# Service-Learning Designation Request Form

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

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

2. Is this class always taught with a service-learning/community-engaged component? *(If no, please provide details)* **Yes No**

 An effective community-engaged course should include the following core premises:

* Connection to academic learning
* Analysis of connection between academic content and community-engaged activity
* Mutual benefit for all involved
* Student preparation and support
* Plan for evaluation
* Plan for sustainability

**COURSE CONTENT/PLANNING**

3. Please describe the planned community-engaged activities to be performed by students in this course.

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

5. Service-learning and community-engaged 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 experience.

Please describe goals/expectations/responsibilities for:

1. Faculty
2. Students
3. The community partner(s)

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

**COURSE GOALS**

7. How does the community-engaged activity connect with the academic content of the course and how is this content in turn enhanced by the community-engaged component of the course?

8. In addition to course-specific student learning goals, the following general Expected Learning Outcomes are defined for students in S-designated 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 community-engaged activity.
1. 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?
2. 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?
3. How does the course promote reflection on and evaluation of the impacts of the community-engaged activity?

Measuring student learning outcomes can take many different approaches. For example, you may measure student success in achieving identified outcomes through written-papers, embedded test questions, pre and post-tests, reflection journals, discussions, successful completion of a specified product, focus groups, interviews, and observations.

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