

TKU Guidelines for Implementing Professional Competence Service-learning Curriculum

Secretariat Regulation No. 1020000018 (05/20/2013)

1. In accordance with the *TKU Regulations for Implementing Service-learning Curriculum*, the TKU Guidelines for Implementing Professional Competence Service-learning Curriculum (hereafter abbreviated these guidelines) have been enacted.

2. The goal of the professional competence curriculum (hereafter abbreviated the curriculum) is to assist students to apply what they learn in the classroom, promote their ability for self-reflection, appreciate diverse differences, understand society's topics of discussion, and nurture civic abilities in order to impel and deepen the intension of the service-learning curriculum by integrating the "curriculum" with "service".

3. Each first-level instructional unit and the Center for General Education and Core Curriculum shall each academic year offer at least three professional competence service-learning courses.

4. A course offering should design a course plan; the course plan includes the course objective, course goals, course outline, service method, course schedule, and manner of grade assessment.

5. The curriculum should include the following contents and have a systematic design and planning:

- a) Learning in school classrooms;
- b) Coordination of course goals and when off-campus, the way of dealing with off-campus service (for example community, non-profit organization, etc.);
- c) Discussion about and reflection on off-campus service;
- d) Student learning performance assessment.

6. The curriculum's off-campus service regulations are as follows:

- a) Besides the class time on-campus, the amount of time of each course's off-campus service must reach at least 18 hours or more.
- b) Discussion about and reflection upon off-campus service must be undertaken at least twice or more, and also records should be made.

c) The amount of time of the curriculum's off-campus service and the associations' off-campus service should be integrated. The manner of accounting for and off-setting the hours of service shall be determined by the course instructor.

d) Students who participate in the off-campus service should sign a service contract and keep service logs.

7. In order to assist with affairs related to the curriculum's off-campus service, a course Teaching Assistant (TA) shall be appointed.

8. As for service-learning courses that are being examined for approval to be offered, when their approval has been confirmed, the course plan is sent to the service-learning curriculum advisors committee. After the course has been completed and the grade assessment made, the discussion and reflection records, service contract, service logs are sent to the service-learning curriculum advisors committee.

9. Deliberations on the curriculum shall adhere to the following procedures:

a) Procedure for the elective course deliberations of departments and institutes: department's or institute's curriculum committee meeting → department's or institute's administrative committee affairs meeting → college's curriculum committee meeting → college's administrative affairs committee meeting → service-learning curriculum advisors committee meeting → TKU curriculum committee meeting → administrative affairs committee meeting.

b) Procedure for core curriculum deliberations: curriculum committee meeting for each subject area of the core curriculum → general education committee meeting → service-learning curriculum advisors committee meeting → TKU curriculum committee meeting → academic affairs committee meeting.

c) Procedure for general education curriculum deliberations: Center for General Education and Core Curriculum curriculum committee meeting → Center for General Education and Core Curriculum committee meeting → general education committee meeting → service-learning curriculum advisors committee meeting → TKU curriculum committee meeting → academic affairs committee meeting.

d) Procedure for TKU's common required physical education curriculum deliberations: group curriculum meeting → room curriculum meeting → service-learning curriculum advisors committee meeting → TKU curriculum committee meeting → academic affairs committee meeting.

10. In order to reward instructors who teach the professional competence deepening service-learning courses, those instructors teaching classes that have been approved in the curriculum deliberations can submit an application to the university president which after approval will reduce their number of teaching hours.

a) Application qualifications: any full-time TKU instructor who offers a course with

the intension of service-learning on the professional competence service-learning curriculum is limited to apply for one class per academic year.

b) Time of application: before a course is offered, an application must be submitted to the service-learning curriculum advisors committee before January 3rd of the previous academic year.

c) Deliberation procedure: Application for professional competence service-learning course instructors for a reduction of teaching hours is first deliberated on at the subcommittee. After passing the first deliberation, the service-learning curriculum advisors committee deliberates on the request which after passing is sent to the university president for approval after which the reduction of teaching hours takes effect.

d) Deliberation materials: The instructor submitting the application must fill out the “Professional Competence Service-learning Course Instructor Reduction of Course Hours Application Form” and attach a Professional Competence Deepening Service-learning Course Plan. The plan content includes: the name of the project, time of implementation, cooperating organization, integration of theory and practice, expected outcomes, number of participants in the service plan (the number of service participants for a graduate institute course is at least five; and the number of service participants for an undergraduate course is at least 20), number of service hours and service contents (containing four stages: preparation, performance, introspection, celebration).

e) Method of calculating the reduction of teaching hours: As for courses where the application for reduction of teaching hours has been passed, the number of teaching hours being reduced will be calculated at twice the number of hours of the actual course being taught.

f) Obligations of an instructor who has gained a reduction of teaching hours: the instructor should attend related service-learning discussion meetings and share in the course service experience.

g) An instructor who has gained a reduction of teaching hours should while the service project is underway at the mid point and at the end submit to the deliberations subcommittee a mid-term operations report and a final outcomes report.

h) If the course service outcomes upon investigation do not tally with the contents of the plan when audited for an instructor who has gained a reduction of teaching hours, the instructor cannot again submit an application for reduction of teaching hours within the next three years.

11. This set of guidelines will take effect on the date of its publication after being passed in the service-learning curriculum advisors committee meeting and approved by the TKU President. The same applies to any later amendments made.