
SDLC 2.0 HANDBOOK

Student Directed Learning Communities

2018 - 2019

ELIZABETHTOWN COLLEGE

Office of Residence Life



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Preface

INTRODUCTION

Student Directed Learning Communities (SDLCs) are groups of 3-5 students who live together in College-owned houses and participate in service projects connected to a specific topic. Students are able to select their own topic, connect with a local community partner, and design their own service experience to align with their personal strengths, passions, and goals. The SDLC 2.0 program is open to third- and fourth-year students.

Through the SDLC program students are able to participate in “transformative educational experiences that cultivate personal strengths and develop a passion for lifelong learning and purposeful life work” (Mission, Elizabethtown College). This learning opportunity is designed to allow students to cultivate their personal strengths and passions through direct service experiences in the local community. Students will engage with program participants, faculty and staff members, and community service partners that will foster their academic, personal, and professional growth in preparation for lifelong purposeful life work.

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.

STUDENT LEARNING OUTCOMES

As a result of participating in the SDLC 2.0 program, students will be able to:

- Articulate the key issues surrounding a specific community need.
- Develop transferable skills
- Articulate the connection between their experience and future life or career goals
- Demonstrate plans to continue in purposeful life work and service following completion of the SDLC program.



Program Guidelines

STUDENT EXPECTATIONS: LIVE, LEARN, SERVE

Live

- Uphold all College Conduct & Residential Living policies
- Actively build positive relationships with housemates, SDLC program participants, and Community Service Partners

Learn

- Maintain a minimum 2.5 GPA
- Attend Orientation in the fall semester
- Participate in regular reflection
- Prepare and give a 10-minute presentation with you housemates (April)

Serve

- Design a service project connected to a specific topic
- Participate in active service (8 hours in the fall, 16 hours in the spring)
- Participate in Into the Streets (October) and Into the Campus (April)

SYLLABUS

DUE DATE	ASSIGNMENT
August 27	Attend SDLC 2.0 Orientation
September 10	Meet with your Community Service Partner
October 1	Submit your Service Plan for approval
October 8-12	Meet with the SDLC Advisory Committee to review your service plan
October 27	Participate in Into the Streets
December 7	Complete 8 hours of active service
December 7	Submit a 1-2 page reflection paper
February 15	Complete 8 hours of active service
February 15	Submit a 1-2 page reflection paper
April TBD	Participate in Into the Campus
April 14	SDLC presentations
May 3	Complete 8 hours of active service
May 3	Submit a 1-2 page reflection paper

Students who fail to complete all assignments on time or meet all requirements may be removed from the SDLC houses.



Application Process

APPLICATION TIMELINE

DATE	ITEM
January 16	Applications available online
January 21	Attend the Servant Leadership Summit (strongly recommended)
February 2	Applications due by 5:00 PM
February 15 - 21	Interviews with Advisory Committee
February 23	Results announced
March 2	Acceptances Due
TBD	Spring Orientation, House Tour, & House Selection
May 4	Learning Mentor Selection Due

APPLICANT QUALIFICATIONS

- Rising third or fourth year student
- Able to commit to a full academic year in the SDLC program
- Minimum 2.5 cumulative GPA at time of application (must maintain while in program)
- In good disciplinary standing with the College

APPLICATION STEPS

Follow these steps to complete the application:

1. Select a group of 4* students who share an interest in community service.
2. Decide as a group what service topic you want to address through your service project(s).
3. Research your selected topic to gain a better understanding of the needs, key issues, and potential solutions, as well as best practices for engaging in community service.
4. Identify a potential community partner(s) from the list of approved organizations. You must receive permission from the Assistant Director of Residence Life to partner with an organization that is not on the list.
5. Complete your SDLC Application.
6. Participate in a group interview with SDLC Advisory Committee members.

*ONE group of 3 students, ONE group of 5 students, and NINE groups of 4 students will be admitted. All houses are single gender.



Application Components

Students interested in applying for the SDLC program must apply as a member of a group of FOUR students. Applications are available on the SDLC webpage. Applicants should apply for ILUs or other housing options in accordance with the Office of Residence Life housing selection process as a back-up plan. All applicants must register for a housing lottery number when they are available. Applicants will be notified of their SDLC acceptance status prior to traditional housing selection.

Each application will contain the following components:

- House service topic
- House purpose statement
- Proposed community service partner(s)
- Individual learning goals
- Individual essays

PURPOSE STATEMENT

Develop a brief statement that clearly communicates the purpose of your house. In writing your purpose statement consider questions such as:

- Why are we doing this?
- What are we doing?
- Who will benefit?
- How will they benefit?

SERVICE TOPICS

Students will select a broad topic for their project (ie homelessness, mental health, sustainability, etc.) and identify a real need in the local community within that topic. The service project will be developed in collaboration with a community partner to focus on a specific community need within that topic. **See the list of suggested house topics on the SDLC webpage.**

When selecting a topic, consider the strengths, passions, academic classes, future career goals, and resources of each member of your group. It is important that you do something that you can get excited about, but also that you can connect to your personal strengths, academic pursuits, and life goals. Get creative in exploring topics and options; find a topic that fits your group well.

COMMUNITY SERVICE PARTNERS

Each SDLC will work with at least one community partner to complete their service project. Students can select a partner from the list of **approved organizations (see the SDLC webpage)**, or they may seek the approval of the Assistant Director of Residence Life to choose an organization not on the list. Organizations must be locally based (within 50 miles of the College). Students will



spend the first part of the fall semester establishing connections and developing a service plan with their community partner(s).

LEARNING GOALS

Each student in the program must identify learning goals. What do you hope to gain through your experience? Specific learning outcomes will be defined when you write your service plan.



Good to Know

SDLC ADVISORY COMMITTEE

The Advisory Committee includes the Assistant Director of Residence Life and several faculty and staff members of the College. The Advisory Committee assists in SDLC selection, evaluates and approves service plans, and participates in evaluation of member progress.

LEARNING MENTORS

SDLCs will work with a faculty or staff member as they develop and implement their service plan. Learning Mentors should have an established meaningful relationship with the students in the SDLC, a connection to the community partner and/or house mission, and the ability to provide constructive guidance and feedback throughout the development and implementation of the service plan. Learning Mentors will be selected after a group has been admitted into the program. Students will meet with their Learning Mentor monthly.

SDLC 1.0 PROGRAM

The SDLC 1.0 Program is designed for second-year students. Students who have successfully completed the 1.0 program and 2.0 application will be given admittance into the 2.0 program. Admittance into the 2.0 program will be based on quality of service and reflections in the 1.0 program, the 2.0 application, as well as the recommendation of Learning Mentors and the Program Director. Up to 16 students may be admitted from the 1.0 program into the 2.0 program. **Students do NOT need to participate in the 1.0 program in order to apply for the 2.0 program.**

SDLC 3.0 PROGRAM

The SDLC 3.0 Program is designed for groups of seniors who have successfully completed the SDLC 2.0 program. Admittance into the 3.0 program will be based on quality of service and reflections in the 2.0 program, as well as the recommendation of Learning Mentors and the SDLC Advisory Committee. **Students who have not participated in the 2.0 program are NOT eligible for the 3.0 program.**

Students in the 3.0 program must meet the following requirements:

- Uphold all College Conduct & Residential Living policies
- Actively build positive relationships with housemates, SDLC program participants, and Community Service Partners
- Maintain a minimum 2.5 GPA
- Participate in 16 hours of active service each semester
- Participate in reflection
- Participate in Into the Streets (October) and Into the Campus (April)

DUE DATE	ASSIGNMENT
October 17	Complete 6 hours of active service



October 27	Participate in Into the Streets
December 7	Complete 6 hours of active service
December 7	Submit a 1-2 page reflection paper
February 15	Complete 6 hours of active service
April TBD	Participate in Into the Campus
May 3	Complete 6 hours of active service
May 3	Submit a 1-2 page reflection paper



Living in an SDLC

HOUSING COSTS

SDLCs are Independent Living Units (ILUs). Meal plans and/or JayBucks may be purchased, but are not required. Visit the Business Office website for more information about housing costs and meal plan options. Please contact the Business Office or the Financial Aid Office if you have additional questions or concerns.

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 housing.

SDLC residents are expected to care for the houses in which they live. Students are expected to keep houses clean and in good condition. Health & Safety Inspections will take place each semester to ensure that living conditions are safe and well-maintained. See the section on Houses for more information regarding taking care of your house.

COMMUNITY

SDLC members are expected to participate in the community of SDLC houses. Opportunities will be given throughout the year for SDLC community members to come together.

COMMUNITY FELLOW

The Community Fellow is a member of the SDLC community and an employee of the Office of Residence Life. The Community Fellow promotes community among the members of the SDLC community. They also share important information, provide assistance, and answer questions as needed. Applications for this paid position are available after SDLC selection is completed.

HOUSES

SDLCs are Independent Living Units (ILUs) and will appear as "Premium Housing" on your bill. More information about costs can be found through the Business Office and the Financial Aid Office.

SDLCs are college housing and all residents must abide by the same Residence Life and college conduct policies.

Currently there are eleven SDLC houses:



- ONE 3-person house
- NINE 4-person houses
- ONE 5-person houses

The variance in house capacities necessitates making sure that each house has the proper number of students. **The Office of Residence Life reserves the right to make adjustments and exceptions as necessary in order to house the appropriate number of students in each house, and to change or select housing assignments.**

Lottery numbers are used in SDLC housing selection. Houses have a mix of single and double bedrooms. The SDLC houses are located on the perimeter of the College campus.

Each house is outfitted with the following items:

- 1 Kitchen table & 4 chairs
- 1 Sofa
- 1 desk & chair per student
- 1 bed per student
- 1 dresser per student
- Washer & dryer
- Refrigerator
- Stove
- Outdoor trash & recycling bins (trash is collected on Mondays and Thursdays at 7AM)
- Shovel (Facilities will do snow removal for SDLC driveways after the Campus has been cleared)
- Salt (for icy sidewalks and steps)
- Fire extinguisher (will be checked monthly)
- Please note that cleaning supplies and vacuums must be provided by the students

HOUSEKEEPING

- Work orders should be submitted to workorder@etown.edu.
 - Laundry issues should be reported to reslife@etown.edu.
 - Always include your SDLC address, not your house name, when submitting work orders.
- Basements and garages are for storage only and may not be set up as additional living spaces or to host guests.
- Health & Safety Inspections will take place before Fall and Spring breaks.
- The College closes for Fall, Thanksgiving, Winter, Spring, and Easter breaks. Students needing to remain on campus must complete a Break Housing Request on the Residence Life webpage.
- Before leaving for a break, students must:
 - Take out trash
 - Remove any food that may spoil
 - Unplug TVs, electronics, and small appliances



- Turn off the lights, close the windows, and lock the doors
- No items may be hung from ceilings, lights, smoke detectors, or pipes
- No flags, banners, or signs may be displayed on the exterior of the houses
- No pets are permitted except non-carnivorous fish in 10-gallon or less tanks and service animals (Service animals must be approved through Disability Services)
- No grills are permitted except George Foreman grills
- No flammable materials are permitted, including live Christmas trees, incense, candles, and portable heaters
- Students must use Mavalus Dorm Tape for hanging items on walls

HOUSE LOCATIONS

630 South Mt. Joy Street

625 South Mt. Joy Street, Cedar House

604 South Mt. Joy Street, International House

540 South Mt. Joy Street, White House

530 South Mt. Joy Street, Harmony House

520 South Mt. Joy Street, Sauder House

423 College Avenue

435 College Avenue

437 College Avenue

831 College Avenue

999 College Avenue, Myer House



Writing Service Plans

INTRODUCTION

Once accepted into the program, SDLCs will hone their selected topic and project into a realistic plan of action. **Program participants will use the first half of the fall semester to develop their service plans.** The SDLC Advisory Committee will meet with each group to evaluate and approve the plans.

Students will be given worksheets to help them develop and write their service plans. Each plan will clearly identify the SDLC mission, specific learning outcomes for each resident, type of community-based learning, community service partner(s), project(s) that will be completed, and the timeline for completing the service.

SDLC students will need to do research and work with their selected community service partner to develop their project to make sure it is something that will address a specific need and benefit all parties. SDLCs are also encouraged to work with a faculty or staff member who may have a strong connection to the community partner or house mission, and the students in the SDLC.

SERVICE PLANS

Each student must participate in a minimum of 6 hours of service in the fall semester and 12 hours in the spring. Additionally, you will need to set aside time to prepare, reflect, and build relationships with your housemates and community partners. Anticipate about 2 hours per week being dedicated to all aspects of completing your service plan and the program requirements.

In your plan you will outline what your service will look like along with a specific timeframe, including preparation and reflection time, so that you can manage your time throughout the year and set yourself up for success.

Each member of the house might have a different service plan based on personal strengths, passions, and availability; only the mission must be consistent through all of the service plans.

Plans will include research that demonstrates that the students have an understanding of key issues surrounding the identified need and how their project will directly impact that need.

MISSION STATEMENT

Mission statements can shift and change as your project and goals develop, but starting with a mission statement will focus your efforts in all stages of your project. Refer back to the purpose statement you wrote in your application to get you started. Spend some time with your group brainstorming and answering the following questions to help you write your house's mission statement:

1. What is our cause? Who, What, Where
2. What are our actions? What we do
3. What is our impact? Changes for the better



A few tips:

- Don't worry too much about word choice.
- Keep it short.
- Keep it simple.
- Say it out loud.
- Is it specific enough or is it so generic that it could apply to just about any project?

LEARNING OUTCOMES

Learning outcomes help members stay focused, and guide their personal learning journey through the SDLC program. Learning outcomes must be observable, measureable, and specific. Refer back to the Learning Goals you identified in your application in order to write your learning outcomes. **See Appendix A for instructions on how to write Learning Outcomes.** You will also need to consider outcomes of your service that will benefit the population you will be serving.

COMMUNITY-BASED LEARNING

The projects that students complete will align with one of the following community-based learning types:

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 and 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.



- Advocacy allows SDLC members to learn how to communicate problems, ideas, and solutions clearly and concisely.

See Appendix B for more information about Community Based Learning.

COMMUNITY SERVICE PARTNERS

You will need to contact your proposed community service partner(s) before completing your service plan. They will need to complete a **Community Service Partner Agreement** and have a voice in determining your project. A list of **approved community partners** can be found on the SDLC webpage. Students are welcome to work with organizations not on the list, but must seek approval from the Assistant Director of Residence Life.

ELEMENTS OF SERVICE

- **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 choosing and planning the service project, taking on roles and tasks to complete the service project, and planning and implementing reflection, evaluation, and celebration.
- **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 academic learning.
 - 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.



Contact Information

PROGRAM DIRECTOR

Kristen Vieldhouse

Assistant Director for Residence Life & Student Activities

Office of Residence Life

vieldhousek@etown.edu

717-361-1354

COMMUNITY FELLOW, 2017-2018

Jessica Sullivan, Students Helping Students SDLC

sullivanj@etown.edu

AREA COORDINATOR

Dominick DiLoreto

Office of Residence Life

dilortetod@etown.edu

717-361-1197

SDLC ADVISORY COMMITTEE, 2017-2018

Dr. Kristi Arnold, Assistant Professor of Art

Susan Asbury, Director of Student Rights & Responsibilities

Dr. Kurt DeGoede, Associate Professor of Engineering

Dominick DiLoreto, Area Coordinator

Dr. Judy Ericksen, Associate Professor of Occupational Therapy

Dr. Bryan Greenberg, Associate Professor of Marketing

Joel Janisewski, Director of Purposeful Life Pathways & Civic Participation

Tina MacKenzie, Assistant Director of Internships & Employer Engagement

Cody Miller, Area Coordinator

Stacey Zimmerman, Associate Director for Strengths Coaching & Ethical Leadership
Development

THE CENTER FOR COMMUNITY & CIVIC ENGAGEMENT

BSC, Center for Student Involvement

Joel Janisewski, Director of Purposeful Life Pathways and Civic Participation

Sharon Sherick, Program Coordinator

civicengagement@etown.edu





Appendix A

WRITING LEARNING OUTCOMES

STEM + VERB + OBJECT

STEP 1: Begin with the STEM.

“As a result of participating in this service project, I will be able to...”

STEP 2: Add a VERB.

Describe an action that can be observed and is measurable. Use the list of verbs in Appendix C.

STEP 3: End with the OBJECT.

Be specific. What will the learner have gained at the end?

“As a result of participating in this service project, I will be able to identify best practices for addressing homelessness in rural America.”

Verbs for writing Learning Outcomes

REMEMEBER	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE
Define	Classify	Apply	Analyze	Arrange	Assess
Identify	Compile	Calculate	Calculate	Assemble	Compare
Label	Conclude	Demonstrate	Categorize	Compose	Critique
List	Discuss	Develop	Classify	Construct	Decide
March	Describe	Interpret	Criticize	Design	Determine
Name	Explain	Locate	Compare	Develop	Establish
Recall	Express	Operate	Contrast	Diagnose	Evaluate
Recognize	Give examples	Perform	Determine	Manage	Judge
Record	Identify	Practice	Differentiate	Organize	Justify
Relate	Interpret	Predict	Distinguish	Plan	Measure
Repeat	Recognize	Present	Examine	Propose	Rate
Select	Summarize	Report	Outline	Relate	Recommend
State	Translate	Use	Test	Summarize	Select

Verbs to avoid

<i>Appreciate</i>	<i>Believe</i>	<i>Improve</i>	<i>Learn</i>
<i>Approach</i>	<i>Grasp the significance of</i>	<i>Increase</i>	<i>Think critically</i>
<i>Become</i>	<i>Grow</i>	<i>Know</i>	<i>Understand</i>



Appendix B

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.

Resources

- The Center for Community & Civic Engagement
 - BSC, Center for Student Involvement
 - civicengagement@etown.edu
- 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.idealism.org/ioc
 - Journal of Higher Education Outreach & Engagement www.ugs.edu/~jpsl/
 - Learn & Serve www.learnandserve.org
 - Learn, Serve & Surf www.edb.utexas.edu/servicelearning/index.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