Service-Learning Designation Request Form

Please upload attachments to the appropriate Course Request Form in the Course and Program Entry and Approval System (curriculum.osu.edu).

1. Has this class previously received an S-Designation?	Yes	No
2. Is this class always taught with a service-learning component?	Yes	No

(If no, please provide details)

An effective service-learning course should include the following core premises:

- Connection to academic learning
- Analysis of connection between academic content and service
- Mutual benefit for all involved
- Student preparation and support
- Plan for evaluation
- Plan for sustainability

COURSE CONTENT/PLANNING

3. Please describe the planned service activities to be performed by students in this course.

4. Please describe how the planned service activities reflect priorities and stated goals/needs of the community partner(s).

5. Service-learning activities are all based on an agreement between three parties, each of whom has specific goals/expectations/responsibilities that are necessary to make it an effective service-learning experience.

Please describe goals/expectations/responsibilities for:

a) Faculty

b) Students

c) The community partner(s)

6. Please describe your plans for sustainability and departmental support for offering this service-learning course on a continuing basis.

COURSE GOALS

7. How does the service activity connect with the academic content of the course and how is this content in turn enhanced by the service component of the course?

Service-Learning GE-specific questions

Courses proposed for the Service-Learning component of the General Education (GE) should be designed with the following goals and expected learning outcomes (ELOs) in mind and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the Arts and Sciences Curriculum Committee (ASCC) in light of these goals and expected learning outcomes. All GE courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

Goals:

Students gain and apply academic knowledge through civic engagement with communities.

Expected Learning Outcomes:

1. Students make connections between concepts and skills learned in an academic setting and community-based work.
2. Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
3. Students evaluate the impacts of the service-learning activity.

Please include the following documents:

1. The appropriate Course Request Form via the Course and Program Entry and Approval System (curriculum.osu.edu)

2. A course syllabus that follows the ASC syllabus template guidelines. (see pp. 12-13 of ASC Curriculum and Assessment Operations Manual)

3. A GE rationale that answers specifically the following questions:

    a) What processes are in place to allow students to reflect on and make connections between concepts and skills learned in an academic setting and community-based work?

    b) What aspects of the course insure that the students learn about the issues, resources, assets, and cultures of the community in which they are working?

    c) How does the course promote reflection on and evaluation of the impacts of the service-learning activity?

4. A GE Assessment Plan

As a direct measure of assessing how effectively students are meeting the Service-Learning ELOs, instructors are **required** to give students an **end-of-course assignment** that should be scored using the Scoring Rubric provided below. This assignment can take different forms, including--

but not limited to--a student reflection paper or a student video presentation. (See Appendix below for further details.) This assignment is required for assessment purposes; the instructor may choose to include this assignment as one of the assignments a student completes for his/her final grade.

As part of the proposal, please explain the end-of course assignment for your course. Also briefly answer the following questions: Once you collect the data on student achievement, how will you use it to make course improvements? How will the information be archived and made available to future instructors?

The Scoring Rubric for this end-of-course assignment, developed by the ASCC Assessment Panel in collaboration with the Service-Learning Initiative, is included in the Appendix.

Within a month of completing the class, please submit a summary of rubric scores using the table provided, one paragraph of instructor reflection (which may include instructor's explanation of student scores, qualitative analysis of student growth and development, changes to be made in the course, *etc.*), and three sample assignments (one low score, one average score, and one high score)to the ASC Curriculum and Assessment Services electronically (keep copies for your own and your department's records).

Further details about end-of-course assignment:

All instructors of GE Service-Learning courses are required to give an end-of-course assignment that measures how well students are achieving the Expected Learning Outcomes. The point of requiring such an assignment for all GE Service-Learning courses is to help university committees evaluate the effectiveness of the GE Service-Learning Category as a whole, and as a new option in the GE.

The assignment should assess *all three* of the Service-Learning ELOs. Here is an example of a prompt for an end-of-course student reflection paper:

Please write a thoughtful four-page (double-spaced, typed) reflection paper that considers the following aspects of your Service-Learning experience:

1. How are the concepts and skills that you have learned in an academic setting connected to your community-based work?

2. Demonstrate your understanding of the issues, resources, assets, and cultures of the community in which you worked.

3. Evaluate the impacts of the service-learning activity. Use concrete examples.

Scoring Rubric:

Assessment of Service Learning GE Courses

This scoring rubric is designed to help instructors and members of relevant committees assess how well students are meeting the ELOs as reflected in end-of-course reflection assignments. Students are not expected to have acquired all the knowledge, skills, and attitudes/perspectives listed under the various ELOs in order to complete the assignment satisfactorily. At a minimum, students are expected to meet Milestone 2.

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
(ELO1) **Students make connections between concepts and skills learned in an academic setting and community-based work**	Connects, analyzes, and extends knowledge (facts, theories, etc.) from course content to Service Learning activity.	Connects and analyzes knowledge (facts, theories, etc.) from course content to Service Learning activity.	Begins to connect knowledge (facts, theories, etc.) from course content to Service Learning activity.	Student expresses a limited, unclear connection of course content to Service Learning activity.
(ELO2) **Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.**	Articulates a thorough and complex understanding of the issues, resources, assets, and cultures of the community in which they are working.	Identifies and clearly understands the issues, resources, assets, and cultures of the community in which they are working.	Identifies the issues, resources, assets, and cultures of the community in which they are working.	Shows minimal awareness of the issues, resources, assets and cultures of the community in which they are working.
(ELO3) **Students evaluate the impacts of the service learning activity.**	Student thoroughly evaluates the impacts of the Service Learning experience on themselves, the organization, and also considers the long term impact of the work on the community.	Student evaluates the impacts of the Service Learning experience on themselves and the contributions that they made to the goals and aims of the organization.	Student evaluates the impacts of the Service Learning experience on themselves.	Student minimally evaluates the impacts of the Service Learning experience.

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
(ELO1) **Students make connections between concepts and skills learned in an academic setting and community-based work**				
(ELO2) **Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.**				
(ELO3) **Students evaluate the impacts of the service learning activity.**				