UNIV 4980: Interdisciplinary Capstone Experience--Service Learning
Fall XXXX, Section XXX

Instructor: TBD
Class Time: TBD
Office Location: TBD
Office Phone: XXX-XXXX
Office Hours: By appointment
Email: XXXX@auburn.edu

Credit: 3 semester hours (lecture)

Course Prerequisites
This course is open only to students who have at least 90 credit hours and have completed UNIV 2190, Foundations of University Interdisciplinary Studies.

Required Materials

Course Description
UNIV 4980 is a course designed to provide Interdisciplinary Degree seeking students with an opportunity to (1) combine professional experience with academic instruction, focusing on critical, reflective thinking and personal and civic responsibility, (2) develop opportunities that increase one’s understanding of the community, and (3) integrate both theoretical concepts and practical application into a capstone experience.

As part of the course, students will create and develop a capstone experience/opportunity that incorporates all areas of their interdisciplinary concentrations. As students work to achieve the course goals, they will develop a greater understanding of interdisciplinary learning as it applies to personal and professional development.

Course Objectives
1. To sufficiently identify community needs and appropriately link those needs to interdisciplinary degree objectives outlined in the student’s approved prospectus;
2. To achieve understanding of the principles, guidelines, and procedures of the interdisciplinary learning and demonstrate that understanding through the completion of a capstone project.

Course Content
This course consists of lectures, readings, in-class discussions, individual conferences, in-class presentations, and a capstone project.
Assignments

Journal Entries:

Each student will keep a journal of their service learning experience. Entries will be made weekly and journals will be turned in every Thursday. Journal entries will either be in response to an assigned topic or have something to do with the course readings, revealing personal thoughts about authors’ arguments, including relevant personal observations or experiences. The reflections should be composed carefully and in complete sentences. Journal entries must be a minimum of 2 or more typed pages each week.

Students’ first entry should consist of student’s service learning experience context, the setting and an explanation of his/her own personal goals for the capstone experience, including a thorough discussion of how one’s personal goals relate to the goals of the course.

Students will be asked to connect their service experience with a competency requirement within their interdisciplinary degree. Students will describe to what extent they have achieved this competency as a result of their community-based experience, and what they may need to do to improve this skill. Students may need to provide evidence that they have achieved this particular competency.

Service Learning Capstone Experience:

By the fourth class meeting, students should have an idea of their desired service learning experience. Examples of service learning experiences/projects may include coordinating special events, devising new community programs, or enhancing existing opportunities. The service learning project must incorporate all areas of the student’s interdisciplinary disciplines, and can include the following:

1. Project Log:

Students are responsible for completing a log each time they work at their designated “project site.” Each log entry should include all of the following elements. Please clearly divide each entry into the following categories.

- Date and hours worked
- Objective Description of your experiences
- What happened? Write a factual account of the behaviors you observed that does not include your opinion. Write at least 100 words.
- Interpretation/Explanations
- Now try to understand the behaviors you described above in #2. Use principles and concepts from the course reading material and lectures in making your interpretations.
- Personal Opinions/Feelings and Learning
- Thoughts/opinions. Interpret what you saw and heard

2. Written Report:

Students will present a written report of their experience. The report should include all of the following elements:
- A concise overview of the community or need identified;
- A concise relation to the interdisciplinary disciplines;
- A presentation of the student’s service learning objectives and an explanation of how those objectives were established;
- A step-by-step plan for how the above objectives were addressed. Explain how the stakeholder needs are addressed by the experience;
- A thorough discussion of resources utilized throughout implementation;
- Theoretical justifications for how the capstone experience satisfies the needs of the stakeholders;
- A thorough discussion of how the objectives will be evaluated;
- Plans for alteration, continuation or termination of capstone experience.

3. **Oral Presentation:**

Students will present their progress to the class and additional members of the faculty and their designated service learning “client.”

**Grading Policy**

This is an SU graded course. The student will be graded based on their completion of the assignments and final service learning project. Students who satisfactorily earn no less than 70% of the total points will be awarded the grade of “S.” Principle criteria for evaluation include content and completion of the materials presented, attendance and class participation.

- 20% of course grade-- Journal Entry
- 20% of course grade-- Project Log
- 30% of course grade-- Oral Presentation
- 30% of course grade-- Written Project

**Sample Course Schedule**

- **Week 1**  Introduction to Service Learning
- **Week 2**  Establishing Community-Campus Partnerships
- **Week 3**  Establishing Service Learning Outcomes
- **Week 4**  Developing a Plan of Action
- **Week 5**  Identifying Community Resources and Assets
- **Week 6**  Individual Conferences
- **Week 7**  Measuring Capstone Objectives
- **Week 8**  Rough Draft of Capstone/Capstone Plan Due
- **Week 9**  Group Session
- **Week 10**  Capstone Workday
- **Week 11**  Capstone Workday
- **Week 12**  Capstone Workday
- **Week 13**  Presentations
- **Week 14**  Presentations
- **Week 15**  Presentations
Class Guidelines

This course consists of lectures, readings, in-class discussions, group dialogue, individual conferences, and in-class presentation, and a capstone project.

Participation

Along with completing the assigned readings, students will be expected to participate actively in class discussions regarding the session topics. Participation should spring from one’s growing knowledge of the subject and inherent interest in the course material, not necessarily from the desire for a higher grade. Participation will be evaluated based upon (1) attentiveness, (2) contribution to class discussions, and (3) providing insightful input to topics presented.

Attendance and active participation are essential for success in this course. Absences or tardiness will affect one’s progress and may interrupt the learning of classmates.

Communication

E-Mail is the official communication medium of Auburn University. Throughout the semester students will periodically receive e-mails regarding class. Students are responsible for the information contained in those e-mails, regardless if one checks his/her university account regularly or not.

The instructor will respond to student e-mails within 24 hours from their initial receipt unless otherwise noted.

Due Dates and Assignments

Late assignments are not accepted. If a student has a University approved excuse, the assignment will be due at the next class meeting. All homework assignments must be typed, double-spaced, 1” margins.

One must be present in class to turn an assignment in. Unless authorized, assignments are not accepted if submitted to a third party, via e-mail or under the instructor’s door.

All readings must be completed prior to the assigned class date.

Academic Honesty

As a student, you are expected to adhere to Auburn University’s Academic Honesty Policy. If you are not familiar with the policy, consult the Tiger Cub. Cheating, sharing individual assignments or plagiarism of any kind will not be tolerated.

Program for Students with Disabilities

Students who need accommodations are asked to arrange a meeting with the course instructor during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with the instructor’s office hours, an alternate time can be arranged. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096.
Course Withdraw

Students have between the 1st and the 15th day of courses to drop a course with no penalty. During this time, the course is taken off of the schedule and transcript with no grade assignment. Courses dropped between the 15th day of classes and mid-term results in a grade assignment of W on the transcript; however there is no grade penalty.