

GENERAL INFORMATION			
Name: Dr. Susan Neimand	Phone #: (305) 237-6152		
Course Prefix/Number: EDG 4045	Course Title: Civic Engagement through Service Learning		
Number of Credits: 3			
Degree Type	<input type="checkbox"/> B.A. <input type="checkbox"/> B.S. <input type="checkbox"/> B.A.S <input type="checkbox"/> A.A. <input type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> C.C.C. <input type="checkbox"/> A.T.C. <input type="checkbox"/> V.C.C <input type="checkbox"/> N.D. (Non-Degree)		
Date Submitted/Revised: 7/30/08	Effective Year/Term: 2008-2		
<input checked="" type="checkbox"/> New Course Competency <input type="checkbox"/> Revised Course Competency			
Course to be designated as a General Education course (part of the 36 hours of A.A. Gen. Ed. coursework): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
The above course links to the following Learning Outcomes: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input checked="" type="checkbox"/> Environmental Responsibility </td> </tr> </table>		<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective	<input checked="" type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input checked="" type="checkbox"/> Environmental Responsibility
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Course Description (limit to 50 words or less, must correspond with course description on Form 102): This course will prepare K-12 teachers to actively involve their students in civic responsibility and social action through the development and implementation of high-quality service learning experiences. Students will learn research based practices including utilization of quality literature, curricular integration, and collaboration between students, teachers, and the community will be modeled and practiced. (For Recertification Only)			
Prerequisite(s): BS degree	Corequisite(s):		

Competency 1: Students will develop a conceptual framework for service-learning by:

1. Defining high quality service learning
2. Distinguishing high-quality service learning from volunteerism and community service
3. Describing the major features of service learning, including types (examples: direct, indirect, research, and advocacy), stages (investigation, preparation, action, reflection, and demonstration), and essential elements (academic cross-curricular articulation tied to standards, meeting genuine community needs, youth voice and choice, integration of reciprocity, collaborations with community partners, and civic responsibility)
4. Identifying and aligning national, state, and local curricula standards to well-designed service learning instruction and experiences

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5. Identifying, evaluating, comparing, and contrasting local, national, and international projects
6. Discussing how service learning projects can be used to achieve global literacy
7. Identifying challenges and possible solutions to K-12 service learning

Competency 2: Students will evaluate the research on service learning, its impact, and best practices by:

1. Researching and summarizing current research on service learning
2. Categorizing the impact of service learning based on program outcome literature
3. Explaining best practices in service learning: what works and what doesn't work
4. Organizing and creating a resource file to be used in the development of service learning projects

Competency 3: Students will plan and develop high quality service-learning projects by:

1. Surveying and interviewing experienced teachers to determine their use of service-earning projects in their classrooms
2. Conceptualizing different approaches to service learning in schools including integration and implementation into: required and elective courses, youth councils, leadership courses, and co- and extracurricular offerings.
3. Identifying and incorporating literature into service learning experiences
4. Developing a variety of writing activities to allow students to organize their reflections on projects
5. Incorporating and infusing the content areas and fine arts as appropriate
6. Selecting activities that are age appropriate and allowing for students to develop and apply appropriate content and skills in developing service learning projects
7. Integrating the five stages of service learning and essential elements into project design
8. Identifying grant opportunities to support the development and implementation of service learning projects

Competency 4: Students will implement and execute a high quality service learning project by:

1. Modeling and scaffolding the cognitive and affective skills (i.e., cooperative learning, listening, effective speaking) necessary for successful collaboration and development of service learning experiences
2. Identifying, practicing, and implementing strategies for effectively building community partnerships

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3. Creating opportunities to present, recruit, and involve families in service learning projects
4. Providing opportunities for students to demonstrate and disseminate information pertaining to the service learning process and projects to the school and community

Competency 5: Students will assess service learning projects by:

1. Recognizing and utilizing a variety of assessment instruments to evaluate a service learning project
2. Identifying and utilizing data collection techniques to analyze the effectiveness of service learning project outcomes

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