

Texas A&M University – San Antonio
Experiential Learning / Service-Learning Course Designation Application

This application is to request official designation of a course as either Experiential Learning (EL) or Service-Learning (SL).

Documents needed for application:

- Experiential Learning/Service-Learning Designation Request Form.**
- Draft Syllabus.** The draft syllabus should clearly demonstrate integration of the experiential learning or service-learning activities, including opportunities for critical reflection. These activities and their purpose should be clearly denoted in the syllabus. The draft syllabus should be detailed, even in draft form, and not just a general outline.
 - If assignments pertaining to service- or experiential learning are detailed in a separate handout, please include those documents as well.
- Course Self-Assessment.** Complete a Course Self-Assessment for either Experiential Learning or Service-Learning. These checklists can be found on the following pages of the application packet.

Texas A&M University-San Antonio Definitions (officially adopted May 2018):

Experiential Learning engages students in professional practice by asking them to create, to evaluate, and to apply knowledge outside of traditional classroom settings. Student outcomes will include development of critical thinking, problem-solving, and self-efficacy through:

- Direct experience
- Reflective observation
- Abstract conceptualization
- Active experimentation

Service-learning integrates meaningful collaboration with the community (local, regional/state, national, global) with reflection to enhance teaching and learning, strengthen civic responsibility, address critical social issues, and contribute to the public good.

Texas A&M University – San Antonio Strategic Plan 2016-2021

Goal 2: Continue to Build Academic Excellence

Outcome: *By 2021, 20% of courses in each collect will be certified experiential learning or service-learning courses.*

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Experiential Learning/Service-Learning Designation Request Form

Name: _____ Date Submitted: _____

Faculty Name(s): _____

If several faculty members teach different sections with this same activity, list all names above and star the lead faculty members

Applying for (select 1): Experiential Learning Course Designation
 Service-Learning Course Designation

Email for lead faculty member: _____

Campus address for lead faculty member: _____

Phone Number for lead faculty member: _____

Course Number: _____ Course Name: _____

College: _____ Department: _____

Is this course/Will this course be (check all that apply):

- Cross-Listed:
- Required:
- Core-Course:

Will this course be cross-listed? Yes or No If yes, with what course?

Will this designation apply to:

- | | | |
|---|--|---|
| <input type="checkbox"/> All sections of this course | <input type="checkbox"/> Online Courses | <input type="checkbox"/> Synchronous Courses |
| <input type="checkbox"/> All instructors of this course | <input type="checkbox"/> In Person Courses | <input type="checkbox"/> Asynchronous Courses |
| <input type="checkbox"/> Listed instructors only | <input type="checkbox"/> Hybrid Courses | <input type="checkbox"/> 10 week or shorter semesters |

Please provide a one paragraph summary (approximately 150 words) of how the experiential learning or service-learning activities in this course will meet course objectives. For service-learning, please also include how the service-learning activities will meet community needs.

I agree to provide evaluative data as required by the Mays Center for Experiential Learning and Community Engagement at the completion of the course.

If several faculty teach different sections, the lead contact who will monitor the course can sign for group

Faculty Signature: _____ Date: _____

Department Chair Signature: _____ Date: _____

Dean Signature: _____ Date: _____

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Course Self-Assessment for Service-Learning Designation

For a course to be approved as Service-Learning, your attached syllabus and course description must clearly meet the requirements of the following rubric. This rubric is intended to serve as a self-assessment for applicants; therefore, a description or explanation of how each criteria will be met by the course is required.

Criteria	Description of how course meets criteria
Students will participate in service that is significant, intentional, community-based work defined in response to a need or aspiration presented by an individual, school, or organization that is contributing to the public good. Core issues of impact, sustainability, and reciprocity have been addressed between the university and community partner(s).	
Course service component has a clear and defined linkage with the course learning objectives.	
Structured opportunities for guided self-reflection on student learning and impact on the community occur at multiple points of the course as outlined in the syllabus or course calendar. Expectation is a minimum of three reflection points throughout the course -- at the beginning, middle, and end of course -- though more are encouraged. Reflection should include a feedback mechanism from the instructor.	
Syllabus includes a clear demonstration of service-learning outcomes, how service-learning experiences align with course objectives, and the chosen form for assessment of outcomes and experiences.	
All students in the course are required to engage in service-learning experience.	
Service options ensure that no student is required to participate in a service placement that creates a religious, political, or moral conflict for the student.	
For every one-hour of course credit, a student should spend 5 hours in service. Service hours may include hours spent in training, preparation, and direct contact with clients.	
Grades throughout the semester will be given for achievement of course objectives through the service-learning activity, not just for completing a set number of hours.	

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Completed application should be sent as email attachment to:
Mays Center for Experiential Learning & Community Engagement
Science & Technology Building Suite 111
210.784.1356 | mays@tamusa.edu

Course Self-Assessment for Experiential Learning Designation

For a course to be approved as Experiential Learning, your attached syllabus and course description must clearly meet the requirements of the following rubric. This rubric is intended to serve as a self-assessment for applicants; therefore, a description or explanation of how each criteria will be met by the course is required.

Criteria	Description of how course meets criteria
Course offers a balance between the experiential and classroom activities.	
Students are encouraged to think beyond the classroom by applying textbook knowledge to hands-on projects.	
Course provides learning activities that are relevant to the students about workplace practices and how organizations work.	
Course demonstrates how the experience broadens student understanding of the discipline, the world, or themselves as learners.	
Syllabus identifies any additional learning outcome requirements as defined by the course, program, or faculty member.	
Course engages student self-reflection on the meaning of the experience individually and professionally and how students are learning as a result of the experience. Expectation is a minimum of three reflection points throughout the course -- at the beginning, middle, and end of course -- though more are encouraged. Reflection should include a feedback mechanism from the instructor.	
For every one-hour of course credit, a student should spend 5 hours in active experimentation/direct experience. These hours may include hours spent in training, preparation, and direct contact with clients.	
Syllabus includes a plan of assessment for the experiential learning that has taken place, and includes a plan for students to evaluate their own performance connected to their own career aspirations.	

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Frequently Asked Questions (FAQs)

When should a course be designated for all sections, all instructors?

For a course to be designated for all sections (all instructors), there must be a standardized format for how the course is taught, regardless of individual instructor, to include principles of experiential learning and/or service-learning.

Who can I contact about revising/creating a course to utilize experiential learning pedagogy?

Reach out to staff in the Mays Center for questions regarding this application, as well as to discuss strategies to use experiential learning in your classroom:

Krystina Irvin, Director of Experiential Learning, Krystina.irvin@tamusa.edu, (210) 784-1463
Allie Beedle, Service-Learning Coordinator, Alexandria.beedle@tamusa.edu, (210) 784-1436

Do I need to re-apply for course designation every semester?

No. Courses that receive the designation will have it notated on the course schedule for each semester that the course is taught by approved faculty. Three years from the initial designation, the Committee will reach out for updated documents and re-application as necessary.

I am not teaching a course during the semester that the Committee is currently reviewing new applications for designation; should I still apply?

Absolutely! Although the Committee prioritizes review of courses that will appear in the next course schedule, submissions for all courses (even if not taught until the following semester) are encouraged.

Does a course need to be designated for all formats, all schedules?

Not necessarily. For example, if a course is only intended to be taught with experiential or service-learning pedagogy if taught in a 16-week, in-person format, please comment as such on the application.