



Office of the Executive Dean

Colleges of the Arts and Sciences
114 University Hall
230 North Oval Mall
Columbus, OH 43210-1319

Phone (614) 292-1667
Fax (614) 247-7498
<http://artsandsciences.osu.edu>

February 28, 2007

Brian Winer
Professor, Department of Physics
Chair, Council on Academic Affairs
3042 Physics Research Building
191 West Woodruff Ave.
CAMPUS

Dear Professor Winer:

On Friday, February 23, 2007, the Committee on Curriculum and Instruction of the Colleges of the Arts and Sciences approved a proposal for Approving and Listing Designated Service-Learning Courses, thus moving the process for university designation of service-learning courses one step further along. We submit this proposal for approval for use in the entire university. Identification and listing of service-learning courses in the University course bulletin and course offering schedules is assist students in finding these courses, and the adoption of an approval process serves to ensure consistency and focus on academic learning.

Enclosed is a copy of the proposal as approved by CCI and a slightly revised proposal with references to the Arts and Sciences procedures removed. Please let us know if you need further information or supporting materials from us.

Sincerely,

Handwritten signature of Ed Adelson in cursive.

Ed Adelson
Associate Executive Dean
Colleges of the Arts and Sciences

Handwritten signature of Golden Jackson in cursive.

Golden Jackson
Program Director
Service-Learning Initiative

C: Randy Smith

**Proposal for
Policies and Procedures for Approving and Listing
Designated Service-Learning Courses**

February 23, 2007

The Service-Learning Initiative
400 Stillman Hall
1947 College Road
292-7176/292-4575
sli@osu.edu

This proposal, submitted by a working group of faculty/staff active in service-learning and convened by the Service-Learning Initiative during spring quarter 2006, seeks approval for university designation for service-learning courses, university-accepted criteria for evaluation of courses designated as service-learning, and assignment of a course number for development of service-learning courses. The ad hoc proposal development group suggests that use of evaluation criteria and course approval be primarily a function of college curriculum committees with final approval by the Council on Academic Affairs in the Office of Academic Affairs.

Definition of Service-Learning

Service-learning is a form of experiential education characterized by student participation in an organized service activity that is connected to specific learning outcomes, meets identified community needs and provides structured time for student reflection and connection of the service experience to learning.

Service-learning courses provide students the opportunity to participate in a structured learning experience that connects service to the community with the learning objectives of the course. In addition to the academic content, service-learning courses include preparation for service, analysis of the service in relation to course content, and evaluation. Students provide service in areas of need identified by the community and learn about the context in which the service is provided, practice application of academic concepts in community settings, and gain experience as active, participatory citizens

Listing

Designated service-learning courses shall be listed in the University course bulletin and course offering schedules. The primary objective for identifying and listing courses as “Service-Learning” is to assist students in finding these courses. Another goal is to ensure consistent quality and that all activities described as service-learning be focused on enhancement of academic learning.

Description for University Publications

The following description should be used in University course/curriculum materials to describe a service-learning course.

A Service-Learning course

- uses experiential strategies characterized by student participation in an organized service activity,
- is connected to specific learning outcomes,
- meets identified community needs
- provides structured time for students to analyze and connect the service experience to learning.

Elements of a Service-Learning Course

A service-learning course is typically developed as discipline-based or project-based service-learning and as providing direct or indirect service. In a discipline-based course, students have a presence in the community throughout the term and complete

assignments or participate in discussions to connect the classroom learning with the service activity. An example is students enrolled in a history of the civil rights movement developing and presenting units on some aspect of the movement to students at a local elementary school. This project may be repeated every term with different classes.

Students in a project-based service-learning course use knowledge gained in the course and/or pre-requisite courses to work on a community problem or need. The specific service-learning activity in a project-based course is not likely to be repeated. The partnership between the faculty and the community partner may continue with different problems each term. An example is a city and regional planning course collecting and analyzing data to identify frequency and spatial patterns of neighborhood problems and developing recommendations (based on best-practice research) for addressing problems.

Service-learning courses may also be categorized as providing direct or indirect service. Direct service involved working with others—person-to-person and face-to-face. Examples are tutoring or mentoring children or assisting elderly persons. Indirect service typically involves a project with impact on a community as a whole. Examples include designing a playground, collecting data, studying and making recommendations to solve a problem. Indirect service courses may also focus on a research question—finding, gathering, analyzing and reporting information or conducting environmental or other tests, or conducting experiments. Incorporating research into the course requires IRB compliance.

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, and plan for sustainability.

- **Connection to academic learning**
Community service is designed and developed to provide a strong connection to academic learning that will enhance student understanding of course content. The service activity must be connected to classroom learning and theory, and community service placements must be connected to course objectives and learning outcomes. The service enhances understanding of the academic content of the course and leads to students to apply academic learning in a community setting. Strategies for connection, using a variety of techniques, are woven throughout the course design.

Example of academic connections: Students in Art Education 795: Art Education as a Community Act worked with 11th grade girls as part of the YWCA Bright Futures project in connecting personal life experiences with concepts expressed in the art of Aminah Robinson. The service experience was designed to enhance OSU student learning by requiring students to rationalize their involvement in community art and to create mission statements reflecting the goals of the community partners. The process was documented in written as well as an art

form. The experience contributed to student and community development by including and supporting the YWCA race relations efforts.

- **Student analysis of connection between academic content and service**
The learning experience includes structured time for students and community participants to reflect on and analyze the service experience. Providing structured discussions and/or assignments leading students in reflection of the service fosters student ability to connect the service to content and, conversely, to apply the content to the service experience. Reflection or analysis may be accomplished through a variety of approaches, including (but not limited to) reflective journals (open end or responding to questions), formal writing assignments, classroom discussions, threaded discussions (using web tools), exam questions, and final projects.

Example of Student analysis of connection between academic content and service: Students in English 567: Rhetoric and Community Service: A Writing Seminar for and with Local Non-profit Agencies. For their community partners, students apply rhetorical concepts to practical writing for public audiences, for example: grant proposals, newsletters, web sites, promotional material for fund-raising events. For the classroom, students practice academic writing (journals, observation inquiry projects, investigation/research papers) in which they explore how non-profit organizations work as well as the societal issues that are connected to their individual community partner agencies.

- **Mutual benefit for all involved**
The service activity is designed with clear goals, expectations, and responsibilities for both the faculty and students enrolled in the academic course and the community partner. The service activity is of value to all constituent groups involved. The design also allows for flexibility and change to accommodate changing circumstances. There are clearly established lines of communication that allow for all groups to provide feedback about the service activity.

Example of mutual benefit: Students in Family Resource Management 611: Consumer Housing Problems participate in an aspect of a community development process, ranging from collecting resident opinions, developing strategies, collecting oral histories, or writing picture books. The projects are developed each year in collaboration with a community group. The projects contribute to student understanding of problems related to obtaining and maintaining secure and standard housing and to community capacity to achieve goals.

- **Student preparation and support**
Preparation of students for the service activity, whether in class or through electronic interaction, is included in the course plan, including description of the activity, safety, time allocation, schedule, cultural sensitivity, understanding of and training for the tasks and approaches involved, and introduction to the work

of the community partner. Student support and monitoring of student participation should continue on a regular basis throughout the quarter. Example of preparation and support: Preparation may include use of on-line modules posted on the Service-Learning Initiative website <http://service-learning.osu.edu/training.htm> (training on diversity, working with youth), presentation by community partner, or tour of community site. Training may focus on preparation to work with the specific group associated with the service. For example, students in an “Intervening with Literacy” course learn about special considerations when working in a public school setting. Or, students in a Spanish in Ohio course may need to be prepared for working in a health care setting.

- **Student evaluation**

Evaluation of student performance in the service activity is specified, including identification of the evaluator and the criteria for evaluation. Evaluation includes measures of the progress toward meeting the learning and service goals of the course and demonstration of learning based on ability to connect service experience with course content.

Example of evaluation: Evaluation is primarily based on the contribution of service to learning in the class, not focused solely on the service itself. One aspect of evaluation of learning is the ability of the student to integrate the course content with the service content, i.e., the ability to use the service as an additional text for the course. Evidence of this ability may come from writing, course discussion, products created during the service activity, feedback from community partner. Some faculty choose to assign points for service participation (usually a relatively small percentage of the total), just as they assign points for participation in class.

- **Sustainability**

The concept of sustainability in service-learning refers to a number of aspects, including timing (regular weekly schedule versus “homework” assignments) and duration (continual versus term-length activities), length of partnership (needs of partner are a factor), and type of service (project based versus continuing and direct). Within the confines of an offering of a course, regular and frequent student and faculty interaction should be specified. Longer term sustainability is indicated by departmental and faculty commitment to offer the course as a service-learning course.

Example of sustainability: The Department of Spanish and Portuguese began offering Spanish 689: Spanish in Ohio in 1996. Since that time, the course has been offered twice each year during the Winter and Summer Quarters. Partnerships with the Ohio Hispanic Coalition (after school and summer mentoring programs), Mount Carmel Outreach (door-to-door vaccination campaign), and Girl Scouts Seal of Ohio (bilingual day camp) have been ongoing while additional short-term projects have been completed with other community partners. Beginning in Autumn 2006, Spanish 367: Latinos, Language and

Literacy, a GEC second writing/social diversity course, will be offered on an annual basis. This course, like English 367C, will partner with the Columbus Literacy Council's English as a Second Language tutoring program.

Approval Process for Addition of S-suffix to new and existing courses

	Proposals for Addition of S-Suffix to Existing Course	Proposals of New Course with S-Suffix
Purpose	Provides identity for an existing service-learning course	Provides identity for new courses with community-based projects
Approval Process	1. Department/School and/or College review with respect to service-learning course criteria 2.OAA approval	1.Department approval process (faculty/departments strongly encouraged to use expertise of SLSR in course development). 2.College Approval Process 3.OAA approval
Time requirements/ credit hours earned	The time allotted for course instruction and assignments, including community-based activities or projects, should reflect university guidelines for three hours per week per each credit hour earned.	

“S” Proposal Vetting Process for new and existing courses

New Course proposed with S-suffix

Course is proposed according to existing procedures within the department/school and college and, at the college level, is sent to the Service-Learning Scholars Roundtable (SLSR) for advice and comment.

Existing course requesting S-suffix

Faculty or department submits course to Service-Learning Scholars Roundtable (SLSR) for advice and comment.

The Program Director of the SLSR will convene a committee of 5 university faculty/staff from among the Roundtable and from areas appropriate to the content of the proposed course.

Developed by
Ad hoc Service-Learning Initiative Faculty Service-Learning Group

Golden Jackson Program Director Service-Learning Initiative Associate Professor Department of Consumer Sciences	Deb Lowry Assistant Dean College of Humanities
Barbara Glass Center for Study and Teaching of Writing	Allison Plunkett Career Advisor Colleges of Arts and Sciences
Erin Galloway International Service-Learning Coordinator Office of International Education	Townsend Price-Spratlen Associate Professor Department of Sociology
Jackie Goodway Associate Professor School of Physical Activity & Educational Services	Amanda Simcox Professor Molecular Genetics
Donna Long Associate Professor Department of Spanish and Portuguese	Mindy Wright Program Manager Arts and Sciences Outreach & Engagement Activity

In consultation with Ed Adelson, Executive Associate Dean - Curriculum, Colleges of the Arts and Sciences; Randy Smith, Vice Provost – Academic Programs; Brand Myers, University Registrar; and Jed Dickhaut, Associate Registrar

Service-Learning Courses Reported by Faculty 2006-2007

Courses (listed by College)	Title	Instructor	Quarter of Offering
College of the Arts			
ART EDU 595/795 THEATRE 405.10	<i>Community-Based Art Education and Service-Learning</i>	Vesta Daniel Kaizad Kotwal	SP WI
Colleges of the Arts and Sciences			
IS 294	<i>The Capitals Experience 2006: An international Service-Learning Opportunity</i>	Julius W. Mayo III	SP
College of Biological Sciences			
Mol Gen 591 / Biochem 591 / Micro 591	<i>DNA Fingerprinting Workshops in Columbus Public Schools'</i>	Amanda Simcox	SP
College of Engineering			
CRP 852	<i>Urban Project and Policy Planning</i>	Jennifer Evans-Cowley	WI
CRP 893	<i>Internship seminar in planning</i>	Hazel Morrow-Jones	AU, WI, SP
CS&E 616	<i>Object-Oriented Systems Analysis</i>	Bettina Bair	AU, WI, SP, SU
ENGINEER 694	<i>Honduras Service-Learning Experience</i>	John Merrill	WI
College of Dentistry			
DENT 500, 501, 502, 503	<i>Community Based Dental Education</i>	Canise Y. Bean	AU, WI, SP, SU
DENT 522	<i>Geriatric Dentistry</i>	Abdel Mohammad	AU, WI, SP, SU

**College of Education
and Human Ecology**

EDU P&L 271	<i>Leadership in Community Service</i>	David Haywood/Pamela Leonard	AU, WI, SP, SU
EDU P&L 271M	<i>Know It/Speak it: Exploring Social Justice through Service & Cross-cultural Understanding</i>	Julius W. Mayo III	WI
EDU T&L 608	<i>Education and the Community</i>	Lynn Sametz	AU
EDU T&L 668	<i>Reading Foundations</i>	Deborah Morbitt	AU, WI, SP
EDU T&L 694.5	<i>Mentoring in Community</i>	Lynn Sametz	WI
EDU T&L 708.7	<i>T&L of Mathematics in Pre K-3</i>	Terri Bucci	AU
EDU T&L 709.20	<i>T&L of Mathematics for Middle Childhood</i>	Terri Bucci	WI
EDU T&L 884.23	<i>Planned Field Experience: Math Science and Technology Education</i>	Sheila Elcess	AU, WI
EDU PAES 542	<i>Lifespan Motor Development</i>	Jackie Goodway	AU, WI, SP, SU
EDU PAES 650	<i>Introduction to Exceptional Children</i>	Leah Herner	AU, SP
EDU PAES 700N04	<i>Interprofessional Seminar in Community Practice</i>	Michael Casto	SP
FM RES M 611	<i>Consumer Housing Problems</i>	Golden Jackson	SP
HDFS 694	<i>Honduras Service-Learning</i>	Erin Galloway	WI
HUM NUT 789	<i>Practicum in Medical Nutrition Theory</i>	Gail Kaye	AU, WI, Sprint

**College of Food
Agricultural and
Environmental
Sciences**

AGR COMM 367	<i>Current Issues in Agriculture</i>	Linda Houston	WI
ENVIRON & NAT RES 835	<i>Ecosystem Management Policy</i>	Tom Koontz	AU
GEN S SC 172	<i>Personal Development with Service-Learning</i>	D R Elder	AU, WI
INT STD 697	<i>The Arts in Ghana with Service-Learning</i>	D R Elder	SP

College of Humanities

ENGLISH 109.01/109.02	<i>Intensive Writing and Reading I and II</i>	Mindy Wright	AU, WI, SP
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ENGLISH 110.03, Intensive Version ENGLISH 467	<i>First-Year Writing Writing and Learning Rhetoric and Community Service</i>	Mindy Wright Doug Sutton-Ramspeck	AU, WI, SP WI
ENGLISH 567C SPANISH 689	<i>Spanish in Ohio</i>	Mindy Wright Donna Long	WI WI, SU
SPANISH 689S	<i>Spanish in Ohio (Saturday course for teachers)</i>	Terrell A. Morgan	SP

**College of
Mathematical and
Physical Sciences**

MATH 105	<i>Fundamental Mathematics Concepts for Teachers I</i>	Ed Wachtel	AU, WI, SP
MATH 106	<i>Fundamental Mathematics Concepts for Teachers II</i>	Kristine A. Moloney	AU, WI, SP
MATH 107	<i>Fundamental Mathematics Concepts for Teachers III</i>	Michelle Persinger	AU, WI, SP

College of Medicine

ALLI MED 641	<i>Medical Communication with Latino Patients</i>	Raquel Diaz-Sprague	SP
ALLI MED 665	<i>Understanding the Aging Process</i>	Margaret H. Teaford	AU
ALLI MED 670	<i>Teamwork and Leadership in Health and Wellness</i>	Jill Clutter	SP
ALLI MED 721	<i>Practicum in Universal Design and Home Modifications</i>	Margaret H. Teaford	SP
ALLI MED 791	<i>Case Studies in Clinical Gerontology</i>	Margaret H. Teaford	WI, SU
MEDICAL COLLEGE 611	<i>Patient Centered Medicine-Professionalism</i>	Firuzan Sharp	AU
OCC THER 795	<i>Service-Learning in Occupational Therapy</i>	Dr. Sharon Flinn	AU, WI, SP
OCC THER 742	<i>Occupational Therapy in Mental Health II</i>	Sharon Flinn	SP
PT 774	<i>Service-Learning in PT</i>	Anne Kloos	AU
PT 775	<i>Service--Learning in PT</i>	Anne Kloos	WI
PT 870	<i>Service-Learning in PT</i>	Anne Kloos	SP
PUB HLTH 784	<i>Intermediate Practice Experience</i>	Christine Murphy	AU, WI, SP
PUB HLTH 821	<i>Community health. assessment</i>	Kenneth Steinman	WI

PUB HLTH 850	<i>Public Health in Action</i>	Randi Love	SU
College of Pharmacy			
PHARM 664	<i>Geriatric Experience</i>	Gerald L Cable	AU, WI, SP
PHARM 693	<i>Independent Study: Interprofessional Collaboration in Urban Communities</i>	Gerald L Cable	SP
College of Social and Behavioral Sciences			
SOC 391	<i>The Community</i>	Townsend Price-Spratlen	SP
College of Veterinary Medicine			
VET CLIN 700.17	<i>Shelter Medicine and Surgery</i>	Larry Hill, DVM	AU, WI, SP, SU
VME 700.17	<i>Shelter Medicine and Surgery</i>	Daniel D. Smeak	AU, WI, SP, SU