Course Information

Date Submitted: 5/16/2013

Current Prefix and Number: EXP - Experiential Education , EXP 500 INTRO SERVICE-LEARNING

Other Course:

Proposed Prefix and Number: EXP 510

What type of change is being proposed?

     Major – Add Distance Learning

Should this course be a UK Core Course?   No

1. General Information

a. Submitted by the College of: Undergraduate Education

b. Department/Division: Experiential Education

c. Is there a change in 'ownership' of the course?   No

   If YES, what college/department will offer the course instead: Select...

e. Contact Person

       Name: Katherine McCormick

       Email: kmcco2@uky.edu

       Phone: 859.257.9573

     Responsible Faculty ID (if different from Contact)

       Name:

       Email:

       Phone:

f. Requested Effective Date

   Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: INTRODUCTION TO SERVICE-LEARNING

   Proposed Title: International Service-Learning

c. Current Transcript Title: INTRO SERVICE-LEARNING

   Proposed Transcript Title: International Service-Learning

d. Current Cross-listing: Same as MC 500

   Proposed – ADD Cross-listing :

   Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

   Proposed Meeting Patterns

      PRACTICUM: 1

f. Current Grading System: ABC Letter Grade Scale

   Proposed Grading System: *Pass/Fail*

g. Current number of credit hours: 3

   Proposed number of credit hours: 1 - 12

h. Currently, is this course repeatable for additional credit?   No

   Proposed to be repeatable for additional credit?   No

   If Yes: Maximum number of credit hours:

   If Yes: Will this course allow multiple registrations during the same semester?   No

2i. Current Course Description for Bulletin: This interdisciplinary course is designed to introduce students to the theories, concepts, and practices of Service-Learning. Service-Learning is a form of experiential education which engages the students in enhancing the common good through the application of classroom learning to service.

   Proposed Course Description for Bulletin: This course is designed to introduce students to the theories, concepts, and practices of service-learning in an international setting. Service-learning engages the student in enhancing the common good through the application of learning to service.

2j. Current Prerequisites, if any: Prereq: Upper division status.

   Proposed Prerequisites, if any: None

2k. Current Supplementary Teaching Component:

   Proposed Supplementary Teaching Component: Both

3. Currently, is this course taught off campus?   No

   Proposed to be taught off campus?   No

   If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed?   Yes

If YES, explain and offer brief rational: Three changes are proposed. We propose to the change the course from a lecture format to a practicum to allow students to apply their knowledge gained in class discussion to service. Their learning is demonstrated through (1) written critical reflection and (b) oral in-class/group discussion. Service occurs in community agencies or programs located internationally. Second, in keeping with the class &field-based model we propose changing the earned credit hours from 3 credit hours to 1 - 12 credit hours to provide flexibility and to align with the multiple formats in which students engage in international service-learning. Finally, we propose to change the title form Introduction to Service-Learning to International Service-Learning to more accurately reflect a global experience and to reflect a more advanced understanding and perspective than an introduction. We intend to introduce service-learning earlier in the undergraduate experience.

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

  If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

  If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name: Katherine McCormick

Instructor Email: kmcco2@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? Timely and appropriate opportunities for interaction between students, faculty, and other students are described in the syllabus.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. Textbooks, course goals, and assessment of student learning outcomes are described in the course syllabus and will be reviewed with students during the first week of enrollment.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. Students will submit their work through a student portal, no exams are given, and the academic offense policy is included in the syllabus.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No

If yes, which percentage, and which program(s)? No percentage

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?   All services are available online and through interaction with the instructor and community partner/supervisor.

6.How do course requirements ensure that students make appropriate use of learning resources?   Students will access learning resources online and through interaction with the instructor and community supervisor.

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.   Field assignments will be made during the first week of the course and are based on a match between student preference, discipline and community need.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?   UK procedures for resolution of conflict are included in the course syllabus.

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.   Students will access learning materials online and will meet with community supervisor and other students in the community.

10.Does the syllabus contain all the required components?   YES

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Katherine McCormick

SIGNATURE|DJMOLI2|David J Moliterno|EXP 500 CHANGE Cross-List Chair Review|20130516

SIGNATURE|BCWITH2|Benjamin C Withers|EXP 500 CHANGE College Review|20130522

SIGNATURE|JMETT2|Joanie Ett-Mims|EXP 500 CHANGE Undergrad Council Review|20140619

SIGNATURE|BCWITH2|Benjamin C Withers|EXP 500 CHANGE Approval Resent to College|20140620

SIGNATURE|ZNNIKO0|Roshan Nikou|EXP 500 CHANGE Graduate Council Review|20140620

SIGNATURE|ZNNIKO0|Roshan Nikou|EXP 500 CHANGE Graduate Council Review|20150206

COURSE SYLLABUS
EXP 510: International Service-Learning
Fall 2013
Credit Hours: 1 – 12 hours
Class Meeting; TBA

Instructor	Katherine M. McCormick, Ph.D. Professor
Office Location	126 Taylor Education Building
Phone Number	859 257-9573 (office) 859 257-4714 (Administrative Assistant)
Email	kmcco2@uky.edu
Office Hours	Please email instructor
Technological Requirements	Students will need a computer, internet connection
For Technological assistance	Contact the Teaching and Learning Services Center (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300).
Technical Complaints	Contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300
Preferred method for contacting instructor	1. email 2. text 3. phone call (during business hours)
Anticipated Response Time	Within two business days, during regular business hours, no response during weekends
Distance Learning Library Service	http://www.uky.edu/Libraries/DLLS
DL Librarian	Carla Cantagallo, DL Librarian; local 859.257.0500 ext 2171 Long distance: 800.828.0439, option 6 dllservice@email.uky.edu
DL Interlibrary Loan Service	http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&llib_id16
Resolution of Complaints	Contact the UK Academic Ombudsman at http://www.uky.edu/Ombud/ or 859.257.3737

I.   Course Description

This course is designed to introduce students to the theories, concepts, and practices of service-learning in an ***international*** setting. Service-learning engages the student in enhancing the common good through the application of learning to service. This engagement in an international setting is strengthened and expanded to encompass additional learning goals and outcomes. During this field and community-based ***international*** learning and service experience students will have opportunities to engage

with *international* community members in solving authentic community-identified problems and to reflect on these experiences with peers and instructors. Students' responsibilities at their placement will vary and are dependent on the level of experience and academic background. These are determined during the initial meeting with the on-site supervisor.

In addition to field-based community-engaged learning, and service experiences the course includes planned individual reflections and group critical reflections and discussions. Reflections will be submitted in a digital format. Discussion may occur in a face-to-face or digital format. The course will embed adult-based learning principles and innovative technologies for digital learning. The culminating product is the development of an integrated portfolio which focuses on student outcomes gained through the *international* experience.

II.   Course Learning Targets

This course has been designed to provide students with opportunities to acquire skills, knowledge, conceptual understanding, and field-based experiences within local, regional, and/or international communities. By the end of this course, students will have gained the following:

Core Course Learning Target/Outcomes
1. Students will demonstrate knowledge and application of theory and models of community engagement, civic responsibility, and service-learning
2. Students will demonstrate understanding of the connection of local decisions and actions with global consequences and express personal and (when appropriate) professional responsibility for their own decisions.
3. Students will recognize their own cultural and personal perspectives, abilities, and limitations which influence their successful engagement in intercultural encounters and local or global experiences
4. Students will demonstrate an array of intercultural communication skills. They will engage successfully in intercultural encounters with local or global communicative partners.
5. Students will demonstrate interdisciplinary and/or disciplinary knowledge and application.

For those students who have the opportunity to spend an extended period of time in an international service-learning experience the following learning targets also may be met.

Supplemental Learning Target/Outcomes
1.   Students will demonstrate knowledge of the application of the interrelationships of culture, language, economics, and geography and their impact on community and development.
2.   Students will evaluate social issues and identify instances and examples of local or global injustice and disparity.

3. Students will examine and respect diverse perspectives and construct an ethic of social service to address global and local issues.	
4. Students will evaluate social issues and identify instances and examples of local or global injustice and disparity.	
5. Students will demonstrate their recognition that intercultural experiences encompass multiple aspects including race, ethnicity, social position, and geography.	
6. Students will demonstrate knowledge gained, and exhibit analytical and organizational skills gained from peer learning and teamwork.	
7. Students will explore adaptive alternatives when faced with difficulties to achieving their goals	

III. Course Components

Task	Task Description
Pre-Activity Reflective Essay (5%)	Prior to beginning the service-learning experience, students will complete a Pre-Service-Learning Departure Reflective Essay.
Community-based Experience & Log of Hours (30%)	Students will participate in a community-based field experience on a schedule determined jointly by the student and community supervisor. The number of hours per week is also a part of this discussion and is reflected in the *Commitment Agreement*. The hours and days spent on-site are arranged by the student and the community supervisor. The Commitment Agreement will be shared during Orientation and completed during the Placement Introduction. Contact hours can vary depending on program length and schedule availability. Because this course is considered a PRACTICUM rather than a field-based international experience alone the field hours are calculated WITH the discussion hours. Students can expect to earn 1 credit for 268 minutes or 5.36 hours and 532 minutes or 10.64 hours on site. These are multiplied depending on the number of credit hours (i.e., 2 hours of credit would be 536 minutes or 10.72 hours of discussion and 1063 minutes or 21.26 hours on site; 3 hours of credit would be 804 minutes or 16 hours of discussion and 1596 minutes or 32 hours on site).
	On-site service-learning is documented by a **Log of Hours** which documents the student's hours and activities on-site. The Log is initialed by both the student and the community supervisor. This log is then entered on-line through the student portal submitted for review every week. Students are, of course, expected to attend the discussions held every two weeks.
Critical Reflection Essays (25%)	Students will respond to a series of prompts which elicit individual critical reflections. These critical reflections will assist students in identifying key cultural differences while encouraging them to 1) step outside their comfort zone to 2) understand the importance of seemingly insignificant

	daily events within a cultural context, and 3) highlight the relationship between local, regional, or international issues and those faced by the student's home community.
Participation in Group Discussion Meetings (25%)	Group discussions facilitate student reflection about the social implications of their international service-learning experience. The discussions will typically last an hour and may take multiple forms including visits to local businesses, organizations or historical sites, or simply a discussion of the week's events. Discussion topics will vary depending on program length.
Community Supervisor Evaluation (10%)	The community supervisor will complete an evaluation providing feedback regarding the student's contribution to the organization. The evaluation will highlight goals achieved, evidence of professionalism, and identify successful completion of projects and/or initiative as established by the Commitment Agreement.
Portfolio With Final Reflective Essay (5%)	The portfolio is a compilation of all the products produced during the international service-learning experience including a final reflective essay. The portfolio documents the experience in an integrated and comprehensive product and format which can be used to provide a representation of the international service-learning experience.

IV.   Evaluation:

A. Pre and Final Critical Reflection Essays (5% Pre and 5% Final)

Students will complete a pre and final critical reflection essay which provides an opportunity to compare and contrast behaviors and dispositions before and after the international service-learning experience. These are included in the comprehensive portfolio completed at the end of the experience.

B. Log of Hours and Supervisor Evaluation (30% & 10%)

During this international community-based learning and service experience students are actively engaged in working collaboratively with community members. Their actions and dispositions while in the community will be evaluated by the community supervisor. These evaluations will be shared with the student and included in the portfolio. One or more evaluations will be completed by the community supervisor (dependent on the number of weeks in field experience). Evaluations may occur at mid-point for placements that are longer than 10 weeks and at the conclusion of the 4 week placement.

Each evaluation will be scored as Excellent (E) Good, (G), Satisfactory (S), Poor (P) or Very Poor (VP). These ratings are based on an average of the items from the Participant Evaluation completed by the community supervisor. The activities are included in the Commitment Agreement signed by the student and community supervisor at the beginning of the placement. Students will receive 9-10 points for an evaluation rated as "E," 7-8 points for an evaluation rated as "G," 6 points for an evaluation rated as "S" and 4-5 points for an evaluation rated as P. Evaluations rated as "VP" would receive 0 – 3 points. For students

who are on-site longer than 10 weeks; the 4-week and 10 week evaluation will be averaged for evaluation.

C. *Group Discussion (25 %)*

Students will participate in a discussion group every two weeks. Participation is required. Learning objectives for each discussion session are included in the course outline. Discussion topics will vary depending on program length.

D. *Critical Reflection Essays* (25 %)

On alternating weeks with the discussion, students will respond to a prompt question. Entries are expected to be completed during the week assigned and are due prior to the group discussion the following week. The objectives for the journal entries are also included in the course outline.

V.   Course Delivery

EXP 510 will be delivered primarily in an international field-experience format with face-to-face and digital interactions and discussion on alternate weeks (i.e., group discussion week 1 and journal entry week 2).

VI.   Required or Recommended Texts/Tools - None
Online Resources

Required readings are included in the reference list. Additional required readings may be added as the course progresses at the discretion of the instructor or on-site supervisor.

VII.   Grading

Learning Activity	Points	Percentage of Grade
1. Pre-Departure Critical Reflection Essay	5	5
2. Participation & Log of Hours	30	30
3. Critical Reflection Essays	25	25
3. Group Discussion	25	25
4. Supervisor's Evaluation	10	10
5. Portfolio & Final Reflective Essay	5	5
Total Points Possible		**100%**

Grading Scale (Undergraduates)
Pass = greater than 70% of points
Fail = less than 70% of points

Grading Scale (Graduates)
Pass = greater than 80% of points
Fail = less than 80% of points

VIII.   Submission of Assignments

1. All assignments must be submitted during the week they are due and before the Group Discussion the following week.
2. Incomplete or "I" grades are assigned in accordance with university regulations. Students must notify the instructor when a grade of "I" is desired. Upon notification, a contract between the student and instructor will be developed for completion of the course.

IX.   Attendance

Because the course relies heavily on student participation, attendance during **both** the discussion meetings and participation in the field-site is required

Excused Absences & Make Up Work

Students should notify the community supervisor of absences prior to absence from the site when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

If the student has an excused absence from a Group Discussion or fails to submit a reflective essay on time, they may have the option to complete a make-up reflective essay at the discretion of the instructor. Students will work the on-site coordinator and notify the instructor for further details on completing a make-up assignment.

Students are expected to withdraw from the class if more than 20% of the class activities (i.e., field work or group discussions) scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Excessive Absences

According to the Rules of the University Senate, those students who miss more than 20% of the scheduled service-learning experiences OR Group Discussion FOR ANY REASON may be dropped by the instructor from the class. This is true even if the student is sick and has a medical excuse. The rationale for this rule is that people who miss more than 20% are not receiving the full content of the course.

From the Rules of the University Senate, Part II, 5.2.4.2 Excused Absences:
If attendance is required or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one–fifth of the class contact hours for that course, a student shall have the right to petition for a "W," and the faculty member may require the student to petition for a "W" or take an "I" in the course. (US: 2/9/87; RC: 11/20/87)

X.   Participation and Professionalism

Professional behavior is expected in digital interactions, discussion groups, and on site. Professional behaviors and dispositions include 1) communicating appropriately and effectively, 2) demonstrating constructive attitudes, 3) demonstrating the ability to conceptualize key content, 4) interacting appropriately with diverse groups in diverse settings and 5) demonstrating a commitment to professional ethics and behavior.

Participants who fail to participate in field work, reflection, or weekly discussions on a regular basis, participate as expected, and/or conduct themselves professionally or ethically may be required to set improvement goals, and may face failure or expulsion based on due process policies.

Participants must adhere to the schedule that is determined by the host organization and supervisor during the initial meeting. It is expected participants will perform the duties assigned to the best of their ability and failure to do so may result in dismissal from the program/organization and a failing grade. Participants must adhere to the schedule that is determined by the host organization and supervisor during the initial meeting. It is expected participants will perform the duties assigned to the best of their ability and should properly notify the on-site supervisor, instructor or host organization in the event they are unable to attend work. If a participant is dismissed from the program, they understand that serious financial and academic repercussions may result and these actions are solely their responsibility.

Students with Special Needs

If you have a disability and require adaptations and/or accommodations for this course, please notify the University of Kentucky's Disability Center to acquire the proper paperwork to distribute to all your class instructors. The Resource Center is located in room 2, Alumni Gym, 859.257.2754.
www.uky.edu/StudentAffairs/DisabilityResourceCenter/.

Ethics Statement

This course and its participants will not tolerate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis or race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.

All students are expected to conduct themselves in an appropriate and ethical manner in online journal submissions, discussion groups, and in field placements, as befitting ambassadors for the University of Kentucky. Any unethical behavior may result in failure for the course. Faculty will follow all university due process procedures in cases of academic or ethical misconduct.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a

student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

XI.   Assessment

Assessment Task	Points
Pre Departure Critical Reflective Essay	5
Participation & Log of Hours	30
Critical Reflection Essays	25
Group Discussions	25
Community Supervisor Evaluation	10
Portfolio & Final Reflective Essay	5

XII.   Course Schedule and Outline

As the course is for variable credit and program dates will vary, the following will identify the suggested reflections and number of group discussions students will be responsible for submitting. Based on program length and start date students will complete either an Individual Reflective Essays or attend a Group Discussions weekly. Refer to Section III Course Components for more information regarding estimated contact hours and equivalents for academic credit.

The Rubrics for grading class discussions and critical reflections are included at the end of the syllabus. At registration students must enroll for a specified number of hours of credit dependent on anticipated (and later contracted) number of hours on-site and number of assignments and discussions. Reflections and discussions occur alternating weeks. For example, reflections are submitted week 1; group discussion occurs week 2.

The Course Schedule is included in the following table.

* Individual reflective essays are submitted every two weeks.

Program Length	Individual Reflective Essays *	Group Discussions **	Hours of Credit*
2 weeks	Pre-S-L Goals	1 Group Discussion	1 hour
4 weeks	Pre-S-L Goals Passion and Creativity	2 Group Discussions	1 - 2 hours
6 weeks	Pre-S-L Goals What? So What? Now What? Passion and Creativity	3 Group Discussions	2 - 4 hours
8 weeks	Pre-S-L Goals What? So What? Now What? Passion and Creativity Activism	4 Group Discussions	4 – 6 hours
10 weeks	Pre-S-L Goals What? So What? Now What? Culture as a Lens Passion and Creativity Activism	5 Group Discussions	6 – 8 hours
12 weeks	Pre- S-L Goals What? So What? Now What? Culture as a Lens Needs & Cultural Relevance Passion and Creativity Activism	6 Group Discussions	8 – 10 hours
14 weeks	Pre- S-L Goals What? So What? Now What? Culture as a Lens Reciprocity Needs & Cultural Relevance Passion and Creativity Activism	7 Group Discussions	10 – 12 hours
16 weeks	Pre- S-L Goals What? So What? Now What? Culture as a Lens Critical Consciousness Reciprocity Needs & Cultural Relevance Passion and Creativity Activism	8 Group Discussions	12 hours
Semester academic program (part-time in tandem with enrollment in another academic program	Pre- S-L Goals What? So What? Now What? Culture as a Lens Needs & Cultural Relevance Passion and Creativity Activism	5 – 8 Group Discussions	6- 12 hours (dependent on time on-site and number of assignments contracted for completion)

*   *Individual reflective essays* are submitted every two weeks.
**   *Group Discussions* occur alternating weeks selected by the on-site coordinator.
*** *Hours of Credit* are assigned at registration and are dependent on number of anticipated on-site hours and number of assignments and group discussion.

XIII.   Critical Reflection and Group Discussion Learning Objectives

Critical Reflections	LEARNING OBJECTIVES
Pre-Service-Learning Goals	The objectives of this essay are threefold: Students will 1) enumerate their personal goals, 2) identify potential challenges they may face on-site, and 3) suggest potential solutions/coping mechanisms to overcome those challenges.
Initial Impressions	Students will detail their initial impression of the country or community utilizing all 5 senses. Students will also refer to their pre-departure goals and address whether or not these goals seem feasible based on their lived reality in the community or country.
What? So What: Now What?	Using Kolb's Experiential Learning cycle students will describe a specific moment in their international experience that demonstrates a connection between personal experience and on-site activity.
Culture as a Lens	Students will define ethno-relativism and ethno-centrism, identifying the inherent cultural biases present in a written example of cross-cultural observation. Participants will then identify the cultural features most important to them and describe a cultural difference they have encountered on-site.
Critical Consciousness	Students will write about their international work from the perspective of someone with whom they work at their placement to demonstrate their personal growth in empathy and perspective taking.
Reciprocity	Students will explain the benefits to stakeholders in community engagement activities, referencing specific ways that they can both benefit from and contribute to the community and vice versa.
Lens Shifting	Students will recall, describe and summarize the theories of ethno-relativism and ethno-centrism and will compare and contrast an element of their host community or culture in comparison to their own using an ethno-relative rather than a ethno-centric approach.
Addressing Needs in Culturally Relevant Ways	Students will identify at least one important community need which can be addressed in community and culturally relevant ways.
Passion and Creativity	Students will produce a creative project which provides recommendations for the issue raised by their host organization in #8 above.
Activism	Students will write a comprehensive letter to an elected official or international organization detailing the important issue identified by the host organization and provide recommendations as to how the issue can be ameliorated.
Preparing for Re-Entry	Students will reflect upon their overall experience, the ways they have changed as a result of their experience, the
Overall Goal Reflection	Students will analyze ways they have embraced an ethno-relative perspective utilizing the initial impression essay as evidence of their initial perspective Participants will also write a letter to self about how they will incorporate this experience into their life after the semester/experience ends.

GROUP DISCUSSIONS	LEARNING OBJECTIVES
Privilege Walk	Students will identify ideas of privilege and oppression as related to race, nationality, ethnicity, class, ability, religion, and sexual orientation and will identify examples in cultural context.
Brief Encounters	Participants will develop an understanding of how their own cultural values influence the way they view and interpret other cultures.
Celebrity Party	Students will identify and recognize stereotypes in their own culture and others. Students will describe the negative impact that pre-conceived notions can have on intercultural understanding and relationships.
A Good Use of Time	Students will use cultural perspectives and temporal concepts in interactions to explore cultural values relating to the concept of time in their home and host country and community.
The Gulf Oil Spill: An Environmental Justice Disaster	Students will define environmental justice in response to an article about the gulf Oil Spill. Students will then explain and describe instances of environmental racism and strategize solutions to the issue.
Understanding Demographics	Students will draw conclusions about their host community or country using demographic data and create a list of the strengths and weaknesses of using demographic data when comparing communities or countries.
Where WE Live Influences How We Live	Students will articulate and identify ideas of privilege and oppression by explaining how *where* one lives influences *how* one lives.
Poverty Quotes	Students will compare/contrast on-site issues to issues in their home communities by responding to a series of quotes about service, civic engagement and poverty.
Corporatization And Poverty	The goals of this discussion are twofold: students will 1) analyze statistics about poverty, inequality and corporatization in the United States, and 2) use the analysis to create a summary of political movements related to workers' rights.
"Development" and Indigenous Peoples	Students will define development and discuss its positive and negative implications for indigenous peoples.
Multiple Identities	Students will identify the multifarious aspects that compose their identities. Students will also discuss how self-identification impacts an individual's relationship to community.
Packing your Bags: Bringing Home New Skills, Experiences, and Insights	Students will identify skills and qualities they have developed during the semester and learn how to highlight their international experiences on a resume and during a job interview. Reflecting on how the international experience influences their experience in their home community
Individual Reflection Overview	Students will discuss their individual reflection responses with their peers to gain insight into the sociopolitical and economic issues addressed by various partner organizations. Students will also share strategies for overcoming challenges on-site.

XIV. References

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Rubric for Group Discussion

	4	3	2	1
Frequency **and** **Quality**	Always attends the discussion and *always contributes* to the discussion by: (1) asking thoughtful questions, (2) analyzing relevant data, issues, and points made by other participants, (3) actively seeks to expand his/her own perspective and that of the group, expanding on the ideas of others, (4) links readings (assigned or sought out by the student) and past/current discussions (5) and appropriately challenging assumptions and perspectives	Attends class regularly and *sometimes contributes* to the discussion in the aforementioned ways.	Attends class regularly but *rarely contributes* to the discussion in the aforementioned ways.	Attends class regularly but *never contributes* to the discussion in the aforementioned ways.

Adapted from Eberly Center for Teaching Excellence, Carnegie Mellon University

Reflection Journal Rubric (Janet Eyler, 2013)				
	Below Average	**Average**	**Good**	**Excellent**
Writing/ structure	Difficult to follow main ideas due to lack of organization, grammar, punctuation, spelling mistakes.	Main ideas identified, but weak organization, poor use of paragraphs, some mechanical errors get in way of comprehension.	Points clearly made. Easy to follow and logically organized. Writing may be awkward & errors do not inhibit comprehension.	Points clearly and eloquently stated. Writing well organized and without significant error.
WHAT?				
Narrative of events	Short and fragmentary description of visit. Lacks discussion of events that occurred and details about physical setting and actors.	Brief description of events. Lacks detail. May not include description of physical setting.	Description paints picture of what took place; includes descriptions of setting and behavior of multiple actors	Events are described in great detail (who, what, when & where) so situations are vividly rendered. Detailed description of setting and environment as well as events and actors.
SO WHAT?				
Application/ insights	No new insights. No linking of personal experience and class content. No evidence of personal growth/insight.	Superficial descriptions of how experience and course subject matter are connected. Little evidence of personal connections or insights about personal growth.	Thorough descriptions of experiences with explicit discussion in context of course content; experiences in service site used as examples of course concepts. Personal connection & insights evidenced.	Analyzes service experience using multiple views & situational context when interpreting experience and applying theories from class, takes questioning approach to interpreting experience. Evidence of personal growth.
NOW WHAT?				
Further application/ study	No discussion of unanswered questions that need to be pursued or insights that suggest new things to observe or do on next visit to the service site.	Superficial mention of different things to try at service site.	Explores how future service or community activity will be influenced by this service experience. Or mention of questions that need to be pursued to understand the service site or issues better.	Full discussion of 'lessons learned' from experience and how they can be applied to further service or further activity in community. Insights that lead to understanding of important issues; ID unanswered questions.

Courses	Request Tracking

Course Change Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate R

Attachments:

[Browse...]   Upload File

	ID	Attachment
Delete	3487	EXP 500DL memo.pdf
Delete	3748	EXP 510 Revised September 2014.docx

[First] 1 [Last]

Select saved project to retrieve...   Get   New

NOTE: Start form entry by choosing the Current Prefix and Number
(*denotes required fields)

Current Prefix and Number:	EXP - Experiential Education	*Proposed Prefix & Number:* (example: PHY 401G)	EXP 510
	EXP 500 INTRO SERVICE-LEARNING	☐ Check if same as current	

*	What type of change is being proposed?	☐ Major Change ☑ Major – Add Distance Learning ☐ Minor - change in number within the same hundred series, exception 60 the same "hundred series" ☐ Minor - editorial change in course title or description which does not imp in content or emphasis ☐ Minor - a change in prerequisite(s) which does not imply a change in co content or emphasis, or which is made necessary by the elimination or sign alteration of the prerequisite(s) ☐ Minor - a cross listing of a course as described above

Should this course be a UK Core Course? ☐ Yes ◉ No	
If YES, check the areas that apply:	
☐ Inquiry - Arts & Creativity	☐ Composition & Communications - II
☐ Inquiry - Humanities	☐ Quantitative Foundations
☐ Inquiry - Nat/Math/Phys Sci	☐ Statistical Inferential Reasoning
☐ Inquiry - Social Sciences	☐ U.S. Citizenship, Community, Diversity
☐ Composition & Communications - I	☐ Global Dynamics

1.	General information		
a.	Submitted by the College of: Undergraduate Education		Submission Date: 5/16/2013
b.	Department/Division:	Experiential Education	
c.*	Is there a change in "ownership" of the course?		
	☐ Yes ◉ No If YES, what college/department will offer the course instead?	Select...	
e.*	* Contact Person Name: Katherine McCormick Email: kmcco2@uky.edu Phone: 859.257.9573		
	* Responsible Faculty ID (if different from Contact) Email: Phone:		
f.*	Requested Effective Date:	☑ Semester Following Approval OR	Specific Term: ²

2.	Designation and Description of Proposed Course.	
a.	Current Distance Learning(DL) Status:	☐ N/A ☐ Already approved for DL* ◉ Please Add ☐ Please Drop

*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) tha proposed changes do not affect DL delivery.

b.	Full Title:	INTRODUCTION TO SERVICE-LEARNING	*Proposed Title: *	International Service-Learni
c.	Current Transcript Title (if full title is more than 40 characters):		INTRO SERVICE-LEARNING	

c.	Proposed Transcript Title (if full title is more than 40 characters):				International Service-Learning			

d.	**Current Cross-listing:**		☐ N/A		OR	Currently[3] Cross-listed with (Prefix & Number):	Same as MC !
	Proposed – ADD[2] Cross-listing (Prefix & Number):						
	Proposed – REMOVE [3,4] Cross-listing (Prefix & Number):						

e. Courses must be described by **at least one** of the meeting patterns below. Include number of actual contact hours [5] for each meeting pattern type.

Current:	Lecture		Laboratory[5]		Recitation		Discussion	Indep. Study
	Clinical		Colloquium		Practicum		Research	Residency
	Seminar		Studio		Other		Please explain:	

Proposed: *	Lecture		Laboratory[5]		Recitation		Discussion	Indep. Study
	Clinical		Colloquium		Practicum 1		Research	Residency
	Seminar		Studio		Other		Please explain:	

f.	**Current Grading System:**		ABC Letter Grade Scale	
	Proposed Grading System:*	◯ Letter (A, B, C, etc.) ◉ Pass/Fail ◯ Medicine Numeric Grade (Non-medical students will receive a letter grade) ◯ Graduate School Grade Scale		

g.	**Current number of credit hours:**		3	Proposed number of credit hours:*	1 - 12

h.*	**Currently, is this course repeatable for additional credit?**	◯ Yes ◉ No
*	Proposed to be repeatable for additional credit?	◯ Yes ◉ No
	IF YES:	Maximum number of credit hours:	
	IF YES:	Will this course allow multiple registrations during the same semester?	◯ Yes ◯ No

i.	**Current Course Description for Bulletin:**
	This interdisciplinary course is designed to introduce students to the theories, concepts, and practices of Service-Learning. Service-Learning is a form of experiential education which engages the students in enhancing the common good through the application of classroom learning to service.

*	Proposed Course Description for Bulletin:
	This course is designed to introduce students to the theories, concepts, and practices of service-learning in an international setting. Service-learning engages the student in enhancing the common good through the application of learning to service.

j.	**Current Prerequisites, if any:**
	Prereq: Upper division status.

*	Proposed Prerequisites, if any:
	None
*	

k.	**Current Supplementary Teaching Component, if any:**	◯ Community-Based Experience

		○ Service Learning
		○ Both

	Proposed Supplementary Teaching Component:	○ Community-Based Experience ○ Service Learning ◉ Both ○ No Change

3.	Currently, is this course taught off campus?	○ Yes ◉ No
*	*Proposed to be taught off campus?*	○ Yes ◉ No
	If YES, enter the off campus address:	
4.*	**Are significant changes in content/student learning outcomes of the course being proposed?**	◉ Yes ○ No
	If YES, explain and offer brief rationale:	

> Three changes are proposed. We propose to the change the course from a lecture format to a practicum to allow students to apply their knowledge gained in class discussion to service. Their learning is demonstrated through (1) written critical reflection and (b) oral in-class/group discussion. Service occurs in community agencies or programs located internationally. Second, in keeping with the class & field-based model we propose changing the earned credit hours from 3 credit hours to 1 – 12 credit hours to provide flexibility and to align with the multiple formats in which students engage in international service-learning. Finally, we propose to change the title form Introduction to Service-Learning to International Service-Learning to more accurately reflect a global experience and to reflect a more advanced understanding and perspective than an introduction. We intend to introduce service-learning earlier in the undergraduate experience.

5.	**Course Relationship to Program(s).**	
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	○ Yes ◉ No
	If YES, identify the depts. and/or pgms:	
b.*	**Will modifying this course result in a new requirement[Z] for ANY program?**	○ Yes ◉ No
	If YES[Z], list the program(s) here:	
6.	**Information to be Placed on Syllabus.**	
a.	☐ Check box if <u>changed to</u> 400G or 500.	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and *you must include the differentiation* undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and establishing different grading criteria in the course for graduate students. (See *SR 3.1.4.*)

Distance Learning Form

This form must accompany <u>every</u> submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instruct in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer techno

A number of specific requirements are listed for DL courses. The *department* proposing the change in delivery method is responsible for ensuring that the require below are satisfied at the individual course level. It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equi experience for students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

Course Number and Prefix:	EXP 510	Date:	5/16/2013
Instructor Name:	Katherine McCormick	Instructor Email:	kmcco2@uky.edu

Check the method below that best reflects how the majority of the course content will be delivered.

Internet/Web-based ☑   Interactive Video ☐   Hybrid ☐

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to Univer Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

> Timely and appropriate opportunities for interaction between students, faculty, and other students are described in the syllabus.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goa assessment of student learning outcomes, etc.

Textbooks, course goals, and assessment of student learning outcomes are described in the course syllabus and will be reviewed with students during the first week of enrollment.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; acad offense policy; etc.

Students will submit their work through a student portal, no exams are given, and the academic offense policy is included in the syllabus.

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via a of DL, as defined above?

No

Which percentage, and which program(s)?

No percentage

*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL deli be six months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom se

All services are available online and through interaction with the instructor and community partner/supervisor.

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

Students will access learning resources online and through interaction with the instructor and community supervisor.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

Field assignments will be made during the first week of the course and are based on a match between student preference, discipline and community need.

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/ receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

UK procedures for resolution of conflict are included in the course syllabus.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

○ Yes
◉ No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

Students will access learning materials online and will meet with community supervisor and other students in the community.

10. Does the syllabus contain all the required components, below? ☑ Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (http://www.uky.edu/DistanceLearning) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/Help/; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:
  - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Res Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)
  - Carla Cantagallo, DL Librarian
  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
  - Email: dllservice@email.uky.edu
  - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Katherine McCormick

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (http://www.uky.edu/UKIT/Help)

Revised 8/09

[1]See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "n form will be sent to appropriate academic Council for normal processing and contact person is informed.

[2]Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[3] Signature of the chair of the cross-listing department is required on the Signature Routing Log.

[4] Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

[5] Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab me meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See *SR 5.2.1.*)

[6] You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

[7]In order to change a program, a program change form must also be submitted.

Submit as New Proposal   Save Current Changes

Memorandum

Date: June 2, 2014

To: Karen Badger, Ph.D.
Chair, Undergraduate Council

From: Katherine McCormick, Ph.D.
Cc: Ben Withers, Associate Provost for
Undergraduate Education

Re: Change to EXP 500

Please find the required additional information for approval of this course to be changed from EXP 500 (Introduction to Service Learning); to EXP 510 (International Service-Learning). As Associate Provost stated during the meeting of the Council, this course may be taught by any UK faculty member teaching abroad or interacting with international professionals via Distance Learning. In addition, the course will be vetted by staff/ faculty in Undergraduate Education and the Education Abroad office each semester it is offered.

I hope this clarifies any remaining issues. Thank you for your consideration of this proposal. Please let me know of your progress and if I need to provide any further information as this proposal moves forward.