Term Information

Effective Term   Autumn 2014
Previous Value   *Summer 2013*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Request for both S designation and GE credit for ES HESA 2571

What is the rationale for the proposed change(s)?

This course meets the requirements for both the S designation and the GE credit as it has existed for a number of years. The course that is presented here is

what is currently offered.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

Allowing students to fulfill these additional requirements through this course will possibly increase enrollments and thus, we may need to offer more sections in

the future. We are equipped to handle these changes in the immediate future, although conversations may need to occur about paying additional instructors

for more sections if there is enough demand.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Educ Sts: Higher Ed & Stdt Aff
Fiscal Unit/Academic Org	School/Educ Policy&Leadership - D1280
College/Academic Group	Education & Human Ecology
Level/Career	Undergraduate
Course Number/Catalog	2571S
Previous Value	*2571*
Course Title	Leadership In Community Service
Transcript Abbreviation	Ldshp Comm Serv
Course Description	Introduction to the knowledge, skills, and competencies for responsible service and leadership in diverse communities. Preparation for engaged, responsible, and active community involvement and leadership.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
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, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	13.0406
Subsidy Level	General Studies Course
Previous Value	*Baccalaureate Course*
Intended Rank	Freshman, Sophomore, Junior, Senior

Quarters to Semesters

Quarters to Semesters	Modified or re-envisioned course that includes substantial parts of the content and learning goals of one or more quarter courses
List the current courses by number and title that are to be subsumed into proposed course	EduPL 271: Leadership in Community Service. The modified course will include expanded depth on community leadership, civic engagement, and citizenship.

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
General Education course:
    Service-Learning (new)
The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- The student will 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.
- Students will gain an understanding of leadership for the common good.
- Students will increase awareness of community needs related to education and poverty.
- Students will act as allies for social justice and positive social change.

Previous Value

Content Topic List

- Overview and Introductions
- Service-Learning and leadership (3 sessions)
- Citizenship
- Privilege in American society/Cultural Humility
- Opportunity Structures/Poverty/Hunger/Food Insecurity (in the U.S.)
- Problematizing Community Service
- Leadership and the Social Change Model
- Asset-based approaches
- Becoming allies
- Going forward

Previous Value

- *Overview and Introductions*
- *Service-Learning and leadership (3 sessions)*
- *Assets and deficiencies*
- *Privilege in American society*
- *Rankism and Heterosexsm in American society*
- *Identity and diversity*
- *Being global citizens (2 sessions)*
- *Legacy in service*
- *Becoming allies*
- *Going forward*
- *Formal presentations*

Attachments

- ES HESA 2571 syllabus for GE review_Final.docx: syllabus for GE review

  (Syllabus. Owner: Barnes,Amy Catherine)
- GE Rationale ES HESA 2571_Jan 2014.docx: GE Rationale ES HESA 2571

  (Other Supporting Documentation. Owner: Barnes,Amy Catherine)
- ES HESA 2571_GE app_Jan 2014.doc: GE Designation Form

  (Other Supporting Documentation. Owner: Barnes,Amy Catherine)
- altogether S-L Rubric ESHESA 2751S.docx: S-designation approval

  (Other Supporting Documentation. Owner: Cox,Harmony Mae)

Comments

- Course has completed committee review and been approved for the s-designation. *(by Cox,Harmony Mae on 03/04/2014 04:02 PM)*

- Updates from Bernadette's feedback have been made and documents are updated *(by Barnes,Amy Catherine on 01/13/2014 11:11 AM)*

- See 6-4 e-mail to S. Odom and A. Barnes. *(by Vankeerbergen,Bernadette Chantal on 06/04/2013 01:16 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Barnes,Amy Catherine	03/21/2013 01:18 PM	Submitted for Approval
Approved	Wheaton,Joe Edward	03/21/2013 04:54 PM	Unit Approval
Approved	Odum,Sarah A.	05/08/2013 03:45 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	06/04/2013 01:16 PM	ASCCAO Approval
Submitted	Barnes,Amy Catherine	01/13/2014 11:12 AM	Submitted for Approval
Approved	Zirkle,Christopher J	01/13/2014 01:48 PM	Ad-Hoc Approval
Approved	Wheaton,Joe Edward	01/28/2014 03:19 PM	Unit Approval
Approved	Odum,Sarah A.	02/03/2014 09:52 AM	College Approval
Pending Approval	Vankeerbergen,Bernadette Chantal Nolen,Dawn Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole Hanlin,Deborah Kay	02/03/2014 09:52 AM	ASCCAO Approval
Approved	Cox,Harmony Mae	03/04/2014 04:02 PM	Ad-Hoc Approval

The Ohio State University
College of Education and Human Ecology
Department of Educational Studies
ESHESA 2571 Spring 2014
__days, Time-Time in ### Bldg
Dr. Amy Barnes (preparer)
Instructor Name, Office, Phone, Email, Office Hours
Leadership in Community Service, 3 credits, Undergraduate

Course Description: This course is an introduction to the knowledge, skills, and competencies for responsible service and leadership in diverse communities. This course prepares you for engaged, responsible, and active community involvement and leadership. In addition to a weekly lecture, you will engage in a required, off-campus field experience for a minimum of 30 hours throughout the semester.

Course Coordinator: Dr. Amy Barnes, barnes.269@osu.edu, Senior Lecturer, Higher Education and Student Affairs Section, Department of Educational Studies

Note: The instructor reserves the right to adjust this syllabus. All adjustments will be announced in class, and an accurate syllabus will be available on Carmen.

Course Goals and Learning Outcomes
This course fulfills the goals and expected learning outcomes for GE Service-Learning:

Objective	Program Goal or Standard	Course Assessment
Following successful completion of this course, the student will be able to apply academic knowledge through civic engagement with communities	The student will make connections between concepts and skills learned in an academic setting and community-based work.	Final presentations; feedback from service-learning site supervisors; service-learning reflection paper
Following successful completion of this course, the student will be able to apply academic knowledge through civic engagement with communities	Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.	Weekly online discussion; service-learning reflection paper
Following successful completion of this course, the student will be able to apply academic knowledge through civic engagement with communities	Students evaluate the impacts of the service learning activity.	Final presentations; service-learning reflection paper

As outlined in the objectives below and the course requirements that follow, students will be introduced to an asset-based approach to community-based leadership for social change, contextualized by identity-based institutional privilege. Each week, assigned readings, written reflection and in-class pedagogy will empower students to apply their on-site service-learning experiences to academic learning content. Using opportunity structures as a lens, and access to education and food security as primary social problems, students will gain agency-specific critical understanding of obstacles facing Columbus-area communities. By problematizing community service theoretically and practically, nationally and globally, and focusing on community needs and agency partner perspectives, students will be able to evaluate the impacts of their service-learning on themselves, the community being served and the agency hosting the service.

Course Objectives:
Students will gain an understanding of leadership for the common good.
>*Using the social change model of leadership, students will be able to:*
>- Define and make distinctions between service learning, community service, volunteerism, charity and common good.
>- Name their personal strengths, limits, goals, and fears related to leadership for social change.

- Explain what makes civically engaged leaders distinctive.

Students will increase awareness of community needs related to education and poverty.
Through direct service in a community setting, students will be able to:
- Articulate the mission, services, structural causes creating the need for service and organizational structure of their community agency.
- Identify strengths, problems and resources related to the agency's client base.
- Describe the setting in which their service has taken place in terms of access to education and poverty.

Students will act as allies for social justice and positive social change.
Through writing as well as individual and group reflections based on service experiences and reading assignments, students will be able to:
- Identify how privilege influences leadership and social change.
- Expand personal boundaries and work outside of their comfort zones.
- Reflect on how their community service impacts their own attitudes, beliefs and values through writing and group discussion.
- Identify practical application of theoretical models of ally development and social justice.

Required Text
Available from Barnes & Noble as well as other booksellers:
Cress, C. M., Collier, P. J., & Reitenauer, V. L. (2005). *Learning through serving: A student guidebook for service-learning across the disciplines*. Sterling, VA: Stylus Pub.
Other assigned texts are made available on Carmen.

Course Requirements
<u>Community Service Site Placement.</u> You are required to spend a minimum of 30 total hours throughout the semester, at a single designated community service site. Scheduled hours are to be determined in conjunction with your site coordinator and instructor. Students are encouraged to schedule a recurring 3-hour commitment for 10 weeks throughout the semester. Your commitment to your site is crucial to your own learning as well as to the community partner. **Students who do not complete 30 hours of service at their designated location before the end of the semester will receive an "E" in this course.**

If you experience any problems at your service site, it is your responsibility to be in touch with your instructor in a timely manner. Your instructor will eagerly help you identify solutions so that you can be successful in this component of the course. If illness or an emergency affects your service schedule, contact your site supervisor as agreed in your SLA (described next) and also notify your instructor.

<u>Service Learning Agreement (SLA).</u> Due Week 3 in class. The SLA serves as a contract between you and your site supervisor and prevents any misunderstandings regarding expectations of your service schedule, tasks/responsibilities, dress, communication, emergencies, etc. Complete the (SLA) with your site supervisor. For specifics, see the sample distributed in class during our second meeting, also on Carmen under "Content."

<u>Letter of Intent</u>. Due Week 2 at start of class. Type a single-spaced letter to introduce yourself to your service-learning site supervisor. A sample is available on Carmen's Content page. Due before class Week 2 in the Carmen dropbox. Bring a signed hard copy to give to your site supervisor during class Week 2.
In order to write an informed letter, review your agency's website, as well as the materials available through the course site (http://es-slp.ehe.osu.edu/). Before class on Week 2, you should be familiar with the purpose and history of the organization within which you will be doing your service-learning. In addition, you need to begin thinking about the clients served by this organization, what their needs are, and the reasons those needs exist.
This business letter, which should be about one full page long, needs to include the following components:
- Introduce yourself
  - In addition to sharing the basics (year in school, major, hometown, etc.) you should frame yourself as a person who brings knowledge, skills and interest to your service-learning. This might be expressed by sharing relevant past community service, work or involvement experiences as well as future career and community involvement interests and aspirations.
- Demonstrate that you both understand and appreciate the purpose of the agency
  - Referring to the history and mission of the agency, write about what resonates with you. Where do your passions intersect with your service-learning? What social changes are you excited to contribute to?

- Express your intended commitment to the agency
  - Your site supervisor knows to expect 30 hours of service-learning throughout the semester. Here's your opportunity to articulate what you will bring to those 30 hours. Tell your site supervisor about the extent to which you will be reliable, focused, prepared, on time, in good communication, eager to learn, and ready every day to do what your service-learning site needs most.
- Share your contact information
  - Make it easy for your site supervisor to contact you. Share your email address, and if you are comfortable, your cell phone number. Consider including a small photo, to help your site supervisor begin connecting your name with your face.
- In addition to the letter be sure to:
  - Print out and complete all required forms and training materials. Bring them to class on Week 2.
  - Complete any required background checks, bringing related forms or proof of processing to class on Week 2 (results may take more than one week).
  - Friend and follow your agency on facebook and Twitter to stay connected.

Points will be deducted for late submissions, incomplete letters, or incomplete/absent forms and materials. Timely and thorough letters that contain accurate grammar and spelling will earn full points when accompanied by completed forms and training materials. Be sure to not only submit a letter electronically via Carmen but also bring a signed hard copy to class Week 2.

Class Attendance. You are expected to attend and participate actively in class discussions in both large and small groups. In this course no distinctions are made between excused or unexcused absences (except for required military service, jury duty or other legal obligations). After one absence, 10 points will be subtracted for missed classes. Students who fall asleep, text or otherwise are distracted from class by personal technology or peers will be counted as absent. Every late arrival or early departures will be counted as a ½ absence.

Service Log. Due noon, last day of finals to instructor mailbox in 301 Ramseyer Hall, or upload a scan/photo of completed log to Carmen dropbox. Use the form (template is the last page of this syllabus) to keep track of your service hours and related activities throughout the semester. Make sure it is signed by your site supervisor or her/his designee every time you serve. **Not turning in a signed, completed service log on time may result in a failing grade.**

Online Discussions. Weekly, beginning Week 3. In order to support ongoing small group reflection and to address more content in our assigned readings, students will be expected to engage in weekly small group discussions through Carmen by posting and reading group members' posts. Beginning Week 3 students will respond to prompts provided by the instructor based on assigned readings. Grades for this component will be determined based on quality, timeliness and frequency of postings, and percentage of group postings read. Online discussions should be completed each week 24 hours before class begins.

	What would an excellent example look like?	What would an acceptable example look like?	What would an unacceptable example look like?
Quality of Postings	Reflects familiarity with the assigned reading and critical engagement with the group. Responds to the prompt, addressing all questions raised.	Relates only peripherally to the assigned reading. Responds only to part of the prompt.	Does not mention the assigned reading, does not respond to the prompt, and either responds inappropriately or does not respond to the group's comments.
Timing of Postings	Student posts 24 hours or more before class begins	Student posts before class begins	Student posts after class begins.
Frequency of Postings	Student posts 1 time per week 100% of the semester	Students posts 1 time per week 70% of the semester	Student posts less than 70% of the semester

Privilege Reflection Paper. Due Week 10 in the Carmen Drop Box before 5:00 PM on Friday. For late submissions, 3 points deducted every 24 hours past this due date/time. Length: 4-6 pages (minimum required: 4 full pages), double spaced, 12-point, Times New Roman, one inch margins, with in-text citations. This assignment will be discussed in detail during class on week 5.

Write a four to six page paper framing what privilege means to you and reflecting on two of your identities as outlined below. Please spend an equal amount of space reflecting on each of the two identities you select for this assignment. In addition to reflecting on your experiences, you **must** also integrate concepts from at least **three readings or class activities** we have completed. Cite the readings/activities in the text of the paper, but you do not need a works cited page unless you cite something we have not covered in class this semester.

Throughout the course we have been discussing the impact of identity on our experiences as individuals and as a culture. We have explored ways USian society constructs *gender, race, sexual orientation, disability, class, and religion.* Your assignment is to reflect on two of your own socially constructed identities. For the purposes of this assignment, each person will pick one identity in which she/ze/he is a member of the **agent group** and one identity in which she/ze/he is a member of the **target group**. NOTE: While it is impossible to completely separate our identities from each other, for the purposes of this assignment, please reflect on ways your experiences are impacted by membership in two distinct groups. As a reminder, the agent and target groups are listed below:

Identity	Agent	Target
Gender	Men/males	All other groups
Race/Ethnicity	White/Caucasian and all ethnicities associated with the Caucasian race	All other races/ethnicities
Sexual Orientation	Heterosexual/straight	All other sexual orientations
Disability	Non-disabled (physical, mental, and emotional)	People with disabilities
Class	Middle, wealthy and owning classes	Working class and/or poor
Religion	Christian (all sects of Christianity, including Catholicism)	Non-Christian religious or spiritual beliefs

If you are not a member of a target group, please reflect on two of your agent identities. If you are not a member of an agent group, please reflect on two your target identities.

When writing about what privilege means to you, you should define foundational aspects of privilege using examples from readings, class activities and/or discussion, as well as your own experiences, beliefs and values.

It may be helpful to keep a journal for a week to help you reflect on your experiences related to your socially constructed identities.

In reflecting on your experiences, consider the following:

AGENT IDENTITY
1. When did I first recognize my identity in this agent group? What experiences have influenced my understanding of what it means to be a member of this agent group?
2. What are privileges associated with this identity? When have I experienced privilege related to my agent identity?
3. How does my agent identity impact my experience on a daily basis? (i.e. when am I most conscious of my agent identity and why?)
4. How does my agent identity impact my current leadership experiences? What strengths, limits, goals or fears do I have related to how my agent identity informs my future as a citizen involved in community service?

TARGET IDENTITY
1. When did I first recognize my identity in this target group? What experiences have influenced my understanding of what it means to be a member of this target group?
2. When have I experienced marginalization related to this target identity?
3. What do I want my allies to know about my experience in this target identity?
4. How does my target identity impact my experience on a daily basis? (i.e. when am I most conscious of my target identity and why?)
5. How does my target identity impact my current leadership experiences? What strengths, limits, goals or fears do I have related to how my target identity informs my future as a citizen involved in community service?

Grading rubric for this assignment:

Privilege Paper Rubric

	What would an excellent example look like?	What would an acceptable example look like?	What would an unacceptable example look like?
Target Identity Reflection	Reflects on when target identity was first identified and discusses how this identity impacts community service leadership.	Discusses identity and privileges associated generally but does not connect to personal experiences.	Does not include either personal reflection or reflection on connection to service leadership.
Agent Identity Reflection	Reflects on when agent identity was first identified and discusses how this identity impacts community service leadership.	Discusses identity and marginalization associated generally but does not connect to personal experiences	Does not include either personal reflection or reflection on connection to service leadership.
What privilege means to you	Identifies privileges and marginalization associated with target and agent identities and connects these to specific experiences.	Discusses privilege as a concept but not its personal impact.	Does not include in the paper
References to class readings and assignments	Uses class readings and assignments to help articulate and reflect on experiences, uses course material to draw connections between personal experiences and service leadership.	Mentions readings and assignments but without drawing connections between personal reflections and course material	Does not reference class readings and assignments.
Grammar, spelling, presentation, formatting	Correct grammar and spelling, paper adheres to formatting instructions.	A few grammar and spelling errors.	Many grammar and spelling errors, paper does not adhere to formatting instructions.

	Excellent*	Acceptable	Unacceptable
Target Reflection	11-15 pts	6-10 pts	0-5 pts
Agent Reflection	11-15 pts	6-10 pts	0-5 pts
What Privilege Means to You	4-5 pts	2-3 pts	0-1 pts
Grammar, spelling, flow, references to class readings and/or assignments	4-5 pts	2-3 pts	0-1 pts

*Excellent target and agent reflections will address all considerations noted above.

Group Presentation. LAST DAY OF CLASS. This presentation focuses on what the group has learned from working at this service site, as well as from other course content. This learning is to be creatively displayed through lecture, using Power Point and other visual aides. Individual learning and insight, as well as collective group learning, is to be represented. This assignment will be discussed in class week 9.

	Excellent	Acceptable	Unacceptable

	Specific discussion, based on your service-learning site. Consider what and how you learned from the following sources: Site supervisor and other staffers/volunteers, clients/neighbors/kids; each other (within reflection/site group). Learning might reflect knowledge, skills and/or attitudes. What, because of service-learning, was new, surprising, challenging, affirming…? Share thoughts and feelings. How, if at all, are you changed? What, if any, impact will these changes have on your academic, professional and personal life? Group themes and individual exceptions addressed.	Broad discussion of learning, minimally focused on service-learning site Refers only to site in general instead of specific sources; Addresses learning from only a positive or negative angle; lacks balance but is professional	Minimal discussion of learning, focuses more on mission/history/purpose of service-learning site Does not refer to sources of learning within service-learning site Entirely critical, imbalanced critique of site and/or service-learning experience Presented as a series of individuals describing their learning
Exploration of learning, growth and development based on service-learning experience			
Overall quality, including time limit	An organized synthesis of individual perspectives into one group presentation; clear, creative, engaging and effective use of power point/prezi; between 7 and 10 minutes long	Presentation moderately organized; clear, creative, pp/prezi used but with minimal effectiveness; between 6 and 11 minutes	Lacks synthesis; absent organization; pp/prezi not used; under 6 or over 12 minutes long
Points	8-10	4-7	0-3

Service-Learning Reflection Paper. Due Exam Week on Date by Time in the Carmen Dropbox. For late submissions, 3 points deducted every 24 hours past this due date/time. Length: 4-6 pages (minimum required: 4 full pages), double spaced, 12-point, Times New Roman, one inch margins, with in-text citations. This assignment will be discussed in detail during class on week 11.

      The purpose of this assignment is to support your synthesis and application of core service-learning outcomes for this course. While this project focuses on our service-learning experiences with your partner agency, you **must** also integrate concepts from specific **course elements (readings, class activities, Carmen discussion posts, or other course assignments)**. Cite the readings/activities in the text of the paper, but you do not need a works cited page unless you cite something we have not covered in class this semester.   Your thoughtful, well-organized paper needs to address the following questions:

1. How are the concepts and skills that you have learned in this course connected to your on-site service-learning experiences?
2. Demonstrate your understanding of the issues, resources, assets, and cultures of the community(ies) served by your community partner agency.
3. Evaluate the impacts of your service-learning throughout the semester. Be specific; use concrete examples.

Service-Learning Reflection Paper Rubric:

	What would an excellent example look like? 8-10 points/category	What would an acceptable example look like? 4-7 points/category	What would an unacceptable example look like? 0-3 points/category

Concepts & Skills	Connects, analyzes, and extends knowledge (facts, theories, etc.) from course content to service-learning experiences.	Connects and begins to analyze knowledge (facts, theories, etc.) from course content to service-learning experiences.	Demonstrates a limited and/or unclear connection of course content to service-learning experiences.
Issues, resources, assets, and cultures	Articulates a thorough and complex understanding of the issues, resources, assets, and cultures of the community/ies in which the student conducts service-learning.	Identifies and demonstrates an understanding of the issues, resources, assets, and cultures of the community/ies in which the student conducts service-learning.	Minimal discussion or shallow awareness of the issues, resources, assets, and cultures of the community/ies in which the student conducts service-learning.
Impact	Thoroughly evaluates the impacts of the service-learning experience on self , the partner agency and the community from a long-term perspective.	Evaluates the impacts of the service-learning experience on self and the partner agency.	Does not evaluate the impact of the service-learning, or does so in a singular or narrow fashion.
Organization, writing quality, formatting	Thoughtful, nuanced, thematically organized, error-free paper. Four to six pages long, formatted according to directions. Incorporates multiple elements of the course in specific, meaningful ways.	Clear organization, with very few spelling or grammatical errors. References course elements generally.	Does not reference class readings and assignments, shorter than four pages, multiple grammar and/or spelling errors, poorly organized.

Final Letter. Due by Noon last day of finals in Carmen Drop Box. Write and deliver a formal thank-you letter to your community service site supervisor. Describe what you have learned as a result of your involvement there. Identify ways in which you have benefited from your participation, and describe how you think the service site benefits the community. In closing, thank your supervisor for the opportunity to volunteer with her/his agency. Email is **not** an appropriate delivery mechanism for this letter.

Evaluation

Class Attendance	40 points
Online Discussion	40 points
Letter of Intent	20 points
Service Learning Agreement	10 points
Privilege Reflection Paper	30 points
Group Presentation	10 points
Service-Learning Reflection Paper	40 points
<u>Final Letter</u>	<u>10 points</u>
Total	200 points

Late work will be accepted by agreement with instructor, with points deducted.

Grading

A	94-100% (188-200 points)		C+	77-79% (154-159 points)
A-	90-93% (180-187 points)		C	74-76% (148-153 points)
B+	87-89% (174-179 points)		C-	70-73% (140-147 points)
B	84-86% (168-173 points)		D	64-69% (128-139 points)
B-	80-83% (160-167 points)		E	63% or less (127 points or fewer)

Weekly Assignments

Reading assignments should be completed before class begins on the date listed
The instructor reserves the right to make changes to the weekly assignments. See Carmen for the readings themselves as well as a document containing APA citations.

Week 1: Introduction to Leadership in Community Service
Homework for Today
- Complete online pre-course assessment (link on Carmen)
- Read:
    - "A Family Legacy" by Marian Wright Edelman
    - *Learning Through Serving (LTS)* Chapter 1 "What Is Service-Learning?"

In Class: Discuss "Online Group Discussions" and syllabus in detail

Week 2: Building Authentic Community Partnerships

Homework for Today
- Write "Letter of Intent" – bring a signed hard copy to class AND submit electronically in Carmen dropbox
- Become a fan/friend of your agency on facebook, follow them on Twitter (if available)
- Bring completed volunteer application and background check forms to class (if applicable)

In Class: Meet community partners

Week 3: Community Partners

Homework for today:
- Schedule or complete first service-learning site visit
- Service Learning Agreement Due – signed by site supervisor
- Post on Carmen discussion within your service-learning group 24 hours before class; read other group posts before class begins.
    - Make sure you've read "We're Not Here To Entertain You." Focus on the "Challenges of Service-Learning for CBOs" section that begins on page 5, the "Findings" section that begins on page 11, and the "Suggestions for Preparing Students for Service-Learning" beginning on page 19.
    - Of the qualities of ideal and problematic service-learners described in the study, which descriptions do you connect with most closely and why?
- Read:
    - "We're Not Here to Entertain You: Service-Learning from Community-Based Organizations' Perspectives" by Christine Linder et al.

Week 4: Reflection, Leadership and Learning about Citizenship

Homework for Today
- Group discussion via Carmen
    - In *LTS* Chapter 6, "Reflection in Action," the authors describe Kolb's experiential learning model. Which of the four learning styles (accommodator, diverger, assimilator, converger) do you most identify with, and why?
    - Also, looking at the reflection materials in this chapter and the other two assignments, which one activity/approach seems to best fit your learning style?
- Read:
    - *LTS* Chapter 6, "Reflection in Action"
    - Reflection materials (What, so what, now what? & short reflection activities)
    - "The Two Sides of Leadership" by Lorraine Matusak

Week 5: Cultural Humility

Homework for Today
- Group discussion via Carmen
    - For this post, find an item that references an element of cultural identity (race, ethnicity, gender, sexual orientation, socio-economic class, religion...) from your facebook, twitter or other social media feed. Please don't select your own post or name the person who posted. You might select something that empowers or offends you - anything works.
    - Include the item in your post (copy/paste, upload a screenshot, retype, whatever you need to do).
    - Based on Bennett & Bennett's Development of Intercultural Sensitivity Model (in *LTS* Chapter 5), do you think the post reflects ethnorelativism or ethnocentrism, and why?
- Read:

o   *LTS Chapter 5 "Creating Cultural Connections"*

In Class – Discuss Privilege Reflection Paper

Week 6: Privilege

Homework for Today
- Group discussion via Carmen
  o   After reading Johnson's chapter "Privilege, Oppression, and Difference" reflect on one of your salient identities (an aspect from the diversity wheel on page 15). Think about what it would mean if you woke up this morning and that identity had changed (as illustrated on the bottom of page 14). Next, select one example from Johnson's list of "everyday life" identity-based privileges that resonates strongly with what you have been thinking about (see pages 25-32).
  o   Share the privilege example you selected, the identity element you are reflecting on, and describe your response (positive and/or negative thoughts, feelings, beliefs, attitudes, experiences) related to this privilege statement. Challenge yourself to be honest and as specific as possible as you write.
- Complete at least 3 Implicit Association Tests (IATs) on Project Implicit (https://implicit.harvard.edu/implicit/) and bring results to class – Select "Demonstration" to get to tests
- Read:
  o   "Privilege, Oppression, and Difference" by Allan Johnson

Week 7: Opportunity Structures

Homework for Today
- Group discussion via Carmen
  o   Think about the neighborhood (parks, schools, community services, involvement opportunities, public road/sidewalk conditions...) of your childhood.
  o   In what way was your neighborhood a source of or a restriction from opportunity? Respond in terms of the elements named in my list above and/or in Squires & Kubrin's article. (Note: Beginning on page 52, in *"The Costs of Spatial and Racial Inequality"* section, the authors describe core elements of opportunity structure disparity.)
- Read:
  o   "Privileged Places" by Gregory Squires & Charis Kubrin

Week 8: Poverty

Homework for Today
- Group discussion via Carmen
  o   After you're read, watched and played your way through the other assignments, think about what Beegle (in her CNN editorial) says about Oprah, Friere and belonging.
    ▪   Spend a few sentences responding in any way you see fit to this material. Some ideas, if you want additional direction:
      - Refer to "Spent" in terms of which decisions have "belonging" implications
      - Connect to your service-learning experiences
      - Reflect on your own personal experiences or observations at school, at OSU or K-12
      - Critique or defend Beegle, Oprah, and/or Friere
      - Process your general thoughts and feelings responding to this material
- Watch "Poverty: The Other America" CNN inAmerica video & read Beegle's editorial "All Kids Should Take Poverty 101" at http://inamerica.blogs.cnn.com/2012/04/18/opinion-all-kids-should-take-poverty-101/
- Play "Spent" online: http://playspent.org/ - Note your two most difficult decisions in Carmen discussion groups
- Read:
  o   "Overcoming the Silence of Generational Poverty" by Donna Beegle

Week 9: Hunger, Food Insecurity

Homework for Today
- Group discussion via Carmen

- Take the Hunger Quiz and read the "Household Food Insecurity" article. Consider the consequences of food insecurity in child development, as well as the 7 policy recommendations made at the end of the food insecurity article
- For your post this week, write a letter to your representative in Congress, explaining why they should work on improving local food security and otherwise combating hunger on a local level. Outline your rationale for why/how food security and anti-hunger initiatives matter to your hometown community, and make a specific recommendation for Federal action.
- Read:
  - "Household Food Insecurity: Serious Concerns for Child Development"
- Take the "Hunger Quiz" until you get a perfect score: http://feedingamerica.org/hunger-in-america/hunger-facts/quiz.aspx

In Class – Discuss Group Presentations

Week 10: Problematizing Community Service

Homework for Today
- Due: Privilege Reflection Papers by Friday at 5 PM
- Group discussion via Carmen
  - The readings for this week were selected not only to help us look critically at some issues related to service, but also to inspire an emotional as well as a cognitive response from you. Select one aspect from the three readings that troubles you the most and write about it. Work hard to articulate *what* you are feeling and *why*.
- Read:
  - "Starfish Hurling" by Keith Morton (required)
  - Select one:
    - "Charity Display" by Charmie Gholson
    - "In the Service of Life" by Rachel Naomi Remen
  - Select one:
    - "To Hell with Good Intentions" by Ivan Illich
    - "Beware the 'Voluntourists' Doing Good" by Ossob Mohamud

In Class – Discuss Capstone Papers

Week 11: Leadership and the Social Change Model
Homework for Today
- Group discussion via Carmen
  - Respond to Cilente's "Overview of the Social Change Model of Leadership" and Matusak's "The Two Sides of Leadership." Write about what you think leadership has to do with community service. Be both general (refer to either or both readings) and specific (refer to your own experiences, beliefs, thoughts, feelings).
- Read:
  - "Overview of the Social Change Model of Leadership" by Kristan Cilente
  - Review Matusak from Week 4

Week 12: Asset-Based Approaches

Homework for Today
- Group discussion via Carmen
  - Read the two items on asset-based leadership before responding. Think about your service-learning experiences for this course. How do the strengths and assets of the community(ies) being served fit into the way the agency works? What about the limitations and weaknesses of the communiy? What advice would you give your agency's board of directors to help them maximize an asset-based approach through their community-based service?
- Read:
  - "Identifying Community Assets and Resources" from the Work Group for Community Health and Development at the University of Kansas
  - "Beyond Needs Assessments: Identifying a Community's Resources and Hopes" by Eugene C. Roehlkepartain

Week 13: Moving Forward

<u>Homework for Today</u>
- Group discussion via Carmen
    - Give some advice to the next students who will take this course and engage in service-learning with your agency.
    - Reflective questions that may help you generate strong advice: Think back to the first few weeks of the semester, focusing on the beginning of your relationship with your service-learning partner site. What do you wish you had known? What do you wish you had paid more attention to/invested in more? What might you have avoided or done differently? Are there questions you wished you asked earlier? What secrets to success have you unearthed? Where and how did you find the most meaningful aspects of your service-learning?
- Read:
    - "What Can We Do?" by Allan Johnson

Week 14: Wrapping Up

<u>Homework for Today</u>
- Group discussion via Carmen
    - Take a picture at your service-learning site (alone or with students, clients, staff and other volunteers) and post it here. Tell your group members about your most powerful moment at your community agency this semester.
- Prepare and practice your group presentation.

Exam Week

<u>Due:</u>
- Service-Learning Reflection Paper by Date and Time in Carmen dropbox
- Write and mail or hand-deliver thank you letter to your site supervisor. Submit to Carmen dropbox before noon on the last day of exams (scan or upload a photo of hand-written cards).
- Complete service-learning and submit log to Carmen dropbox before noon on the last day of exams (scan or upload a photo of your log).
- Complete online post-course assessment (link on Carmen)

Academic Integrity (Academic Misconduct) -- Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (COAM Home)
- *Ten Suggestions for Preserving Academic Integrity (*Ten Suggestions*)*
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.html)

Office of Disability Services Statement – Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

Grievances and Solving Problems
According to University Policies, available from the Division of Student Life, if you have a concern regarding this class, "You should seek to resolve a grievance concerning a grade or academic practice by *speaking first with the instructor or professor*: Then, if necessary, with the department chairperson, college dean, and provost, in that order.

Concerns regarding a graduate, research, and teaching assistants should be submitted first *to the supervising instructor*, then to the chairperson of the assistant's department. The supervising instructor for this course is Dr. Amy Barnes (barnes.269@osu.edu). She can be reached by phone at (614) 247-4925.

Value of Diversity
The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The College of Education and Human Ecology prohibits discrimination against any member of the University's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

Assigned Readings (APA)
Beegle, D. M. (2003). Overcoming the silence of generational poverty. *Talking Points (15)*1.
    11-20.
Cilente, K. (2009). Overview of the social change model of leadership. In S.R. Komives & W.
    Wagner (Eds.), *Leadership for a better world: Understanding the social change model of
    leadership development.* (43-77). San Francisco, CA: Jossey-Bass.
Cress, C. M., Collier, P. J., & Reitenauer, V. L. (2005). *Learning through serving: A student
    guidebook for service-learning across the disciplines*. Sterling, VA: Stylus Pub.
Edelman, M. W. (1995). A family legacy. In Watters, A., & Ford, M. (Eds.). *Writing for
    change: A community reader*. New York, NY: McGraw-Hill.
Fiese, B. H., Gundersen, C., Koester, B., Washington, L. (2011). Household food insecurity:
    Serious concerns for child development. *Social Policy Report (25)*3, 3-19.
Johnson, A. G. (2006). *Privilege, Power, and Difference*. 2nd Ed. Boston, MA: McGraw Hill.

Linder, C., Braun, C., Jacobson, K. & Gonzales, M. (N.D.) We're not here to entertain you: Service-learning from community-based organizations' perspectives. Authors' unpublished manuscript.

Matusak, L. R. (1997). *Finding your voice: Learning to lead-- anywhere you want to make a difference*. San Francisco, CA: Jossey-Bass.

Squires, G., & Kubrin, C. (2005). Privileged places: race, uneven development and the geography of opportunity in urban America. *Urban Studies (42)*1, 47-68.

Service-Learning Log

Student: _____ **Service Site:** _____

Supervisor: _____

Date	Description of Activities	Hours	Supervisor's Initials
9/5/13	***Tutored 3 students in math***	*3*	*DJR*
TOTAL HOURS REQUIRED			
TOTAL HOURS COMPLETED			
EXTRA CREDIT EARNED (if any)			

Please upload a scan or photo of this log to the Carmen dropbox by noon on the last day of final exams. Failure to turn this in may result in a failing grade.

GE Rationale – ES HESA 2571

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?

There are a number of assignments (highlighted below) that help students make connections between the community based work and the academic learning:

Class Participation and Discussion. Students are expected to participate actively in class discussions in both large and small groups. In addition, each week within online Carmen-based discussion groups, students are expected to post a comment or question, or respond to a classmate's post, related to assigned readings and/or service experiences. Significant class time is devoted to in-class discussion and reflection.

Online Discussions. Students are expected to participate in online discussions beginning week 3. This is intended to support ongoing small group reflection and to address more content in our assigned readings. Students will be expected to engage in weekly small group discussions through Carmen by posting and reading group members' posts.

Privilege Reflection Paper. This 4-6 page paper will help students frame what privilege means to them while reflecting on two of their identities. In addition to reflecting on their personal experiences, students must also integrate concepts from at least three readings or class activities. The assignment is to reflect on two of their own socially constructed identities. For the purposes of this assignment, each student will pick one identity in which she/ze/he is a member of the agent group and one identity in which she/ze/he is a member of the target group.

Group Learning Final Presentation. This presentation focuses on what the small discussion group has learned from working at their specific service site, as well as from other course content. This learning is to be creatively displayed through lecture, using Power Point and other visual aids. What has been learned and how it will be applied in academic, career and personal dimensions of life are to be addressed from both individual and synthesized group perspectives.

Service-Learning Reflection Paper. The purpose of this assignment is to support the students' synthesis and application of core service-learning outcomes for this course. While this project focuses on our service-learning experiences with the partner agency, students must also integrate concepts from specific course elements (readings, class activities, Carmen discussion posts, or other course assignments).

Thank-you Letter. Students are required to write and deliver a formal thank-you letter to their community service site supervisor. Students are instructed to describe what they have learned as a result of their service involvement, identifying ways in which they have benefited from participation, and describing how they think the service site benefits the community. In closing, students are instructed to thank their supervisor for the opportunity to volunteer with her/his agency. Email is not an appropriate delivery mechanism for this letter.

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?

One of their first assignments, the letter of intent, asks students to research their assigned organization and demonstrate to their site supervisor a basic understanding of the organization, its mission and history, and the clientele it serves. Their final group presentation also includes a requirement to reflect on the knowledge and understanding gained over the course of the semester about the unique resources and challenges of each community-based organization.

Week 12 explicitly focuses on asset-based approaches to community service. Our readings, online discussions and in-class content will allow students to contextualize their specific service-learning experiences within culturally local resource/asset frames.

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

The final service learning reflection paper has three components, one of which requires students to use concrete examples to evaluate the impact of their service work, both on the partner agency and the community. Please note that ESHESA 2571 structures service-learning in an long-term partner model. Each term, enrolled students engage weekly in 2-3 hours of direct service with established community partners. The service-learning component of this course supports the mission of local non-profits, all organized around issues of poverty, access to education, and/or food insecurity. Not only do our on-line discussions and in-class activities prompt student evaluation and reflection of their own impact on these service-learning community partners and their clients, but the culminating paper and presentation also probe deeper into the community agency's impact on the underlying larger social problem.

A GE assessment plan

A final service-learning reflection paper will serve as a direct measure of assessing how effectively students are meeting the Service-Learning ELOs. The assignment is described below, including the grade rubric that will be shared with students. This information is

also included in the submitted syllabus. For the purpose of GE assessment, instructors will use the Scoring Rubric provided by ASC (also included below).

Once you collect the data on student achievement, how will you use it to make course improvements? How will the information be archived and made available to future instructors?

Assessment data will be used in three primary ways to make course improvements. First, individual instructors will use collected data to adjust their teaching methods from term to term.   Second, instructors will compile assessment data from term to term and provide this information, along with a strategic plan for their own teaching, to the ESHESA 2571 supervising faculty member to support their annual GTA evaluation process. Finally, assessment data from the prior academic year will steer an annual curriculum development workshop for ESHESA 2571 GTAs, facilitated by the supervising faculty member.

Using BuckeyeBox, ESHESA 2571 instructors will upload de-identified GE Service-Learning reports, organized by academic term. The ESHESA 2571 supervising faculty member will ensure that GTAs have access to these materials.

Service-Learning Reflection Paper Assignment Description:
40 points. Due Exam Week on Date by Time in the Carmen Dropbox. For late submissions, 3 points deducted every 24 hours past this due date/time. Length: 4-6 pages (minimum required: 4 full pages), double spaced, 12-point, Times New Roman, one inch margins, with in-text citations. This assignment will be discussed in detail during class on week 11.
       The purpose of this assignment is to support your synthesis and application of core service-learning outcomes for this course. While this project focuses on our service-learning experiences with your partner agency, you must also integrate concepts from specific course elements (readings, class activities, Carmen discussion posts, or other course assignments). Cite the readings/activities in the text of the paper, but you do not need a works cited page unless you cite something we have not covered in class this semester.   Your thoughtful, well-organized paper needs to address the following questions:
1. How are the concepts and skills that you have learned in this course connected to your on-site service-learning experiences?
2. Demonstrate your understanding of the issues, resources, assets, and cultures of the community(ies) served by your community partner agency.
3. Evaluate the impacts of your service-learning throughout the semester. Be specific; use concrete examples.

Service-Learning Reflection Paper Grading Rubric:

	What would an excellent example look like? 8-10 points/category	What would an acceptable example look like? 4-7 points/category	What would an unacceptable example look like? 0-3 points/category
Concepts & Skills	Connects, analyzes, and extends knowledge (facts, theories, etc.) from course content to service-learning experiences.	Connects and begins to analyze knowledge (facts, theories, etc.) from course content to service-learning experiences.	Demonstrates a limited and/or unclear connection of course content to service-learning experiences.
Issues, resources, assets, and cultures	Articulates a thorough and complex understanding of the issues, resources, assets, and cultures of the community/ies in which the student conducts service-learning.	Identifies and demonstrates an understanding of the issues, resources, assets, and cultures of the community/ies in which the student conducts service-learning.	Minimal discussion or shallow awareness of the issues, resources, assets, and cultures of the community/ies in which the student conducts service-learning.
Impact	Thoroughly evaluates the impacts of the service-learning experience on self , the partner agency and the community from a long-term perspective.	Evaluates the impacts of the service-learning experience on self and the partner agency.	Does not evaluate the impact of the service-learning, or does so in a singular or narrow fashion.
Organization, writing quality, formatting	Thoughtful, nuanced, thematically organized, error-free paper. Four to six pages long, formatted according to directions. Incorporates multiple elements of the course in specific, meaningful ways.	Clear organization, with very few spelling or grammatical errors. References course elements generally.	Does not reference class readings and assignments, shorter than four pages, multiple grammar and/or spelling errors, poorly organized.

Scoring Rubric:

Assessment of Service-Learning GE Courses

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

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

Service-Learning Designation Request Form

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

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

2. Is this class always taught with a service-learning component?   Yes X   No

(If no, please provide details)

ES HESA 2571 has been in existence for over 15 years. It was started by Dr. Susan Jones back in the late 1990s when her research emphasis was on service learning and when the university was beginning to explore service learning as a campus-wide initiative. She helped to guide this emphasis on service learning at OSU at the time and this course was a part of that emphasis. It has continued to grow and develop over the past 15 years into an even stronger curriculum. We don't know specifically if the course ever officially received the "S" designation, but if it didn't, it is just an administrative oversight from the past.

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.

Students are required to spend a minimum of two hours per week, 30 total hours throughout the semester, at a single designated community service site. Scheduled hours are to be determined in conjunction with the site coordinator and instructor. Student commitment to the service site is crucial to the student's own learning as well as to the community partner. Students use a tracking form to document their service hours and related activities throughout the semester. Students ensure it is signed by their site supervisor or her/his designee every time they serve. This practice helps to ensure good communication with community partners and helps to sustain those partnerships long-term. Service sites include tutoring centers, food pantries, youth activity centers, and support services for adult learning.

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

Leadership in Community Service, ES HESA 2571, has a rich history at The Ohio State University within the Higher Education and Student Affairs program. Approximately 10 sections of the course are offered each academic year with approximately 20-25 students enrolled in each section. Throughout the fifteen years that the course has been in existence, building and maintaining strong community partnerships has been a value. As a result, some agencies have been connected to the department,

working directly with students from this course for the entire run of the course. Community partners, all of which are non-profit organizations, include:

- Boys and Girls Club (Westside and Milo-Grogan)
- Broad Street Afterschool
- Broad Street Food Pantry
- Clintonville-Beechwold Community Resources Center
- Ethiopian Tewahedo Social Services
- Homework Help Centers at Northside and Whetstone Libraries
- Manna Café
- Neighborhood Services, Inc.
- Project Openhand Columbus
- Short Stop Youth Center
- St. Stephen's Community House
- Somali Women and Children (site closed Spring 2012)

Each of these community partner sites is focused on our course's targeted social issues: poverty and access to education. Students engage in direct service according to each specific agency's need. Activities include helping clients shop at a choice food pantry, tutoring children after school, providing one-on-one support in adult English classes for recent immigrants and refugees, delivering food for house-bound cancer and HIV patients, preparing and serving a community meal, stocking pantry shelves, sweeping floors, or engaging agency clients in compassionate conversation. Throughout the years of this course, community needs, as defined by the service agencies themselves, are the focus of our partnership. Instructors maintain strong communication with community partners, ensuring that sections of EH HESA 2571 send the right number of students during times of need to these agencies.

In addition, at the start of service, the students are required to fill out a "Service Learning Agreement" with the community partner in order to help define the upcoming service and ensure that it does meet the goals of the agency.

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 -- to encourage student learning on issues of social justice, guide reflection on the direct service experiences of students, and help students draw connections between service and social issues; The faculty are also focused on maintaining positive relationships with community partners.

b) Students – the responsibilities of the student are outlined through much of the rest of this document in descriptions of specific assignments. Most importantly, students are expected to maintain the agreed-upon service hours and communicate effectively with partner agency contacts. This is ensured through the use of a Service Learning Agreement. In addition, students are expected to complete course required readings and assignments.

c) The community partner(s) – Community partners agree to be just that – a partner with this course. They agree to host the students for meaningful, direct service for 30 hours during a semester (2 hours per week). They also agree to communicate with us about their needs and we make it clear that the partnership should be beneficial to their agency and the people they serve. While all our partners are great stewards of the course and understand the objectives for student learning, we seek to maintain a mutually beneficial relationship and one with open communication.

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

The course has been in existence for 15 years. Some of the community partnerships go back that far and some are new partnerships just added in recent years. It is part of the administrative load of one faculty member in HESA to coordinate ES HESA 2571. This includes supervising 2 doctoral students who teach sections of the course, fostering and maintaining good relationships with community partners, and coordinating the curriculum. The 2 doctoral positions are long-standing and will continue to be in place in the future. In addition, assessment plans have recently been put into place thanks to a grant from SLI and we will continue to make improvements based upon the results of our assessment efforts.

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?

Students are assigned a variety of readings, interactive web activities and out-of-class videos to enrich their understanding of leadership, service and core issues including poverty and access to education. Leadership theory primarily consists of Komives' 2009 *Leadership For a Better World: Understanding the Social Change Model of Leadership Development* & Matusak's 1997 *Finding Your Voice: Learning to Lead Anywhere You Want to Make a Difference*. Students are provided a number of first-person reflective essays to illuminate experiences related to service, focusing on factors that highlight intersections of poverty and access to education. Selections come from McGraw-Hill's 1995 *Writing For Change: A Community Reader* and other social justice readers. Additional reading assignments include topics such as global and national hunger issues, generational poverty, the working poor and white privilege.

Service-Learning GE-specific questions

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

Goals:

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

Expected Learning Outcomes:

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

Please include the following documents:

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

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

3. A <u>GE rationale</u> that answers specifically the following questions:

SEE ATTACHED DOCUMENT

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

Further details about end-of-course assignment:

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

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

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

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

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)

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

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

(ELO1)	Capstone (4) Connects, analyzes,	Milestone (3) Connects and	Milestone (2) Begins to connect	Benchmark (1) Student
Assessment of Service Learning GE Courses

This scoring rubric is designed to help instructors and members of relevant committees assess how well students are meeting the ELOs as reflected in end-of-course reflection assignments. Students are not expected to have acquired all the knowledge, skills, and attitudes/perspectives listed under the various ELOs in order to complete the assignment satisfactorily. At a minimum, students are expected to meet Milestone 2. | | | | |
| | | | | |
| **(ELO2)**

Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working. | Articulates a thorough and complex understanding of the issues, resources, assets, and cultures of the community in which they are working. | Identifies and clearly understands the issues, resources, assets, and cultures of the community in which they are working. | Identifies the issues, resources, assets, and cultures of the community in which they are working. | Shows minimal awareness of the issues, resources, assets and cultures of the community in which they are working. |
| **(ELO3)**

Students evaluate the impacts of the service learning activity. | Student thoroughly evaluates the impacts of the Service Learning experience on themselves, the organization, and also considers the long term impact of the work on the community. | Student evaluates the impacts of the Service Learning experience on themselves and the contributions that they made to the goals and aims of the organization. | Student evaluates the impacts of the Service Learning experience on themselves. | Student minimally evaluates the impacts of the Service Learning experience. |

Scoring Rubric:

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

S-Designation Course Review Rubric Feedback: ESHESA 2571S

Your feedback from the s-designation process is below. Items that should be addressed are highlighted in yellow. Please see the reviewer's comments below for additional guidance.

Content Area	Excellent (5-4 points)	Sufficient (2-3 points)	Insufficient (1-0 points)	R1	R2	R3
Student Service Activities (3)	Service activities are well-articulated.	Documentation shows specific service activities.	Service activities are not detailed, or are poorly articulated.	5	4	5
Service Activities Addressing Community Need (4)	Activities were planned with community partners and have connection to their mission.	Community partner or potential community partner is identified, and activities that are connected to their mission are described.	Community needs are not met, or are not met in a way that is relevant to the community partner indicated.	5	3	5
Goals, Expectations, and Responsibilities for Instructors (5a)	There are clearly articulated goals, expectations, and responsibilities outlined for instructors. Logistics such as orientation, transportation and supplies have been included in planning.	Some detailed goals, expectations, and responsibilities are articulated for instructors. Acknowledgement of logistic concerns is evident.	Goals, expectations, and responsibilities for instructors are vague or not described. Logistics are not addressed. Serious questions as to how instructors will support service-learning.	5	4	3
Goals, Expectations, and Responsibilities for Students (5b)	There are clearly articulated goals, expectations, and responsibilities outlined for students. Service and learning goals for students are accomplishable.	Some detailed goals, expectations, and responsibilities for students. Service and learning goals can be accomplished if all expectations and responsibilities are met.	Goals, expectations, and responsibilities for students are vague or unlisted. Serious questions as to how students will meet service and learning goals.	5	5	5
Goals, Expectations, and Responsibilities for	There are detailed goals, expectations, and responsibilities for community partners that are appropriate, easily achievable in the scope	Some detailed goals, expectations, and responsibilities for community partners that are appropriate and can potentially be achieved in the scope of their	Goals, expectations, and responsibilities for community partners are not shared. Serious questions as to how community partner supports service-	5	3	4

Community Partners (5c)	of their mission and agreed upon by the community partner.	mission.	learning.			
Sustainability and Departmental Support (6)	Documentation indicates firm support from department, community partners and other sources dedicated to sustaining the course.	Documentation indicates some support from department, community partners or other sources to make course sustainable.	Documentation indicates little to no support for course from department or community partners.	5	3	5
Connections between service and academic content (7)	Service activities are clearly connected to academic content	Service activities are connected to academic content.	Connections between service activities and academic content are unclear.	5	4	5
Student Reflection (8a)	Students are given significant opportunities for structured reflection. Connections between service and academic content are repeatedly reinforced.	Students are given some opportunities for structured reflection, where connection between service and academic content is made.	Opportunities for student reflection are not detailed in documentation. Connections between service and academic content are not reinforced.	5	5	5
Community partnership (8b)	Students have opportunity to become culturally competent service providers through a substantial orientation to the community, with multiple opportunities to learn about issues, assets, and resources and the context of the service activity.	Students are prepared to engage with sites in a culturally competent manner through an introduction to the community, and critical thinking about community issues, assets, resources and the content of the service activity is encouraged.	Course provides little to no orientation or context for the community in which students will be working, and cultural competence is not covered.	5	3	5
Evaluation of impact (8c)	Students are given significant opportunities to reflect on and assess the impact of their activities on their community.	Students are given some opportunities to reflect on and assess the impact of their activities.	Students are not given opportunities to reflect on or evaluate the impact of their actions.	5	4	5
Evaluation of student	Documentation lays out clear strategy for assessing the	Documentation provides sufficient indication that student	Documentation provides little to no indication on how student	5	5	5

learning (9)	learning outcomes listed below. There are well-defined metrics and methods of assessment.	learning will be assessed for the learning outcomes listed below. There are defined metrics and a basic assessment strategy.	learning will be assessed for the learning outcomes listed below. Assessment strategy is unclear or completely absent.			

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.**

Please give this course an overall score from 1 to 5.

Reviewer 1	**Overall score is a 5.** • Student activities are not really detailed, but clearly identified organizations and examples. Service activities are driven by partners. • Long standing course with a track record. • It's great to see the continuation of Susan Jones' work in very capable hands. Still, I wonder if it would be possible to include some forward-looking component where students are encouraged to think about their future career goals and how they see the practice of service, and possibly service-learning, would be a part of that.
Reviewer 2	Overall score is a 4.
Reviewer 3	Overall score is a 5. This course is clearly one that has been established thoughtfully and successfully and has continued to perform a function for both partner organizations and students. I am impressed by the faculty decision to assess and rework as necessary given the 15 year record.