

Academic Service-Learning Course Designation Form

The first page of this form should be completed by the individual seeking the Academic Service-Learning (AS-L) designation for their course. Once completed, submit this form, with the course syllabus and supporting documentation, to the Center for AS-L Coordinator. This form will be used by a sub-group of the AS-L faculty advisory group, and subsequently UAAC, to determine if the proposed course can utilize the AS-L qualifier within the course catalog. The National Quality Practice Standards, approved (12/11) by faculty senate as the AS-L course standards at UW-Superior, were used to develop this form. Evidence is required for standards 1-11; evidence is optional for standards 12 and 13.

Course Name: _____ Instructor: _____

Quality Practice Standards Evident within Course Syllabus	Page(s) in Syllabus/Documentation	Additional information (if needed)
<p>Link to Curriculum and Reflection</p> <ol style="list-style-type: none"> 1. Service outcomes listed and clearly aligned with the course learning outcomes 2. Evidence of student reflection before, during and after the service experience 3. Evidence of students' cognitive and/or affective engagement in complex community issues including their personal role in such issues 		
<p>Partnership and Meaningful Service</p> <ol style="list-style-type: none"> 4. Describes one or more identified community partner (a school(s), non-profit(s), small business(es) or an office on-campus) 5. Partner-articulated goals to be met through the service element of the course 6. The service leads to attainable, measureable and visible outcomes that are valued by those being served 7. Faculty member disseminates the outcomes to an suitable audience 		
<p>Duration and Intensity and Progress Monitoring</p> <ol style="list-style-type: none"> 8. On-going communication (i.e. assignments, scheduled check-in dates) with the community partner to keep all parties well-informed about activities and progress 9. Sufficient time provided to address the identified community needs and provide evidence for achieving the learning outcomes 10. Progress measures are clearly stated and multiple sources for measures are identified 		
<p>Diversity and Student Voice</p> <ol style="list-style-type: none"> 11. Student choice and decision-making within the parameters of the course 12. Students encouraged to recognize and/or overcome stereotypes (if applicable) 13. Students identify and analyze different points of view to gain understanding of multiple perspectives (if applicable) 		

Signature of Submitter: _____ Date: _____

Department Chair: _____ Date: _____

For Academic Service-Learning Faculty Advisory Group Evaluator

Quality Practice Standards Evident within Course Syllabus	Is the Standard Met?	Comments/Suggestions
<p>Link to Curriculum and Reflection</p> <ol style="list-style-type: none"> 1. Service outcomes are listed and clearly aligned with the course learning outcomes 2. Evidence of student reflection before, during and after the service experience 3. Evidence of students' cognitive and/or affective engagement in complex community issues including their personal role in such issues 	<ol style="list-style-type: none"> 1. Yes/No 2. Yes/No 3. Yes/No 	
<p>Partnership and Meaningful Service</p> <ol style="list-style-type: none"> 4. Describes one or more identified community partner (a school(s), non-profit(s), small business(es) or an office on-campus) 5. Partner-articulated goals to be met through the service element of the course 6. The service leads to attainable, measurable and visible outcomes that are valued by those being served 7. Faculty member disseminates the outcomes to an suitable audience 	<ol style="list-style-type: none"> 4. Yes/No 5. Yes/No 6. Yes/No 7. Yes/No 	
<p>Duration and Intensity and Progress Monitoring</p> <ol style="list-style-type: none"> 8. Frequent and regular communication (i.e. assignments, scheduled check-in dates) with the community partner to keep all partners well-informed about activities and progress 9. Sufficient time is provided to address the identified community needs and provides evidence for achieving the learning outcomes 10. Measures are clearly stated and multiple sources for measures are identified 	<ol style="list-style-type: none"> 8. Yes/No 9. Yes/No 10. Yes/No 	
<p>Diversity and Student Voice</p> <ol style="list-style-type: none"> 11. Student choice and decision-making within the parameters of the course 12. Students encouraged to recognize and overcome stereotypes (if applicable) 13. Students identify and analyze different points of view to gain understanding of multiple perspectives (if applicable) 	<ol style="list-style-type: none"> 11. Yes/No 12. Yes/No 13. Yes/No 	

Check One:

All eleven above required quality practice standards, based on supporting documentation, are evident within this course. Approved

Not all of the eleven above required standards are evident, based on supporting documentation, within this course. Re-Submit after addressing the changes noted above

AS-L Coordinator: _____ Date: _____

Updated September 2014