Term Information

Effective Term
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
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
Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code
13.0406

Subsidy Level
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

* 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)
- Assets and deficiencies
- Privilege in American society
- Rankism and Heterosexism in American society
- Identity and diversity
- Being global citizens (2 sessions)
- Legacy in service
- Becoming allies
- Going forward
- Formal presentations

Attachments

- 2571 syllabus SP 13.docx: Syllabus
  (Syllabus. Owner: Barnes,Amy Catherine)
- GE_Service_Learning_Final_ES HESA 2571.doc: SL Designation Request Form
  (Other Supporting Documentation. Owner: Barnes,Amy Catherine)
- GE Rationale ES HESA 2571.docx: GE Rationale
  (Other Supporting Documentation. Owner: Barnes,Amy Catherine)
- Service-Learning Presentation Rubric.docx: Final presentation grading rubric
  (Other Supporting Documentation. Owner: Barnes,Amy Catherine)
- 2571 draft survey.docx: Course Assessment survey
  (Other Supporting Documentation. Owner: Barnes,Amy Catherine)
- ES HESA 2571 End-of-Semester course evaluation.docx: End-of-semester course evaluation
  (Other Supporting Documentation. Owner: Barnes,Amy Catherine)

Comments

Workflow Information

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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.

In addition to the reading and activities noted above, students develop an understanding of service through the text Learning Through Serving: A Student Guidebook for Service-Learning Across the Disciplines (Cress, Collier & Reitenauer, 2005). In addition to sharing a Social Change Model of Leadership Development foundational theory, the text problematizes service constructively, including elements on group conflict, identity and privilege, reflection in theory and practice, and establishing ethical evaluation-based relationships with community service partners.

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

Goals:

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

Expected Learning Outcomes:

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

Please include the following documents:

1. The appropriate Course Request Form via the Course and Program Entry and Approval System (curriculum.osu.edu)
2. A course syllabus that follows the ASC syllabus template guidelines (see pp. 12-13 of the ASC Curriculum and Assessment Operations Manual)
3. A GE rationale 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?

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.
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.

<table>
<thead>
<tr>
<th>(ELO1)</th>
<th>Capstone Connects, analyzes, (4)</th>
<th>Milestone Connects and (3)</th>
<th>Milestone Begins to connect (2)</th>
<th>Benchmark Student</th>
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<tr>
<td>Students make connections between concepts and skills learned in an academic setting and community-based work.</td>
<td>Connects and analyzes knowledge (facts, theories, etc.) from course content to Service Learning activity.</td>
<td>Identifies and clearly understands the issues, resources, assets, and cultures of the community in which they are working.</td>
<td>Shows minimal awareness of the issues, resources, assets and cultures of the community in which they are working.</td>
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<th>(ELO2)</th>
<th>Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.</th>
<th>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.</th>
<th>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.</th>
<th>Student minimally evaluates the impacts of the Service Learning experience.</th>
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<tr>
<td>Articulates a thorough and complex understanding of the issues, resources, assets, and cultures of the community in which they are working.</td>
<td>Identifies and clearly understands the issues, resources, assets, and cultures of the community in which they are working.</td>
<td>Identifies the issues, resources, assets, and cultures of the community in which they are working.</td>
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<tr>
<th>(ELO3)</th>
<th>Students evaluate the impacts of the service learning activity.</th>
<th>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.</th>
<th>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.</th>
<th>Student minimally evaluates the impacts of the Service Learning experience.</th>
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<td>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.</td>
<td>Student evaluates the impacts of the Service Learning experience on themselves.</td>
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Scoring Rubric:
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<td>Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.</td>
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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.

Reflective Essays (5) are due on specific dates throughout the course, designed to intentionally unpack learning through the service experience.

Facilitating Group Reflection. At least once each semester, each student is responsible for leading reflection within their small group (created based on shared service sites). Students submit a list of reflection questions/prompts to the instructor the day before they will facilitate reflection, receiving constructive feedback before class. The following week, students write a written reflection based on their facilitation experience.

Citizenship Profile Paper. This written assignment allows students to demonstrate their ability to integrate theoretical and applied lessons related to leadership, citizenship and service. Students are directed to select a person who is engaged in community service and whose leadership they admire, then prepare and conduct an interview that they will use to write a paper exploring this person’s espoused and enacted citizenship values. The paper needs to include at least two references to class materials, in addition to the Social Change Model. Student profile papers may focus on any person who is able to talk with them (email is not an acceptable interview method for this project).

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.

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?

Below are the course objectives. There is a heavy focus on social justice, power and privilege, systemic inequality, and the intersection of these issues with personal attitudes, beliefs, and values. All assignments, course readings, and lesson plans are developed keeping these course objectives in mind.

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.
There is also one assignment called a “Privilege Reflection” where students are asked to explore their own identity as it relates to privilege. That assignment is attached in a separate document.

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

The final group project presentation is presented by students who all provided service at the same community partner. They are able to reflect and synthesize their learning as a group and then teach about what they learned to the rest of the class. Students are also asked to write a thank you letter to the agency at the completion of their service hours which allows them to reflect back to the community partner what they have gained from the experience. We also invite community partner representatives to attend the final in-class presentations and most do attend. The assignments are described in more detail below in the assessment plan.

**A GE Assessment Plan**

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

The end-of course assignments are described below in the language used on the syllabus. The presentations are attended by representatives from the community partner agencies. In addition to a rubric used by the instructor to grade the presentations (attached), the students evaluate each other on presentation day. The learning that is summarized from these presentations and from the class discussion with the community partner representatives present is a culmination of the readings, discussions, and experiences of the students collectively from the various service sites. The presentations combined with the formal “thank you letter” that we use in place of a reflective paper allows the instructor to evaluate the student learning. The “thank you letter” assignment also encourages the engagement with the community partner up until the very end of the semester and connects the final reflection directly to the experiences from the service site.

*Group Learning Final Presentation.* 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.

*The grading rubric for this assignment is attached.*
Thank-you Letter. Write and deliver a formal thank-you letter to your community service site supervisor. Give a copy to your instructor. 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.

We feel strongly that while the student achievement data collected from these assignments is a valuable start to assessment, much more information needs to be collected in order to improve the course from semester to semester. This past summer, we created an assessment plan for the course that is outline briefly below. We would be happy to share any data that we learn from our assignments, surveys, or qualitative data collection that would be helpful.

Current assessment efforts beyond academic assignments:

Current assessment strengths include the extent to which we continually question and accommodate community partner satisfaction. At the same time, student feedback regarding access to and learning from service sites is solicited throughout the academic term, with changes being made in a timely manner. This information is gathered through student verbal and written mid- and end-of-term evaluations, in addition to email, phone and in-person conversations between instructors and community partners.

We are especially interested in further exploring the impact of the course on student perception of community engagement, citizenship, and leadership for social change. Our goal is to be able to collect data that will help us adapt the course to more successfully meet our three stated outcomes; maintaining a course that informs students while engaging them in social justice community-based action.

To measure the effect and duration of the course in terms of our established outcomes, we have developed a 4-point assessment plan that measures student growth pre-, mid-, immediately post- and one year post-course. This would allow us not only to adjust the course mid-term if needed, but also track longitudinal impact of classroom and service components on our students. At the same time, we plan to explore an expanded community agency assessment, without placing undue burden on our partners. We are interested in measuring the extent to which our student service placements impact the agencies, and by extension, the communities served. Samples of our survey and of our general end-of-semester evaluation are attached.

Current and past students, GTA instructors, master’s student small group facilitators and community partners are engaged in assessment development, supervised by Dr. Amy Barnes, faculty coordinator of the EDUPL 2571 courses.
Leadership in Community Service  
Thursdays, 2:20-3:40 pm in Denney Hall room 265  
Spring Semester 2013

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, an average of 2 hours per week.

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.

Course Requirements

Community Service Site Placement. You are required to spend a minimum of 2 hours per week, 30 total hours throughout the semester, at a single designated community service site. Because there is no final exam for this class, you are expected to complete two hours of service during finals week. Scheduled hours are to be determined in conjunction with your site coordinator and instructor. 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.

Service Learning Agreement (SLA). 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 first meeting, also on Carmen under “Content.”

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 two late arrivals or early departures will be counted as 1 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 2. In order to support ongoing small group reflection (discussed later) 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 2 students will respond to prompts provided by the instructor based on assigned readings. Grades for this component will be determined based on quality and frequency of postings. For example, students who post to their group once per week 85% of the semester will earn 85% or more of the points for this component, based on the quality of their post and how many group postings the student has read. Group discussion posts should reflect familiarity with the assigned reading and critical engagement with the group. Online discussions should be completed each week 24 hours before class begins.

**Facilitating Group Reflection.** Lead reflection within your small group once during the semester. This assignment will be discussed in detail week 3, and discussions will take place throughout the semester. Your list of reflection questions is due in the dropbox by 10 AM the day before you will facilitate reflection. A written evaluative reflection based on your facilitation experience is due in Carmen before class begins the following week.

**Privilege Reflection Paper.** Due March 8 in the Carmen Drop Box before 5:00 PM (points deducted for late papers). 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 2.

**Group Learning Final 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. Grading rubric will be discussed in class week 9 and will be available on Carmen.

**Thank-you Letter.** Due by Noon last day of finals to instructor mailbox in 301 Ramseyer Hall or in Carmen Drop Box. Write and deliver a formal thank-you letter to your community service site supervisor. Give a copy to your instructor. 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**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance</td>
<td>50</td>
</tr>
<tr>
<td>Online Discussion</td>
<td>50</td>
</tr>
<tr>
<td>Service Learning Agreement</td>
<td>10</td>
</tr>
<tr>
<td>Facilitating Reflection</td>
<td>20</td>
</tr>
<tr>
<td>Privilege Reflection Paper</td>
<td>40</td>
</tr>
<tr>
<td>Group Learning/Final Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Final Letter</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
</tr>
</tbody>
</table>

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

**Grading**

- A: 94-100% (188-200 points)
- A-: 90-93% (180-187 points)
- B+: 87-89% (174-179 points)
- B: 80-86% (168-173 points)
- C+: 77-79% (154-159 points)
- C: 74-76% (148-153 points)
- C-: 70-73% (140-147 points)
Weekly Assignments

The instructor reserves the right to make changes to the weekly assignments.

Week 1: Introduction to Leadership in Community Service (January 10)

Week 2: What is Service-Learning? (January 17)

Homework for Today
- Post on Carmen discussion within your service-learning group 24 hours before class; read other group posts before class begins
- Read:
- Schedule or complete first service-learning site visit

In Class:
- Discuss “Online Group Discussions” and syllabus in detail

Week 3: Reflection (January 24)

Homework for today:
- Service Learning Agreement Due
- Group discussion via Carmen
- Read:
  - LTS Chapter 6, “Reflection in Action” (available on Carmen)
  - Reflection materials (What, so what, now what? & short reflection activities) (Both are available on Carmen)

In Class:
- Discuss and sign up for “Facilitating Group Reflection”

Week 4: Community Partners (January 31)

Homework for Today
- Group discussion via Carmen
- Read:
  - “We’re Not Here to Entertain You: Service-Learning from Community-Based Organizations’ Perspectives” by Christine Linder et al. (on Carmen). APA citation: 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.

Week 5: Cultural Humility (February 7)

Homework for Today
- Group discussion via Carmen
- Follow-up paper for those who facilitated small group reflection last week
• Read:
  o LTS Chapter 5 “Creating Cultural Connections” (available on Carmen)

Week 6: Privilege (February 14)

Homework for Today
• Group discussion via Carmen
• Follow-up paper for those who facilitated small group reflection last week
• 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:

Week 7: Opportunity Structures (February 21)

Homework for Today
• Group discussion via Carmen
• Follow-up paper for those who facilitated small group reflection last week
• Read:

Week 8: The 6th Child (February 28)

Homework for Today
• Group discussion via Carmen
• Follow-up paper for those who facilitated small group reflection last week
• Read/Watch:

NO CLASS (March 7)
• Privilege Reflection Papers DUE March 8 by 5:00 PM in the Carmen dropbox

SPRING BREAK (March 14)

Week 9: Poverty (October 18)

Homework for Today
• Group discussion via Carmen
• Follow-up paper for those who facilitated small group reflection last week
• 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:

In Class – Discuss final group learning presentation

Week 10: Hunger, Food Insecurity (March 21)

Homework for Today
• Group discussion via Carmen
• Follow-up paper for those who facilitated small group reflection last week
• Read:
• Take the “Hunger Quiz” until you get a perfect score: http://feedingamerica.org/hunger-in-america/hunger-facts/quiz.aspx

Week 11: Problematizing Community Service (March 28)

Homework for Today
• Group discussion via Carmen
• Follow-up paper for those who facilitated small group reflection last week
• Read:
  o “Starfish Hurling” by Keith Morton (on Carmen).
  o “To Hell with Good Intentions” by Ivan Illich (on Carmen).

Week 12: Leadership and the Social Change Model (April 4)

Homework for Today
• Group discussion via Carmen
• Follow-up paper for those who facilitated small group reflection last week
• Read:

Week 13: Moving Forward (April 11)
• Group discussion via Carmen
• Follow-up paper for those who facilitated small group reflection last week
• Read:

Week 14: Wrapping Up (April 18)

Homework for Today
• Prepare and practice your group presentation.
• Follow-up paper for those who facilitated small group reflection last week
• Write and mail thank you letter to your site supervisor. Turn in copy to instructor.

Remember: During finals week, you are expected to contribute two hours to your site (if you have not yet completed your 30 hours of service-learning).

**Service-Learning Log Due by Noon, last day of finals to instructor mailbox in 301 Ramseyer Hall or upload a digital copy into Carmen dropbox**

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.

Accommodations
If you need an accommodation based on the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Office For Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so.

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 (abarnes@ehe.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.
Service-Learning Log

Student: _______________________________ Service Site: __________________

Supervisor: ________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Description of Activities</th>
<th>Hours</th>
<th>Supervisor’s Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/5/12</td>
<td>Tutored 3 students in math</td>
<td>2.5</td>
<td>DJR</td>
</tr>
</tbody>
</table>

**TOTAL HOURS REQUIRED**

**TOTAL HOURS COMPLETED**

**EXTRA CREDIT EARNED (if any)**

Please submit to instructor’s mailbox in 301 Ramseyer Hall or Carmen dropbox by noon on April 30, 2013. Failure to turn this in may result in a failing grade.
Survey Draft (students will complete via Qualtrics or other survey software)

Pre-amble/intro? What did Doug use?

What term/year did you take “Leadership in Community Service?”
- Winter Quarter 2012
- Spring Quarter 2012
- Fall Semester 2012
- Spring Semester 2013

Free-Write:
What does leadership in community service mean to you? What makes community-focused leaders distinctive? (open text box)

Social Justice Attitudes
Section 1: Please indicate how strongly you agree or disagree with the following statements at this point in time.

Being involved in a program to improve my community is important.
SD  D  Undecided  A  SA
1  2  3  4  5

It is important to work toward equal opportunity (e.g. social, political, vocational) for all people.
SD  D  Undecided  A  SA
1  2  3  4  5

It is not necessary to volunteer my time to help people in need.
SD  D  Undecided  A  SA
5  4  3  2  1

I think that people should find time to contribute to their community.
SD  D  Undecided  A  SA
1  2  3  4  5

I feel that I can have a positive impact on local social problems.
SD  D  Undecided  A  SA
1  2  3  4  5

No matter where they grow up, all Americans have the same opportunities if they work hard enough.
SD  D  Undecided  A  SA
5  4  3  2  1

We need to work towards changing social systems.
Social issues have very complex causes.
Solutions will take more time and money.
It is important to work with people from other cultures.
I am aware of some of my own biases and prejudices.

**Skills and Competencies**
Please indicate your level of competency in each of these areas.

<table>
<thead>
<tr>
<th>Civic engagement skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Championing or campaigning for a good cause.</td>
</tr>
<tr>
<td>Planning effective service projects.</td>
</tr>
<tr>
<td>Recognizing both rights and responsibilities as citizens.</td>
</tr>
<tr>
<td>Fostering a commitment to lifelong service.</td>
</tr>
<tr>
<td>Responding to real community needs.</td>
</tr>
<tr>
<td>Understanding how privilege influences social change.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leadership skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating across cultures.</td>
</tr>
<tr>
<td>Understanding values of people different from you.</td>
</tr>
<tr>
<td>Working as part of a team.</td>
</tr>
<tr>
<td>Engaging active followers.</td>
</tr>
<tr>
<td>Knowing when and how to lead and follow.</td>
</tr>
<tr>
<td>Identifying change for the common good.</td>
</tr>
<tr>
<td>Investing in process as much as product.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other academic skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>My ability to facilitate small group reflection activities and discussion.</td>
</tr>
<tr>
<td>Expressing ideas, opinions, and facts in writing.</td>
</tr>
</tbody>
</table>
My ability to analyze ideas.

---

**Social Justice Continuum.** For each of the following issues, select the number that corresponds with where you are on the continuum from “thinking about how an issue affects the community” to “acting on that issue because of how it affects the community.” If the specific issue is not a concern for you, select 0.

<table>
<thead>
<tr>
<th>NOT AN ISSUE</th>
<th>THINK</th>
<th>ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Health issues  
Neighborhood/local issues  
Environmental issues  
Education, literacy, school issues  
Poverty  
Hunger  
Refugee/immigrant issues  
Racism  
Sexism  
Heterosexism/homophobia  
Ableism  
Religious discrimination  
Apathy

---

On average this semester, how many [additional hours a week (not including the hours required for this class)] hours a week do you spend doing community service?

- [ ] 0 to 2
- [ ] 2 to 4
- [ ] 4 to 6
- [ ] 6 to 8
- [ ] 8 to 10
- [ ] over 10

How many college courses have you taken that incorporate service-learning (including this course)?

- [ ] 1
- [ ] 2
- [ ] 3 or more

Class standing

- [ ] First year
- [ ] Second year
☐ Third year
☐ Fourth year
☐ Fifth year
☐ Other

Gender
☐ Female
☐ Male
☐ Trans

Ethnicity: do you identify as Latino/Hispanic?
☐ Yes
☐ No

Race
☐ Black/African American
☐ Asian/Asian American
☐ Latino/Hispanic
☐ Native American
☐ White/Caucasian
☐ Two or more races

Are you an international student?
☐ Yes
☐ No

Today’s date (pull from Qualtrics/survey software)
<table>
<thead>
<tr>
<th>Total of 15 Group Points</th>
<th>Excellent</th>
<th>Good</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploration of learning, growth and development based on service-learning experience</td>
<td>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.</td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td>Overall quality, including time limit</td>
<td>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</td>
<td>Presentation moderately organized; clear, creative, pp/prezi used but with minimal effectiveness; between 6 and 11 minutes</td>
<td>Lacks synthesis; absent organization; pp/prezi not used; under 6 or over 12 minutes long</td>
</tr>
</tbody>
</table>

| + up to 5 Individual Points as indicated by the Individual and Group presentation evaluations |

How the Rubric Works:
1. Determine the number of Group Points based on the items above
2. Add to the number of Group Points an average of Individual Participation Points from each group member (up to 5 points)
3. And Voila! You have the individual student score out of the allocated 20 points
ES HESA 2571 End-of-Course Evaluation

Please indicate your sex:  □ Female  □ Male  □ Other: ______________

Have you taken other college courses that incorporate service-learning?  
□ Yes  □ No  □ not applicable

Before this class, were you doing regular (twice or more each month) community service?  
□ Yes  □ No  □ not applicable

Why did you take this course?  
□ Required course  □ Fit my interests  □ Heard the professor was good  □ Fit my schedule  □ Other:

Please evaluate this course based on the following criteria:

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor demonstrated a thorough grasp of the course material.</td>
<td></td>
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<tr>
<td>The instructor communicated ideas and concepts clearly.</td>
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<tr>
<td>The instructor encouraged class participation.</td>
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<tr>
<td>The instructor was organized and prepared for class.</td>
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<tr>
<td>The instructor was responsive to questions and concerns.</td>
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<tr>
<td>The instructor treated students fairly.</td>
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<td></td>
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<tr>
<td>Course expectations and assignments were clear.</td>
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<tr>
<td>Reading assignments were of reasonable length and level.</td>
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<tr>
<td>Assigned readings were effectively applied in class.</td>
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</tr>
<tr>
<td>Generally, I completed assigned readings before class.</td>
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</tr>
<tr>
<td>I think my classmates generally completed assigned readings before class.</td>
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</tr>
<tr>
<td>Course activities and assignments helped me to reflect on my role in the community.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>This class gave me a chance to share and reflect on my service-learning experience with other students.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I would recommend this course to other students.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Please evaluate course components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly online posts (via Carmen)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection facilitation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Privilege reflection paper</td>
<td></td>
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</tr>
<tr>
<td>Service group reflection</td>
<td></td>
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<tr>
<td>Final presentation</td>
<td></td>
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</tr>
</tbody>
</table>

Your overall rating of your service-learning experience.

Your overall rating of the instructor.

Your overall rating of this course.

What are the strengths of this course?

What are the weaknesses of this course?

What could be done to improve the service-learning experience?

What are two of the most important things that you learned in this course?

What is the most important thing you learned about yourself as a result of your participation in this course?

Any other comments?