Academic Service-Learning Professional Development Handbook
Dear Service-Learning Faculty,

Thank you for your commitment to service-learning at George Washington University. It is because of your actions and intentions that academic service-learning has become a vital aspect of our GW curriculum. The goal of this handbook is to provide the tools and resources to further develop academic service-learning at GW; force students to think critically about their role as learners, servers, and community members; and impact the Washington DC community in a positive, meaningful way. In order to achieve these goals, the Academic Service-Learning staff in the Center for Civic Engagement and Public Service has designated three areas of service-learning where further growth and improvement is possible: reflection, communication, and community integration. We at CCEPS hope that the information within this handbook will be helpful to you not only as educators, but community members and servers as well.

Once again, thank you for your commitment to service-learning at George Washington University and your willingness to undertake professional development.

Sincerely,

Academic Service-Learning Staff

The Center for Civic Engagement and Public Service

The George Washington University
Table of Contents

1. Reflection ......................................................................................................................p. 4
2. Communication ..............................................................................................................p. 8
3. Community Integration .................................................................................................p. 10
4. Conclusion .....................................................................................................................p. 12
5. Appendices A-G .............................................................................................................p. 16-24
Reflection

Reflection has been called the “hyphen” or connection that links service with learning in service-learning settings. It provides the opportunity for students and partners to grow academically and personally by linking their work in the community with their course work. Because reflection activities are essential to student learning and the full integration of service with the classroom experience, it is essential that faculty devote time and attention to their design. Effective reflection activities are explicitly related to course objectives, occur regularly, and allow for feedback and assessment. They also provide students with the opportunity to document their achievements and the learning that has occurred from the service component and enables the faculty member to evaluate their learning.

As current service-learning faculty, you probably already incorporate some sort of reflection into your class. In the following pages we urge you to take a step back and truly evaluate your reflection activities: Are they fulfilling for the students? Are students able to make connections between the service they are doing and the classroom material? Are they challenging students’ preconceived notions? Are they forming new thought paradigms or ways of approaching service? All of these are questions that we ask you to consider as you think about how you facilitate reflection. This section of the handbook aims to help you apply these questions to two temporal domains of reflection: preparatory and on-going.

In the first couple of weeks of the semester, before your students begin to work with their community partners, it is important that you facilitate preparatory reflection. Preparatory reflection is an opportunity for students to consider their
preconceived thoughts on service, the neighborhood they will be working in, and the people they will be working with. One way of viewing preparatory service is as reflection on the self. By addressing preconceived notions, students are able to confront themselves and understand what thoughts and beliefs they will bring with to their service.

Preparatory reflection can be facilitated in a number of different ways (e.g., discussions, journaling, essays, or activities). One unique example of a preparatory reflection activity is the DC map-making activity used in a University Writing service-learning course. On the first day of class, students are asked to draw a map of the District of Columbia. As they are freshmen and usually unacquainted with the area, many students struggle to draw a cohesive map. Instead, they usually just draw a picture of the areas of DC they know: the National Mall and Foggy Bottom neighborhood.

The idea behind the activity is that our conceptions of place and community are limited to the areas we have experienced. Wards 7 and 8, for example, are nonexistent on students’ maps. Their focus is on the places they know: the “nice” parts of DC. Through the activity, students are able to witness firsthand that their vision of community and place is shortsighted. They are confronted with the fact that their exists people who live very different lives, in very different places, than their own.

After students have begun their service, it is vital that you continue facilitating reflection. On-going reflections are an opportunity for students to build on the discussions had at the beginning of the semester and gain a greater
understanding of the academic material being presented. Conceptually, it might be helpful to think of on-going reflections as a form of connection. Through reflections students are not only able to connect academic material to their service and vice versa, but also connect with others’ perspectives and experiences. Reflection, whether done in a group or personally, inherently involves vulnerability. By sharing personal experiences and thoughts, students are humbling themselves, and in the process, connecting with others.

As you consider options for on-going reflections, keep in mind that it is most efficacious to have multiple reflections spaced out throughout the semester. These activities can be discussions, essays, journal entries, blog posts, or presentations—it is up to you and what you feel will work best to achieve desired course outcomes. Here is a great example of an on-going reflection essay prompt:

This essay asks students to review a newspaper article in the context of course themes and service-learning and write a 500-700-word response:

Please read The Washington Post article “D.C., suburbs show disturbing increases in childhood poverty” (posted on Blackboard) and respond to the following prompt. You may reference the article in your response although it is not required. As with the first reflection, you do not need to respond to all parts of the prompt – the questions are designed to get you to think about the issues presented in the article. It may be helpful to read the prompt before you read the article.

How might the rate of uninsured children and adults, the number of people receiving food stamps, and the dearth of available affordable childcare affect the poverty rate?

Do you think you can solve any of the issues listed above without solving the other? In other words, can an effective solution to the overwhelming increase in people receiving food stamps (nationally: 32 million in January 2009 to 41.8 million in July 2010) be made without addressing other relevant factors?
Can a job training program for single mothers be effective if she can’t provide shelter and food for her children? Why or why not?

What issues (other than the ones listed in the article) might you want to consider when designing a program to combat poverty?

What role do you think an organization like the African American Women’s Resource Center plays in tackling issues of childhood poverty in Washington, D.C.?

How do you think the rate of childhood poverty cited in the article affects D.C. as a city and a community?

Finally, when you are evaluating your reflection activities, keep in mind the four elements of critical reflection in service-learning identified by Eyler, Giles, and Schmiede (1996):

**Continuous:** Reflection activities are undertaken throughout the service-learning course, rather than intermittently, episodically, or irregularly.

**Connected:** Reflection efforts are structured and directly related to the learning objectives.

**Challenging:** Reflection efforts set high expectations, demand high quality student effort, and facilitate instructor feedback that stimulates further student learning.

**Contextualized:** Reflection activities are appropriate for the course and are complimentary to the other course activities.
If you would like more information concerning reflection, please reach out to Academic Service-Learning staff or explore Campus Compact’s extensive reflection literature here.

**Communication**

Communication between the Center for Civic Engagement and Public Service and faculty is a top priority for Academic Service-Learning staff. We believe there is room for improvement on both CCEPS and faculty’s part. Hence, in order to provide suggestions to faculty and illustrate how CCEPS is committed to improving communication, this section will go into depth on communication best practices for before the semester, mid-semester, and after the semester.

As established service-learning faculty, we realize that you are more than capable of ensuring that all loose ends are tied up before the semester begins. Nevertheless, we would appreciate if you would provide us with a copy of your syllabus and let us know how many students you have and which community partners you are working with. In addition, if you are working with a new community partner, please let us know. If we already have a partnership with that organization through a different service-learning course or another service program, we can assist you in forming a healthy relationship with the partner. Also, for the sake of risk management, if you are working with a new community partner please provide us with the name and contact information of an employee at the site.

As you move into the middle of the semester, it is important that you continue to be in contact with Academic Service-Learning staff. The two key facets of mid-
semester communication are providing CCEPS with all of your students’ Academic Service-Learning Waivers and responding to service-learning emails. We try to keep mass emails to a minimum, but the correspondence we send out is important. It would be especially appreciated if you would respond to any surveys we send out or emails concerning the Academic Service-Learning Symposium.

Finally, after the semester has come to a close we ask that you continue to communicate with CCEPS. The end of the semester is not only the optimal time to reflect on the classroom and service experience but also your relationship with CCEPS. We want to be a resource for faculty and want to hear directly from you about what we are doing well and what can be improved. This is especially important because, due to the fact that many of the service-learning staff you interact with are student employees, turnover rates in our office are high. Therefore, in order to improve our performance from year to year, we need to provide our student employees with the most up to date, complete information.

In order to improve end of semester communication, we are creating a simple document for reporting service-learning best practices, areas for improvement, and what you need from CCEPS. We hope that this not only furthers professional development in service-learning but also becomes a streamlined way of reporting progress to department chairs and deans. Expect to receive this document in the near future.
**Community Integration**

As service-learning faculty you have the incredible opportunity to not only give students the chance to perform meaningful, informed service but also educate the next generation of service-minded leaders and citizens. That being said, you also have a great responsibility to the Washington DC community and its citizens. This section of the handbook will focus on the balance between these obligations and how you can ensure that you are creating service opportunities for students that have a positive impact on neighborhoods and residents.

The first step in ensuring your class’s service is fulfilling to both students and the community is establishing a healthy relationship with your community partners. Most of you probably already have strong working relationships with staff at your community partners, which is fantastic. A healthy relationship with community partners is key in ensuring that there is a channel of communication between yourself and the site. Moreover, it also helps to get you better integrated into the service your students are performing. We at CCEPS realize that it is often difficult to serve at the community partners your students work at (although we highly encourage volunteering if you can!) but being connected is truly the next best thing.

A key byproduct of community partner relationships is the feeling of consistency they provide the partner. When thinking about what constitutes meaningful service, an element that is often mentioned is regularity. Serving in a community often, even if it is different students every semester, creates a routine for the community partner and the community as a whole. Consistency helps
community partners plan out volunteer shifts and illustrates to residents that there are people invested in their lives and neighborhoods.

Community partner relationships are a vital ingredient in achieving the next step: working toward a community identified goal. As you know, there exists in service-learning a delicate balance between ensuring the work your students are doing is connected to the academic material and guaranteeing that the volunteering is wanted and helpful to the community. Striking this balance as educators is difficult, but many of you have illustrated that it can be done. We in CCEPS believe that the key to achieving balance rests in your relationship with your community partners. Your community partners are your gateway to the needs of the communities your students serve in. By treating them as co-educators in service-learning pedagogy you can create courses around issue areas that are important and meaningful to DC neighborhoods and residents.

Ultimately, we hope the information on community integration has been more or less review. We are incredibly grateful that so many of you already are deeply integrated with your community partners. Your leadership has been incredibly important to the further development of service-learning at GWU. Nevertheless, we feel that these themes are ones that can never be repeated too often. We have an obligation as educators and servers to ensure that our service is fulfilling to all parties and community integration is a key factor in achieving such an end. If you would like to review more information on working with community partners, please refer to the Appendix.
Conclusion

The preceding pages have touched on a few aspects of service-learning that we in Academic Service-Learning believe are vital in furthering the impact service-learning has on students, our university, and the Washington D.C. community. Reflection, communication, and community integration are vital components of any successful service-learning course, but as you all know, they represent only a few of the necessary facets. Hence, this report is far from exhaustive; in fact, even the included sections are not comprehensive. Our aim was to touch on the components that we see as needing improvement and focusing on the specific aspects of those components that we, in our experience with service-learning at GWU, are applicable to our unique situation. Those being said, if you would like more information, please refer to our full handbook or reach out to Academic Service Learning at gwserves@gwu.edu. Additionally, we have also included multiple documents below in the appendices that relate to community integration and working with community partners. Once again, thank you for your hard work in furthering the impact of service-learning. We hope this handbook has been a helpful resource.
## Appendix A: Guidelines for Vetting Community Partners

### GUIDELINES FOR VETTING COMMUNITY PARTNERS

**DATE:**

<table>
<thead>
<tr>
<th>Task</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Arrange an In-Person Site Visit</td>
<td></td>
</tr>
<tr>
<td>✔ Discuss the Service Learning objectives of this placement</td>
<td>✅ Review documents regarding objectives, including course syllabus</td>
</tr>
<tr>
<td>✔ Talk about the mission of the Community Partner (CP) and share the University and Centers mission</td>
<td>✅ Review the Community Partner Handbook</td>
</tr>
<tr>
<td><strong>Discuss the nature of the Service placement</strong></td>
<td>Conversation between GW, faculty member and CP. Ideally, the executive director as well as anyone who will supervise students should participate in this meeting.</td>
</tr>
<tr>
<td>✅ How many students will be placed?</td>
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</tr>
<tr>
<td>✅ How will their schedule be determined?</td>
<td></td>
</tr>
<tr>
<td>✅ How will their work fit in with their academic objectives? What will students learn that they can apply to their academic discipline?</td>
<td></td>
</tr>
<tr>
<td>✅ What role should CCEPS play in student orientation before being placed? What orientation does the CP provide? Review the orientation guidelines developed by CCEPS.</td>
<td></td>
</tr>
<tr>
<td>✅ Who will supervise students? How can this person be contacted? Is there a back-up supervisor? Who should students call if they will be absent or late?</td>
<td></td>
</tr>
<tr>
<td>✅ Do students need fingerprinting, background checks, immunization, blood work? Or any certification? Who will pay for this?</td>
<td></td>
</tr>
<tr>
<td>✅ Verify that students will not be assigned tasks beyond their capabilities as volunteers or beyond the scope of the public service placement</td>
<td></td>
</tr>
<tr>
<td>✔ Logistics</td>
<td>GW should</td>
</tr>
</tbody>
</table>
What will students need to do to check-in at the site?

How will students track their hours at the site? Recommend using the “standard” form developed by CCEPS to track hours and provide a copy to CCEPS.

What type of clothing should students wear (i.e., closed-toe shoes, professional dress, casual dress)

Where should students park? Where is the closest bus or train stops?

What hours of the day can students volunteer?

What training will the CP provide? Where? When?

What training would the CP like the students to have prior to being placed? Can the CCEPS provide this?

Should students meet with site supervisor prior to their first service day?

Where will the students work? Are they provided with computers or other materials they will need? Will students be asked to bring any materials with them?

Will students be asked to buy anything? Will they be reimbursed?

Will the student be driving a CP vehicle? Verify insurance coverage and get a copy for your file.

Who should the university contact at the CP in case of an emergency? Who should they recommend the CP contact at the university?

Risk Identification

Does the CP provide a safety orientation? Review the orientation guidelines prepared by CCEPS.

Will students ever work unsupervised with clients? Emphasize CCEPS’ preference that the students not work unsupervised.

Will the CP request emergency contact information? How will it be used? If requested, CCEPS should have a copy. If the CP is not collecting the information, the University should.

Will the CP cover liability insurance? Workers’ Compensation Insurance? Does the CP have any other types of insurance for volunteers? How will the students be covered? CCEPS should retain copies of insurance certificates

Outline the specific risks involved in this placement. Are there any risks in the community? Who could be harmed? What property could be damaged and how severely? What is the maximum likely loss for each activity? Are there any environmental hazards? Are crowds or bystanders likely to be involved? Will inherently dangerous activities be involved? Will physical labor be involved?

Review University policies like EEO and workplace harassment and discrimination.

Tour of Site

The CP should also require that the students go through training on-site, or have a specific training prior to their service.

Obtain all the information it needs in order to provide a comprehensive training/orientation for students.

Once the nature of the placement is clear, the Risks of these placements should be specifically taken into consideration.

GW should collect any forms or information that the CP will be giving students. Keep all documents on file at the University.

This is an
- CP should give the university staff and/or faculty a tour of any facilities or sites in which Public Service students will be working.
- CP should introduce CCEPS to any staff that will supervise students, or work directly with students.
- CPS should be looking for any potentially risky situations and CP should bring any risk factors to the attention of CCEPS.
- Students should also tour the site during orientation and be made aware of emergency exits and procedures.

**Evaluations**
- What evaluations/surveys will be requested? By whom? Filled out by whom?
- At what times throughout the service experience will surveys/evaluations be requested?
- How will the information from the surveys be used in the future?

**Privacy Rights**
- Are students allowed to take pictures or video?
- What specific policies apply to the clients served?

**Preparing All Signed Forms and Agreements**

**Experiential Education Agreement (EEA)**
- Should include all aspects of the partnership that were talked about during the site-visit.

**Memorandum of Understanding**
# Appendix B: A Sampling of Service-Learning Models

<table>
<thead>
<tr>
<th>Model:</th>
<th>Description:</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic-Based</td>
<td>The learning objective for the Civic-Based Service-Learning Model is to promote civic engagement.</td>
<td>Residence Halls that are participants of the Fresh Start Program.</td>
</tr>
<tr>
<td>Problem-Based</td>
<td>The learning objective for the Problem-Based Service-Learning Model is to solve real, community-based problems.</td>
<td>Students in the College of Engineering engage in designing rehabilitation engineering equipment for clients with a mental and/or physical disability.</td>
</tr>
<tr>
<td>Consulting-Based</td>
<td>The learning objective for the Consulting-Based Service-Learning is to apply technical expertise to community needs.</td>
<td>Students in the College of Business create marketing plans for nonprofits.</td>
</tr>
<tr>
<td>Community-Based Action Research</td>
<td>The learning objective for the Community-Based Action Research Service-Learning experience is when a content-based or research methodology course focuses around research performed by the students in conjunction with the faculty member and community members. Community members and students contribute equally to setting the research agenda and determining how the results will be used.</td>
<td>Students in an American History course collect and record oral histories from older members of the community. Together the students and community members establish an exhibit on the topic for children at a local museum.</td>
</tr>
<tr>
<td>Full Integration (Required Course Component)</td>
<td>Full integration requires students to engage in Assignments (minimum number of some form of community service (one-time or ongoing, individually or with a group) and complete one or more reflective essays or other activities related to the service experience. The majority of the activities foster students’ understanding of the connection between the course and the community. The service component addresses a need of a community partner(s).</td>
<td>Students in an American History course collect and record oral histories from older members of the community. Together the students and community members establish an exhibit on the topic for children at a local museum.</td>
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Appendix C: Instructor - Community Partner Initial Planning Meeting Agenda

Instructor- Community Partner Initial Planning Meeting Agenda

I. Introductions

II. Community Partner agency overview  
   *Community Partner Representative*

III. Course learning objectives, instructors interest in partner and proposed service activities  
    *GW instructor*

IV. Introduction to Center for Civic Engagement and Public Service (quick overview of services including transportation, communication procedures, workshops, luncheons, closure activity and dissemination)  
    *Center Coordinator*

V. Description of the service activity / requested product of work  
   *Community Partner Representative/Faculty Member*

VI. Discuss and draft Memorandum of Understanding (MOU)  
   - Confirm dates (orientation, reflection sessions, benchmarks for students’ projects, draft due dates, symposium/closure activity date)  
   *Center Coordinator*

VII. Discuss and draft student orientation handout  
    - Discuss orientation agenda items/ needed supplementary orientation materials  
    *Center Coordinator*

VIII. Review next steps  
    *Center Course Coordinator*
Appendix D: Guide to Academic Service Learning

Guide to Academic Service Learning

Do not Compromise Academic Rigor
Since there is widespread perception in academic circles that community service is a “soft” learning resource, there may be a temptation to compromise the academic rigor in a service learning course. Labeling community service as a “soft” learning stimulus reflects a gross misperception. The perceived “soft” service component actually raises the learning challenge in a course. Service learning students must not only master academic materials as in traditional courses, but also learn how to learn from unstructured and ill-structured community experiences and merge that learning with the learning from other course resources. Furthermore, while in traditional courses students must satisfy only academic learning objectives; in service learning courses students must satisfy both academic and civic learning objectives. All of this makes for challenging intellectual work, commensurate with rigorous academic standards.

Rethink the Faculty Instructional Role
If faculty encourage students’ active learning in the classroom, what would be a consistent change in one’s teaching role? Commensurate with the preceding principle’s recommendation of an active student learning posture, this principle advocates that service learning teachers, too, rethink their roles. An instructor role that would be most compatible with an active student role shifts away from a singular reliance on transmission of knowledge and toward pedagogical methods that include learning facilitation and guidance. Exclusive or even primary use of traditional instructional modes, (i.e. a banking model, interferes with the promise of learning in service learning courses.) To re-shape one’s classroom role to capitalize on the learning bounty in service learning, faculty will find Howard’s (1998) model of “Transforming the Classroom” helpful.

This four-stage model begins with the traditional classroom in which students are passive, teachers are directive, and all conform to the learned rules of the classroom. In the second stage, the instructor begins to re-socialize herself toward a more facilitative role; but the students, socialized for many years as passive learners, are slow to change to a more active mode. In the third stage with the perseverance of the instructor, the students begin to develop and acquire the skills and propensities to be active in the classroom. Frequently, during this stage, faculty will become concerned that learning is not as rich and rigorous as when they are using the more popular lecture format, and may regress to a more directive posture. Over time homeostasis is established, and the instructor and the students achieve an environment in which mixed pedagogical methods lead to students as active learners, instructors who are fluent in multiple teaching methods, and strong academic and civic learning outcomes.

Be Prepared for Variation in and Some Loss of Control with Student Learning
Outcomes
For faculty who value homogeneity in student learning outcomes, as well as control of the learning environment, service learning may not be a good fit. In college courses, learning strategies largely determine student outcomes, and this is true in service learning courses, too. However, in traditional courses, the learning strategies (i.e. lectures, labs, and readings) are constant for all enrolled students and under the watchful eye of the faculty member. In service learning courses, one can anticipate greater heterogeneity in student learning outcomes and compromises to faculty control. As an instructor, you should ask yourself, if you are prepared for greater heterogeneity in student learning outcomes and some degree of loss in control over student learning stimuli?

Diversity through Service Learning
Planning Considerations
To expand the definition of culture and diversity beyond ethnicity, race, gender, age, sexual orientation, disability, socio-economic status, or size, consider the following factors and the ways they influence our students’ perceptions and reflections:

Take an inventory to understand the culture of your class:
- What are the different races/ethnicities represented?
- What are the geographic places your students call home?
- What is the age range?
- Where are they at in terms of student development?
- What are their learning styles—visual, auditory, kinesthetic?

Prepare students for issues of diversity that they may encounter during their service experience:
- Help the students understand what has shaped their own cultural identity.
- Define and create an atmosphere that respects and nurtures differences.
- Model the type of behavior that supports respect for diversity.
- Facilitate exercises and activities that create awareness of the diversity issues present in the service learning activity.
- Provide orientation that demystifies stereotypes of students to agencies, and vice versa.
- Explain the differences between the culture of the agency and the culture of student life.

Encourage your students to explore the culture of the people that they are serving:
- How would you describe the clients being served?
- What are their stories?
- What are the stereotypes and the realities?
- What opportunities do you have to challenge stereotypes?

Reflection Issues
In addition to planning considerations, it might also help to consider issues which may affect reflection activities. There are different types of learning styles,
processing styles, and cultural communications patterns—all of which may affect the quality and depth of your reflection activity.

**Learning Pyramid**

10% Lecture  
20% Reading  
30% Audio-Visual  
50% Demonstration  
75% Discussion Group  
90% Practice By Doing  
100% Teach Others Immediate Use of Learning

**Kolb’s Model of Experiential Learning**

Active Experimentation  
Integration of Knowledge  
Concrete Experience  
Reflective Observation  
Abstract Conceptualization
Appendix E: Faculty and Community Partner Service-Learning Memorandum of Understanding

We will both work toward a reciprocal relationship, balancing the needs of the community partner with GW students’ needs. As part of a service-learning class, we understand that GW students’ service project will ideally help them reach particular academic goals outlined in the course syllabus.

Faculty name (printed):
__________________________________________________________
Course: _____________________________________________________
Department: _________________________________________________

Agency contact name (printed):
__________________________________________________________
Job Title: ___________________________________________________
Agency: _____________________________________________________

1. I will communicate clearly, professionally and consistently the academic and administrative needs of my students.
2. I will make sure the students understand their duties to the partnership and will encourage dialogue and reflection that will engage us to pinpoint concerns or problems that may arise.
3. I will provide training about service learning for direct supervisors upon request.
4. I will work with community partner representatives to schedule and facilitate orientation for students so that needs of community partner can be clearly articulated to students.
5. I will remind students to begin service immediately after orientation.
6. I will provide feedback and assistance on concerns and problems identified by community partner representatives.
7. I will ensure my students deliver final products of work as expected.

1. I will actively participate in this partnership or will designate another party to work with the GW faculty member in order to create a mutually beneficial partnership.
2. I will locate appropriate service supervisors to work with students as part of the partnership. Supervisors should be willing participants and should be identified by community partner administrators to work with the GW service program coordinator.
3. I will, if necessary, allow for, in-service training time to be designated for service learning orientation for supervisors by GW CCEPS Staff.
4. I will provide an orientation (preferably during the first three weeks of classes each semester) for the GW students or will be responsible for designating another person to do so.
5. I will follow suggested protocol for student placement unless it is not feasible for our agency. If another protocol will be followed I will explain the process to the faculty member and will work with the faculty member to place students in a manner that suits their academic needs.
6. I will ensure that I or someone else will provide supervision, feedback, and evaluation for the GW service-learning students who work at our agency.
Faculty/staff signature
Date ____________________________

Agency Representative Signature
Date ____________________________

*Adopted from Tulane University Center for Public Service CP MOU*
Appendix F: Guidelines for Selecting a Service Site

Guidelines for Selecting a Service Site

- Willingness to collaborate
  - Available for regular communication (i.e., phone calls, meeting)
  - Responsive to mutual problem solving
  - Open to meeting both student needs and agency goals
  - Ability to supervise and interact with college students

- Agency has adequate resources to orient, train, and monitor students
  - Designated staff willing to supervise students
  - Procedures to orient and train students
  - Provides necessary space for program needs
  - Procedures to track student attendance and contributions

- Congruence of learning and service goals
  - Interest in learning objectives of class or program
  - Flexibility in adjusting service projects to meet learning goals

- Identification of appropriate service activities and projects
  - Clearly defines expectations for students
  - Provides direction for project implementation
  - Identify tasks appropriate to the knowledge and skills of students

- Intercultural sensitivity of agency
  - Demonstrates culture of respect for diversity
  - Receptive to working with students of different backgrounds and abilities
  - Provides orientation to culture and traditions of agency

- Accessibility
  - Near public transportation
  - Location is convenient for students
  - Appropriate compliance with ADA or similar statutes

- Liability and risk management
  - Provides information on agency’s liability insurance, if applicable
  - Screens students according to agency volunteer guidelines
  - Provides safe and supervised environment for students
  - Provides training on universal precautions, if applicable
  - Provides students with procedures for crisis management
Appendix G: Criteria for Service-Learning Course Review by the Service-Learning Curriculum Committee

Criteria for Service-Learning Course Review by the Service-Learning Curriculum Committee

Service-learning is an educational experience based upon a collaborative partnership between the university and the community. “Learning by doing” enables students to apply academic knowledge and critical thinking skills to meet genuine community needs. Through reflection and assessment, students gain deeper understanding of course content and important of civic engagement.

- Service-Learning within a 3-credit course requires 20 hours of service-learning experience and critical reflection.
  - Will include a summary presentation, performance, exhibition, and/or other synthesizing product completed by the students engaged in the experience.
  - Will include criteria and evaluative/graded measure of the product in the syllabus, including the percentage that assignments will represent in the final grade.
- Faculty will identify one or more course learning objectives that students will address through their service-learning experience.
- Service-Learning activities will be integrated into course work.
- Service-learning activities and partners are to be preferably identified before the process begins. If this is not possible, faculty are encouraged to include a thoughtful description of the type of public service activities you would like students to participate in.
- Faculty will structure critical reflection through the service-learning experience; the reflections will create connections between service learning, course objectives and student learning outcomes.