Course Designation Criteria for Service-Learning Classes
Boise State Service-Learning Program (6/25/14)
Send this completed worksheet, along with your syllabus, to KaraBrascia@boisestate.edu

Faculty name: April Masarik
Class/Semester: PSYC 419 (Multicultural perspectives on children and families) / Fall 2016

Notes: 40 students per class. PSYC 419 is taught every semester, April teaches it in the fall and Jenn Weaver teaches in the spring.

1. **LEARNING:**

**What do you want students to learn from the SL experience in terms of academic enhancement, personal growth, and civic engagement? How will you evaluate the learning derived from the service? Provide examples of evaluation criteria. Note: the evaluation or assessment should focus on *learning*, not just completed service hours.**

***Academic***:

Students examine developmental topics from a cross-cultural perspective, starting with birth, breastfeeding, childcare, childhood activities, adolescence (“coming of age”), parent-child interaction, mating/partnership, gender roles, aging and intergenerational relations. They will also analyze how children and families are influenced by contextual stress (e.g., war, poverty) and sources of family resilience (e.g., education, social and community support).

Students will become more aware by reflecting on their own cultural biases. They will become more open to learning about similarities and differences in child development and family function across cultures.

***Civic***:

Students will be exposed to people who might be different from them and gain appreciation for differences, becoming a global citizen.

Students will expand their perspective on how the world works and how we all behave -- similarities and differences

***Professional***:

Students will understand how culture impacts adult interactions with children and families (e.g., as parents, teachers, etc.) that will assist them in future work with diverse individuals and groups in professional settings.

 ***Evaluation of learning through service***:

1. Weekly in-class discussions and activities will probe students’ service-learning experiences and encourage them to connect course material (i.e., assigned readings) with their learning “in the field.” Students are rewarded 5 points for showing up each time we meet and an additional 5 points for “active engagement” in class discussion. In-class attendance and participation is worth 30% of their overall course grade.

2. Twice in the semester, students will write about their service-learning experiences using the DEAL method. Students will be provided with question prompts that ask them to discuss their learning in three major areas: personal, civic, and academic. Service-Learning Reflection Papers are worth 20% of their overall course grade.

3. Toward the end of the semester, students will collaborate together to create a professional presentation (e.g., Powerpoint) outlining the major take-aways from their service-learning experience. In the final week of the semester, students will present this material in front of the class. Students will evaluate their peers’ contributions to the group work as well as the oral presentations. This final project is worth 15% of their overall course grade.

4. Completion of 15 service-learning hours are a required component of the course and worth 15% of their overall course grade.

\*\*Students will also be encouraged to independently submit a poster or video to the Student Civic Exhibition for 20 extra credit points https://servicelearning.boisestate.edu/students/sl-student-exhibition/

1. **SERVICE:**

**What service will students provide to individuals, organizations, schools, or other entities in the community? How many hours will the students contribute (approximately)? How does the service relate to the subject matter of the course?**

Students will contribute at least 15 service-learning hours. Some agencies request at least 20 hours. Each service-learning opportunity involves working with diverse individuals across developmental periods – childhood, adolescence, and adulthood. Students will be interacting with diverse individuals in a range of settings – in schools, communities, homes, and in agencies.

**1. Boise Parks & Recreation – “Kid City” (satellite after-school centers)**

Students will supervise youth and act as role models by engaging youth in a variety of educational and recreational activities (e.g., playing sports; arts and crafts). Service will take place at four different elementary schools (Hawthorne, Taft, Jefferson, and Garfield). Students will conversate and socialize with youth. Assisting with homework and tutoring is a high priority.

<https://parks.cityofboise.org/parks-locations/community-centers/>

**2. English Language Center -- Project SHINE (Students Helping in the Naturalization of Elders)**

Students will work with elder refugees (60+) as they learn English and study for citizenship exams as part of Project SHINE.

<https://english.boisestate.edu/linguistics/get-involved/shine/>

<http://elcboiseorg.ipage.com/5001.html>

**3. NeighborWorks Boise**

Position title: After-School Mentor

Students will mentor children at an afterschool program at Davis Park Apartments Community Center. Mentees may bring up personal issues or challenges that prevent them from being successful in school. They may ask mentors about resources and/or they might be looking for extra encouragement and understanding. Each mentoring relationship will be different, but all members will need to work to build a comfortable balance and establish clear boundaries.

<http://nwboise.org/>

**4. West Ada School District English Learning Children’s Program**

Students will aid children of adult English Language students directly. The children come from a variety of cultural, linguistic, and socioeconomic backgrounds, including refugee populations for those in the English Language and Cultural Immersion Program (ELCI). The work will vary, but may include one-on-one tutoring with language acquisition, helping in small groups or pairs, or assisting in other capacities as needed. Students will serve as a positive role model.

<http://www.westada.org/>

**5. West Ada School District Middle School English Language and Cultural Immersion Program (ELCI)**

Students will aid middle school students directly in the classroom (e.g., reading; writing; working in groups or pairs; assisting with capacities as needed).

<http://www.westada.org/>

**6. West Ada School District High School English Language and Cultural Immersion Program (ELCI)**

Students will aid high school students directly in the classroom (e.g., reading; writing; working in groups or pairs; assisting with capacities as needed).

<http://www.westada.org/>

**7. Agency for New Americans (Youth Services)**

Position title: Refugee Youth Program Mentor

Students will be working with refugee youth ages 15-20 on a unique program that will last for 10 weeks each semester. The program covers topics relevant to refugee youth and the particular challenges they face such as: Planning a long-term education path, family issues, emotional intelligence/dealing with trauma, balancing work and school, turning 18, etc. Students will have the ability to work directly with the refugee youth as mentors and have potential to positively impact them. Mentors will also be able to put together the information for one of the sessions on higher education and present the information directly to the students.

<http://www.anaidaho.org/about.html>

1. **REFLECTION:**

**What reflection methods will you use to help students make a deliberate connection between academic content, community issues and the service experience (assignments, journals, discussions, and other mechanisms detailed in syllabus)?**

Each week in class, I will pose specific reflection questions based on learning objectives. Some days, students will write their responses in their “name tents” or on paper so that: (a) all students have the opportunity to respond and (b) so I can review each response and summarize to the class during the proceeding class period. Other days, reflection questions will be posed to the group as a whole whereby students will respond verbally and engage in discussion with their peers.

We will also have frequent in-class collaborative activities (e.g., jigsaw activities; inter-teaching) in which students will be rewarded for actively participating. These activities are meant to stimulate reflection, get students to verbalize their reflections (oral skills), and draw connections to course material.

Twice in the semester, students will reflect on their service-learning experiences using the DEAL model. They will draw upon specific experiences and knowledge of course material to help analyze their service from personal, civic, and academic perspectives. The first Service-Learning Reflection Paper is due in week 8 and the second is due in week 13.

At the end of the semester, students will create a professional presentation that summarizes their service learning experiences (including reflection and connection to course content). Students will present it in front of the class and will be evaluated by their peers.

1. **PARTNERSHIP:**

**How will you engage your community partners in a way that is mutually beneficial? What role will partners plan in the planning, implementation and evaluation of the service-learning?**

Frequent and open communication (via email, phone, in-person) will help to ensure that the partnership is mutually beneficial. Community partners will visit class during the second week of the semester. We may also want to invite the community partners to class during the students’ final presentations (last week of class, before finals week).

1. **CHOICE:**

**What options will you build into your course to ensure that: 1) no student is required to participate in a service placement that creates a religious, political and/or moral conflict**

**2) it works for the full range of students (commuter, on-campus, non-trad), and 3) if a student has hardships due to extenuating circumstances, alternatives will exist.**

Students will choose from several sites, but if they cannot find a partnership that works for them, they can create a “Student Initiated Project” that best suites their needs.