Facilitator Contact
Questions about the learning material or assignments are best addressed to the Service Learning Coordinator. Please refer to course in Moodle for the teacher contact information.

Other Contacts
<table>
<thead>
<tr>
<th>Service</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Username and password help</td>
<td><a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a></td>
<td>(269) 471-6016</td>
</tr>
<tr>
<td>Enrollment and cancellations</td>
<td><a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a></td>
<td>(269) 471-6323</td>
</tr>
<tr>
<td>Bookstore online</td>
<td>bookstore.mbsdirect.net/andrews.htm</td>
<td></td>
</tr>
<tr>
<td>Technical assistance with Moodle</td>
<td><a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a></td>
<td>(269) 471-3960</td>
</tr>
<tr>
<td>Technical assistance with your Andrews account</td>
<td>andrews.edu/hdchat/chat.php</td>
<td></td>
</tr>
<tr>
<td>Exam requests</td>
<td><a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
</tbody>
</table>

Any other questions: sde@andrews.edu, (800) 782-4769 or (269) 471-6570

Part 1: Course Information

Course Descriptions
Provides an opportunity for students to apply theoretical understanding of the value and purpose of voluntarily meeting needs of communities and individuals. Students develop an individualized practical plan to understand and meet needs, and assess their contribution through a project report.

Prerequisite
BHSC 100 or permission from the Service Learning Coordinator. Does not apply to a major or minor.

Recommended Textbook

No materials are required. Online readings are linked in the course and additional sources recommended to get the most out of this learning experience.

Credit Hours
This course is offered for 1 or 2 semester credits. At least 20 hours of service is required for each credit registered for, in addition to class readings, making arrangements to serve, and commute time, etc. Service hours should be completed after the course start date, but arrangements may be made with the Service Learning Coordinator to include recent service learning.
**Course Technical Requirements**
Because the delivery method for this course is self-paced online study, interaction with the instructor will be via email, personal contact, skype, telephone, or text messaging.

Internet connections such as DSL, LAN, or cable are desirable.

**Moodle Access**
This course is delivered online through Moodle at [learninghub.andrews.edu](http://learninghub.andrews.edu)

Your username and password are your Andrews username and password. You need to activate your username and password to access Moodle.

Please do this online here: [vault.andrews.edu/vault/pages/activation/information.jsp](http://vault.andrews.edu/vault/pages/activation/information.jsp) if you haven’t already.

Call (269) 471-6016 or email [helpdesk@andrews.edu](mailto:helpdesk@andrews.edu) if you need assistance

**Course Structure**
In Moodle, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within six months. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.
- Determine your deadline. Personal circumstances (e.g. graduation, financial aid) may require you to finish earlier, so decide your personal end date, no later than 180 days from the start date (the maximum allowed) now.
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Discipline yourself to make regular progress.

**Part 2: Course Objectives**

**Knowledge Base**
At the founding of many public and private universities (Andrews University included) service was a core component of the university mission, with teaching and scholarship (research) the means of achieving that goal. Most universities (AU also) still consider service a crucial component of their mission. “Andrews University educates its students for generous service to the church and society” reads part of its current mission statement. Over time, the three essential activities of university faculty, namely teaching, research and service have strayed apart, and service has received less emphasis on funding and consideration than the other two activities. A crucial step to restore the role of service in universities is to integrate service into the curriculum.

Further, we are a nation founded upon active citizenship and participation in community life. Service to others and serving society is at the core of our beliefs. Voluntary association,
civic participation and service have ensured the relative stability and success of our democracy. However, studies and reports indicate that many Americans have an increasing concern and a growing sentiment that over the years we have strayed off course. Civic participation and civic institutions are declining, individualism and isolationism are on the rise, and social conditions have deteriorated. Indeed, Robert Putnam (noted author, researcher and professor) has found that every American generation since the 1940’s has become less civically engaged. Dr. Putnam believes that lack of student engagement in the United States has become a national crisis.

To be successful at serving requires an attitude of respect, a spirit of humility, a capacity for tolerance and the ability to empathize with those in less advantageous life situations or in need of assistance. The call to service may lead to opportunities on campus, at church and in local communities like Berrien Springs and Benton Harbor. Or, perhaps you will be drawn to regional, national or global opportunities to serve. Regardless of the calling, you could be, and most undoubtedly will be exposed to and interact with diverse situations, individuals and people groups. Diversity as indicated by culture, sub-culture, race, ethnicity, religious or political affiliation, economic or social status, gender, age, physical or mental challenges, imprisonment and so on. It is the University’s belief and my personal experience and belief, that you will be deeply enriched and benefit mightily from the knowledge, understanding and insights obtained from these diversity experiences.

With the above background in mind, this service opportunity has been designed to provide the student with a practical (“do something”) rationale and basis for civic participation and service to church and society. The course presupposes that AU students should be and desire to be “good” Christians and “good” citizens and that they need to understand and fulfill civic and service duties.

Objectives
Through completing the course requirements, the student will:
1. Be inspired to develop and sustain a lifetime commitment to service.
2. Appreciate that self-less service provides many advantages for everyone involved and that there is a strong connection between service and healthy individuals and a healthy society.
3. Experience the mental, physical, social, and spiritual benefits of serving others.

Part 3: Course Requirements

Assignments
Considering the philosophy of Christian service, find one or more ways to serve some non-profit agency, institution, program, or activity for 20 hours if taking the course for one credit or 40 hours for 2 credits. These hours may be earned through one or more service opportunities during the period registered for this course, or within the past two years.

This is not something you are paid for – not an internship or practicum that you are required to do for any other program requirements. It must be voluntary service.

The sooner you choose a project and get started, the better. Your instructor can assist you in making your choice.
As you serve, consider what you learned in BHSC 100 or through personal study of the Bible and other sources on the philosophy of service. You may want to keep an informal journal/diary of your hours, thoughts, and activities which will assist you in writing a project report. Include answers to three questions in your notes:

1. What aspects of each service project worked well? Why?
2. What aspects of the service project did NOT work well? Why?
3. Considering answers to 1 & 2, what changes would you make, given the opportunity? Be as specific as possible. Save these notes to write your service learning project report.

As dates may be limited when you can help those you choose to serve, and it takes time to work out plans, your first assignment is to make arrangements for service learning in the first two weeks of this course. Fill in the service project record as completely as possible after each service project is done.

**Exams**

The service learning project report serves as a term paper. There are no exams for this course.

Referencing your journal/notes, photos/videos, and service log, write a 5-10 page double-spaced (10 or 12 pitch standard font) reflective paper describing and analyzing your service experience. Address the questions above (what worked well? what didn't turn out right? why? how to improve?) that demonstrate your personal philosophy of service. Reference at least three resources, correctly citing each in the referencing style of your discipline (APA, MLA or Turabian).

Submit the typed and edited report electronically as soon as possible after you finish your service hours. Upload through the course space in Moodle within 180 days of the course start date.

**Part 4: Grading Policy**

**Graded Course Activities**

Your final grade will be composed of two components:

1. Service-Learning Project – 20 (1cr) or 40 (2 cr) hours minimum 40 points = 40%
2. Service-Learning Report (follow guidelines) 60 points = 60%

**Viewing Grades in Moodle**

- Click into the course.
- Click on the Grades link in the Settings Box to the left of the main course page.

**Letter Grade Assignment**

The final grade will be calculated using the following percentage scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92%</td>
</tr>
<tr>
<td>A+</td>
<td>87 - 89%</td>
</tr>
<tr>
<td>B</td>
<td>84 - 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 83%</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79%</td>
</tr>
<tr>
<td>C</td>
<td>74 - 76%</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 73%</td>
</tr>
<tr>
<td>D</td>
<td>65 - 69%</td>
</tr>
<tr>
<td>F</td>
<td>Below 65%</td>
</tr>
</tbody>
</table>
Part 5: Course Policies

Communication with the Instructor
It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within 2 business days during the week and may not be available to respond on weekends.

Maintain Professional Conduct Both in the Classroom and Online
The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Academic Accommodations
Students who require accommodations may request an academic adjustment as follows:
1. Read the Andrews University Disability Accommodation information at www.andrews.edu/services/sscenter/disability/
2. Download and fill in the disability form at www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to 269-471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commit to Integrity
As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Honesty
Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work.

Exams must be completed in the presence of an approved supervisor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam directions. The student should have no access to the exam either before or after it is taken. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty. Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.
Part 6: Resource List

Websites
Take several hours to read about community service options in your community. Consider volunteering through organizations in your area. While you may count hours volunteered for your church or family, try serving (at least some of the hours needed) in one or more new ways, using your growing skills and talents.

www.campuscompact.org
Campus Compact advances the public purposes of colleges and universities by deepening their ability to improve community life and to educate students for civic and social responsibility.

www.michigancampuscompact.org
Michigan Campus Compact (MiCC) promotes the education and commitment of Michigan college students to be civically engaged citizens, through creating and expanding academic, co-curricular and campus-wide opportunities for community service, service-learning and civic engagement.

www.IPSL.org
The International Partnership for Service-Learning and Leadership (IPSL):
1. promotes service-learning through publications, conferences, research, and training opportunities for faculty and service-agency staff and
2. offers international programs for undergraduate and graduate students from institutions of higher education around the world.
IPSL aims to engage students, educators, and community members in the union of service and learning, so that all may become more civically engaged, interculturally literate, internationally aware, and responsive to the needs of others.

www.islonline.org
As a socially responsible international educational NGO, International Service Learning (ISL) enlists medical and educational volunteer teams for the provision of services to under-served populations in Central and South America, Mexico, the Caribbean, and Africa. It is the goal of ISL to partner student and professional teams from developed countries with service opportunities in developing countries. This is accomplished by offering educational opportunities on a contractual basis to both educational institutions and individual students.

www.UWSM.org
The United Way of South Michigan’s mission is to improve lives by mobilizing the caring power of communities.

Textbook (Not Required!)

Copyright © 2014 by Andrews University. All rights reserved. No part of these course materials may be reproduced, stored in a retrieval system, or transmitted by any form or by any means-electronic, mechanical, photocopying, recording, or otherwise-except as may be expressly permitted by the applicable copyright statutes or in writing by Andrews University.