

The General Education Open Option for Service-learning Courses



The Service-
Learning
Initiative

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WHY SERVICE-LEARNING?



“Bringing the skills and caring of Ohio State’s faculty, staff, and students to bear on the needs of the community is one of the proudest parts of our land-grant mission. What is required of us is the will to work together to improve lives and to enrich communities throughout Ohio and well beyond.”

– E. Gordon Gee

WHAT IS SERVICE-LEARNING?

“... a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.”

Seifer & Connors, National Service-Learning Clearinghouse, 2007

An effective service-learning course should:

- Connect service to academic learning
- Analyze the connection between learning and service
- Provide mutual benefit to all involved
- Include student preparation and support
- **Include a plan for assessment**
- Include a plan for sustainability

WHAT IS THE GENERAL EDUCATION (GE) OPEN OPTION?

The GE is required of most students who are pursuing a Baccalaureate (all BA and BS and 'Tagged degrees')

With the conversion to semesters, the University added a GE Open Option where students have to take 6 credit hours from any of the following categories :

- Education Abroad
- Cross-disciplinary seminars (These are the x596/x597 courses)
- ***Service-Learning***
- Other GE approved courses (from selected categories)

Goal for the Service-Learning Open Option:

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

S-DESIGNATION VS S+GE

S-Designation	Course is approved as an official service-learning course and an “S” is added to the course number (EX: GEOG5200S). Course becomes easily identified as a service-learning offering by students, promoted by the S-LI, and appears with the S-suffix on transcript.
S+GE	In addition to being an approved service-learning offering, with the GE designation a course can count towards the 6 credit hours Open Option requirement. This widens the appeal of the course and makes it available to a larger group of students.

HOW DO YOU GET AN S+GE?

S

- Clearly stated goals, expectations, and responsibilities for students, instructors, and community partners
- Student service activities addressing a community need
- Connections between service and academic content
- Structured opportunities for student reflection
- Include orientation to community and cultural competency
- Evidence of sustainability and departmental support
- Plan to evaluate Expected Learning Outcomes

+GE

Specific Assessment Plan
Open to any major
Limited prerequisites

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.

The S-Designation means that there are processes in place to address and evaluate those learning outcomes. For example, opportunities for reflection, orientation to the community.

The S+GE designation means that those processes are used to gather GE-specific data about how students achieve those goals.

GE ASSESSMENT PLAN

A GE Assessment Plan should include procedures for:

- end-of course assignment that is evaluated with the provided scoring rubric
- collecting and archiving data
- how data is used to improve the course
- reporting data to ASC Curriculum and Assessment Services
 - Data reported will be primarily used to assess the effectiveness of the S+GE category as a whole

GE SERVICE-LEARNING SCORING RUBRIC

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

APPLICATION PROCESS

- 1. Work with your department's curricular contact to submit a completed S-Designation/GE Option form through the curriculum system.**
 - If you have questions about the S-Designation, please contact the Service-Learning Initiative. If you have curricular questions about the GE, please contact Arts and Sciences
- 2. Your course will be sent to the Service-Learning Initiative for S-designation evaluation.**
- 3. If the "S" is approved, it will be forwarded to Arts and Sciences for "S+GE" evaluation by the Arts and Sciences S+GE sub-committee**
- 4. You will be notified of your courses status via the curriculum system (allow 8-10 weeks)**

SUBMISSION DEADLINES

Effective Semester of Offering	New/Change/Withdrawal Requests to OUR
Spring	August 1
Summer	November 1
Autumn	January 1

- Proposals should be submitted 8-10 weeks prior to deadlines to allow time for review and revisions
- Faculty review panels do not meet over the summer
- For more information, contact Arts and Sciences

CONTACT INFORMATION

Arts and Sciences Curriculum and Assessment Services

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