



JU 330 - Global Citizenship Service-Learning Syllabus

CIS Abroad - Jacksonville University
Global Service Learning for Credit & Micro-Credential
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Course Description: Global, community-based learning combines community service outside the U.S. with academic instruction, focusing on critical, reflective thinking, as well as personal and civic responsibility. In this interdisciplinary course, the student will collaborate with a community partner abroad to complete a signature service project that addresses a significant problem, issue, or question as identified by the local host community.

Prerequisites: Junior Status, GPA 2.5 or more depending on program

Credits: 3 credits (Minimum of 135 hours)

Signature Service Project Characteristics & Learning Objectives:

Learning objectives include [NACE Core Competencies](#) of Critical Thinking, Global Equity & Inclusion, Cross-Cultural Communication, Career & Self Development, as well as Teamwork. With the guidance of their on-site supervisors, students will implement a signature service project that addresses a significant problem, issue, or question for the local host community. A signature service project:

- *Is transdisciplinary:* The service project integrates knowledge from multiple disciplines and sources.
- *Is completed collaboratively:* The project is large and complex enough that it requires input and work from more than one person to be successful. Students will work in small groups, and regularly engage with local host community members to research and execute this project.
- *Is student-driven:* While faculty, staff, and community partners provide guidance and coaching, the student group's agency and independence move the project forward.
- *Requires metacognitive reflection:* Students reflect on what and how they learn and how their learned knowledge, skills, and dispositions might be transferable to other contexts.
- *Reaches beyond the classroom:* The work of the service project inherently touches the world outside the classroom in a significant way as students work alongside their host communities.
- *Has an external audience for project results:* Outcomes are presented via the final capstone assignment to both the faculty member and the local host community partners.
- *Is completed ethically and respectfully:* Work on the project engages internal/external audiences and/or partners with mutual benefit.



- *Align with the UN guidelines for Sustainable Development:* Uses the United Nations' Sustainable Development Goals to help shape the project. For more information: [UN Sustainable Development Goals](#)

Throughout this course, students will:

- Engage in service activities with a selected community partner in a mutually beneficial relationship based on a spirit of collaboration
- Reflect upon larger issues that affect their host communities, and their roles in supporting their host communities as they address these issues
- Integrate community engagement and academic learning, considering what knowledge and skills might be required to truly assist, as well as learn from others
- Communicate purposefully and respectfully
- Practice and employ problem-solving strategies
- Recognize and integrate multiple perspectives
- Regulate their own learning

An X indicates that the student will be practicing the particular learning outcome when engaging with the signature service project characteristics.

Required Readings and Materials: All course materials will be provided.

Assignments: A main objective of this course is to provide students a platform for critical reflection on community-driven service, intercultural experiences, power and privilege, and critical global engagement. Ten online modules with related written reflections are required to complete the course. These challenges will ask students to reflect on key elements of the service experience and relate them to assigned readings/materials. The reflection challenges are due pre-departure, during the first two weeks of the program and at the end of the community-based group signature service project. The two pre-departure sections address: 1) the student's motivation for engaging in this project; 2) the student's personal goals, objectives and anticipated outcomes. During the first two weeks onsite, online lessons will cover the following broad themes: 1) personal values & ethics; 2) what service in an international context means; 3) steps the student intends to take to ensure that their service results in an ethical, mutually beneficial relationship between them and their local host communities. At the end of their program, the course concludes with a two-fold capstone assignment that prompts the student to: 1) synthesize their academic learning and personal reflections; and 2) share the outcomes of their experience with an external audience.

For the capstone assignment, the student will:

1. Complete a final group report that critiques their project's contributions to their host organization, addressing these topics:



- a) Think critically about their service experience and how their group's participation in this project may have affected their host community;
- b) Synthesize the assigned readings and academic learning with their reflections on working with the local host-community;
- c) Identify how their experience impacted their academic, cultural, personal, and professional learning;
- d) Consider how they might bring their global service experience back to their local community/ies.

2. Present the report **in person and onsite** to either the host organization or another group deemed acceptable by the site director. The report can take the form of a slide presentation, a talk with relevant handouts (must be recorded), or a thorough written document.

3. Submit the report to the CIS Service Learning professor along with a follow up notes as to how the report was received. A recording of the onsite presentation is highly encouraged.

Attendance Policy: Given that the majority of the coursework will be completed independently on a daily basis during the first two weeks of the program, students must regulate their own learning. When working as a group on the project, attendance to all meetings is critical. If participants must be absent, they must communicate with their supervisor and/or group in advance about their absence.

Grading Criteria/Standards: Service hours are not the source of one's grade. Students earn a grade based on the learning that happens because of the service and therefore, the manifestation of that knowledge. In other words, the reflection assignments are the evaluative measure of a global, community-based learning experience. Evaluation of the work will include the instructor's assessment of academic work, a self-evaluation, and evaluations by the site director and host organization. The participant's site director will be required to fill out a final evaluation. This evaluation will be used to confirm the number of hours served as well as the participant's degree of collaboration and participation with the group, the community partner, and the site director.

Participants must fully participate in the signature service project and complete the required service hours to pass the class. While evaluations are incorporated into final grading on a *Credit/No Credit* basis, an unsatisfactory evaluation (i.e. one that indicates the student has not completed the required service hours, hasn't collaborated effectively, and/or has not produced quality work) may result in failure to pass the class.

Students will be graded based on the following numerical breakdown: A = 94 or higher, A- = 90 – 93, B+ = 87 – 89, B = 83 - 86, B- = 80 – 82, C+ = 77 – 79, C = 73 – 76, C- = 70 – 72, D+ = 67 – 69, D = 63 – 66, D- = 60 – 62, F = 59 or lower. The grading rubric can be found here: [Global Service Learning Grading Rubric](#)

Late assignments: Any assignment turned in late will be deducted 10% of the total number of points possible. If the assignment is more than three days late, 25% of the total number of points will be deducted. No points will be given for an assignment that is turned in more than a week late.



Assignment	Total Points Possible	Due Date
Modules 1 & 2 Challenges: Pre-Departure 10 pts each	20	One week prior to departure
Modules 3 - 8 Challenges: Onsite 5 pts each	30	Daily during first two weeks of program
Mid Project Self Evaluation	10	Program's Midpoint
Mid Project Supervisor Evaluation	C/NC	Program's Midpoint
Module 9: Final Capstone Assignments	20	Second to last week of program
Module 10: Project Public Presentation	20	Last week of program
Final Supervisor Evaluation	C/NC	Last week of program
Total	100	

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