

PDGC 480B – CIVIL SERVICE IN MODERN SOCIETY

Course Information			
Instructor:	SNHU Adjunct Instructor		
Gap Program Coordinator at SNHU:	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Kelsea Moulton efcredit@snhu.edu</td> <td style="width: 50%;">Phone: 802.489.5080</td> </tr> </table>	Kelsea Moulton efcredit@snhu.edu	Phone: 802.489.5080
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Course Site Location:	Online		
Course Meeting Dates:	This is 3-credit undergraduate course is designed to be an 8 to 16 week class depending on the pacing of the student.		
Course Meeting Times:	Asynchronous course centered on reflective practices in online journals and submissions.		
Course Prerequisite:	Registered for EF Gap Year or EF Gap Semester Program		

Course Description

In this undergraduate-level course, students will work in an international setting to research a foreign organization in order to understand the historical and cultural issues and implement a research project that meets the needs of the community. Equity and sustainability are given a significant emphasis and are embedded into community development content and student participation in community partnerships.

Students will work to explore an organization in an international setting and build a proposal project that meets the needs of the community, develops individual and organizational skills, and draws upon interpersonal and intercultural reflection and learning. Students will research the origin story of their organization to understand the historical and cultural issues the project seeks to address. Reflective journal documentation, interpersonal and intercultural observation, and personal research projects will empower students to meaningfully participate in partner contexts with a lens toward equity, sustainability, and community development. Through this experience, students will have the opportunity to identify and reflect upon progress towards skills-development and future-career interests.

In this undergraduate-level course, processes involved in observation, research and reflection are stressed, practiced and related specifically to students' experience as part of an extensive international immersion experience.

Course Overview

This course examines the exchange of learning that takes place through an international workforce and Service Learning. Throughout the course, students will reflect upon the role of individual v. collective action and investigate the relationships and power dynamics involved in organized service. Students will utilize

reflective documenting and research skills to hone their observation and interpersonal skills. Students will have the opportunity to observe, research and reflect on what they are discovering about cultural values in a new global context.

The goal of this course is to provide students with a framework for understanding their personal experience of service and how it fits with broader global service learning initiatives, while developing their skills in observation, research and reflection.

Areas of focus will include: 1) observations of key tenets of personal and cultural identity; 2) ways to evaluate continuous learning progress including reflective documentation and discussion; 3) demonstration of inquiry and research skills, and 4) a reflective analysis of their personal growth, goals for future-career, and understanding of the cultural values that make up identity.

Course Essential Questions

During this course, we will explore the following questions:

1. What is Service Learning? How does it differ from other types of collective service projects?
2. What skills do you bring to a Service Learning Project? How do these skills integrate with the broader project in which you will engage?
3. What are you learning about the local culture and customs by observing interactions through your service learning project, community engagement and/or non-profit organization? What differences or similarities do you see between service learning projects in your location v. your home country?
4. What is the origin story of your service project? What need does the project seek to address? Who are the visionaries behind the project?
5. What new skills have you had the opportunity to explore? What new discoveries have you made about cultural values as a result of your research and service learning experience?

Course Objectives

In order to achieve success in this course, participants will demonstrate their understanding of the following:

- **Identification of Service Learning as a Community Change Catalyst**
- **Individual v. Collective Impact**
- **Personal and Professional Transferrable Skills**
- **Future Career-Orientation Interests**

Reflection Area #1

Self-Reflection: Share your Inspiration Story

- What interests inspired you to pursue a Service Learning experience?
- Why did you select the destination for your Service Learning project?
- What goals do you have for your learning?

Reflection Area #2

Applied Research: Your Organization

- What is the origin story of your Service Project? What is the need your project serves to address? Who are the founders? What are the values of the organization?
- What is the nature of the work you will be doing?

Reflection Area #3

Reflection: Transferrable Skills

- What strengths or skills do you bring to your Service Learning project? How do your skills integrate with the needs of the project? What other skills are represented collectively by members within the group?
- What skills have you had the opportunity to hone or develop as a result of your Service Learning experience?

Reflection Area #4

Research: Defining Service Learning

- What is the exchange of learning that takes place in Service Learning projects?
- How does Service Learning differ from "helping" relationships?

Reflection Area #5

Research Analysis and Reflection: Individual v. Collective Impact

- Drawing upon your Service Learning experience, what do you hope to contribute in your own community? What transferrable skills have you developed? What visions do you have for your future career and the contributions you might have through your work?
- How do your cultural values influence these reflections?

Assessment and Evaluation Criteria: (See Schoology)

In this undergraduate-level course, processes involved in observation, research and reflection are stressed, practiced and related specifically to students' experience as part of an extensive international immersion experience.

Specific formative assessment and evaluation activities to be used include:

- reflective journal documentation

- planning and implementation of community issue research project of their own conception
- analysis of research and reflection on broader meaning of equity, sustainability and individual and collective contributions in community projects

Participants will be reviewed in a progress monitoring assessment system that will follow the course objectives. All course activities will be used to assist participants in providing evidence for personal and peer reflections in analyzing performance in the course.

Grading Policy

The SNHU Vermont Campus feels strongly that the learning that occurs in each class is very individualized and that assessment should occur based on each individual's ongoing improvement and progress. Evidence for that progress is therefore determined based on regular self, peer, and instructor assessment throughout the varying activities and discussions during every class session as well as any assignments given for outside of class time. Engagement in course activities and discussions is very important in order to provide that evidence of continual learning.

Attendance Policy

A great deal of the learning in this course will occur asynchronously as a result of the implementation of constructivist teaching, field-based course design, and subsequent learning for all. It is therefore crucial to attend all scheduled online discussions. Planning ahead by looking at the activities within each module on the Schoology platform, communicating effectively with your instructor, and prioritizing your coursework is mandatory. However, emergencies do happen, and, in the very rare cases they occur, immediate communications with your instructor to determine how to proceed are required.

Copyright Policy

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. The SNHU Copyright Policy can be accessed from the Shapiro Library's Copyright LibGuide at <http://libguides.snhu.edu/content.php?pid=5411>. Questions regarding copyright may be addressed to the Dean of the University Library.

Academic Honesty Policy

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Students involved in such activities are subject to serious disciplinary action. Plagiarism is defined as the intentional or unintentional use, whether by paraphrase or direct quotation, of the published or unpublished work of another without full and clear acknowledgment. Cheating includes the giving or receiving of unauthorized assistance on quizzes, examinations, or written assignments from any source not approved by the instructor.

For a full definition of academic dishonesty, please refer to the undergraduate or graduate catalogs.

Disability Services - ADA/504 Compliance Statement

Southern New Hampshire University is committed to and concerned with meeting the needs of students challenged by physical, sensory, psychiatric and/or learning disabilities with regard to the Americans with Disabilities Act (ADA), as amended, and Section 504 of the 1973 Rehabilitation Act. At the beginning of each term, or as soon as you become aware of a disability, we encourage you to contact the Office of Disability Services to discuss accommodations for which you may be qualified.

For questions concerning support services, documentation guidelines, or general disability issues:

Office of Disability Services, Exeter Hall, Suite 59 Hyla Jaffe, Director
603.626.9100 ext.2386 h.jaffe@snhu.edu

For questions concerning disability related compliance matters, grievance or legal issues: Ms. Jet Goldberg,
ADA/504 Compliance Officer

Director of Wellness Center
603-645-9679 j.goldberg@snhu.edu

Library Resources

In addition to the intellectual resources available on site and online (<http://www.snhu.edu/library>), Shapiro Library makes available group and one-on-one instruction in information literacy, enabling students to define and articulate what knowledge-based resources are relevant to their research interests. Library staff are available to assist students in effectively and efficiently accessing information from credible sources, to compare new knowledge with prior beliefs, and to consider the related ethical, legal, and socio-economic issues that are inherent in scholarly investigation.

Web-based Instruction Required

YES NO ___ The use of Web-based supplemental instruction is required in this course.