a real world setting and provided needed services while collaborating with community partners.

Pre-/Co-requisites: NONE

Course Objectives:

- Demonstrate an understanding and appreciation of the issues and needs of the populations served by community partners.
- Create and implement a project designed to respond to that identified need.
- Apply leadership, interpersonal, and professional skills
- Engage students in actual leadership situations.

Instructor: Laura Halvorson

- Office: 1104
- Office Hours: Monday-Friday 10:00AM-2:00PM
- Phone: 701-228-5680
- Email: laura.halvorson@dakotacollege.edu

Lecture/Lab Schedule:

Four monthly modules online in Blackboard and minimum of 16 hours of volunteer work in your community.

Textbook(s): None

Course Requirements:

Students are expected to be actively engaged in the learning process, in the online Blackboard class, and in their community. Class participation is required and essential to passing the course. Monthly check ins are required for the course to give updates on activities participated in, and plans for future activities. Students will be required to set up a minimum of 16 hours of volunteer work in their communities.

Grading Procedure:

Grades will be calculated according to the following point values.

| Assignment | Points |
|--|-------------------|
| Service Learning hours (16 hours x 10 points) | 160 points |
| Monthly Reflections (4 reflections x 20 points) | 80 points |
| Mid-term verification log and plan | 10 points |
| Regular Check In (5 check ins x 20 points) | 100 points |
| Module Assignments (4 module assignments x 15 points) | 60 points |
| Final project | 50 points |
| TOTAL POINTS | 460 points |

Grading Scale :

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = less than 60%

Service Learning Assignment: The majority of work for this course will stem from the serving learning experiences. Students will be required to work a minimum of 16 hours during the semester.

- House must be approved by instructor.
- Once you have started your service-learning experience, you will be required to submit monthly structured reflections in Blackboard.
- Students are responsible for recording their service hours.
- A mid-term verification log of hours and plan is required.
- As part of your final project, you will thoughtfully describe your service learning experience in a minimum of 3 slides. The scoring rubric will be posted on the Blackboard shell.

Tentative Course Outline:

- Week 1 Due June 12th /Module 1
- Week 2 Module 1
- Week 3 Module 2
- Week 4 Module 2
- Week 5 Module 3
- Week 6 Module 3
- Week 7 Module 4
- Week 8 Module 4/Final Assignment/

Projects and activities will be due every week on Tuesdays at 11:59PM and posted in the Blackboard course.

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

CTE Competency #2: Combine general education and vocational skills curriculum.

LO #1: Develop an understanding and appreciation of the issues and needs of the populations served by our selected community partners.

Relationship to Campus Focus:

Students will better understand the nature of their community and its needs. Through the use of technology students will manage their learning portfolio.

Students will also understand how to utilize new ideologies and tools to their benefit, as well as, the benefit of the world and society as a whole as emerging leaders.

Classroom Policies:

- If a student must miss a monthly check In, he/she must contact the instructor within 24 hours **prior** of the meeting time.
- Attendance and participation is expected. Students are expected to turn in all assignments on time. Points will be deducted for late assignments.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.