



Designating Service-Learning Courses with the “S” Suffix

The **S suffix** (and the SERV attribute) designate courses with a service-learning component, a high-impact practice (HIP). Service-learning courses engage students through placements or projects in addressing a real-world, community-identified need that relates to the course learning objectives and serves the public good. Through critical reflection activities, students demonstrate how their work benefits the community as well as enhances their academic, civic, and/or personal learning.

Academic courses with a service-learning component can be designated with an “S” suffix through [CAPA](#), UGA’s online course approval system. As of 2022, over 250 [courses](#) have been designated with the S suffix. Designation makes it easier for students to find these courses, and helps streamline the process of tracking and inclusion in campus and USG reporting and UGA’s Experiential Learning requirement.

Both a service-learning and non-service-learning section of the same course can be created (e.g. ENGL 1101 and ENGL 1101S), giving departments the option of which version to load in Banner depending on whether or not the course is being taught with a service-learning component in a given semester or by a given instructor. Additionally, online courses that carry an E suffix can receive the “SERV” attribute and will be included in automated reporting.

Information Required for the “S” Suffix Designation

To designate your course with an “S” suffix, follow the standard process for submitting a CAPA application via your department. The S suffix is used for courses with a service-learning component, engaging students through placements or projects in addressing a real-world, community-identified need that relates to the course learning objectives and serves the public good. Through critical reflection activities, students demonstrate how their work benefits the community as well as enhances their academic, civic, and/or personal learning. The amount, focus, and partners for community-based work can vary substantially, and no minimum number of “hours” of service is mandated. However, all S courses must involve students in undertaking, and reflecting on, projects/placements applying course content to benefit the (local, state, national, or international) community.

Evidence of service-learning [best practices](#) **must be included** in the Course Objectives and/or Topical Outline section of the course approval form. For example, this could include language such as:

- “Develop, implement, and reflect on an applied service-learning project/placement in [content area]”
- “Apply concepts of leadership to issues of individual interest in a community-based service-learning context” (ALDR 4000S)
- “Serve the local and broader community by assisting nonprofits with their writing needs” (ENGL 1101S)
- “Gain hands-on experience working effectively with English language learners; reflect on experiences in teaching/tutoring these students; and understand issues relating to the education of language learners” (LLED 4620S)
- “Understand service learning and outreach components of environmental interpretation; Identify and apply environmental interpretation techniques in natural resource settings” (NRRT 5880S/7800S)
- “Introduction to service-learning; design and development of demonstrations for a local science show; presentation of science shows at area schools; reflection on shows and learning outcomes (PHYS 4910S/6910S)
- “Apply their new knowledge [about social justice] to their service experience as well as apply their service experience to their new knowledge” (SOWK 2160S)

For Questions or Support . . .

- For help with course design, contact Dr. Paul Matthews, pmatthews@uga.edu at the OSL
- For CAPA support, contact Paree Shedd, pashedd@uga.edu, in the Office of the Registrar