Service-Learning designation application

Instructor: Jaime Hansen
Class: **NONPROF 240 - Nonprofit Management - Fall 2015**

1. Learning: What do you want students to learn from the SL experience in terms of academic enhancement, personal growth, and civic engagement? How will you evaluate the learning derived from the service? Provide examples of evaluation criteria. Note: the evaluation or assessment should focus on learning, not just completed service hours.

The students of NONPROF 240 should gain a broader understanding of the nonprofit sector in Idaho, identify cause(s) that they feel passionately towards-accessing their long--term emotional connection to the sector--and learn how their management style can benefit nonprofits as well as what skills they may need to work on for the future.

Learning will be evaluated through monthly papers reflecting on their experiences within the agency and in relation to their discussions in class. This will be a monthly one-page paper in addition to their “entrance slips” where they will be asked to provide an SL update on a weekly basis.

1. Service: What service will students provide to individuals, organizations, schools, or other entities in the community? How many hours will the students contribute (approximately)? How does the service relate to the subject matter of the course?

The first day of class the students will have rotating nonprofit tables by genre and will be selecting their preferred nonprofit. Each student will complete a ten-hour commitment with an agreed-upon nonprofit.

* One hour is allocated to interviewing a nonprofit manager.
* One hour is dedicated to an orientation at the agreed upon organization (or in the classroom).
* The remaining hours are composed of on-site service between the student and agency.
	+ Examples of service learning hours may be; assisting a fundraising event, attending a board meeting, providing support to the office staff and/or rewriting organizational policies.
* The final exam will consist of their presentation and will require further research and, potentially, more interviews. The nonprofit organization will be invited to their presentation and will receive a deliverable of a binder with the student’s project and suggestions for future SL use.
1. Reflection: What reflection methods will you use to help students make a deliberate connection between academic content, community issues and the service experience (assignments, journals, discussions, and other mechanisms detailed in syllabus)?

There will be 4-5 nonprofit speakers as well as the monthly SL reflection paper to connect community work to classroom learning. Mike Stefanic will be accessed to provide reflection exercises throughout the semester. There will also be small group discussions where students will be encouraged to share their experiences at their SL site with others and help each other problem solve/brainstorm for their presentation.

1. Partnership: How will you engage your community partners in a way that is mutually beneficial? What role will partners plan in the planning, implementation and evaluation of the service-learning?

Community partners will receive assistance with events, policy analysis and other pre-approved tasks for their nonprofit. Partners will be surveyed at the end of the semester and continual communication with the SL organizational contact will be maintained. I have already begun recruiting partner sites but the students will be encouraged to contact nonprofits that they most align with and request tasks that the agency has already identified as a need.

1. Choice: What options will you building into your course to ensure that no student is required to participate in a service placement that creates a religious, political and/or moral conflict? If a student has hardships due to extenuating circumstances, what alternatives will exist?

A student will have the opportunity to write a 10 page paper in lieu of the 10 hours of SL required for the course. This paper will need to analyze the hurdles and obstacles facing nonprofits in tax legislation, recruitment and retention of quality employees as well as fundraising in Idaho’s current climate. They will need to reference the materials provided in class, including the text, as well as their individual research materials. The nonprofit management librarian will be introduced in order for students to have access to a research conduit.