



Experience. Success.

Wisconsin Indianhead Technical College
10890120 Service Learning
Course Outcome Summary

Course Information

Description	This course is designed to provide students with work experience in community settings. Students plan and participate in activities that address community needs and develop their academic, program, and core ability skills. Students will log and journal experiences to reflect their learning and may develop a portfolio to document skill development.
Instructional Level	Associate Degree
Total Credits	3.00
Total Hours	144.00

Types of Instruction

Instruction Type	Credits/Hours
Individualized/Independent Study	3/144

Course History

Revised By Erin Winesburg (15237468)

Target Population

Service Learning is available to all students that have been accepted and are currently enrolled at any of the four WITC campuses. The primary target population consists of students seeking a 1-3 credit course that will complement their education and career objectives.

A secondary target population consists of individuals currently participating in experiential learning who might want to apply for credit at WITC. A third potential target population consists of WITC staff seeking professional development credits, certification, or personal growth.

Course Competencies

1. Identify a community service/work-based learning need in the local geographical area.

<i>Domain</i>	<i>Cognitive</i>	<i>Level</i>	<i>Knowledge</i>	<i>Status</i>	<i>Active</i>
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Assessment Strategies

- 1.1. individually
- 1.2. in written or oral format
- 1.3. within two weeks of course beginning

Criteria

Criteria - Performance will be satisfactory when:

- 1.1. Work site need is identified to instructor
- 1.2. Work site need is based on community concern
- 1.3. Work site need meets student's learning goals

Learning Objectives

- 1.a. List community/work site needs
- 1.b. Discuss benefits of experience to community work site.
- 1.c. Discuss benefits of experience to student's learning.
- 1.d. Explain methods to obtain a community/work site.

2. Plan a project for the chosen work site.

Domain Cognitive Level Synthesis Status Active

Assessment Strategies

- 2.1. individually
- 2.2. in written format

Criteria

Criteria - Performance will be satisfactory when:

- 2.1. learning plan addresses work site need
- 2.2. learning plan complements student's instructional goals

Learning Objectives

- 2.a. Discuss possible steps to achieve personal learning goals.
- 2.b. Relate identified community/work site need to personal learning goals.

3. Collaborate with WITC and agency/work site staff to refine individual learning plan.

Domain Cognitive Level Application Status Active

Assessment Strategies

- 3.1. individually
- 3.2. in writing and/or verbally

Criteria

Criteria - Performance will be satisfactory when:

- 3.1. learning plan documents collaboration with WITC and agency/work site staff
- 3.2. learning plan is refined after collaboration

Learning Objectives

- 3.a. Identify agency/work site staff with whom to collaborate in development of learning plan.
- 3.b. Discuss learning plan with agency/work site and WITC staff.
- 3.c. Incorporate ideas/suggestions of agency/work site and WITC staff into learning plan.

4. Present self as professional worker.

Domain Affective Level Responding Status Active

Assessment Strategies

- 4.1. individually
- 4.2. both on and off campus

Criteria

Criteria - Performance will be satisfactory when:

- 4.1. learner demonstrates dependability, accuracy, and initiative
- 4.2. learner follows safety procedures
- 4.3. learner applies quality standards in production
- 4.4. learner displays grooming and clothing required by the work site supervisor

Learning Objectives

- 4.a. Discuss the impact of proper grooming techniques.
- 4.b. Explain the necessity to create professional appearance in agency/work site setting.
- 4.c. Describe the impact of one's behavior in the work setting.
- 4.d. Explain the need for honesty and integrity in the work setting.

5. Demonstrate core ability skills: acting responsibly, communicating clearly, learning effectively, thinking creatively and critically, working cooperatively and productively.

Domain Cognitive Level Application Status Active

Assessment Strategies

- 5.1. individually
- 5.2. both on and off campus
- 5.3. by work site supervisor assessment of student performance

Criteria

Criteria - Performance will be satisfactory when:

- 5.1. learner behaviors consistently evidence application of core ability indicators

Learning Objectives

- 5.a. Describe expected WITC/work site behaviors for workers.
- 5.b. Discuss impact of various behaviors on the work site and WITC.

6. Document learning in an organized work-based learning portfolio.

Domain Cognitive Level Analysis Status Active

Assessment Strategies

- 6.1. individually
- 6.2. in a portfolio

Criteria

Criteria - Performance will be satisfactory when:

- 6.1. portfolio includes journaling that reflects on value of work-based learning experience in accomplishment of personal goals
- 6.2. portfolio includes evidence of meeting learner's instructional goals

Learning Objectives

- 6.a. Discuss actions/products that exemplify learning.
- 6.b. Identify portfolio type/process(es) that can be used to document learning.
- 6.c. Explain methods of organizing evidence of learning.

7. Discuss current ethical and social issues related to career goals and the agency/work site.

Domain Affective Level Responding Status Active

Assessment Strategies

- 7.1. individually
- 7.2. in small group discussions
- 7.3. in written assignment

Criteria

Criteria - Performance will be satisfactory when:

- 7.1. learner identifies five ethical and/or social issues
- 7.2. learner relates ethical and/or social issues to their career goals and the work-based learning site needs/goals

Learning Objectives

- 7.a. Describe positive examples of ethical behaviors in work site setting.
- 7.b. Describe ethical and social issues relating to career goals and the agency/work site.
- 7.c. Communicate differing points of view of ethical and social issues.

8. Analyze learning experiences in oral and written formats.

Domain **Cognitive** **Level** **Analysis** **Status** **Active**

Assessment Strategies

- 8.1. individually
- 8.2. in written assignments
- 8.3. in journal reflections

Criteria

Criteria - Performance will be satisfactory when:

- 8.1. analysis includes descriptions of experiences
- 8.2. analysis includes critical assessment of experiences

Learning Objectives

- 8.a. Compare learning experiences.
- 8.b. Document similarities and differences of learning experiences.
- 8.c. Present documentation in oral and written formats.