

Curriculum Integration Plan

This worksheet is designed to guide faculty members in the construction of Academic Service-Learning (ASL) opportunities. This document covers the following topics:

1. Community Organization

- Description
- Mission
- Contact Information

2. Service

- Description
- Requirements
 - Schedule/Service Times
 - Training
 - Background Checks
 - Cost
 - Materials

3. Curriculum Planning

- Description
- Course Outcomes
- General Learner Outcomes
- Curriculum Enhancements
- Related Disciplines

4. Connectivity

- Description
- Example Connectivity Component
- Design your Connectivity Component

5. Reflection

- Description
- Levels of Reflection
 - Self
 - Specific
 - Systematic
 - Sustainable
- Methods of Reflection
- Design your Reflective Components

Community Organization

Description of Organization:

Mission of Organization:

Contact Information:

Service

Description:

Requirements

Schedule/Service Times:

Training:

Background checks:

Cost:

To Faculty -

To Students -

Additional Costs (ASLC or otherwise) -

Materials:

Curriculum Planning

The goal of curriculum academic service learning is to facilitate understanding of course and general learner outcomes through service. ASL provides students with unique learning opportunities and faculty members with alternative teaching methods. Faculty should integrate opportunities in their service learning curriculum for students to extract course concepts, apply skills, and test the goodness of fit between intended career and skill set or student interest.

Course Outcomes

Course Title:

Course Number:

Course Section:

Integrate your selected Course Outcomes:

Design your ASL project to achieve at least one course outcome from your CARP. Please articulate the connection between the ASL project and the selected course outcome(s). In other words, what specifically about the service project provides you and the students the opportunity to extract meaningful learning relative to the selected course outcome(s)?

General Learner Outcomes

Check the General Learner Outcomes you will integrate into your curriculum:

Communication Skills

- Reading - Read texts and materials at a level appropriate to the discipline with demonstration of success in the context of the discipline.
 - Written Communication - Express thoughts through appropriately correct, typically succinct, relevant, written communication.
 - Listening - Listen interactively within the classroom and other learning settings.
 - Speaking - Speak effectively to an audience.
 - Written: Students will practice effective written communication that has a clear sense of purpose and is appropriate for the audience.
 - Speaking: Since speaking is often a general act of communication, students should be able to speak effectively to general audiences as well as to those in their discipline.)
 - Reading: Reading texts and materials at a level appropriate to the discipline with demonstration of success in the context of the discipline.
 - Listening: Listen interactively within the classroom and other learning settings at a level appropriate to the discipline with demonstration of success in the context of the discipline.
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Computation Skills

- Understanding and applying mathematical concepts and reasoning, analyzing and using numerical data.
- Computation skills with positive and negative integers, fractions, decimals, and percentages
- Estimation and graphical interpretation skills.
- Proportional reasoning skills.
- Spatial reasoning skills.

Critical Thinking Skills

- Evaluation, Analysis, Syntheses, Decision-making, Creative thinking
 - Problem Solving Skills Including Decision-Making Skills for Best Strategy
 - Creative Skills
 - Explanation and Justification Skills
 - Logic Skills
 - Multiple Perspective-Taking Skills
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Diversity Skills

- Multicultural awareness, both local and global. Demonstrate knowledge of the breadth of diversity (culture, race, disability, socioeconomic status, geographic origin, sexual orientation, gender, age, religion, and/or any other legally protected class).

- Describe and analyze one's own cultural values, beliefs and biases, and the influence of diverse cultural perspectives on human thought and behavior.
 - Recognize the consequences of societal exclusion, both past and present on the human experience.
 - Articulate the difference between and among these constructs; awareness of, sensitivity to, tolerance for, and respect for, those from different cultures and lifestyles.
 - Recognize the impact of socioeconomic status on life opportunities.
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Information Management Skills

- Collecting, analyzing and organizing information from a variety of sources
 - Ability to identify the research question, potential sources of information; ability to search, retrieve or obtain information from a variety of sources (including human resources)
 - Ability to physically process information appropriately, and to discern what information is relevant through multiple means of evaluation
 - Ability to paraphrase, synthesize, and organize information into an final product that conforms with ethical and legal guidelines
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(General Learner Outcomes continue on next page)

Interpersonal Skills

- Teamwork, Relationship management, Conflict resolution, Workplace skills
 - Group Interaction: Describe some of the challenges they will face working in a group or team because of their personality type/style.
 - Group Interaction: Be able to explain the roles inherent in any group (e.g. recorder, facilitator, and reporter) and the function of each role.
 - Group Interaction: Understand/demonstrate acceptable interpersonal skills in a setting (e.g. classroom, lab, workshop, office) appropriate for their discipline. (Skills include using the proper eye contact and body language, being an active listener)
 - Teamwork: Exhibit the ability to build consensus, manage conflict and communicate respect to other team members while accomplishing a team task.
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Personal Skills

- Ability to understand and manage self, management of change, learning to learn, personal responsibility, aesthetic responsiveness, wellness)
 - Ethics and Values. Identifies and applies values to guide ethical decisions and actions.
 - Time and Resource Management. Manages the use of time and other resources to complete tasks and achieve goals.
 - Responsibility. Recognizes and practices responsibility to self and others for attitudes, decisions, and actions.
 - Lifelong Learning Skills. Adapts to new situations and demands by applying and developing knowledge and skills.
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Technology Skills

- Computer literacy, Internet skills, retrieving and managing information via technology
 - Electronic Communication Skills (email)
 - Word Processing Skills
 - Basic Computer Skills
 - World Wide Web/Internet Skills
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Integrate your selected General Learner Outcomes:

Design your ASL project to achieve at least one GLO. You may choose any GLO, however, the respective CARP specific GLOs are strongly encouraged. Please articulate the connection between the ASL project and the selected GLOs. What elements or components of the ASL project ensure that you achieve the selected GLOs.

Curriculum Enhancements:

Are there any extra learning tools you plan to use to support this project? For example you could use saplings to plant for Arbor Day; utilize free work books provided by a related non-profit or unique assignment idea.

Related Disciplines:

To what other disciplines do you think this project is well suited?

Connectivity

Connectivity “humanizes” the ASL project and drives individuals to want to make a difference. Feeling connected to and understanding the target audience is imperative to a meaningful experience. Academic Service Learning in the absence of connectivity results in an empty and unfulfilling experience for students.

The exact same service can result in vastly different student experiences as a function of the connectivity component. For example, if students were to build a house as a service project, it would be important for them to actually meet and engage in discussion with the recipient family. We do service because it makes a difference in the lives of others. Make sure to incorporate the opportunity for your students to “see the difference” by connecting with the target audience. Please design your connectivity component to occur early in the process.

Design your Connectivity Components:

Reflection

Reflection is a key component in the service learning experience. It gives meaning to the project, and helps students draw connections between the experience, course content and their lives. It also challenges students to use critical thinking skills and explore their role as citizens in the community. Reflection is best done before, during and after the service experience, as it creates connectedness and continuity among the class and the experience itself.

In effect, reflection is the culmination of the service, curriculum, and connectivity. The reflective process is designed to help students comprehend the full scope of the ASL experience.

Levels of Reflection

- **Self** - Who was I when I started this project? How am I different now? How did I grow? What did this help me learn? What is the most valuable lesson I will take from this experience?
- **Specific** - How is the service I am doing for this organization impacting the people served? Why is this work important? What would the consequence be for this organization or its participants if our class did not do this project?
- **Systemic Process** - How does this service learning experience impact and connect to larger issues at the local/state/national/global level? How is this issue related to the economy, government, and education? What variables does this issue impact and how is this issue impacted by other variables?
- **Sustainable (Futuring Reflection)** - Futuring reflection requires students to think about next steps and shifts the focus to creating sustainability. Make certain to consider each level of reflection (self, specific, and systemic process) when futuring. How will you be different from this moment forward? How will this affect your goals regarding your college experience? Your career goals? Can you or the organization take action to sustain the impact of this service? What resources are available to the organization to sustain this impact? Is there something that can be done on the local level that may ultimately exert influence at the global level? What systems are most likely to effect change?

Methods of Reflection

Reflections can be carried out individually or in groups and include a wide range of methodology.

- Engage in open reflection sharing as a class discussion.
- Students can write out responses individually and faculty can select (with student permission) some to share to begin a large group discussion.
- Provide specific discussion questions in large or small groups that challenge students to critically think about their service experiences.
- Students can write reflection papers.
- Provide magazine pictures and asked student to create an individual collage that best exemplifies their learning.
- Provide a table full of trinkets and then allow students to select a few different objects that represent their reflections across different levels (see description of levels of reflection above). Have the students take turns sharing the objects they chose and why.
- Create a collage of photographs relevant to the service and ask students to write reflective captions surrounding the photo. You could do one photo on a large posterboard to allow diverse reflections.
- Watch a video, YouTube, or documentary to elicit discussion about critical issues that relate to the ASL project.
- Find and attend relevant community events and then process the event as a group afterwards.
- Consider, discuss, and engage in action to effect change. For example, create and submit a proposed solution, contact government officials to support a cause, create a community forum, or create an alliance.

Design your Reflective Component: