

# Faculty Handbook for Academic Service-Learning



## LEADERSHIP, LEARNING & COMMUNITY

DIVISION OF STUDENT AFFAIRS

**Evan Long**, Director of Leadership, Learning & Community

**Danielle Jacobs**, Administrative Support Associate

**Vacant**, Associate Director for Leadership, Learning & Community

**Shania McMillian**, Assistant Director for Student Engagement

**Shelby Newsome**, Assistant Director for Community Engagement

**Kamren Lewis**, CARE Resource Center Coordinator

**Anthony Hunt**, Basic Needs Manager

PO Box 1510  
Pembroke, N.C., 28372  
Dogwood Building  
Phone: (910) 521-6163  
Fax: (910) 775-4529

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# Leadership, Learning & Community (LLC) Overview

## What is LLC?

Leadership, Learning & Community coordinates and supports service and academic service-learning activities throughout the UNCP service area. LLC programs include student-led volunteer programs and academic service-learning programs.

## LLC Mission

LLC supports the UNCP mission to develop responsible citizenship through education opportunities that provide service to our neighboring communities. LLC provides opportunities for students to recognize their civic potential and take initiative to develop it. Students enrich and enhance their education experience through active and engaged service.

## Academic service-learning Program Mission

Academic service-learning at UNCP supports the university mission to be a more engaged and active campus. Faculty and students take part in academic service-learning to enhance learning and achievement in a wide variety of majors and minors, supported through a partnership between UNCP's [Office of Academic Affairs](#) and [Division of Student Affairs](#).

### LLC's Staff:

***Evan Long***  
***Director of Leadership, Learning & Community***  
Dogwood 12  
910-775-4722  
[Evan.long@uncp.edu](mailto:Evan.long@uncp.edu)

***Vacant***  
***Associate Director of Leadership, Learning & Community***  
Dogwood 16  
910-775-4722  
[vacant@uncp.edu](mailto:vacant@uncp.edu)

***Shania McMillian***  
***Assistant Director for Student Engagement***  
Dogwood 18  
910-775-4138  
[Shania.McMillian@uncp.edu](mailto:Shania.McMillian@uncp.edu)

***Danielle Jacobs***  
***Administrative Support Associate***  
Dogwood 14  
910-775-4464  
[danielle.jacobs@uncp.edu](mailto:danielle.jacobs@uncp.edu)

***Shelby Newsome***  
***Assistant Director for Community Engagement***  
Dogwood 15  
910-775-4719  
[shelby.newsome@uncp.edu](mailto:shelby.newsome@uncp.edu)

***Kamren Lewis***  
***CARE Resource Center Coordinator***  
Ebert House  
910-775-4775  
[Kamren.Lewis@uncp.edu](mailto:Kamren.Lewis@uncp.edu)

***Anthony Hunt***  
***Basic Needs Project Manager***  
Dogwood 10  
910-775-4381  
[Anthony.Hunt2@uncp.edu](mailto:Anthony.Hunt2@uncp.edu)

# ACADEMIC SERVICE-LEARNING OVERVIEW

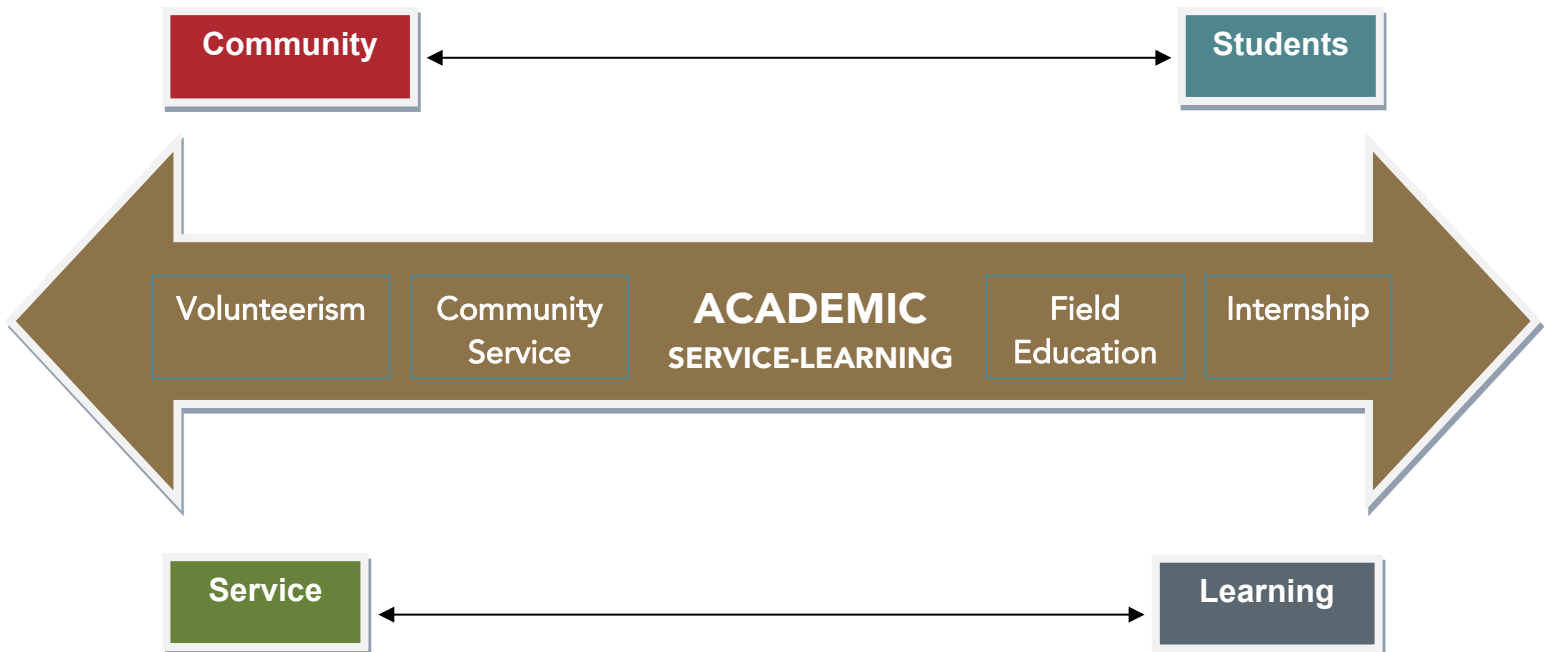
Academic service-learning is an educational experience based upon a collaborative partnership between college and community. Learning through service enables students to apply academic knowledge and critical thinking skills to meet genuine community needs. Through reflection and assessment, students gain deeper understanding of course content and the importance of civic engagement.

Academic service-learning is a form of experiential education that:

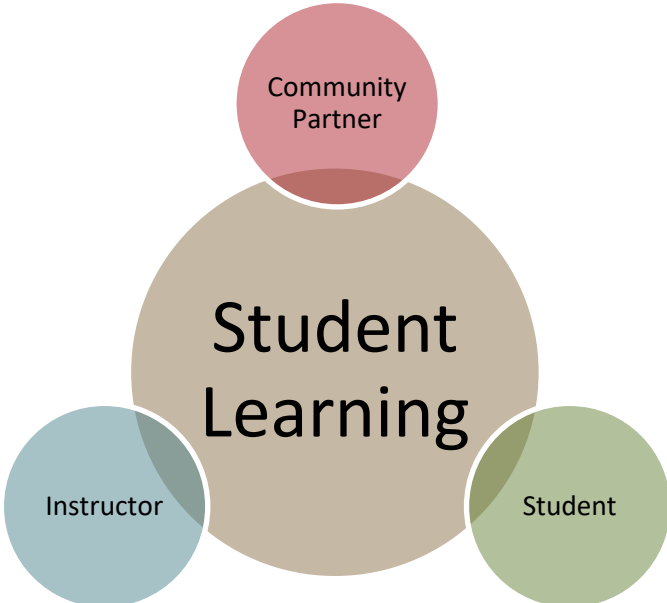
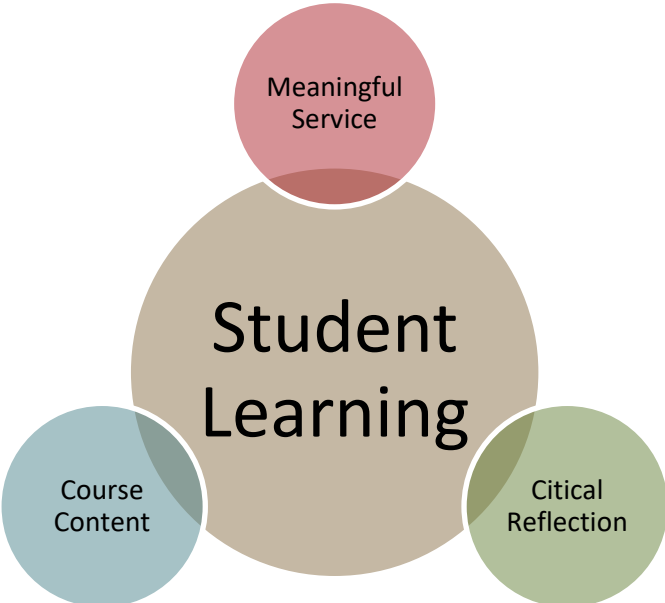
- is developed, implemented and evaluated in collaboration with the community;
- responds to community-identified needs and concerns;
- attempts to balance the service that is provided and the learning that takes place;
- enhances the curriculum by extending learning beyond the classroom and allowing students to apply what they've learned to real-world situations; and provides opportunities for critical reflection.

Academic service-learning attributes equal weight to both service and learning goals.

Think of community outreach activities on a continuum, as illustrated below. At one end, the focus is on the community as the beneficiary of service. On the other end of the continuum, the focus is on the student as the beneficiary of learning.



Academic service-learning places equal emphasis on community and student and on service and learning.



## **Modes of Service-Learning:**

### **Direct Service-Learning**

Face-to-face service projects in which the students' service directly impacts individuals who receive the service from the students.

*Examples:*

- *Tutoring other students and adults*
- *Art/music/dance lessons for youth*
- *Giving presentations on violence and drug prevention*

### **Indirect Service-Learning**

Projects that focus on current issues, environmental projects, or community development, benefiting the community or environment rather than individually identified people.

*Examples:*

- Developing a social media strategy for a community agency
- Creating an assessment plan for school administration
- Removing invasive plants and restoring ecosystems

### **Research-Based Service-Learning**

Projects involving gathering and presenting information on areas of interest and need, finding, gathering, and reporting necessary information.

*Examples:*

- Writing a guide on available community services and translating it into Spanish for residents
- Conducting water quality testing on waterways
- Gathering information and creating brochures or videos for non-profit or government agencies
- Gather data for community agencies submitting a grant application

### **Advocacy Service-Learning**

Projects focused on educating others about topics of public interest, aiming to create awareness and action on issues impacting the community.

Examples:

- Planning and putting on public forums on topics of interest in the community
- Conducting public information campaigns on topics of interest or local needs
- Draft legislation with elected officials to improve communities

## Modes of Service-Learning

**Direct Service-Learning:**  
Face-to-face service projects in which the students' service directly impacts individuals who receive the service from the students.  
Examples:  
• Tutoring other students and adults  
• Art/music/dance lessons for youth  
• Giving presentations on violence and drug prevention  
• Helping in a homeless shelter

**Indirect Service-Learning:**  
Projects that focus on current issues, environmental projects, or community development, benefiting the community or environment rather than individually identified people.  
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## Appreciative Based Change (ABC Model)

Implementing the ABC model in your service-learning course ensures an intentional alignment that creates positive change. Approaching service-learning from an appreciative lens, the ABC model shifts focus from what's wrong to what's strong, changing the conversation from "What is the need?" to "What are your strengths?" This approach helps practitioners strengthen service-learning initiatives by recognizing and leveraging the strengths and assets of all participants.

For students, this model enhances learning by creating opportunities to address social injustice and encouraging them to become lifelong learners. It teaches students how to build mutually beneficial relationships with their communities, utilizing their skills, strengths, and lived experiences to actively engage in meaningful community service.

For institutions and communities, the ABC model fosters mutual respect and amplifies the voices of community members who are often marginalized. It creates a dynamic space where the community can teach while the institution learns, ensuring that service-learning projects are truly collaborative and impactful. This approach not only enriches the educational experience but also promotes social equity and community empowerment.

### The ABCs of Appreciative Based Change

Phase 1	<b>Alliance-Building</b>
Phase 2	<i>Part 1: Alliance: Establishing Trust and Rapport</i> <i>Part 2: Building: Deepening the Alliance</i>
Phase 3	<b>Conceptualize</b>
Phase 4	<b>Design</b>
Phase 5	<b>Engage</b>
Phase 6	<b>FeedForward</b>



### Phase 1 & 2 - *Alliance-Building:*

- **Alliance:** Establishing Trust and Rapport for a strong foundation:
  - o Introductions and learning relevant information about the organization.
  - o Become familiar with the partner's history, mission, and services offered.
- **Building:** Deepening the Alliance:
  - Learn more about each other's strengths and assets.
  - Identify existing resources and past successful partnerships.
- Questions to facilitate dialogue for Alliance-Building Phase:
  - What is most important to the mission of the organization?
  - Who is served by the organization?
  - What are some successful programs or accomplishments currently offered by the organization?
  - What resources are currently available by the organization? What resources are available through the institution?
  - When has the organization had positive partnerships in the past? What were the conditions that surrounded this partnership?
  - How have relationships with stakeholders been established, nurtured, and sustained in the past?

### Phase 3 – *Conceptualize:*

- Identifying hopes, dreams, and goals of the agency and partnership.
- Steps for conceptualizing the ideal service-learning project.
- Questions to facilitate dialogue:
  - o What does the partnering agency hope to gain from the experience?
  - o What do the students hope to gain from the experience?
  - o What does the faculty partner hope to gain from the experience?
  - o How will engagement in the project enhance the learning of students?
  - o How can this partnership continue to develop in ways that support the community and enhance the learning of students?
  - o If the community is at its best, what does that look like in the scope of this partnership?
  - o Where do all stakeholders see the partnership and project in the next few years?

### Phase 4 – *Design:*

- Co-constructing a plan to achieve identified goals.
- Steps for prioritizing next steps, assigning roles, and discussing potential obstacles.
- Questions to consider for Design Phase:

- What goals can become a reality and are achievable within the scope of the partnership?
- What action steps does each stakeholder need to take to achieve those goals?
- What needs to be in place to ensure success? What conditions need to be created?
- What resources are currently available that can be used to reach the goals?
- Who will be responsible for what?
- Who else needs to be at the table?
- What are some strategies to address potential obstacles and maintain resiliency?

### **Phase 5 – Engage**

- Co-constructing a plan to achieve identified goals.
- Steps for prioritizing next steps, assigning roles, and discussing potential obstacles.
- Questions to consider for Execute Phase:
  - How can each stakeholder provide support and accountability?
  - What is the preferred method of communication?
  - How will stakeholders engage in continued dialogue and provide feedback about the project and partnership?
  - What does success look like? What does progress look like? How will both assessed and determined?
  - How will this project and partnership be sustained in the future?
  - What can be done to strengthen the partnership and continue to support the project long term?

### **Phase 6 – FeedForward**

- Creating opportunities for assessment, learning, and continual improvement.
- Developing strategies for sustainability and capacity development.
- Evaluating processes and identifying areas for growth and challenges.
- Evaluating the impact on the community and student learning.
- Questions to consider for Feedforward Phase:
  - What was most beneficial through this process?
  - What continued support can each stakeholder provide?
  - When challenges were presented, how did the stakeholders respond? What new discoveries were made in those moments?
  - What in the future will enable this project and partnership to continue to grow?

This model leverages positive energy to mobilize change and enhances the 4 C's:



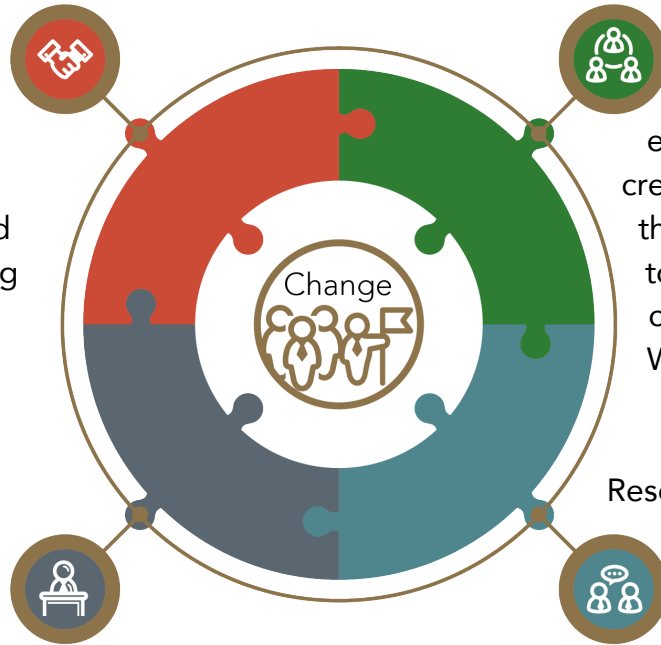
Commitment

The amount of time and effort the student, campus, and community commits to the process.

Collaboration



Building capacity by having sustained dialogue to establish a common purpose that enhances the understanding and value of the community.



Implementing the service-learning course alignment resulting in its critical to understand focus from what's wrong (changing the "What is the Need to Strengths?").

ABC model in your ensures an intentional creating positive change. the ABC Model shifts to what's strong conversation from What are your

In the Appendix and the "Agency student worksheet to Appreciative Based

Resources, you will find Capacity Audit" help apply the Change (ABC)

Active participation in the learning experience that challenges the views, thoughts, and actions to build an equitable and supportive community.

The act of critical reflection to make meaning of an experience before, during, and after in a descriptive or analytical form.



Citizenship

Model to students, and community our strengths, assets, and resources to create positive change.

**Change is the end result of how committed the student, campus, and community is to the process in creating a better society for all.**

Communication



empower campus, and unify

# IMPLEMENTING A SERVICE-LEARNING COURSE

## Beginning the academic service-learning course:

**At the beginning of the course, provide your students with an orientation to academic service-learning, to the specific academic service-learning project, and to how academic service-learning will relate to the course and to specific academic learning goals of the course.**

- The Associate Director of Academic service-learning is available to provide an overview of academic service-learning for your students. Contact Leadership, Learning & Community in advance to arrange a time to visit your class. Also in the Canvas Commons you will find a Service-Learning Orientation module to contain a video overview.  
<https://lor.instructure.com/resources/49435ab8786043e8afe98c218014921f?shared>
- Communicate clearly to students how the academic service-learning project will help them achieve specific academic learning goals of the course through the course syllabus.
- Make clear that the academic service-learning project adheres to the University's non-discrimination policy, and articulate how students with documented disabilities can and will be supported throughout the project.

**Along with your community partner and the academic service-learning students, complete an academic service-learning project agreement and consent forms.**

- See **Appendixes A, B and C**. In consultation with community partner and student please complete and sign agreement forms.
- The only required Appendix is Appendix B. **Appendixes A and D are not required and serve as a resource.**

**The community partner should provide an orientation to the community partner organization for the academic service-learning students.**

- The community partner is the expert on the organization and the work of the organization. It will be important for students to have a basic understanding of:
  - The mission and work of the community partner organization
  - The people with whom it works
  - Any behavior, dress, or confidentiality requirements that the organization has for students
  - The role, task, and project in which they will serve.
- Some community partners are within walking distance to campus. However, when walking is not an option, students are encouraged to carpool. If necessary, LLC can assist with securing transportation through Motor Pool. Regardless of means of transportation, all students should sign a travel agreement when traveling for the course. This form can be found under the University Travel Policy.

## **Ending the Academic service-learning Course:**

**Provide the community partner with an academic service-learning project evaluation form to complete.**

- See **Appendix D (not required)**. LLC will distribute this form to provide results from community partners.
- You may want to provide the community partner with an opportunity to provide feedback about specific students; some faculty partners ask community partners for feedback on what they think the student's grade should be. The course syllabus should include the community partner's role in assessment.
- In addition to providing feedback about your specific academic service-learning project, these forms provide valuable information about the academic service-learning program in general, as well as with ideas for future academic service-learning projects.

**Provide the Associate Director of Academic service-learning with information on your course, including:**

- Dates of Service
- Display of any Public Presentation
- Narrative of Service
- Electronic copies of pictures from the academic service-learning project
- Any reflection materials that can be shared

**Academic service-learning provides a variety of benefits for students including:**

- Clarify values while pursuing academic studies.
- Opportunity to acquire skills for future work environments, such as leadership, problem-solving, communication, and critical thinking skills.
- Broaden their perspectives of diverse and/or controversial issues.
- Gain a sense of inner satisfaction from doing something meaningful for others.
- Identify and research a need within their community and evaluate ways to fulfill it.
- Develop relationships with their university and community members.
- Develop civic responsibility by being involved within their community.
- Reflect on how to maximize personal and academic development to help achieve their goals.
- Develop a meaningful understanding of course material by participating in a project and/or experience relevant to their own lives and real-world problems.

# ACADEMIC SERVICE-LEARNING SYLLABUS DEVELOPMENT

As you create your academic service-learning syllabus, consider the following elements:

## 1. Connecting Goals and Objectives:

- Use course goals and objectives to link the academic service-learning assignment with academic learning goals.
- Emphasize the relevance of academic service-learning to the course.
- Introduce the academic service-learning component and clearly articulate the relevance of academic service-learning to the course.
- In all courses designated as SVL, the syllabus must contain the following statement:

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*\*required\**

Academic service-learning is an educational experience based upon a collaborative partnership between the college and the community. Learning through service enables students to apply academic knowledge and critical thinking skills to meet genuine community needs. Through reflection and assessment, students gain a deeper understanding of course content and the importance of civic engagement. *You may contact the Associate Director of Academic service-learning at (910)775-4722 or [evan.long@uncp.edu](mailto:evan.long@uncp.edu).*

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## 2. Outline Specific Requirements:

- Introduce students to the academic service-learning project(s) assigned to them.
- Specify whether the service is optional or mandatory.
  - Clarify if it replaces any other requirement (e.g., a paper).
- Define assignments and evaluation criteria.
- Provide a timeline for the semester, including completion deadlines and required training and reflection activities.

## 3. Community Partner Information and Leadership, Learning & Community office information:

- Introduce the community partner organization(s).
- Share contact information and details about orientation and training.
- Explain students' responsibilities to the community agency.
- Highlight any specific requirements from the community partner (e.g., dress code, confidentiality).
- Include contact information for the Leadership, Learning & Community.
  - Dogwood Building, [LLC@uncp.edu](mailto:LLC@uncp.edu), Phone: (910) 521-6163

# Critical Reflection

## **Include a section on the reflective components of the course.**

Academic service-learning research concludes that reflection on the experience is the aspect that most influences student learning. Reflection is a valuable way to achieve learning objectives and professional development. There are many forms of reflection, ranging from the informal to the formal. However, the key for any reflection assignment is that it is challenging, grounded in concrete experience, requires critical thinking, and inspires interest in learning.

Reflection is the key by which academic service-learning experiences are transformed into learning.

- Effective reflection
  1. Integrates the academic service-learning experience with academic learning goals
  2. Occurs regularly throughout the course
  3. Includes components that can be evaluated according to well-defined criteria
  4. Provides opportunities for both public and private reflection; and
  5. Fosters a deeper sense of civic engagement.
- It is imperative that you set aside enough time for reflection to allow students to process the academic service-learning experience. An explanation of the purpose and requirements for reflection should be conveyed clearly and prominently in the syllabus.

## **Reflection is a process that allows students to:**

- Develop critical thinking skills
- Examine attitudes, beliefs, assumptions, and stereotypes
- Prevent the reinforcement of existing prejudices and learning inaccurate concepts
- Foster an appreciation of diversity
- Formulate theories based on concrete learning experiences
- Connect the community-based experience with course objectives
- Test theories in “real world” settings
- Use classroom knowledge to provide more effective service
- Arrive at a new understanding of community needs and assets
- Explore the broader social, political, economic, and cultural issues impacting health

## **Effective reflection:**

- Is structured, guided, and purposeful
- Is a regularly occurring activity
- Includes components that can be evaluated based on well-defined criteria
- Links service objectives to course objectives
- Includes both private and public reflection
- Fosters civic responsibility
- Fosters appreciation of diversity

**Reflection activities:**

A variety of methods and tools can be used to foster reflection among students such as the few examples below:

- Dialogue
- Journaling
- Photo-journaling
- Directed writing assignments

Reflection activities should be conducted before, during, and after the community-based experience. Reflection activities can be conducted alone, with classmates, and with community partners. Below are examples of reflection activities. The instructor should select reflection activities that best promote student learning for a particular course. We encourage instructors to engage community partners in these reflection activities.

<b>Group dialogue:</b>	Whether in person or electronically, students can engage in active discussions that allow them to share their perspectives and experiences. Through the course of open and honest discussion, students are encouraged to discuss their values, beliefs and stereotypes related to the community service experience and the population they are working with. In addition to campus-based faculty, community and/or student leaders can serve as facilitators.
<b>Journaling:</b>	Several different types of journaling techniques are practiced. To maximize reflection and learning, structured journaling in which students refer to a set of questions to prompt their thinking about their activities, feelings, perceptions, values, and attitudes is recommended. Students can submit their journals on a weekly or monthly basis. Instructors can respond to statements or elicit more thinking about a statement by writing notes or questions in the margins. One interesting approach to journaling is to ask students to pick out journal passages that reflect their transformation during the course, and to write an essay about that transformation.
<b>Photo-journaling or video production:</b>	This technique allows students to take pictures or use video to document events and interactions within the community that help convey the community service experience and the learning that has occurred. <b>Photo-journals can be a reflective process and product or can form the basis of a presentation or essay that elaborates further on the service and learning. A note of caution:</b> While this technique is useful for students who prefer to use art as a form of expression, it is important to receive permission from members within the community to take photos. For example, photos taken within a clinic setting will infringe on a patient’s confidentiality. If possible, photos or videos may be used in future course assignments with student permission. For example, if a student produces a video on a community health center, then this video could be used for future class assignments and discussions.



<p><b>Directed writing assignments:</b></p>	<p>Students are asked to reflect on their service within the structure of course content. Instructors may structure questions identifying a section from class readings or the textbook (i.e., quotes, statistics, and concepts). For example, students might be asked to connect their service experience with a competency requirement within their profession, such as improved communication skills, or skills in interdisciplinary collaboration. Students may describe how well they have achieved this competency as a result of their community-based experience, and what they may need to do to improve this skill. Students may need to provide evidence that they have achieved this particular competency. Another approach for a directed writing assignment includes asking the students to create and respond to their own directed questions.</p>
<p><b>Exams:</b></p>	<p>Faculty may design exams that include at least one essay question that draws from the material they are being tested on and asks students to connect this to their community-based experiences.</p>

## WORKING WITH COMMUNITY PARTNERS

Collaborative partnerships are at the heart of successful academic service-learning experiences. Here are some guidelines to consider as you work to develop a collaborative partnership with your community partner.

### **All partners are teachers and learners.**

A basic assumption of academic service-learning is that all partners – faculty, students, and community partners – are considered teachers and learners. Each partner brings experience, knowledge and expertise to the project. For example, community partners have knowledge and expertise in their fields and in the organizations for which they work and are considered co-educators in the academic service-learning process.

### **Clear, honest, on-going communication is essential.**

Each academic service-learning course is different, and the relationship between each faculty partner and community partner is different. For these reasons, clear, honest, and on-going communication is key to the success of an academic service-learning partnership.

### **All must comply with the UNCP's Non-Discrimination Policy.**

All community partners must abide by UNCP's Non-Discrimination Policy. The policy is found in the UNCP Student Handbook:

*“UNCP affirms its desire to maintain a work environment for all employees and an academic environment for all faculty and students that is free from all forms of harassment and discrimination. UNCP wishes to maintain an environment which supports and rewards individuals on the basis of such relevant factors as academic ability and work performance. Conduct or action that is based on a person's race, color, creed, national origin, religion, sex, age, disability, or veteran status creating a hostile environment that prevents effective learning or work performance is in opposition to a campus environment free of harassment.”*

### **Be aware of differing schedules.**

A frequent challenge of academic service-learning projects is finding a common time when all the partners can meet. Most community partner organizations do not follow the schedule of an academic year. In developing and carrying out the academic service-learning project, students and faculty should be aware of this and work to make the community partner aware of the unique rhythm of the academic term. For example, it may be helpful to share a copy of the academic calendar with your community partner, highlighting specific dates that might be of importance to your partner and students.

## LLC ACADEMIC SERVICE-LEARNING PROGRAMS AND RESOURCES

In addition to the resources found in this handbook, LLC offers other academic service-learning resources, including:

### **Academic service-learning Workshops**

- LLC regularly offers academic service-learning workshops in a variety of formats. Some of the workshops feature national leaders in academic service-learning, while others feature our own faculty, community partners, staff and students who are experienced in academic service-learning. All of our academic service-learning workshops are designed to provide opportunities to share ideas and information, improve communication, and learn more about best practices in academic service-learning. Check the LLC academic service-learning webpage or contact the Associate Director for Academic service-learning for dates of upcoming workshops, and contact the ADSL to create targeted programs for groups of faculty on topics as desired.

### **Academic service-learning Resource Library**

- The Academic service-learning Resource Library contains books, journals, and manuals all focused on academic service-learning. These resources are available for you to borrow. See the LLC academic service-learning webpage for a full list of available resources. Contact the Associate Director of Academic service-learning to borrow resources. Also, feel free to suggest resources that might add value to the UNCP Academic service-learning Program.

### **Academic service-learning Project Stipends**

- LLC offers support project stipends to help faculty and community partners cover the extra expenses that sometimes arise during academic service-learning projects. Contact the Associate Director for Service-Learning for more information about applying for project stipends. Funding is dependent on budget availability.

### **Academic service-learning Teacher Assistant**

- LLC offers opportunity for Academic service-learning Teaching Assistants to work with faculty members teaching academic service-learning courses. This role supports by supporting in the coordination of the connected activities and communication with the community partner. These positions are limited based on budget available.

### **Academic service-learning Scholarship and Conferences**

- LLC encourages faculty, community partners, and students to consider submitting proposals for conference presentations to share with others about the high-quality academic service-learning work that we do together. What's more, LLC supports the development of scholarship in academic service-learning and civic engagement through special workshops, cohorts, and work groups. If you have an idea for academic service-learning conference presentation, would like to attend a academic service-learning conference, or would like to collaborate with others in developing academic service-learning and civic engagement scholarship, please contact the Associate Director of Academic service-learning.

## **WEB RESOURCES**

These Web sites provide resources for faculty, community partners, and students, including information on academic service-learning syllabi, reflection, research, conferences, publications, and more.

### **General Web Sites**

- **NC Campus Engagement** - <https://nccampusengagement.org/>
- **National Youth Leadership Council** - <https://www.nylc.org/#>

### **Academic service-learning Syllabi**

- **UNCP Academic service-learning Syllabi:**<http://studentaffairs.uncp.edu/community-civic-engagement/academic-academic-service-learning/resources/academic-service-learning-syllabi/>
- **Campus Compact: Academic service-learning Syllabi Links** – <http://www.compact.org/syllabi/>
- **National Academic service-learning Clearinghouse: Lesson Plans, Syllabi, and Curricula** – <http://www.servicelearning.org/slice>

### **References for Leading and Creating Reflection Activities**

- **Academic service-learning: Using Structured Reflection to Enhance Learning from Service** - [www.compact.org/disciplines/reflection/](http://www.compact.org/disciplines/reflection/)
- **Facilitating Reflection: A Manual for Leaders and Educators** - [http://www.uvm.edu/~dewey/reflection\\_manual/](http://www.uvm.edu/~dewey/reflection_manual/)

## APPENDIX AND RESOURCES

### Academic service-learning Plan and Agreement Form (\*To be filled out by Faculty\* - NOT REQUIRED)

#### *Appendix A*

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*Academic service-learning is an educational experience based upon a collaborative partnership between college and community. Learning through service 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 the importance of civic engagement.*

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#### **Course Information:**

Course Title and Number:

Time and Location of Course:

Check One:     Undergraduate     Graduate

#### **Professor's Contact Information:**

Professor's name:

Professor's contact number(s):

Professor's email:

Professor's office hours:

What is the best way to reach the professor? When?

#### **Community Partner Contact Information:**

Organization name:

Community Partner contact person name:

Community Partner contact person number(s):

Community Partner contact person email:

What is the best way to reach the community partner? When?

#### **Questions for Community Partner:**

1. Has the community partner received a copy of the course syllabus? \_\_\_ Yes \_\_\_ No
2. Describe the training, orientation, and supervision that the community partner will provide for the student(s).
3. List any particular guidelines (i.e., behavior, dress, confidentiality) that the student should know about the community partner organization.

**Questions for the Professor:**

- 4. Describe the roles of the community partner and the supervision of the student that the professor will provide during the academic service-learning project.
- 5. Describe the facets in which the student will be evaluated for the service learning project?

**Transportation Statement:**

If university vehicles are not available or do not meet the needs of the trip, students should determine amongst themselves (faculty or staff members should not facilitate) which students will drive the other students to the Service-Learning location. This is applicable to short distance trips (less than 40 miles) and long-distance trips (over 40 miles). Students who choose to drive to the Service-Learning project site assume all of the risks.

**Accessibility Statement:**

Federal laws require UNCP to accommodate students with documented learning, physical, chronic health, psychological, visual, and/or hearing disabilities.

*This Academic service-learning Project Agreement acknowledges the agreement among the student(s), community partner, and course professor about the objectives, processes, and responsibilities related to this project. This Agreement will be the baseline for evaluating the student's completion of the Academic service-learning Project requirement of the course. This Agreement may be amended, if all parties agree.*

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**Community Partner Signature**

**Date**

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**Professor Signature**

**Date**

**The University of North Carolina at Pembroke**  
**Community Partner and Faculty Academic service-learning Agreement Form**

*(\*To be completed by Community Partner and Faculty\*) Appendix B*

**Course Title and Number:** \_\_\_\_\_

**Purpose.**

The purpose of this Agreement is to place Student with the Agency as part of an Academic service-learning Program offered by the University for Academic Credit or required by course of study. In consideration of the mutual provisions herein, the parties hereby agree to the following:

**2. Agency Obligations and Responsibilities.**

- 2.1 The Agency shall provide the Student with an Agency contact who will monitor and supervise the student throughout the experiential learning project. In addition, the Agency shall provide an orientation and training to the agency, including policies and procedures, mission, populations served, and specific focus areas.
- 2.2 The Agency shall provide necessary space, equipment and materials for projects.
- 2.2 *Advertising.* The Agency shall not use, in its external advertising, marketing programs or promotional efforts, any data, pictures or other representation of the University except on the specific written authorization in advance by the University. The University shall not unreasonably withhold consent.
- 2.3 *Agency Insurance.* The Agency shall have a clear risk management and personnel policies and procedures in place for volunteers. It is recommended that the Agency carry volunteer accident and liability coverage. All of this should be included in orientation.
- 2.4 In the event that the Student is injured or becomes ill during the course of the academic service-learning program, the Agency shall provide medical assistance and first aid to the Student as appropriate.
- 2.5 The Agency shall be in compliance with all Federal and State regulations where the Student is involved.
- 2.6 The Agency shall related the student's service assignment to the course learning objectives and keep a good record of hours completed and evaluations.
- 2.7 Agency shall adhere to additional criteria and obligations specific to the academic service-learning project description and should notify the instructor of any changes or concerns.

**3. University Obligations and Responsibilities.**

- 3.1 A Faculty member shall monitor the Student throughout the experiential learning program.

**Faculty member shall:**

- A. Provide written learning objectives for students and approve the academic service-learning opportunity.
- B. Orient students to the purposes of academic service-learning, the connection of serve options with course learning objectives, and the importance of commitment and respect at Agency.
- C. Provide opportunities for students to reflect on their service to better integrate project with course learning objectives.
- D. Obtain all necessary signatures and approvals from University Departments (including, but not limited to Academic service-learning Program and Institutional Review Board).

- 3.2 At this time, the University does not carry insurance for volunteers.

- 3.3 Adhere to additional criteria and obligations specific to the Academic service-learning Project Description.

**4. Mutual Obligations and Responsibilities.**

- 4.1 The relationship of the parties to each other is solely that of independent contractors. No party shall be considered an employee, agent, partner or fiduciary of the other except for such purposes as may be specifically enumerated herein, nor shall anything contained in this Agreement be construed to create any partnership or joint venture between the parties.
- 4.2 The Agency agrees that it shall be responsible for the ordinary negligent acts or omissions of its agents and employees causing injury to another person.
- 4.3 The parties to this Agreement agree to not discriminate on the basis of race, color, religion, national origin, gender, sexual orientation, disability or age.
- 4.4 No party shall disclose or use any information of a private, confidential or proprietary nature or any other trade secret without prior written authorization, except as required by law.
- 4.5 It is understood and agreed that this Agreement may be terminated at any time without cause by the Student, Agency, or the University.

**5. General.**

- 5.1 No amendment or modification of this Agreement shall be valid unless in writing and executed with the same formality as this Agreement by authorized representatives of the parties hereto. Neither the failure of a party to enforce any provision in this Agreement, nor any breach or default hereunder shall be deemed a waiver of any right herein.
- 5.2 No party shall assign or otherwise transfer its rights or delegate its obligations under this Agreement without all parties' prior written consent. Any attempted assignment, transfer, or delegation without such consent is void. All of the terms and provisions of this Agreement are binding upon and inure to the benefit of the parties hereto and their successors and assigns.

- 5.3 The University will not be responsible for any losses resulting from delay or failure in performance resulting from any cause beyond the University's control, including without limitation: war, strikes or labor disputes, civil disturbances, fires, natural disasters, etc...
- 5.4 This Agreement is the complete and final agreement between the parties and supersedes all prior oral or written agreements with respect to the subject matter herein. No oral or written promises or conditions exist outside this Agreement. This Agreement represents the entire understanding of the parties.
- 5.5 All parties will adhere to University operating policies and procedures.

**IN WITNESS WHEREOF**, the parties hereto have executed this Agreement as of the day and year first above written.

**COMMUNITY PARTNER REPRESENTATIVE**

Signature: \_\_\_\_\_

Print Name & Title: \_\_\_\_\_

Date: \_\_\_\_\_

**FACULTY MEMBER (UNIVERSITY OF NORTH CAROLINA AT PEMBROKE)**

Signature: \_\_\_\_\_

Print Name & Title: \_\_\_\_\_

Date: \_\_\_\_\_



***\*Once completed please email to [evan.long@uncp.edu](mailto:evan.long@uncp.edu) \****

**UNIVERSITY OF NORTH CAROLINA AT PEMBROKE  
STUDENT SERVICE CONSENT AND RELEASE AGREEMENT  
(\*To be completed by Student\*)Appendix C**

This Agreement is designed to protect all participants in The University of North Carolina at Pembroke's volunteer and service programs, including but not limited to, students, faculty, staff, The University of North Carolina at Pembroke and the agencies and individuals cooperating with the University. The student must sign this Agreement, with parental or guardian approval if the student is under the age of 18, to indicate agreement with the terms and conditions of the Agreement and permission to participate in the designated program.

Course Name & Number \_\_\_\_\_ Semester/Academic Year \_\_\_\_\_

I understand that participation in service and academic service-learning projects at the University of North Carolina at Pembroke is voluntary and that any such program involves some element of risk. I agree that in consideration of UNC Pembroke sponsoring this activity and allowing my participation, I (including my parents, guardians, and legal representatives) will release, indemnify, and hold harmless UNC Pembroke, and its Trustees, officers, employees, faculty, agents, successors, and assigns from liability for any and all claims, demands rights or causes of action, present or future, resulting from or arising out of any activity or travel conducted by or under the auspices of the University of North Carolina at Pembroke Office for Leadership, Learning & Community. I understand that the University requires that all students be covered by appropriate accident and medical insurance and that the student be financially responsible for such expenses. My signature below verifies that I am covered by such insurance.

I understand and agree to abide by the following Guidelines, Transportation Statement, Accessibility Statement, Responsibilities and Limitations:

- **Ask for help when in doubt:** Your site supervisor understands the issues at your site and you are encouraged to approach him/her with problems or questions as they arise. They can assist you in determining the best way to respond to difficult or uncomfortable situations.
- **Be punctual and responsible:** You are participating in the organization as a reliable, trustworthy and contributing member of the team. Both the administrators and the person whom you serve rely on your punctuality and commitment to completing your service hours/project throughout your partnership.
- **Call if you anticipate lateness or absence:** Call the site supervisor if you are unable to come in or if you anticipate being late. Be mindful of your commitment, people are counting on you.
- **Respect the privacy of all clients:** If you are privy to confidential information with regard to the persons with whom you are working (i.e. organizational files, diagnostics, personal stories, etc.), treat it as privileged information.
- **Show respect for the community-based organization you work for:** Placement within community programs is an educational opportunity and a privilege. Keep in mind, not only are you serving the community, but the community is serving you by investing valuable resources in your learning.
- **Be appropriate:** You are in a work situation and are expected to treat your supervisor and others with courtesy and kindness. Dress comfortably, neatly and appropriately. Use formal names unless instructed otherwise. Set a positive standard for other students to follow as part of UNCP's service program.
- **Be flexible:** The level or intensity of activity at a service site is not always predictable. Your flexibility to changing situations can assist the partnership in working smoothly and producing positive outcomes for everyone involved.

**Transportation Statement:**

If university vehicles are not available or do not meet the needs of the trip students should determine amongst themselves (faculty or staff members should not facilitate) which students will drive the other students to the Service Learning location. This is applicable to short distance trips (less than 40 miles) and long distance trips (over 40 miles). Students who choose to drive to the Academic service-learning project site assume all of risk.

**Accessibility Statement:**

Federal laws require UNCP to accommodate students with documented learning, physical, chronic health, psychological, visual, and/or hearing disabilities.

**Students Responsibilities:**

- Be responsible for the agreed service hours. Call ahead if they will be late or unable to attend a scheduled service shift.
- Follow all policies of the Agency, including health and safety precautions and confidentiality.
- Stay within guidelines and scope of assigned responsibilities. Avoid risky or inappropriate behavior. Do not work alone with, transport, loan money or engage in inappropriate relationships with children or clients.
- Follow all guidelines and policies related to confidentiality and reporting.
- Inform the site supervisor of the learning objectives for the academic service-learning course.
- Notify the site supervisor and/or instructor of any concerns or changes.
- *Student Insurance.* The University requires that Student maintain sufficient health, accident, disability and hospitalization insurance for the duration of his or her time as a Student. Student shall be responsible for any expenses incurred due to injury, illness or damage suffered during the course of the academic service-learning program





## Community Partner Academic service-learning Project Evaluation Form (Appendix D)

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*Academic service-learning is an educational experience based upon a collaborative partnership between college and community. Learning through service 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 the importance of civic engagement.*

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Course Title and Number: \_\_\_\_\_

Instructors Name: \_\_\_\_\_

Course Schedule: \_\_\_\_\_

I. Please provide information about your organization.

How long have you been working with our university?

- Less than one year       1-2 years       More than 2 years

1. What is your organizational status?

- Public OR  Private  
 For-profit OR  Nonprofit

2. What are the target areas addressed by your organization? (check all appropriate)

- Education                       Youth Empowerment                       Safety  
 Public Services                       Environment                       Health Services

II. Please respond to the question below in regards to the recent experiences with our university.

3. How did your interactions with the university influence your capacity to fulfill the mission of your organization? *Mark all that apply.*

- New ideas on operation                       Redirection of organizational goals  
 Increase in number of clients served                       Increases in number of services offered  
 Enhanced quality of services                       No influence  
 Increased knowledge of local resources                       Other influences (specify) \_\_\_\_\_  
 New relationships with outside organizations

4. What are some of the challenges you encountered along the way? *Mark all that apply.*

- Lack of Student Engagement                       Scheduling Conflict  
 Lack of Interest from Instructor                       Communication  
 Number of students inappropriate for size of organization  
 Other (please specify)

5. In what ways do you believe that you are able to influence the university as a result of your connection with one of our courses? *Mark all that apply.*

- Influence on course content                       Influence on faculty awareness of community  
 Influence on university policies                       Influence on student learning experience  
 Other (please specify) \_\_\_\_\_

6. As a result of your connection to this university course, how has your awareness of the university changed? *Mark all that apply.*

- I learned more about university programs and services
  - I am more involved with activities on campus
  - I have an increased knowledge of university resources
  - I have more interactions with faculty and staff
  - I plan to continue collaboration with university for future endeavors
  - Other (please specify)

7. How did you handle the logistics of your community-based learning course?

*Please mark the one most accurate response.*

- I made the arrangements and placements.
- The faculty member made the arrangements and placements.
- We handled made the arrangements and placements collaboratively.
- Students handled their own placements.

III. Please rate your level of satisfaction with your connection to a university course in the following areas.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8. Overall communication with students/faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Quantity of student work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Quality of student work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Feedback and input from faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Scope and timing of activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Trust level with faculty and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Please describe any positive outcome that you experienced during this project?

15. If any, please describe any outcome or aspect you would change?

16. Additional comments:

Your Name: \_\_\_\_\_ Your Agency: \_\_\_\_\_

# AGENCY CAPACITY AUDIT *(Appendix E)*

*This audit will help apply the Appreciative Based Change (ABC) Model to empower students, campus, and community and unify our strengths, assets, and resources to create positive change.*



**Commitment:** How is your agency committed? What time, effort, and resources are used?



**Collaboration:** Who do you work with to build capacity? Are you establishing a common purpose with others?



**Citizenship** How do you encourage others to be active and engaged citizens?  
How are you building an equitable and supportive community?



**Communication** In what ways do you communicate effectively?  
How do you help others make meaning of their experience?

**Strengths ID** What are your agencies strengths?

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## Growth Opportunities

How can you utilize these strengths to build capacity? How do these strengths increase your commitment, collaboration, citizenship, and communication with others?

