

SDLCS 1.0

SERVICE. DEEP LEARNING. LEADERSHIP. COMMUNITY.

2017-2018 HANDBOOK

Elizabethtown College | Office of Residence Life

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Preface

INTRODUCTION

Student Directed Learning Communities (SDLCs) were established at Elizabethtown College in 1992 in accordance with the College's commitment to "Educate for Service." Elizabethtown College is a community of learners dedicated to educating students intellectually, socially, aesthetically, and ethically for lives of service and leadership as citizens of the world. In 2017, an initiative was introduced to bring an additional SDLC program to second year students as a way to further our commitment to "Educate for Service" and create additional opportunities for students in multiple cohorts to participate in purposeful life work and exploration.

OVERVIEW

Students in the SDLC 1.0 program will live in Independent Living Units (ILUs) of 4 students who live, learn, and serve together throughout the entire academic year. Each SDLC unit will participate in multiple shared community-based learning experiences throughout the year. Service organizations and projects will be pre-determined by the SDLC Advisory Committee in order to give the students experience with different types of opportunities and modes of service. SDLCs are awarded during the Spring semester for the following academic year after an application and interview process. SDLC members participate in regular reflection and evaluation throughout the year as part of the learning process.

MISSION STATEMENT

Student Directed Learning Communities exist to develop engaged student leaders who are committed to a life of creating positive change through community, education, and service.

PROGRAM GOALS

- Students will demonstrate understanding of a variety of community needs and service organizations
- Students will be able to identify how their strengths, interests, and education can be used to serve the community
- Students will continue to engage in community service following completion of the SDLC 1.0 program.

Program Guidelines

PROGRAM REQUIREMENTS

Each student in the SDLC 1.0 program must meet the following minimum requirements:

- **Participate in a minimum of 16 hours of service each semester with the assigned service agencies or projects**
- **Participate in Into the Streets (Fall) and Into the Campus (Spring)**
- **Respond to reflection questions after each service location experience**
- **Meet with your assigned Learning Mentor at least twice each semester**
- **Attend SDLC 1.0 Orientation in August**
- **Participate as an active member of the campus community**
- **Maintain a minimum 2.5 GPA**
- **Remain in good standing with the College**

Students who fail to meet the requirements may be placed on probation or removed from the SDLC 1.0 program and moved to alternate housing.

Additional Information

LEARNING MENTORS

Each SDLC will work with a Learning Mentor during their time in the SDLC program. Learning Mentors will be an Elizabethtown College faculty or staff member. Learning Mentors will assist SDLC members with developing learning goals, reflection and purposeful life work exploration. SDLC members must meet with their Learning Mentor at least twice each semester.

WRITING LEARNING GOALS

Each house member must write learning goals in order to guide and direct their personal learning journey through the SDLC program. Learning goals must be observable, measurable, and require action by the learner. Each learning goal should answer the following questions:

- Who is to do this?
- What action are they to take?
- What result will come from that action?

Make sure that your learning goals are achievable, but that they will also challenge you. Your Learning Mentor will help you develop and meet your learning goals.

LIABILITY & BACKGROUND CLEARANCES

Many agencies and organizations will require you to obtain Criminal Background Clearances prior to your involvement with the agency. The forms for these clearances (PA Criminal History Records Check, PA Child Abuse History Clearance and/or FBI Criminal History Report) can be obtained online or through the Center for Community & Civic Engagement. Students are responsible for the cost of these clearances.

TRANSPORTATION

Students will typically be responsible for obtaining their own transportation to and from service work. Proper automotive insurance as required by PA law must be obtained by the vehicle owner and drivers.

HOUSING

SDLCs 1.0 are suites located in Brinser Hall. These suites are considered ILUs. Please see the Business Office webpage for accurate housing cost information. Suites are equipped with kitchens; as such, residents are not required to have a meal plan. 4 suites are available for SDLC 1.0 members. Each suite houses 4 students of the same gender identity.

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MEMBER EXPECTATIONS

In addition to academic and service expectations, SDLC members are expected to be upstanding citizens on campus and in the community, acting as character and academic role models to others. SDLC members should be leaders who are actively engaged in the campus community, committed to the pursuit of knowledge, and who embrace the Elizabethtown motto, "Educate for Service."

As such, SDLC members are expected to uphold the College's Community Code of Conduct and Residential Standards as described in the Student Handbook. Members who are found in violation of any part of the code of conduct or residential living standards may be removed from the SDLC program and SDLC housing.

COMMUNITY

SDLC members are expected to participate in the community of the SDLC 1.0 program as well as that of their residence hall. The SDLCs 1.0 are located in Brinser Hall. Resident Assistants, Community Standards, and Residence Hall policies and procedures are still a part of living in the SDLCs.

PROGRAM DIRECTOR

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Community-Based Learning*

OVERVIEW

At Elizabethtown College, we are committed to educating our students for service by providing opportunities that will allow them to integrate classroom learning and practical experience to become engaged, socially-responsible citizens. Community-Based Learning (CBL) is an academic pedagogical model that provides opportunities to students to engage in mutually beneficial community experiences (Community-Based Learning Faculty Handbook, p. 2). Traditional classroom learning is linked to real, hands-on experiences and learning in the larger community to produce good citizens, build character, and promote civic participation.

TYPES OF COMMUNITY-BASED LEARNING

SDLC 1.0 members may have the opportunity to participate in any of the following types of community-based learning throughout the year.

- **Direct Service-Learning**
 - Direct service-learning activities are those that require personal contact with people in need. Examples of direct service may include mentoring and/or tutoring children, and working at shelters.
 - Through this type of service SDLC members will learn to take personal responsibility, and that they are capable of making a difference as an individual.

- **Indirect Experience**
 - Indirect experience activities are centered in channeling resources to the problem rather than working directly with an individual who may need the service. Often students do not come into direct contact with the people they are serving. Examples of indirect service may include collecting food or toys for disadvantaged families, and participating in landscaping or other environmental projects.
 - Indirect experience often takes place in a group which teaches SDLC members teamwork and organizational skills.

- **Advocacy**
 - Advocacy as a service experience requires students to lend their voices and talents to the effort to eliminate the causes of a specific problem and to make the public aware of the problem. Examples of advocacy may include making presentations to the community about a particular issue, and distributing literature.

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- Advocacy allows SDLC members to learn how to communicate problems, ideas, and solutions clearly and concisely.
- **Community-Based Research**
 - Community-based research is a partnership of students, faculty, and community partners who collaboratively engage in research with the purpose of solving a pressing community problem or effecting social change. Examples of community-based research projects may include researching and evaluating new programs, and evaluating existing programs regarding pressing community needs.
 - SDLC members participating in research learn to utilize research tools, perform assessments, and analyze data.

ELEMENTS OF SERVICE-LEARNING IN THE SDLCS

- **Integrated Learning**
 - The service-learning project has clearly articulated goals that connect to broader classroom or institutional goals.
 - The service is informed by academic learning, and academic learning informs the service.
- **High Quality Service**
 - The service responds to an actual community need that is recognized by the community.
 - The service is age-appropriate and well organized.
 - The service is designed to achieve significant benefits for Elizabethtown College students and the broader community.
- **Collaboration**
 - The service-learning project involves collaboration among several partners. These partners may include students, community-based organizations staff, support staff, administrators, faculty, and the recipients of the service.
 - All partners benefit from the project and contribute to its planning.
- **Student Voice**
 - All SDLC members actively participate in providing feedback on the service project, taking on roles and tasks to complete the service project, and planning and implementing reflection, evaluation, and celebration.

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- **Civic Responsibility**
 - The service-learning project promotes SDLC members' responsibility to care for others and contribute to the community.
 - By participating in the service-learning project, SDLC members understand how they can impact their community.
- **Reflection**
 - Reflection establishes connections between SDLC members' service experiences and purposeful life work.
 - Reflection occurs before, during, and after the service-learning project.
- **Evaluation**
 - All the partners, especially the SDLC members, are involved in evaluation of the service-learning project.
 - The evaluation seeks to measure progress toward the learning and service goals for the project.

RESOURCES

- **The Center for Community & Civic Engagement**
 - Nicarry Hall, rooms 236-239
 - Sharon Sherick, Program Coordinator
 - Matthew Ascah, Director
 - Publications available at the Center:
 - Series on Service-Learning and the Disciplines – originally published by the American Association for Higher Education (AAHE)
 - Michigan Journal of Community Service Learning
 - Additional print and media resources
- **Selected Websites**
 - American Association of Community Colleges Service Learning
www.aacc.nche.edu/servicelearning
 - Idealist on Campus
www.idealists.org/ioc
 - Journal of Higher Education Outreach & Engagement
www.ugs.edu/~jps
 - Learn & Serve
www.learnandserve.org
 - Learn, Serve & Surf

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- www.edb.utexas.edu/servicelearning/indes.html
- Michigan Journal of Community Service-Learning
www.umich.edu/~mjcs/
- National Service-Learning Clearinghouse
www.servicelearning.org

*Adapted from Elizabethtown College Center for Community and Civic Engagement:
Community-Based Learning Faculty Handbook