

Considerations Regarding Inclusivity in Experiential and Service-Learning Courses

Congratulations. You are about to embark on a journey that we hope will be fulfilling for you, your students, and your community partners. With this goal in mind, this document seeks to raise considerations to help foster inclusivity and cultural competency through your experiential or service-learning course. It also identifies online resources provided by Teaching & Learning Innovation and other campus offices who can work with you to create an inclusive experience for all involved.

servicelearning.utk.edu

Our service-learning initiative website can assist in course design and receiving the S-Designation.

experiencelearning.utk.edu

Our Experience Learning QEP website offers several risk management resources.

Check out our TLI website for resources and workshops on inclusive teaching strategies:

teaching.utk.edu

EXTERNAL RESOURCES

AACU Value Rubrics:

Intercultural Knowledge & Competence, Civic Engagement, Global Learning

aacu.org/value-rubrics

Virtuous Cycle of Inclusion

tinyurl.com/circleinclusion

Southern Poverty Law Center:

Teaching Tolerance Resources

splcenter.org/teaching-tolerance

Considerations

1 Determining Student Learning Outcomes

What do you want your students to learn from this experiential or service-learning opportunity?

Is it possible to build inclusivity and cultural competency into your course's student learning outcomes? What would this look like?

2 Designing the Experiential or Service-Learning Project

Selecting Community Partners: If your course involves working with community partners, consider providing multiple options for community partner sites and activities. A list of community organizations interested in working with courses in a service-learning context can be found at <http://tiny.utk.edu/partner>, along with a list of additional resources.

Inclusivity within the project:

- Transportation, Accessibility, & Physical Restrictions: Are there options for community organizations that students with different transportation, accessibility, physical, or other restrictions could access? Consider providing multiple community partner options, with a variety of possible activities to select from.
- Inclusive Spaces: Are the community spaces where students will work spaces that are welcoming and inclusive to all students?
- Cultural Competency: How can students be equipped with tools for cultural competency and co-learning alongside each other, the community partner, and the community partner's clients, if applicable?

2 Continued: Designing the Experiential or Service-Learning Project

Preparing Students for the Project:

- ▶ How can you equip your students to practice inclusion and cultural competency as they prepare for their experiential or service-learning projects?
- ▶ As students are becoming prepared for their projects and familiar with their community partners' histories and missions, what kinds of pre-reflections, readings, or other assignments or activities can help them prepare to practice inclusivity and cultural competency as they undergo their projects?

3 Considering Course Content, Activities & Assessments:

- ▶ How will you engage your students in “setting the stage” on the first day of class for a culture of co-learning and exploration, in which you and your students strive to understand each other and the community better?
- ▶ What assignments might support your intended student learning outcomes? Will these assignments help students advance in their practice of inclusion and cultural competency?
- ▶ How can reflection be structured throughout the course to advance students' awareness of their own and others' complex identities? How can reflection help students improve practices of inclusion and cultural competency?
- ▶ How can your syllabus reflect an approach to teaching and learning characterized by inclusion and cultural competency? Is it integrated into your course plan?

CAMPUS RESOURCES For Inclusive Practices

Student Disability Services sds.utk.edu

Partners with the campus community in creating equitable access to eligible students while promoting disability-inclusive diversity.

Office of Information Technology oit.utk.edu

Supports Universal Design for Learning (UDL) - a framework for proactively creating accessible learning environments and experiences.

Did you know?

There are several UT offices that support students and faculty in experiential learning efforts. Find the comprehensive list of key campus partners by visiting experiencelearning.utk.edu and scrolling to footer's “Campus Partners” list.