

BEREA COLLEGE

Service-Learning Course Designation/ Active Learning Experience (ALE) Requirement met through Service-Learning

CRITERIA AND PROPOSAL FORM

Service-Learning is an educational experience based upon a collaborative partnership between college and community. Learning through service enables students to apply academic knowledge and critical thinking skills to meet genuine community needs. Through reflection and assessment, students gain deeper understanding of course content and the importance of civic engagement.

All Designated Service-Learning Courses will meet the Active Learning Experience (ALE) Requirement:

Active Learning Experiences (ALEs) are opportunities for students to explore interconnections among various venues for learning ... ALL ALEs must include (a) learning through sustained continual engagement in, reflection on, and assessment of experiences; (b) the use of knowledge, imagination, and judgment to address questions in novel context; and (c) the exploration of connections between theory and practice, and between learning in courses and from experiences outside the classroom.

Criteria for Service-Learning Course/ALE met through Service-Learning
<p style="text-align: center;">Student Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none">• Apply academic knowledge and critical thinking skills to meet genuine community needs,• Demonstrate deeper understanding of specific course learning objectives appropriate to the experience, and• Reflect critically on multiple facets of their experience, and on the connections between theory and practice, and between learning inside and outside the classroom.
<p style="text-align: center;">Service-Learning Experience</p> <ul style="list-style-type: none">• Faculty will identify one or more course learning objectives that students will address through their service work in the community.• The community partner and faculty member will identify community needs and will structure a service-learning experience designed to address those needs.• Service-learning activities will be integrated into course work and will serve as the pedagogical method for the chosen course objective(s). As such, <i>all</i> students in the course will participate in the service-learning activities.• The service-learning experience will be substantial and sustained throughout the course, involving active student engagement.
<p style="text-align: center;">Community Partnerships</p> <ul style="list-style-type: none">• Faculty will identify and designate an appropriate community partner(s) in order to allow course learning objectives to be met.• All partners will be involved in the planning, carrying out and evaluation of the structured service-learning experience.
<p style="text-align: center;">Reflection and Assessment</p> <ul style="list-style-type: none">• Faculty will structure critical reflection throughout the service-learning experience; the reflection will create the connection between service work, course objectives and student learning outcomes.• Criteria and evaluative/graded measure of service-learning reflection will be included in the syllabi, including the percentage that reflection will represent in the final grade.
<p style="text-align: center;">Summary Presentation and Assessment</p> <ul style="list-style-type: none">• The service-learning experience will result in a summary presentation, performance, exhibition, and/or other synthesizing product completed by the students engaged in the experience.• Criteria and evaluative/graded measure of final product will be included in the syllabi, including the percentage that the summary presentation or synthesizing product will represent in the final grade.

BEREA COLLEGE

PROPOSAL FOR SERVICE-LEARNING COURSE DESIGNATION/
ALE REQUIREMENT MET THROUGH SERVICE-LEARNING

EMAIL PROPOSAL FORM TO meta_mendel-reyes@berea.edu.

Approved courses will be listed in the Schedule of Classes as service-learning courses that meet the ALE requirement.

Note: If the course always includes service-learning, it is not necessary to submit a full proposal each time the course is taught. If this course has previously been approved as a service-learning course, please complete only Part A of this form, and indicate that this is a resubmission of an approved service-learning course. For those courses which occasionally utilize service-learning, you will have an opportunity to submit a proposal each term prior to the term in which the service-learning course is taught.

PART A

Course Instructor Name: _____

Course Instructor Phone(s): _____
(campus extension) (other number)

Full Course Name: _____

Course Abbreviation/Number: _____ Credit: _____

Section Designation (if applicable): _____ Is service-learning included in all sections? _____

When will the course be offered? Short Term 2010 Spring Term 2010

Is the course taught (check one) regularly or on a one-time basis?

Will the course always be taught as a service-learning course? Yes No

Has this course previously been approved as a service-learning course? Yes No

- If yes, when? Fall 2006 Short Term 2007 Spring 2007
 Fall 2007 Short Term 2008 Spring 2008
 Fall 2008 Short Term 2009 Spring Term 2009
 Fall 2009

- If yes, please describe any significant changes to the course since the last time it was taught (i.e., a change in community partner or a change in the service-learning project).

PART B (You do not need to complete Part B if this is a resubmission of a previously approved service-learning course, unless there are significant changes to the course since the last time it was taught.)

Referring to the Criteria for the Service-Learning Course Designation/ALE Requirement met through Service-Learning, please address the following in a one-page proposal narrative. Attach your syllabus (or the one from the most recent time that the course was taught). If you are in the process of designing the syllabus, please indicate that.

1. Indicate the specific course learning objective(s) that will be addressed by the service-learning component.
2. Describe the method of structured, critical reflection you will use in order to connect the service activity or activities to the learning objective(s) of the course.
3. Describe the service-learning activity or activities. Indicate the approximate number of hours or days of service experience. There is no formal requirement, but the activity must be substantial and sustained throughout the semester.
4. Identify the community partner(s) with whom you will collaborate in order to structure this service-learning experience. How will they be involved in the planning, the process and the evaluation?
5. Describe the final product to be completed by the students. How will this benefit the community?
6. Indicate how you will assess student learning related to the identified course objective(s) that will be enhanced by the service-learning experience. Identify what percentage of the final grade will be based on the assessment of reflection, the final product, and other forms of assessment related to the identified course objective(s).