

**MONMOUTH UNIVERSITY  
EXPERIENTIAL EDUCATION PROGRAM**

**MASTER SYLLABUS**

***COMMUNITY AND SERVICE LEARNING PROJECTS***  
***EX or Dept. Code 287, 387, and 487***

**CREDITS:** 1-6 credit hours

**PRE-REQUISITES:** Declaration of major and attainment of sophomore status

**CATALOG DESCRIPTION:** Introduction to learning through engaging in community projects and service. Over the course of one or two semesters, students may work under the supervision of a faculty member on service projects proposed by external constituencies such as non-profit institutions, community agencies, government organizations, etc. Students will learn about the issues, problems, and techniques associated with developing, organizing, and participating in projects that address and solve real world problems, and provide services and benefits to community and project sponsors.

**LEARNING OBJECTIVES:**

- *Integration of Coursework and Community Projects:* To provide students with the opportunity to apply concepts, techniques and methods learned through their studies to real world problems and community projects related to their chosen professions and careers.
- *Development of Student Interpersonal, Social, and Problem Solving Skills:* To expose students to the environment, expectations, pressures and challenges posed by the world of work and society. By working alone and/or in teams, students will also confront the kinds of organizational problems, resource considerations and human aspects of developing and completing community-based projects. Also, students will gain a greater understanding of the need to act in a socially responsible and ethical manner in challenging situations.
- *Professional Development through Service Learning:* To allow students to experience and accomplish professional achievements and personal rewards by completing service projects proposed by community sponsors. In addition, students will gain the important opportunity to demonstrate their academic and professional skills to evaluators and potential employers outside of the University before graduation. Students will also have the added benefit of including their service projects and accomplishments in their post-graduation professional portfolio.

**METHODS OF INSTRUCTION:**

- Students registering in Undergraduate Projects course will locate a suitable topic in consultation with the instructor. Students and instructors can consult the LCAC Office of Service Learning and Community Programs at 571-4411 and/or the

Experiential Education website, <http://www.monmouth.edu/exed/> for information on potential service learning and community projects.

- Students will formulate a project outline and work plan for faculty review. As a project advisor, the instructor will assist students in fashioning academic assignments that connect with and compliment the service objectives and tasks presented under a community project. Faculty advisors will also stay in frequent contact with the student and his/her site supervisor or community liaison during the life cycle of the project.
- While engaged in service learning, students will conduct various research, methodological, and organizational activities necessary to initiate and develop their chosen projects. Examples of such activities include interviews with external experts and sources, field visits to facilities, institutions and agencies, tracking, scheduling and executing project components or tasks, compiling work logs, field journals and documentation of on and off campus activities such as site inspections, clinical practice, and agency contacts, etc.
- Students will meet and communicate regularly with the instructor who will track the progress of the project and the achievement of tasks set under the approved work plan with the aid of reports from the site supervisor/liaison. In general, students will keep a reflective log and/or an instrument that documents learning and student self-assessment as well as other related academic assignments as proposed by the instructor.
- Upon completion, students will arrange for site verification of the completed project for the faculty advisor in the form of a returned evaluator's report, survey form, official letter, etc. Also, students should organize, whenever possible, a formal presentation and/or demonstration of the completed service project(s) for the instructor along with other professional, community and faculty evaluators.

#### **METHODS OF EVALUATION/ASSESSMENT:**

- The instructor in consultation with the site and project evaluator(s) assigns a grade. The most important criteria determining the assignment of the grade are:
  1. Adherence of students to the project plan in terms of quality of completion of tasks, timeliness of task completion, level of cooperation, initiative and responsibility in completing tasks, management and application of resources, and level of academic and personal engagement in work tasks.
  2. Continuous student involvement and improvement of the quality of the project during the development process.
  3. Continuous improvement of the effectiveness of student academic, personal, and professional performance during the life cycle of the project and on individual work tasks.
  4. Quality of final work logs, journals, papers, class materials, and formal presentation if arranged.
  5. Input and assessment of student performance by site supervisor/community liaison.