



Course Prefix/Number/Title: UNIV 101/ Leadership through Service I

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. Individuals 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. The purpose of the service-learning experience is to give the students the opportunity to apply course concepts in a real world setting and provide needed services while collaborating with community partners.

Pre-/Co-requisites: None

Course Objectives:

- Develop an understanding and appreciation of the issues and needs of the populations served by our selected community partners.
- Work with community partners to identify a specific need that can be addressed through student involvement.
- Develop and implement a project designed to respond to that identified need.
- Develop an awareness and understanding of one's multiple roles and responsibilities as a citizen of a community.
- Develop leadership, interpersonal, and professional skills
- Engage students in actual leadership situations.
- Learn methods of improving social, political, community, and family life.
- Improve communication and critical thinking skills.
- Appreciate differences among people and foster interpersonal development

Instructors: Office/phone/email

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Office Hours: By Arrangement

Lecture/Lab Schedule: One evening per month with one project per month

Textbook(s): None

Course Requirements:

Students are expected to be actively engaged in the learning process, in class, and in the community. Class participation is required and essential. Students will be graded in class participation and point accumulation.

**Grading Procedure:**

-Service Learning Volunteer hours (16 hours x 10 points)	160 points
-Monthly electronic reflections (4 reflections x 20 points)	80 points
-Mid-term verification log and plan for completion	10 points
-Meeting attendance (5 meetings x 20 points)	100 points
-Final project	60 points
<b>Total points</b>	<b>410 points</b>

**Grading Scale**

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

Service Learning Assignment: The majority of work for this course will stem from the serving learning experiences. Students will be required to work 4 hours a month during the semester for a minimum of 16 hours with 2+ hours a month for meeting attendance.

- A minimum of 10 hours must be done through the Leaderjack organization other hours must be approved by the instructors.
- Once you have started your service-learning experience, you will be required to submit monthly structured reflections in an electronic format detailing the 4 hours of service learning and committee meetings.
- 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 3 slides. The scoring rubric will be posted on the blackboard shell.

## Tentative Course Outline:

Date	Topic	Service Learning
Sept 1	Organizational meeting, election of officers and getting involved assignment	Planning Projects Assign group leaders Backpacks for kids
Sept 15	Communication	Floats for a Cause preparation
Oct 6	Value of Service Learning	Food drive
Nov 3	leadership	Bake Sale
Dec 8	Final Projects	Toys for kids

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 meeting, 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.

CELL PHONES will be turned off or set to silent.

#### 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.