SYLLABUS

FC 6399 Service-Learning and Leadership Practicum

Semester: Spring, 2018
Instructor: Dr. Adam Martinez
Office Hours by Appointment

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The Practicum

What are the Characteristics of Service-Learning?

Authentic service-learning experiences, while almost endlessly diverse, have some common characteristics (taken mostly from Eyler & Giles, Where’s the Learning in Service-Learning?, 1999):

- They are positive, meaningful and real to the participants.
- They involve cooperative rather than competitive experiences and thus promote skills associated with teamwork and community involvement and citizenship.
- They address complex problems in complex settings rather than simplified problems in isolation.
- They offer opportunities to engage in problem-solving by requiring participants to gain knowledge of the specific context of their service-learning activity and community challenges, rather than only to draw upon generalized or abstract knowledge such as might come from a textbook. As a result, service-learning offers powerful opportunities to acquire the habits of critical thinking; i.e. the ability to identify the most important questions or issues within a real-world situation.
- They promote deeper learning because the results are immediate and uncontrived. There are no "right answers" in the back of the book.
- As a consequence of this immediacy of experience, service-learning is more likely to be personally meaningful to participants and to generate emotional consequences, to challenge values as well as ideas, and hence to support social, emotional and cognitive learning and development.

Service-learning is not:

- An episodic volunteer program
- An add-on to an existing school or college curriculum
- Logging a set number of community service hours in order to graduate
• Compensatory service assigned as a form of punishment by the courts or by school administrators
• Only for high school or college students
• One-sided: benefiting only students or only the community

The distinctive element of service-learning is that it enhances the community through the service provided, but it also has powerful learning consequences for the students or others participating in providing a service. Service-learning is growing so rapidly because we can see it is having a powerful impact on young people and their development. It is a dynamic process, through which students' personal and social growth is tightly interwoven into their academic and cognitive development. According to scholars Eyler and Giles (1999), with the service-learning model "experience enhances understanding; understanding leads to more effective action."


Practicum Description:

The MAFC Program requires that all candidates of the MA degree complete a Service-Learning and Leadership Practicum as a final component of their degree program. This practicum is designed to provide the candidate with the opportunity to integrate and apply, in practical terms, their learning gained throughout the MAFC curriculum.

Candidates, in collaboration with an approval of the MAFC Program Director and Site Supervisors, will develop projects in which they will show how they will work in various settings and with various groups to communicate and instruct others how to integrate faith development with civic and social responsibility. The object of the project is to enhance the life of people of faith through the service provided by the candidates.

At the end of their project, candidates will provide the MAFC Program Director with a self-evaluation and the evaluation of their performance given by their Site Directors.
**MAFC Competencies served:**

Students will have:

**Competency 3:** Developed skills to identify, articulate and build upon elements of the dominant American culture and the vision of the Gospel.

**Competency 4:** Developed skills to lead others to live as faith-filled citizens and fully participate in civic life while articulating the Catholic voice in seeking life, liberty and the pursuit of happiness.

**Practicum Objectives:**

In order to complete successfully the Practicum, MAFC students will demonstrate intellectual understanding and practical skills needed to serve as a leader in the Church’s ministry for the New Evangelization. Specifically, students will demonstrate:

1. A clear understanding that the goal of Christian life is unity: within the self, with others and with God; to understand that all human life is participative and wired for relationship

2. A clear understanding of the relationship of the individual to the community in seeking the common good

3. Communicative skills needed to be a person of dialogue and service as active ambassadors of reconciliation in the public forum by articulating the Catholic voice in the context of public moral discourse

4. Analytical and interpersonal skills for social/cultural analysis and critique

5. An understanding of and ability to articulate essential dimensions of the American worldview and way of life, and of the Catholic worldview as articulated in the documents of the Second Vatican Council

**Academic Requirements and Use of Blackboard:**

Each practicum/service-learning experience may take different forms. As such, requirements for each service learning assignment will reflect this diversity. Generally speaking, student requirements may consist of learning activities such as on-site student engagement consisting of **3-4 service hours per week** over one academic semester, **weekly journaling** to be submitted by Sunday at midnight of each week, assigned group activities and group projects, and online and/or traditional face-to-face group discussions. In addition, participants will be required to complete **self-evaluations** and project evaluation assessments. Participants will conclude the practicum with a **special project**. Field supervisors will also complete and submit a **final evaluation** of the student. All of these elements will be used by the Practicum director to determine the final grade for each student, after input from the field supervisor.
Attendance, Readings, and Engagement

- Students are expected to be present for and participate in all activities and/or group discussions. Any assigned readings are expected to have been completed at the time sessions begin. The assignments, including the weekly journaling and special project, are designed in such a way that students will be able to complete master’s level work when they have completed all assignments on time and have engaged in class discussion with other students, field supervisors, community members they are working with, and the professor.

- Absence, which means that a student is not physically present or engaged in meaningful discussions, can result in the renegotiation of this learning agreement. You are allowed two absences, after which the professor and student will have a conference to discuss the future of the student’s enrollment in this practicum. This conference is not a guarantee of staying in the practicum. After the second absence, an automatic grade deduction will occur for each absence. After a fourth absence students will be administratively withdrawn from the class unless the professor and student have had prior discussions and agreement in writing. The student is expected to keep abreast of required contact hours, assignments, and other responsibilities of enrollment in this practicum. After the second absence, an automatic grade deduction will occur for each absence. After a fourth absence, an automatic grade deduction will occur for each absence. After a fourth absence, an automatic grade deduction will occur for each absence. After a fourth absence, an automatic grade deduction will occur for each absence. After a fourth absence, an automatic grade deduction will occur for each absence. After a fourth absence, an automatic grade deduction will occur for each absence. After a fourth absence, an automatic grade deduction will occur for each absence. After a fourth absence, an automatic grade deduction will occur for each absence. After a fourth absence, an automatic grade deduction will occur for each absence. After a fourth absence, an automatic grade deduction will occur for each absence. After a fourth absence, an automatic grade deduction will occur for each absence. After a fourth absence, an automatic grade deduction will occur for each absence. After a fourth absence, an automatic grade deduction will occur for each absence.

- Promptness and active attendance are expected of students in a master’s program. The professor may take any action that he thinks is just when a student is not displaying graduate work and responsibility, including a 5 points deduction from your final grade for each discussion and/or assignment missed.

- If a student is going to be absent or tardy, students will e-mail the field supervisor and the professor as soon as the student knows it will be necessary to be absent or late. Notifying the supervisor and the professor is a courtesy; it does not constitute an excused absence. In fact, absences are considered neither excused nor unexcused; they count against the student’s grade according to the procedures outlined above.
Evaluation:

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<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Learning Agreement</td>
<td>10%</td>
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<tr>
<td>Field Attendance/Engagement</td>
<td>20%</td>
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<tr>
<td>Reflection Papers</td>
<td>15%</td>
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<tr>
<td>Mid-Term (Special Project Proposal)</td>
<td>15%</td>
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<tr>
<td>Special Project</td>
<td>30%</td>
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<tr>
<td>Class Participation, Timeliness</td>
<td>10%</td>
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Timeline:

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<th>Task</th>
<th>Date</th>
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<tr>
<td>Begin and complete on-site field experience</td>
<td>January 18 – May 4, 2018</td>
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<tr>
<td>Attend Class Session #1: Syllabus, expectations and agreements</td>
<td>January 18, 2018 Hughes, Rm 108</td>
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<td>Intent to Graduate Form due to the CFC office</td>
<td>Due to Registrar’s Office</td>
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<td>Special Project Outline Due</td>
<td>Monday, February 12</td>
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<td>Deadline for approval of Special Project proposals</td>
<td>Monday, February 19</td>
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<tr>
<td>Attend Class Session #2: Special Project Class Presentations (Counts as Mid-Term Exam); Feedback from classmates</td>
<td>February 22, 2018 (5:30pm; Hughes 108)</td>
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<td>Deadline to present or deliver Practicum Special Projects – considered to be the Final Exam</td>
<td>(no later than) April 07, 2016</td>
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<td>Final Integrating Presentations</td>
<td>April 25 and 26, 2018; Sign up required.</td>
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<td>No Class Meeting: Final Reflection Papers Due; Student Self Evaluations (and Field Supervisor Evaluations) Due</td>
<td>April 22, 2018 (10 pm)</td>
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Grading and Point Equivalents

A = 4.0  Unusual and superior achievement
A- = 3.7
B+ = 3.3
B = 3.0  Satisfactory achievement
B- = 2.7
C+ = 2.3  Below standard
C = 2.0
C- = 1.7
D+ = 1.3  Unsatisfactory
D = 1.0
F = 0.0  Failure
Master's Level Work is substantively and qualitatively more complex than Bachelors Level Work. It is never “from a book,” for example, demonstrative of having memorized lists or thoughts unchanged from a book. It shows depth, integration, and creativity. Depth requires showing understanding of complexity, comfort with ambiguity, or understanding uncertainty. Master’s Level Work integrates the domain of the course with students’ lived experiences both personal and professional. Creativity is demonstrated when students enhance scenarios or call up lived experiences related to the issues under consideration.

Incompletes
At the discretion of the instructor, a grade of “I” may be assigned to a student if the student has completed the majority of the class work with a minimum grade of “C” (GPA 2.00) and if the student has an unavoidable and compelling reason (such as documented medical emergency) why the remaining work in the course cannot be completed on schedule. Upon completion of the work within the time prescribed by the Instructor (no later than the end of the following regular semester), the instructor will award the student a letter grade, including the possibility of an “F”. An “I” grade which is not completed within the prescribed time period will automatically revert to a grade of “F”.

Integrity:

Integrity is the most important quality for success in this practicum and for success in the Center for Faith and Culture at the University of Saint Thomas. Integrity requires students to be authentic and honest in all academic, professional, and affective work. Integrity implies that students become familiar with and practice at all times the Code of Ethics of the university and their respective professions.

Professionals perform their service in an environment of trust. They have the potential to do great good and great harm. Integrity is absolutely essential for the adequate performance. Consequently, the professor has the discretion to fail in this course or dismiss from this course students who violate their integrity, not limited to academic dishonesty and plagiarism. In fact, students must be careful not to place themselves in the suspicion of academic dishonesty, either as an active recipient or passive participant. Please see the Student Handbook for a more complete description of dishonesty and plagiarism, and discipline procedures should any of these occur.

Plagiarism:

Taking credit for any thought, idea, or work that is not your own is merely plagiarism. Plagiarism is a serious offense that will cause you to fail the course and steps may be taken for dismissal from the program and university. When writing any paper, reference your information, websites, books, etc. that is not your own. It is very tempting to copy and
paste works off the internet, borrow friends’ work or change a few phrases here and there. Be sure you cite properly and accordingly. Please refer to the approved writing style handbook or its website to cite and reference accordingly.

**Americans with Disabilities Act:**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities. Whenever a special accommodation is necessary in order to ensure access to full participation by students with disabilities, the student must inform the professor of any disability or needed accommodations. The University Office for ADA Compliance may be asked to seek proof of disability and specify accommodations as requested. Contact the professor immediately if you have a need. And most of all do not be embarrassed in discussing any problem as ALL are confidential. You can see the professor before or after class or request time to discuss any matters.

Any student with documented special needs requiring academic adjustments or accommodations for enhancing potential for success in this course is requested to speak to me during the first two weeks of class. Students with special needs will contact the Office of Counseling Services for Students with Special Needs by calling 713-525-3162 or 6953.