Term Information

Effective Term   Autumn 2013

General Information

Course Bulletin Listing/Subject Area	Sociology
Fiscal Unit/Academic Org	Sociology - D0777
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4000H
Course Title	Social Science Business Collaborative: A Service Learning Approa
Transcript Abbreviation	4000H Soc Sci Bus
Course Description	Sociology 4000H is an Honors course designed to help students develop research projects through collaboration with a local business to work on a service project; link university resources to bear on community issues, facilitate data collection, learn the process of project management, present research findings in both academic and applied settings, learn through bettering the community.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	Yes
Allow Multiple Enrollments in Term	No
Max Credit Hours/Units Allowed	12
Max Completions Allowed	4
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: SOCIOL 1101 and Honors standing or permission of instructor.
Exclusions	

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	45.1101
Subsidy Level	Baccalaureate Course

Intended Rank   Junior, Senior

Quarters to Semesters

Quarters to Semesters   New course

Give a rationale statement explaining the   This course will allow students to take an Honors level service learning course in which they collaborate
purpose of the new course   with local businesses on a project that benefits the local and/or global community.

Sought concurrence from the following Fiscal
Units or College

Requirement/Elective Designation

General Education course:

    Service-Learning (new)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning   • Students make connections between academic concepts and community-based work; Students understand the
objectives/outcomes
    issues and cultures of the communities that they impact; Students evaluate the impact of their work

Content Topic List   • Service learning

    • Research process

    • Community outreach

    • Project management

    • Team based work

    • Technology

    • Environment

    • Social media

    • Workplace equity

Attachments

- Email from Harmony Cox.pdf: Email about H and S designation

  (Other Supporting Documentation. Owner: Chamberlain,Lindsey Joyce)

- Sociology 4000H GE Rationale.docx: GE Rationale

  (GEC Model Curriculum Compliance Stmt. Owner: Chamberlain,Lindsey Joyce)

- SOC 4000H GE Assessment Plan.docx: GE Assessment

  (GEC Course Assessment Plan. Owner: Chamberlain,Lindsey Joyce)

- Sociology 4000H Service learning syllabus.doc: Syllabus

  (Syllabus. Owner: Chamberlain,Lindsey Joyce)

- SOC 4000H Reading List.docx: Reading List

  (Other Supporting Documentation. Owner: Chamberlain,Lindsey Joyce)

- SOC_4000H_S_Designation_Form with edits.docx: S Designation form with edits

  (Other Supporting Documentation. Owner: Chamberlain,Lindsey Joyce)

- SOC 4000H Service Learning Reflection paper with edits.docx: Reflection paper with Edits

  (Other Supporting Documentation. Owner: Chamberlain,Lindsey Joyce)

Comments

- Sent back to Lindsey to remove files that have been revised. *(by Vankeerbergen,Bernadette Chantal on 04/09/2013 02:34 PM)*

- Course provided requested revisions and supplemental materials. Course has been approved for an s-designation.

  (by Cox,Harmony Mae on 04/09/2013 12:26 PM)

- This course was previously submitted as SOCIOL 4998H, and is now being submitted under a new number per Bernadette Vankeerbergen. We are seeking both S, (H), and Service Learning GE designation. Please also consider this course for Autumn 2013, since the original submission (under SOCIOL 4998H) was done by the stated deadline. We have added the documents and have tracked our changes per the reviewers' comments. *(by Chamberlain,Lindsey Joyce on 03/22/2013 01:29 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Chamberlain,Lindsey Joyce	02/14/2013 03:45 PM	Submitted for Approval
Approved	Williams,Kristi L.	02/14/2013 03:54 PM	Unit Approval
Approved	Haddad,Deborah Moore	02/14/2013 04:23 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/15/2013 02:32 PM	ASCCAO Approval
Submitted	Chamberlain,Lindsey Joyce	03/22/2013 01:29 PM	Submitted for Approval
Approved	Williams,Kristi L.	03/22/2013 02:05 PM	Unit Approval
Approved	Haddad,Deborah Moore	03/22/2013 03:21 PM	College Approval
Approved	Cox,Harmony Mae	04/09/2013 12:26 PM	Ad-Hoc Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/09/2013 02:34 PM	ASCCAO Approval
Submitted	Chamberlain,Lindsey Joyce	04/09/2013 04:00 PM	Submitted for Approval
Approved	Williams,Kristi L.	04/09/2013 05:05 PM	Unit Approval
Approved	Haddad,Deborah Moore	04/09/2013 05:12 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	04/09/2013 05:12 PM	ASCCAO Approval

Professional Development Program
Sociology 4000H (Social Science Business Collaboration: A Service Learning Approach)

Autumn 2013

Meetings:	Friday 10:00AM-12:30PM
Location:	Kuhn Honors House 201
Professors:	Andrew Martin and Lindsey Chamberlain
Office Hours:	1:30-2:30 on Friday (please make appointment) and appointments available all week
Office:	109 Townshend Hall; 142 Townshend Hall
Phone:	247-6641; 292-1175 (reception desk)
Email:	martin.1026@osu.edu; chamberlain.55@osu.edu

SOCIAL SCIENCE BUSINESS COLLABORATION: A SERVICE LEARNING APPROACH DESCRIPTION

Sociology 4000H (Social Science Business Collaboration: A Service Learning Approach) is an Honors service-learning course designed to help junior and senior students in developing research projects by familiarizing them with: 1) the process of collaboration with a local business or area non-profit organization to work on a service project 2) linking university resources to bear on community issues 3) hands-on data collection 4) the process of project management, 5) opportunities to present research findings in both academic and applied settings, and 6) learning through bettering the local community.

Since SOC 4000H is a service learning course, you will be expected to go beyond the classroom to practice sociology in applied settings. You will connect both the theory and the practice of sociological research and policy making. By doing so, you will strengthen your understanding of the linkages between data collection and service outside of the classroom and theory and research inside the classroom.

SERVICE LEARNING GE REQUIREMENTS

Sociology 4000H fulfills the GE requirement for Service Learning:

1. Students make connections between concepts and skills learned in an academic setting and community-based work.

   Students have required readings about both the business they are partnering with and the impacts of philanthropy within a business setting as well as readings centered on the service activity itself and its impacts on the local/global community. Students are exposed throughout the course to different theories of community partnership and service learning expectations. Diversity is a topic considered throughout the course

in terms of multicultural communities and working in a multicultural team setting. The class sessions will include discussions of these readings and facilitated discussion of the connection between the readings and the service projects. After reviewing the literature surrounding the service project, students will create a task schedule and work to connect the larger goals of the service project with smaller project-specific tasks. Students will also have an end of class assignment in which they connect the academic materials of the course to the project they did and assess the impact of their work (see additional attached materials). Students also present their projects in two ways – first, they give the business leaders an action plan based on their research that helps facilitate the service work. Second, they present their research in an academic setting at the Denman Forum.

2. Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.

Students collect data on both the business partner and the broader community in which it is embedded. They will draw upon skills used in required methods courses to collect this data. Since they are doing a research-based service project in collaboration with a business partner rather than a traditional service learning project, their understanding needs to be of the business climate itself and the organizational structure of the business as well as an understanding of the local or global community their project affects. In their end of year reflection (see attached materials), students must show an understanding of the organizational climate of the business partner that they worked with, specifically how service work factors into their business, an understanding of the local community your service project affects, and an understanding of the global community as it relates to their service project. A part of this course includes continual communication and feedback with the business leader as the project unfolds. We want this class to prepare them to carry on service related projects as business leaders in the future within an organizational setting.

3. Students evaluate the impacts of the service learning activity.

At the beginning of the course, students will identify clear goals for the project and revisit these throughout the term – with formal evaluations at the mid and end points. These goals will be developed from best practices identified in the literature. Throughout the course, students will work collaboratively to assess their own work and the work of their classmates. Students will also reflect on the impact of their projects in an end of class assignment in which they identify short and long term consequences of their work on the business, on the community, and on themselves and make an action plan for either business leaders or future students who may want to continue the project (see attached materials).

REQUIREMENTS AND OBJECTIVES

The general expectations for students in the Social Science Business Collaboration: A Service Learning Approach are 1) attendance, 2) active participation in the service learning project 3) leadership in a team setting 4) presentation of findings in both a business and academic setting 5) participation the Denman Undergraduate Research Forum 5) an end of course reflection paper connecting the assigned readings to your service work, demonstrating your knowledge of the communities in which you worked, and an assessment of the impact of your work. Again, the

course is intended to provide the students the necessary support for the completion of these tasks, so much of the time spent in class and in the field will be working towards these requirements. The goal of these requirements is to allow the students to gain recognition for their intellectual and service contributions and provide further markers of academic excellence.

As instructors, our objectives for the course are to develop an intellectually stimulating and supportive learning environment. This will be fostered through class discussion, sharing current research and observations with one another, and providing feedback on fellow classmates' writing and research. We also want to facilitate your understanding of the linkages between your work in the field and sociological theory and research in the classroom.

COURSE EVALUATION

Your final grade will be reckoned on the basis of your performance on the following evaluations:

In class participation   10%
Please come to class prepared, having read the assigned articles and ready to discuss. We will also ask business owners for their feedback regarding your participation in group work/
In class writing assignments   20%
There will be two unannounced, in-class writing assignments in which you will be asked to reflect upon a particular aspect of the assigned readings and your work on the project.
Research Proposal   20%
The research proposal will be done as a team and will consist of your goals for the project as well as an assessment and sustainability plan. You will revisit it throughout the term.
Research Presentation   10%
The research presentation is a multimedia presentation that you will give to the business owners and your classmates. It is evaluated half by your instructors and the business owners and half by your fellow classmates.
Denman poster   10%
This will be grade in terms of clarity and visual appeal and demonstration of research and a connection between the work you did and academia.
End of Class Reflection Paper   30%
Please see the end of the syllabus for specific guidelines for this assignment.

Scale (%)
A 94-100   C+ 76-79
A- 90-93   C 73-76
B+ 86-89   C- 70-72
B 83-86   D 61-69
B- 80-82   F 60 and lower

Policies:

1. Each student may have two unexcused absences throughout the course of the semester. More than two will result in a percentage off of your participation grade (each is worth 1%). Excused absences (academic event, illness with documentation, etc.) are on a case by case basis. Please see instructors for more information. Contact the instructors within two days of missing class. If you know in advance you will be missing class, please inform the instructors. Students who miss class are expected to complete the missed assignments and communicate with their team/business leader so that they are prepared for the next meeting. Please turn them in if possible by the Friday morning of class, but at the latest by Monday morning.
2. Students are expected to complete all assignments by Friday class. See above for policy regarding missing class. Many of these assignments are part of a larger team project and missing them negatively impacts the entire team. If you know in advance you will be missing class, be sure to get the assignment to the team and the instructors before the class it is due.
3. Active participation is required for a successful course. You will be evaluated by your peers and failure to contribute to the group will negatively impact your grade. There are many ways to contribute – please see us for assistance. Please come to class prepared and ready to contribute.

CONTACTS
If you have simple questions, you can reach us most easily by email at martin.1026@osu.edu and chamberlain.55@osu.edu. For more difficult questions, please e-mail or call to schedule an appointment.

COURSE GOALS

Course Goals	Learning Objectives
A. Students will be able to use their skills in an applied setting	1. Collaborate with community partner to identify challenges/goals
	2. Identify appropriate methodology
	3. Collect data
	4. Analyze data
B. Students understand how to build relationships with community partner	1. Elicit feedback continually during project to ensure larger goals are being met
	2. Collaborate throughout project to maintain community partner's involvement
	3. Evaluate the partnership at the end of the project

	4. Create a plan of sustainability for future students
C. Students understand how their skills connect to project management.	1. Creating a task schedule
	2. Connect big goals to project- specific tasks
	3. Write a business plan that the community partner could implement.
	4. Assess own business plan and those of fellow students.
D. Students will work collaboratively in a team setting	1. Students will identify leaders for each portion of the project
	2. Students will identify their own strengths and identify their own roles and tasks
	3. Reflect on work on project and evaluate team members work
E. Students understand how their experiences and training allows them to better the community	1. Continually reflect on how tasks achieve service-learning objectives
	2. Evaluate impact of project
	3. Create sustainability plan for service project
	4. Share impact with larger university community

COURSE SCHEDULE

Week		Assignment/Exam
1		Course Overview and Discussion of Expectations
2		Meet with community partner to identify challenge. Brainstorm/discuss focus with partner. Research business and the larger service learning objective and present three findings to team and instructors
3		Identify achievable objectives and goals as a team and write research proposal for the community partner
4		Meeting with librarian to identify appropriate data sources. Identify two relevant articles to share with the group.

5		Following partner's approval, students identify appropriate research methods to use. Students will create a team task schedule.
6		Students will conduct site visit and provide update on the project and elicit feedback from community partner.
7		Based on the specific project, students will complete project specific tasks and reflection on team and service learning experience.
8		Mid-term team evaluation (ungraded conversation identifying problems and changes to proposal)
9		Informal meeting with community partner to ensure work on track
10		Develop business presentation based on research. Turn in draft to instructors for feedback.
11		Complete business presentation
12		Present business plan to community partner and Sociology department.
13		Students create Denman poster and abstract. This should connect research with service learning project.
14		Students develop sustainability plan that includes elements of future students' connection with community partner and a plan for the service project.
Exam week		Evaluation of impact of service learning project, community partnership, and team relationship (this is an individual reflection and assessment)

READING LIST

Please see the class website for the assigned articles each week. The articles you need to read for Friday's course will be online by the previous Saturday morning.

Organizational/Business Research

Andrews, Kenneth T. and Bob Edwards. 2004. "Advocacy Organizations in the U.S. Political Process." *Annual Review of Sociology* 30: 479-506.

DiMaggio, Paul L. and Walter W. Powell. 1983. "The Iron Cage Revisited: Institutional Isomorphism and the Collective Rationality in Organizational Fields." *American Sociological Review* 48: 147-160.

Granovetter, Mark S. 1973. "The Strength of Weak Ties." *American Journal of Sociology* 78: 1360-1380.

Greenwood, Royston and C.R. Hinings. 1996. "Understanding Radical Organizational Change: Bring Together the Old and the new Institutionalism." *The Academy of Management Review* 21: 1022-1054.

Hannan, Michael T. and John Freeman. 1977. "The Population Ecology of Organizations." *American Journal of Sociology* 82: 929-964.

Huber, George P. 1991. "Organizational Learning: The Contributing Processes and Literatures." *Organization Science* 2:88-115.

Kalleberg, Arne L., David Knoke, Peter V. Marsden, and Joe L. Spaeth. 1996. *Organizations in America*. Thousand Oaks, CA: Sage Publications.

Kotter, John P. 1995. "Leading Change: Why Transformation Efforts Fail." *Harvard Business Review* 73: 59-67.

Lieberson, Stanley and James F. O'Connor. 1972. "Leadership and Organizational Performance: A Study of Large Corporations." *American Sociological Review* 37: 117-130.*

Perrow, Charles. 1972. *Complex Organizations: A Critical Essay*. Glenview, IL: Scott, Foresman, and Company.

Powell, Walter W. and Paul J. DiMaggio, eds. 1991. *The New Institutionalism in Organizational Analysis*. Chicago: University of Chicago Press.

Powell, Walter W. (ed.). 1987. *The Nonprofit Sector: A Research Handbook.* New Haven: Yale University Press.

Roa, Hayagreeva. 2008. *Market Rebels*. Princeton, NJ: Princeton University Press.

Schurman, Rachel and William Munro. 2009. "Targeting Capital: A Cultural Economy Approach to Understanding the Efficacy of Two Anti-Genetic Engineering Movements." *American Journal of Sociology* 115: 155-202.

Scott, W. Richard. 1998. *Organizations*. 4th Edition. Upper Saddle River, NJ: Prentice Hall.

Soule, Sarah A. 2009. *Contention and Corporate Social Responsibility.* New York: Cambridge University Press.

Zald, Mayer N. and Michael A. Berger. 1978. "Social Movements in organizations: Coup d'etat, Bureacruatic Insurgency, and Mass Movements." *American Journal of Sociology* 83: 823-861.

Methodology (Organization and Community)

Blau, Peter M. 1955. "The Emperical Study of Bureacratic Structure and Function." Pp. 1-15 in *The Dynamics of Bureacracy* by Peter M. Blau. Chicago: University of Chicago.

Hodson, Randy. 1998. "Organizational Ethnographies: An Underutilized Resource in the Sociology of Work." *Social Forces* 76: 1173-1208.*

Kalleberg, Arne L., Marsden, Peter V., Aldrich, Howard E., and James W. Cassell. 1990. "Comparing Organizational Sampling Frames." *Administrative Science Quarterly* 34: 358-688.*

Leicht, Kevin T., Toby L. Parcel, and Robert L. Kaufman. 1992. "Measuring the Same Concept across Diverse Organizations." *Social Science Research* 21: 149-174.

Podsakoff, Philip M. and Dan R. Dalton. 1987. "Research Methodology in Organizational Studies." *Journal of Management* 13:419-441.

Tomaskovic-Devey, Jeffrey Leiter, and Shealy Thompson. 1994. "Organizational Survey Nonresponse." *Administrative Science Quarterly* 39: 439-457.

----. 1995. "Item Nonresponse in Organizational Surveys." *Sociological Methodology* 25: 77-110

Service Learning

Bringle, R. G., & Hatcher, J. A. (2000). Meaningful Measurement of Theory-based Service-Learning Outcomes: Making the Case with Quantitative Research. *Michigan Journal of Community Service Learning*.

Criz, N. L., & Giles Jr, D. E. (2000). Where's the Community in Service-Learning Research?. *Michigan Journal of Community Service Learning*.

Driscoll, A., Holland, B., Gelmon, S., & Kerrigan, S. (1996). An Assessment Model for Service-Learning: Comprehensive Case Studies of Impact on Faculty, Students, Community, and Institution. *Michigan Journal of Community Service Learning*, *3*, 66-71.

Eyler, J., Giles Jr, D. E., & Braxton, J. (1997). The impact of service-learning on college students. *Michigan Journal of Community Service Learning*, *4*, 5-15.

Kendrick Jr, J. R. (1996). Outcomes of Service-Learning in an Introduction to Sociology Course. *Michigan Journal of Community Service Learning*, *3*, 72-81.

Kraft, R. J. (1996). Service Learning: An Introduction to Its Theory, Practice, and Effects. *Education and urban society*, *28*(2), 131-59.

Morton, K. (1995). The irony of service: Charity, project, and social change in service-learning. *Michigan Journal of Community Service Learning*, *2*(1), 19-32.

Project Specific Readings (to be announced)

SERVICE LEARNING REFLECTION ASSIGNMENT

Please write a thoughtful (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? Please draw on course readings and concepts to answer this question. You must reference three of the assigned articles for the course.

2. Demonstrate your understanding of the issues, resources, assets, and cultures of the community in which you worked. This should include three components: 1) an understanding of the organizational climate of the business partner that you worked with, specifically how service work factors into their business; 2) an understanding of the local community your service project affects (this portion of the assignment is not about how you affected this community, but is about the community itself); 3) an understanding of the global community as it relates to your service project (again not the impacts but the global community itself).

3. Evaluate the impacts of the service-learning activity. Use concrete examples. Please be sure to reflect on the initial goals of the activity that you created at the beginning of the course. How well did the final project meet these goals? In addition, how did your project affect the business partner you collaborated with, the local community, and the global community? Think about both short-term and long-term impacts. Finally, how did working on this project affect you? Will this impact your involvement in community service in the future or not? What recommendations might you make for other people engaging in similar types of projects? What would you recommend for another group of students who wanted to further the project you worked on – what should their next steps be?

ACADEMIC MISCONDUCT

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/."

DISABILITIES

"Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; http://www.ods.ohio-state.edu/."

Sociology 4000H
GE Rationale

Sociology 4000H fulfills the GEC/GE requirement for Service Learning, which has the following Goals:

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

Sociology 4000H (Social Science Business Collaboration: A Service Learning Approach) is an Honors service-learning course designed to help junior and senior students in developing research projects by familiarizing them with: 1) the process of collaboration with a local business or area non-profit organization to work on a service project 2) linking university resources to bear on community issues 3) hands-on data collection 4) the process of project management, 5) opportunities to present research findings in both academic and applied settings, and 6) learning through bettering the local community.

Sociology 4000H fulfills the GEC/GE requirement for Service Learning.

1. Students make connections between concepts and skills learned in an academic setting and community-based work.

    Students have required readings about both the business they are partnering with and the impacts of philanthropy within a business setting as well as readings centered on the service activity itself and its impacts on the local/global community. Students are exposed throughout the course to different theories of community partnership and service learning expectations. Diversity is a topic considered throughout the course in terms of multicultural communities and working in a multicultural team setting. The class sessions will include discussions of these readings and facilitated discussion of the connection between the readings and the service projects. After reviewing the literature surrounding the service project, students will create a task schedule and work to connect the larger goals of the service project with smaller project-specific tasks. Students will also have an end of class assignment in which they connect the academic materials of the course to the project they did and assess the impact of their work (see additional attached materials). Students also present their projects in two ways – first, they give the business leaders an action plan based on their research that helps facilitate the service work. Second, they present their research in an academic setting at the Denman Forum.

2. Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.

    Students collect data on both the business partner and the broader community in which it is embedded. They will draw upon skills used in required methods courses to collect this data. Since they are doing a research-based service project in collaboration with a business partner rather than a traditional service learning project, their understanding needs to be of the business climate itself and the organizational structure of the business as well as an understanding of

the local or global community their project affects. In their end of year reflection (see attached materials), students must show an understanding of the organizational climate of the business partner that they worked with, specifically how service work factors into their business, an understanding of the local community your service project affects, and an understanding of the global community as it relates to their service project. A part of this course includes continual communication and feedback with the business leader as the project unfolds. We want this class to prepare them to carry on service related projects as business leaders in the future within an organizational setting.

3. Students evaluate the impacts of the service learning activity.
    At the beginning of the course, students will identify clear goals for the project and revisit these throughout the term – with formal evaluations at the mid and end points. These goals will be developed from best practices identified in the literature. Throughout the course, students will work collaboratively to assess their own work and the work of their classmates. Students will also reflect on the impact of their projects in an end of class assignment in which they identify short and long term consequences of their work on the business, on the community, and on themselves and make an action plan for either business leaders or future students who may want to continue the project (see attached materials).

SOC 4000H
GE Assessment Plan

Please see additional attached materials for the "End of Course Service Learning Reflection Assignment". Students are assessed on all three goals within this assignment, but are also assessed in different ways throughout the course as outlined below:

- Students make connections between concepts and skills learned in an academic setting and community-based work.
    - On their end of year assignments, students connect knowledge from course readings to their service projects.
    - Students report on the survey that this course gave them the opportunity to connect academic skills to an applied setting
    - Students give a presentation that business owners deem as "Satisfactory" that connects sociological research skills to the business partner's project (that is also service-based)
    - Students adequately connect and identify transferable skills in their reflection papers
- Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working
    - In the end of class assignment, students show an understanding of both the organizational environment of their business partner (with particular knowledge of how service fits into the business) as well as an understanding of the local and global community that their project directly or indirectly impacts.
    - Students report on the survey that they understand the community/communities that their project impacts
    - Students report on the survey a sufficient understanding of the impact of their project
    - Students demonstrate an understanding of these issues in their presentations to the business owner and academic community
    - Students adequately reflect on the community impact of their project in reflection papers
- Students evaluate the impacts of the service learning activity
    - In the end of class assignment, students include an assessment of how the class and their work on the research project affected themselves (and their future involvement in service), the organization/business partner and the local and global community. They should include both direct and indirect impacts.
    - Students develop a questionnaire for business partner to assess project
    - If applicable, students develop a questionnaire for any community partners or impacted communities to assess impact of project
    - Students include a sustainability piece in their business and academic presentations

Immediate Assessment

Demonstration of these competencies is evaluated by the instructors and the Director of Undergraduate Studies. 70% of the students should earn a satisfactory grade on the end of course assignment (showing that they have met Milestone 2 as outlined in the scoring rubric), business partner and instructor assessments to demonstrate that these learning objectives have been met. Classroom discussions, in-class assignments, and student presentations will include the three components as well. Student presentations to the business partner will be assessed by both business partner and instructors and academic presentations will be assessed by instructors as well. Further 90% of students must participate in the Denman Forum. Surveys administered to the students at the end of the course will measure their assessment of the course in connecting their academic work to an applied setting; understanding the intricacies of both the business that they partner with and the community they help to serve, and understanding how to assess their business plan and make it sustainable. 70% of students should report that the course was helpful in all three of these areas.

The department will use assessment data to improve the course in the future. Requirements will be modified as needed if competencies (70% passing) are not being met. The main areas that may need updating and revision are an understanding of the issues, resources, assets, and cultures of the community in which they are working (as these communities and business partners change yearly and some may be more difficult to fully understand). Evaluation of the impacts of the service learning activity is also something that will need yearly review and attention because the service learning activity changes yearly and different assessments may be more or less appropriate.

Long-term Assessment

In evaluating the project, we see the students, the community partner, and the local and global community as the primary beneficiaries of this program and therefore will focus our evaluation on these groups. First, for students at the end of the project we will conduct a focus group and survey with the students to get their feedback on the process. Topics to be discussed will include the appropriate level of involvement of the community partner, the methodologies chosen to address the partner's challenge, the strategy identified for implementation, and the effective use of technology in the course.

We also will collect data on the activities of the participants outside of the project. In the short term, this will include participation in the Denman undergraduate (as Sociology students) research forum, presentation at other conferences (such as ASA), and publication in undergraduate research journals such as JUROS. One of the metrics we will use is increased participation in these forums every year. We envision a 100% increase in Sociology for each of the first five years. In addition to these short term metrics, we will also keep in contact with the students after they leave Ohio State, requesting information on their future academic and career achievements. Using survey data, we will maintain a database of student information including

graduate degrees conferred, places of employment and Ohio-based employment. We hope to create a community of learners in which former students will serve as peer mentors to current students and will possibly partner with us in the future as they develop their careers.

For the business partners, we will also maintain an informational database to track past participants and referrals. We will also have several mechanisms in place to get company feedback. In the months following the conclusion of the collaboration, we will conduct formal in-depth interviews asking them to evaluate the overall success of the program. We will also maintain a written record of their program evaluations in the form of a survey. We will then follow-up with the partners within a year via survey or interview to assess how effectively they were able to implement the students' recommendations. We also plan to ask partnerships who we have collaborated with to support future projects. We envision this course to be an evolving program in which we implement feedback from businesses and students to continually improve and refine the process. The feedback given by students and businesses will be shared between them so that each learns from the other's experience.

We believe that the data collected from both the students and business partners will be instrumental in the evolution of our program. We recognize that the needs of students and the composition of the local economy are constantly in flux, and we want to ensure that our program remains relevant. Again, our hope is to partner with multiple organizations in the community; depending on the feedback we receive from these partners, it is possible that we could develop different programs for different types of organizations or their goals (mass media marketing, workplace issues/globalization, urbanization, consumer decision making, health, environment).

SOC 4000H - Reading List

Organizational/Business Research

Andrews, Kenneth T. and Bob Edwards. 2004. "Advocacy Organizations in the U.S. Political Process." *Annual Review of Sociology* 30: 479-506.

DiMaggio, Paul L. and Walter W. Powell. 1983. "The Iron Cage Revisited: Institutional Isomorphism and the Collective Rationality in Organizational Fields." *American Sociological Review* 48: 147-160.

Granovetter, Mark S. 1973. "The Strength of Weak Ties." *American Journal of Sociology* 78: 1360-1380.

Greenwood, Royston and C.R. Hinings. 1996. "Understanding Radical Organizational Change: Bring Together the Old and the new Institutionalism." *The Academy of Management Review* 21: 1022-1054.

Hannan, Michael T. and John Freeman. 1977. "The Population Ecology of Organizations." *American Journal of Sociology* 82: 929-964.

Huber, George P. 1991. "Organizational Learning: The Contributing Processes and Literatures." *Organization Science* 2:88-115.

Kalleberg, Arne L., David Knoke, Peter V. Marsden, and Joe L. Spaeth. 1996. *Organizations in America*. Thousand Oaks, CA: Sage Publications.

Kotter, John P. 1995. "Leading Change: Why Transformation Efforts Fail." *Harvard Business Review* 73: 59-67.

Lieberson, Stanley and James F. O'Connor. 1972. "Leadership and Organizational Performance: A Study of Large Corporations." *American Sociological Review* 37: 117-130.*

Perrow, Charles. 1972. *Complex Organizations: A Critical Essay*. Glenview, IL: Scott, Foresman, and Company.

Powell, Walter W. and Paul J. DiMaggio, eds. 1991. *The New Institutionalism in Organizational Analysis*. Chicago: University of Chicago Press.

Powell, Walter W. (ed.). 1987. *The Nonprofit Sector: A Research Handbook.* New Haven: Yale University Press.

Roa, Hayagreeva. 2008. *Market Rebels*. Princeton, NJ: Princeton University Press.

Schurman, Rachel and William Munro. 2009. "Targeting Capital: A Cultural Economy Approach to Understanding the Efficacy of Two Anti-Genetic Engineering Movements." *American Journal of Sociology* 115: 155-202.

Scott, W. Richard. 1998. *Organizations*. 4th Edition. Upper Saddle River, NJ: Prentice Hall.

Soule, Sarah A. 2009. *Contention and Corporate Social Responsibility.* New York: Cambridge University Press.

Zald, Mayer N. and Michael A. Berger. 1978. "Social Movements in organizations: Coup d'etat, Bureacruatic Insurgency, and Mass Movements." *American Journal of Sociology* 83: 823-861.

Methodology (Organization and Community)

Blau, Peter M. 1955. "The Emperical Study of Bureacratic Structure and Function." Pp. 1-15 in *The Dynamics of Bureacracy* by Peter M. Blau. Chicago: University of Chicago.

Hodson, Randy. 1998. "Organizational Ethnographies: An Underutilized Resource in the Sociology of Work." *Social Forces* 76: 1173-1208.*

Kalleberg, Arne L., Marsden, Peter V., Aldrich, Howard E., and James W. Cassell. 1990. "Comparing Organizational Sampling Frames." *Administrative Science Quarterly* 34: 358-688.*

Leicht, Kevin T., Toby L. Parcel, and Robert L. Kaufman. 1992. "Measuring the Same Concept across Diverse Organizations." *Social Science Research* 21: 149-174.

Podsakoff, Philip M. and Dan R. Dalton. 1987. "Research Methodology in Organizational Studies." *Journal of Management* 13:419-441.

Tomaskovic-Devey, Jeffrey Leiter, and Shealy Thompson. 1994. "Organizational Survey Nonresponse." *Administrative Science Quarterly* 39: 439-457.

----. 1995. "Item Nonresponse in Organizational Surveys." *Sociological Methodology* 25: 77-110

Service Learning

Bringle, R. G., & Hatcher, J. A. (2000). Meaningful Measurement of Theory-based Service-Learning Outcomes: Making the Case with Quantitative Research. *Michigan Journal of Community Service Learning*.

Criz, N. L., & Giles Jr, D. E. (2000). Where's the Community in Service-Learning Research?. *Michigan Journal of Community Service Learning*.

Driscoll, A., Holland, B., Gelmon, S., & Kerrigan, S. (1996). An Assessment Model for Service-Learning: Comprehensive Case Studies of Impact on Faculty, Students, Community, and Institution. *Michigan Journal of Community Service Learning*, *3*, 66-71.

Eyler, J., Giles Jr, D. E., & Braxton, J. (1997). The impact of service-learning on college students. *Michigan Journal of Community Service Learning*, *4*, 5-15.

Kendrick Jr, J. R. (1996). Outcomes of Service-Learning in an Introduction to Sociology Course. *Michigan Journal of Community Service Learning*, *3*, 72-81.

Kraft, R. J. (1996). Service Learning: An Introduction to Its Theory, Practice, and Effects. *Education and urban society*, *28*(2), 131-59.

Morton, K. (1995). The irony of service: Charity, project, and social change in service-learning. *Michigan Journal of Community Service Learning*, *2*(1), 19-32.

Project Specific Readings (to be announced)

Service-Learning Designation Request Form

Please complete this form and attach it to your Course Request or Course Change Request when you request the S-Designation. If you have questions or need more information, please contact us at slearning@osu.edu.

(Note: This version of the S-Designation Request Form will only be used to determine assignment of the S-designation for submitted courses. If you would like to seek approval for the GE Open Option as well as the S-designation, please contact the Service-Learning Initiative at slearning@osu.edu.)

1. Has this class previously received an S-Designation?   **No**

2. Is this class always taught with a service-learning component?   **Yes**
   (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.

Sociology 4000H (Social Science Business Collaboration: A Service Learning Approach) is an Honors service-learning course designed to help junior and senior students in developing research projects by familiarizing them with: 1) the process of collaboration with a local business or area non-profit organization to work on a service project 2) linking university resources to bear on community issues 3) hands-on data collection 4) the process of project management, 5) opportunities to present research findings in both academic and applied settings, and 6) learning through bettering the local community.

The business partners and, thus, the service projects change each year, and the class generally works with two at a time. The students will collaborate with area business leaders to work on a project that either generally benefits the local or global community or has a specific outreach/goal.

In line with the University's goals of community outreach, interdisciplinary research, service learning, and a focus on the quality of the undergraduate educational experience, our course will provide students opportunities to engage in research beyond the classroom experience consistent with these initiatives.

The course involves linking students with local businesses to address their challenges through research, culminating in a report presented both academically and to business leaders. These challenges must be centered around bettering the global or local community in some fashion. Within our course, and with faculty and staff supervision, students will collaborate with local businesses to address a particular challenge as a team and present their findings in a professional and dynamic multimedia format. The Sociology department is uniquely situated to host this pilot because this discipline combines research techniques with a broader understanding of the social world and group dynamics. Many students are drawn to the field of Sociology because of a desire to strengthen and improve their communities on a local and global level. This project combines the benefits of our existing experiential options while also ensuring that students get enriched workplace experiences and play dynamic roles in applied research processes. In short, students get experience working with a business and the benefits of service learning at the same time. We have also found, through research, that many times businesses partners collaborate on projects to benefit their local communities – eg. Columbus Foundation.

One of the major objectives of this course is to allow flexibility in developing relationships with community partners. We believe that our students would be best served by having them work on projects with a specific partner over the course of the academic year. The partners would change depending upon the particular interests of the students and the opportunities we as instructors have identified. We have already cultivated relationships with multiple partners, which will allow us to ensure that each incoming cohort of students has a new experience. We should note, however, that this does not preclude the possibility that we will forge more long-term relationships with a select group of community partners, provided they have new projects for the students to work on. For example, we plan on continuing to work with PICA for the 2013-14 academic year on a project we have already begun. Thus, although in our description of the course we discuss our goal of identifying and bringing in new community partners, in reality we are very open to the possibility of forging longer-term relationships with those partners whose long-term interests coincide with the goals of the course.

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

A major objective of service learning is produce outcomes that are useful not only to the community partner, but benefit the community, locally and/or globally. Currently we are working with businesses, so a major concern for them is to ensure profitability. What we see as unique in our course is to link such goals with broader community "goods." For example, one of the projects with Rockmill brewery is to determine best practices for becoming greener and more energy efficient. Obviously such outcomes lead to cost savings by the business, but also have a number of broader benefits in terms of its effect on pollution and energy use. We hope that the model we develop for Rockmill can be used by other small businesses; again, this would be beneficial both for their own business, and for the community at large. The PICA web security project is also aimed at ensuring that students are aware of best practices for internet use, again benefiting this particularly vulnerable group. As we move forward in developing new partnerships, our main objective will be to identify projects that have both economic and societal impacts. We feel strongly that sociology students are particularly well-suited for bridging the

philanthropic and business world, and hope that this class will be a model for others interested in ensuring responsible and socially beneficial business practices. Moreover, we are also interested in developing relationships with more traditional partners that have a clear community impact. For example, we are in the midst of discussing possible projects with Local Matters, a charity whose goals include providing access to nutritious food to everyone. In sum, we are very aware of the importance that our course have a strong community component, and we will work with each of our partners to ensure that the local or global community is positively impacted by the project. Although the nature of the course and the projects does not involve as great of community immersion as more traditional service learning projects might, we are hoping to give our students an experience that will set them up successfully for a career that combines community betterment and real world skills. Our reflection assignment will include the student's assessment of their impact on the community – including any shortcomings. One of the goals of using traditional service learning reading materials is to push the students to think about how they can have a broader community impact while at the same time meeting the needs of the business partner. It is our hope that in the final paper the students are able to offer suggestions for future projects on how business and community goals can be reached within the context of a single project. In a "reading list" assignment, students will also identify five to ten readings that apply to their specific projects and connect their service academically with these readings.

The community partner will change each year, therefore the specific expectations will depend upon their needs. The students would meet with leaders from various organizations to discuss organizational structure and identify challenges and opportunities that could be addressed through a research project. The students would select the research topic as a team – based on their meetings with community leaders and their review of relevant literature and the current local climate. The students would present their topics and background research to the leaders to collaboratively identify focused research questions. Some examples that we think would be relevant topics are workplace issues, emerging social movements, environmental behaviors, and policy-making and evaluation.

Currently, our students are working with Rockmill Brewery and PICA, a global security firm. The service activities that the students are participating gin are research-based team projects centered around water accessibility and geopolitical risk analysis, respectively. The students will collaborate with the local community partners to research these issues and propose solutions. The students will not be in a traditional lecture-based course but will be working in the field.

Community Focus and Reciprocity

As we stated above, we envision having multiple partners for the project that change yearly. We choose partners carefully to find partners with a collaborative nature who would create connections with other potential project partners. Both of our current partners are businesses and are not not-for-profit organizations, but both have an interest in investing in the community through collaboration with the university.

Matthew Barbee of Rockmill Brewery has identified several projects that would benefit from student collaboration. He is particularly interested in water quality and access issues and would like to partner with students to create a fundraiser to improve access to clean drinking water in Africa. Students would help organize the fundraising event and would research best practices for improving water access, including how the funds raised would best be used.

Vincent Volpi, Chairman and CEO of PICA (www.pica.net) has agreed to work with Criminology majors. PICA is a global leader for loss prevention and risk management services founded in Columbus, Ohio. Volpi has had a lifelong connection to Columbus and is passionate about connecting OSU students to the Columbus community. Volpi has agreed to allow his company and resources to be used as a platform for university outreach and collaboration. He would like students to collaborate with him on a project exploring ways to improve geopolitical security through risk analysis. This is clearly an issue of national security.

The course has important implications for each partner. Barbee and Volpi will both have access to well-qualified and highly skilled students whose research will address specific questions they have. Further, the curricular backgrounds of the Sociology students will directly relate to Barbee's goal of improving access to water. Criminology students are similarly suited for Volpi's project as their coursework will relate to the security and intelligence field. Further, the businesses will not have the burden of daily monitoring and training of interns, but will still be making connections with our students and benefiting from their research.

Again, both partners are for-profit organizations, but both are passionate about partnering with our students to improve the local community. We would argue that they are for-profit organizations working on nonprofit causes, water access and global security, that have an anticipated community benefit that is global in scope. This will always be the case with our future partners as well – a passion for bettering the local or global community, and our projects will be centered around those issues.

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

Expectations for faculty include developing and maintaining relationships with business partner, ensuring students stay on task with various projects, and promoting the class in the community and university. Our responsibilities will include facilitating connection and communication between the students and community partner and helping students make connections between their academic training and the applied setting. Faculty will also supervise the students in their day-to-day research.

b) Students

Students are expected to have taken at least one background course in Sociology. We want them to come into the course with a basic understanding of sociological theories (especially as they pertain to inequality and community engagement) and data collection methods. Both instructors have a strong background in these areas. As described above, students will meet with the partner early in the course to learn about both their industries and companies as well as the specific service projects. They will also conduct at least one site visit to the partner's organization. Initial course meetings will cover service-learning expectations as outlined in the syllabus. Cultural sensitivity will also be addressed at that time, but we expect to have ongoing discussions centered around these issues as the students undertake the project. As noted above, students are expected to identify how the project will benefit the local or global community given its particular cultural needs and challenges. Given the sociological nature of the course, stratification and inequality are included in course discussions and readings.

c) The community partner(s)

The contributions of the partners depends on their willingness to get involved. Currently, one of the community partners is much more involved than the other (the less involved partner is the owner of a small business and therefore has less time to spend on the project). We have found that it is important to be flexible in our expectations of what the community partners can give after the basic expectations of the project have been established. We always strive to maintain communication with the partner, but we see our role as instructors is guiding the students when the community partner is unavailable while at the same time maintaining a clear channel of communication with the partner.

Partners must have agreed to meet with the students, discuss their goals, and collaborate with them to determine the specifics of each service-learning project. For each partner, the instructors will meet with the partner several times before the class begins to gain an understanding of the business and the community issue they want to focus on. We will then host a class meeting with the partner in the first week of the semester. The meeting will include a presentation from the partner about their business, their mission, the current environment of their industry, and the community issue that they have identified as important. Students will have an opportunity to ask questions and engage in discussion with the partner and each other – they will collaboratively brainstorm to develop specific foci and goals for the project. There will be continual and ongoing communication throughout the course – instructors will communicate with the partner on any challenges that arise during the semester and will give updates on the research. Community partners will be invited to the course on iTunes U so that they can take part in discussion with the students and instructors if they choose. At the end of the year, students will report their findings academically and to the partners – they will be required to give a multi-media presentation of quality typical of a professional consulting firm. After the course, the instructors will follow-up with partners to get feedback, address any concerns, and request their use as a reference for introduction to other potential partners.

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

We have secured funding through a Service learning course development grant and a Learning Technology grant. We have applied for additional support including OIT's departmental impact grant and will apply to NSF. We have received funding from OIT and our department to attend a conference this summer that will help us to effectively use technology in the course.   Our department is excited about the development of this course and hopeful that a successful pilot year will translate into a more permanent offering with greater support. The initial year of the course is progressing well, and we believe the course is ready to be opened to an interdisciplinary group of students. The course is being offered next year with strong departmental enthusiasm and good initial enrollment. We also chose our pilot community partners carefully since they have community connections that will facilitate other partnerships in upcoming years. We sought external funding to get the course started (freeing up time for the instructors to make connections with community partners). Now that the course is underway, external funding has become less vital for the day-to-day functioning of the course, though we certainly are still seeking funding to expand the course and identify other partners.

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?

The service activities that the students will participate are research-based team projects centered on issues that better the local or global community. The students will collaborate with local community partners to research these issues and propose solutions.

8. In addition to course-specific student learning goals, the following general Expected Learning Outcomes are defined for students in Service-Learning courses:

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

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
   The course is centered on the use of technology to promote continual communication and feedback between the students, instructors, and partners. We believe that technology driven courses lend themselves to a different academic model. This course will be based on the concept of Challenge Based Learning which requires continual reflection and reiteration based on the students' experiences. The course will include weekly discussions focused on the experiences they have in the field and the linkages we can

help them create between these experiences and sociological theory. We will also utilize iTunes U to allow for journaling and online conversations. Students are expected to take a leadership role in planning and implementing the class project. The course has two central requirements – presentation of findings in both the community partner's setting and academically. The completion of these two aspects will help students to connect their work with academic concepts.

In addition, since the students are doing research projects based around the practices of sociological research, they are able to use their skills in an applied setting, collaborate with community partners to identify challenges/goals, identify an appropriate methodology to use, collect and analyze data. They also learn how their classroom skills relate to project management because they must create a task schedule, connect larger goals to project-specific tasks, and write a business plan that the community partner can implement with their help.

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.

Throughout the course, students continually reflect on how tasks achieve service-learning objectives through required reflection exercises. Since the projects are a collaboration with a business partner, students understand how to build relationships with community partners, elicit feedback continually during the project to ensure larger goals are being met, collaborate throughout project to maintain community partner's involvement, evaluate the partnership at the end of the project, and create a plan of sustainability for future students. A required piece of both the academic and business final presentations is a presentation of the specific issues and cultures of the community/communities impacted by the project. Also, students are exposed throughout the course to different theories of community partnership and service learning expectations. Diversity is a topic considered throughout the course in terms of impacting multicultural communities and working in a multicultural team setting.

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

Throughout the course, students are taught about methods for assessing their business plans and creating sustainable plans. They must also evaluate the projected impact of the project. They must continually reflect on their work on project and evaluate their fellow team members' work. As part of their final proposals, students must assess their own business plan and those of fellow students. At the Denman Forum, they will share this impact with larger university community. All of the proposals must contain a sustainability plan for service project.

Measuring student learning outcomes can take many different approaches. For example, you may measure student success in achieving identified outcomes through written-papers,

embedded test questions, pre and post-tests, reflection journals, discussions, successful completion of a specified product, focus groups, interviews, and observations.

9. Please describe how student learning, with respect to the goals in #8 above, will be assessed in this course.

Assessment of the above goals is through student and business partner evaluations and instructor assessment of presentations and end of class assignment reflecting on the coursework and service project and relationship between the two. It is also measured through a survey administered to students at the end of the term.

- Students make connections between concepts and skills learned in an academic setting and community-based work.
    o On their end of year assignments, students connect knowledge from course readings to their service projects.
    o Students report on the survey that this course gave them the opportunity to connect academic skills to an applied setting
    o Students give a presentation that business owners deem as "Satisfactory" that connects sociological research skills to the business partner's project (that is also service-based)
    o Students adequately connect and identify transferable skills in their reflection papers
- Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working
    o In the end of class assignment, students show an understanding of both the organizational environment of their business partner (with particular knowledge of how service fits into the business) as well as an understanding of the local and global community that their project directly or indirectly impacts.
    o Students report on the survey that they understand the community/communities that their project impacts
    o Students report on the survey a sufficient understanding of the impact of their project
    o Students demonstrate an understanding of these issues in their presentations to the business owner and academic community
    o Students adequately reflect on the community impact of their project in reflection papers
- Students evaluate the impacts of the service learning activity
    o In the end of class assignment, students include an assessment of how the class and their work on the research project affected themselves (and their future involvement in service), the organization/business partner and the local and global community. They should include both direct and indirect impacts.
    o Students develop a questionnaire for business partner to assess project
    o If applicable, students develop a questionnaire for any community partners or impacted communities to assess impact of project

   o Students include a sustainability piece in their business and academic presentations

Immediate Assessment

Demonstration of these competencies is evaluated by the instructors and the Director of Undergraduate Studies. 70% of the students should earn a satisfactory grade on the end of course assignment (showing that they have met Milestone 2 as outlined in the scoring rubric), business partner and instructor assessments to demonstrate that these learning objectives have been met. Classroom discussions, in-class assignments, and student presentations will include the three components as well. Student presentations to the business partner will be assessed by both business partner and instructors and academic presentations will be assessed by instructors as well. Further 90% of students must participate in the Denman Forum. Surveys administered to the students at the end of the course will measure their assessment of the course in connecting their academic work to an applied setting; understanding the intricacies of both the business that they partner with and the community they help to serve, and understanding how to assess their business plan and make it sustainable. 70% of students should report that the course was helpful in all three of these areas.

The department will use assessment data to improve the course in the future. Requirements will be modified as needed if competencies (70% passing) are not being met. The main areas that may need updating and revision are an understanding of the issues, resources, assets, and cultures of the community in which they are working (as these communities and business partners change yearly and some may be more difficult to fully understand). Evaluation of the impacts of the service learning activity is also something that will need yearly review and attention because the service learning activity changes yearly and different assessments may be more or less appropriate.

Long-term Assessment

In evaluating the project, we see the students, the community partner, and the local and global community as the primary beneficiaries of this program and therefore will focus our evaluation on these groups. First, for students at the end of the project we will conduct a focus group and survey with the students to get their feedback on the process. Topics to be discussed will include the appropriate level of involvement of the community partner, the methodologies chosen to address the partner's challenge, the strategy identified for implementation, and the effective use of technology in the course.

We also will collect data on the activities of the participants outside of the project. In the short term, this will include participation in the Denman undergraduate (as Sociology students) research forum, presentation at other conferences (such as ASA), and publication in undergraduate research journals such as JUROS. One of the metrics we will use is increased

participation in these forums every year. We envision a 100% increase in Sociology for each of the first five years. In addition to these short term metrics, we will also keep in contact with the students after they leave Ohio State, requesting information on their future academic and career achievements. Using survey data, we will maintain a database of student information including graduate degrees conferred, places of employment and Ohio-based employment. We hope to create a community of learners in which former students will serve as peer mentors to current students and will possibly partner with us in the future as they develop their careers.

For the business partners, we will also maintain an informational database to track past participants and referrals. We will also have several mechanisms in place to get company feedback. In the months following the conclusion of the collaboration, we will conduct formal in-depth interviews asking them to evaluate the overall success of the program. We will also maintain a written record of their program evaluations in the form of a survey. We will then follow-up with the partners within a year via survey or interview to assess how effectively they were able to implement the students' recommendations. We also plan to ask partnerships who we have collaborated with to support future projects. We envision this course to be an evolving program in which we implement feedback from businesses and students to continually improve and refine the process. The feedback given by students and businesses will be shared between them so that each learns from the other's experience.

We believe that the data collected from both the students and business partners will be instrumental in the evolution of our program. We recognize that the needs of students and the composition of the local economy are constantly in flux, and we want to ensure that our program remains relevant. Again, our hope is to partner with multiple organizations in the community; depending on the feedback we receive from these partners, it is possible that we could develop different programs for different types of organizations or their goals (mass media marketing, workplace issues/globalization, urbanization, consumer decision making, health, environment).

he issues, resources, assets, and cultures of the
is should include three components: 1) an
climate of the business partner that you worked
actors into their business; 2) an understanding of
oject affects (this portion of the assignment is not
nity, but is about the community itself); 3) an
ity as it relates to your service project (again not
ty itself). 4) What are the implications of not
rk with the community you served?

earning activity. Use concrete examples. Please
 of the activity that you created at the beginning
l project meet these goals? In addition, how did
ner you collaborated with, the local community,
out both short-term and long-term impacts.
ect affect you? Will this impact your involvement
r not? What recommendations might you make for
es of projects? What would you recommend for
ed to further the project you worked on – what

From:	Harmony Cox <HCox@esue.ohio-state.edu>
Sent:	Wednesday, January 16, 2013 1:57 PM
To:	Martin, Andrew
Cc:	Chamberlain, Lindsey
Subject:	RE: 4998H service learning designation

OK! Glad to hear we've hit a good solution. If you're interested in the GE, make sure you fill out the S/GE version of the form on the website. We're also having an informational session about the s-designation and the GE Open Option both this Friday and next Friday at 12pm in Thompson 156. If one or both of you would like to attend, it would be a good chance to get your questions answered.

From: Martin, Andrew [mailto:martin.1026@sociology.osu.edu]
Sent: Wednesday, January 16, 2013 1:42 PM
To: Harmony Cox
Cc: Chamberlain, Lindsey
Subject: RE: 4998H service learning designation

Thanks for the update Harmony, we really appreciate all of your help! Your proposed solution sounds great-we'll be submitting all of the required materials next week. Also, we are very interested in getting the Open Option GE status for the course.
Thanks again!
Andrew and Lindsey

From: Harmony Cox [mailto:HCox@esue.ohio-state.edu]
Sent: Wednesday, January 16, 2013 12:23 PM
To: Martin, Andrew
Cc: Chamberlain, Lindsey
Subject: RE: 4998H service learning designation

Hi, Andrew and Lindsey!

Thanks for your patience as we've finalized the S and GE processes for our service-learning classes. After a discussion with Honors and Scholars and the curricular committee, we have learned that while the S-designation cannot be listed alongside an existing H designation, we can still complete the process to have a course receive an s-designation and then list that status in the course description and official catalogue. That way the course will still retain the H-designation, but it will still be easily identified as a service-learning course. If you'd be interested in doing that, I'd be happy to assist you.

Currently, we need all courses that are trying to receive the S or the GE (or both) in time for Autumn scheduling to be submitted to the curricular system by January 31st. Here are the steps you'd need to follow:

1. Work with your department's curricular contact to create a Course Change request and submit a completed S-Designation form through the curriculum system. Be sure to attach an updated syllabus with appropriate learning objectives and any other materials we should consider.
2. Your course will be sent to the Service-Learning Initiative for s-designation approval. Once we have your completed form on file, your course will be evaluated for the s-designation and sent to the College of Arts and Sciences
3. You will be notified of your courses status via the curriculum system (allow 6-8 weeks)

Do you think that you would like to also get the Open Option GE status for the course? It involves an extra step in the approval process, but it allows undergrads to count your course towards their required elective hours. Please let me know if you'd be interested in that.

The form for the S-designation, the S/GE designation, and some other information is on our website here: http://service-learning.osu.edu/request-service-learning-s-designation.html I'd recommend reviewing the S-Designation Rubric side-by-side with the request form. You can also ask Ola or myself if you need clarification on anything or would like us to review before you submit.

I hope this all makes sense. Please let me know if you need any more information, or if you'd like to meet and go through the paperwork. Thanks!

Best,
Harmony

From: Martin, Andrew [mailto:martin.1026@sociology.osu.edu]
Sent: Tuesday, January 15, 2013 9:46 AM
To: Harmony Cox
Cc: Chamberlain, Lindsey
Subject: 4998H service learning designation

Hi Harmony
Just wanted to check on the status of adding an S designation to our Sociology 4998H Prosem course. We're very excited about the possibility of having it designated a service learning course, and would like to be able to offer it as a service learning course before students begin registering for autumn classes.
Thanks again!
Andrew and Lindsey