Service Learning Risk Management Manual

S.O.U.L.S.
Community Service & Service Learning Center

Revised 2/02/08
Dear Suffolk Faculty,

The following guide covers Suffolk University’s programmatic and risk management approach to design and implement service learning into a class. It will provide you with:

- Concepts and best practice of Service Learning as a Pedagogy
- Community based organization site visit check list
- Service Learning Agreements
- Assessment materials
- Service Learning Resources at Suffolk

We hope you find this useful. Please feel free to contact us if you have any questions or concerns,

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Concepts and Best practices of Service Learning
Basic Definitions

Volunteerism: This term is typically used to describe people who of their own free will and without pay perform some service or good work. This can be done on a regular or sporadic basis with community groups, faith organizations, schools or other organizations.

Community Service: Strictly defined community service simply means organized volunteering which meets the needs of the community. The service benefits the community agency or individuals in the community and is most often done through non-profit organizations, schools and public agencies.

Community-Based Learning: A term for any learning experience that occurs in the community and does not include community service. Common forms of community based learning are internships, co-ops, apprenticeships and other experiential education which, although they have no formal service purpose, offer important experiences for students to master skills within a real life setting.

Service Learning: Service learning relies on an innovative method of teaching and learning that integrates community service activities into academic curricula. Within service learning, classroom studies complement service within the community and enable students to reflect and lead to the addressing of local and national problems. A service learning curriculum enlarges the learning arena of students from the classroom to the community. Coordinated and thoughtful activities encourage students to reflect on issues in ways that permit them to use their academic skills to deliver effective service to the community. Thus, allowing service learning to transform students from passive learners of information into active learners, and community members, whose responsible actions and service efforts renew and change the landscape of their communities. Service learning not only changes the way students learn, but it changes society’s view of education and service. In this sense, service learning is a philosophy of education and service to the community.
Six Models for Service Learning

The following is excerpted from Heffernan, Kerrissa. Fundamentals of Service-Learning Course Construction. RI: Campus Compact, 2001 pp. 2-7, 9.

1) “Pure” Service-Learning:– These are the courses that send students out into the community to serve. These courses have as their intellectual core the idea of service to communities by students, volunteers, or engaged citizens. They are not typically lodged in any one discipline.

2) Discipline-Based Service-Learning: In this model, students are expected to have a presence in the community throughout the semester using course content as a basis for their analysis and understanding.

3) Problem-Based Service-Learning (PBSL): According to this model, students (or teams of students) relate to the community much as “consultant” working for a “client”. Students work with community members to understand a particular community problem or need. This model presumes that the students will have some knowledge they can draw upon to make recommendations to the community or develop a solution to the problem.

4) Capstone Courses: These courses ask students to draw upon the knowledge they have obtained throughout their course work and combine it with relevant service work in the community. These courses offer an excellent way to help students make the transition from the world of theory to the world of practice by helping then establish professional contacts and gather personal experience.

5) Service Internships: Like traditional internships, these experiences are more intense than typical service-learning courses, with students working as many as 10-20 hours a week in a community setting. However, unlike traditional internships, service internships have regular and on-going reflective opportunities that help students analyze their new experiences using discipline based theories. Service internships are further distinguished from traditional internships by their focus on reciprocity: the idea that the community and the student benefit equally from the experience.

6) Undergraduate Community-Based Action Research: A relatively new approach that is gaining popularity, community-based action research is similar to an independent study option for the rare student who is highly experienced in community work. In this model, students work closely with faculty members to learn research methodology while serving as advocates for the communities.
Thoughtful Service: The Five Critical Elements

For service to have value and meaning and to build effective partnerships between students, faculty and community members, there are five critical elements that must be included in the design and direction of courses and community service programs.

Community Voice/ Student Voice
Community and student voice is essential to build bridges, make change and solve pressing problems. Academic courses which include service and campus community service programs must ensure that the voice and needs of the community and students are included in the development of programs and service placements.

Thoughtful Action
Thoughtful action means that the service that is being done is necessary and valuable to the community itself. Meaningful action benefits both the community and student in that both feel that the service makes a difference in a measurable way and is a productive use of time and resources. When service is not perceived as necessary and valuable, students and community members will quickly lose motivation for the service and the partnership.

Orientation and Training
Orientation and training are important first steps for any service experience. The students, faculty and community members should be provided with information which will help them prepare for the experience. For example, community agencies or members working with students should receive information about the course, a list of contacts on the campus, an academic calendar, and information about any expectations regarding their participation in the training, supervision and evaluation of students. Students should receive information about the community, the issue, agency or community group they will be working with as well as specific training for their service placement and expectations regarding their participation, supervision and evaluation.

Reflection
Reflection is a crucial component of the service learning experience and works as both a vehicle to process the experience and apply academic work. Students, faculty and community members share reactions, stories, feelings and facts about the service and the issues which help to place the experience into a broader context.

Evaluation/ Continuous Improvement
Evaluation measures the impact of the students’ learning experience and the effectiveness of the service in the community. Students, faculty and community partners should evaluate the effectiveness of the partnership and the service. Continuous improvement measures give direction for improvement, growth and change.
Best Practices

Best Practices - Faculty
In building service learning classes remember the following:

- Discuss learning plans with students so they fully understand their responsibilities, learning objectives and service objectives, and are informed of the risks associated with their service learning placements. Students should sign the Learning Plan, and have their site supervisor(s) and faculty member review and sign it as well.
- Conduct site reviews before, during and after a service-learning course is offered.
- Offer alternative placements and/or opportunities for students in service-learning courses to avoid potential risks.
- Always meet the special safety needs of any student.

When developing the Syllabi always:

- Include a description of the service as an expressed goal.
- Include a description of the nature of the service placement and/or project.
- Specify the roles and responsibilities of students in the placement and/or service project.
- Include whether or not the service project/experience is mandatory. If it is mandatory, offer an alternative for students who cannot do, for any reason, the specific type of service you have identified.
- Include time requirements (how many hours total/per week/per term).
- Include community-based organization contact information.
- Identify the needs of the community that will be met through this service placement.
- Explain how students will be expected to demonstrate what they have learned in the placement, such as journals, term papers, and in-class presentations.
- Include an explanation of what will be evaluated and how it will be evaluated in terms of the course grade.
- Explain how the course assignments link the service-learning placement to the course content.
- Explain, if appropriate, the expectations for the public dissemination of the students’ work.
- Don’t wait until the beginning of the quarter/semester to determine with which community based organization to partner. Plan ahead.
- Don’t allow students to randomly select their sites for service-learning placements without approval.
- Don’t wait until the end of the term to clarify the reflective process for student evaluation and learning outcomes.
Community Partner
Site Visit Checklist
# Checklist for Community Based Organization Visit

<table>
<thead>
<tr>
<th>Task</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arrange an In-Person Site Visit</strong></td>
<td>S.O.U.L.S. and Faculty</td>
</tr>
<tr>
<td><strong>Discuss the Service-Learning objectives of this placement</strong></td>
<td>S.O.U.L.S. and Faculty</td>
</tr>
<tr>
<td><strong>Talk about the mission of the Community Based Organization</strong></td>
<td>S.O.U.L.S.</td>
</tr>
<tr>
<td><strong>Talk about the mission of the Community Based Organization (CBO) and share the University and Service-Learning mission</strong></td>
<td>S.O.U.L.S.</td>
</tr>
<tr>
<td><strong>Discuss the nature of the Service-Learning placement</strong></td>
<td>Conversation between S.O.U.L.S., faculty member and CBO. 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>
<td></td>
</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?</td>
<td></td>
</tr>
<tr>
<td>□ What will students learn that they can apply to their academic discipline?</td>
<td></td>
</tr>
<tr>
<td>□ What role should the S.O.U.L.S office play in student orientation before being placed? What orientation does the CBO provide?</td>
<td></td>
</tr>
<tr>
<td>□ Who will supervise students? Who can this person be contacted?</td>
<td></td>
</tr>
<tr>
<td>□ 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 or background checks? Or any certification? Who will pay for this?</td>
<td></td>
</tr>
<tr>
<td><strong>Logistics</strong></td>
<td></td>
</tr>
<tr>
<td>□ What will students need to do to check-in at the site?</td>
<td>S.O.U.L.S. should obtain all the information it needs in order to provide a comprehensive training/orientation for students.</td>
</tr>
<tr>
<td>□ How will students track their hours at the site?</td>
<td></td>
</tr>
<tr>
<td>□ What type of clothing should students wear (i.e., closed toed shoes, professional dress, casual dress)</td>
<td></td>
</tr>
<tr>
<td>□ Where should students park? Where are the closest bus or train stops?</td>
<td></td>
</tr>
<tr>
<td>□ What hours of the day can students volunteer?</td>
<td></td>
</tr>
<tr>
<td>□ What training will the CBO provide? What? When?</td>
<td></td>
</tr>
<tr>
<td>□ What training would the CBO like the students to have prior to being placed? Can the S.O.U.L.S. Center provide this?</td>
<td></td>
</tr>
<tr>
<td>□ Should students meet with site supervisor prior to their first service day?</td>
<td></td>
</tr>
<tr>
<td>□ 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?</td>
<td></td>
</tr>
<tr>
<td>□ Will students be asked to buy anything? Will they be reimbursed?</td>
<td></td>
</tr>
<tr>
<td>□ Will the student be driving a company car? Verify insurance coverage and get a copy for your file.</td>
<td></td>
</tr>
<tr>
<td>□ Who should the university contact at the CBO in case of an emergency? Who should they recommend the CBO contact at the university?</td>
<td></td>
</tr>
</tbody>
</table>

S.O.U.L.S.=Service Learning Office  
CBO= Community Based Organization  
SLD= Service Learning Director
<table>
<thead>
<tr>
<th>Risk Identification</th>
<th>Once the nature of the SL placement is clear, the Risks of these placements should be specifically taken into consideration. S.O.U.L.S. should collect any forms or information that the CBO will be giving students. And keep on file at the University.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Does the CBO provide a safety orientation?</td>
<td>□ Will students ever work unsupervised with clients?</td>
</tr>
<tr>
<td>□ Will the CBO request emergency contact information? How will it be used? If requested, S.O.U.L.S should have a copy. If the CBO is not collecting the information, the University should.</td>
<td>□ Will the CBO cover liability insurance? Workers’ Compensation Insurance? Does the CBO have any other types of insurances for volunteers? How will the students be covered?</td>
</tr>
<tr>
<td>□ Outline the specific risks involved in this placement. Are there any risks in the community?</td>
<td>□ Discuss how all this information will be incorporated into the Service-Learning Agreement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tour of Site</th>
<th>This is an important step so that S.O.U.L.S. and faculty can see the situation their students will be working in, and ask any questions that may come up as they see the facilities. The Risk Manager can give you a list of “things to look for”</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ CBO should give the university staff and/or faculty a tour of any facilities or sites in which service-learning students will be working.</td>
<td>□ CBO should introduce SLD/Faculty to any staff that will supervise students, or work directly with students.</td>
</tr>
<tr>
<td>□ S.O.U.L.S. staff should be looking for any potentially risky situations and should bring any risk factors to the attention of the university risk manager.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluations</th>
<th>S.O.U.L.S. and faculty member should explain why they are collecting evaluations, and ask if there are any that the CBO would like to have completed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ What evaluations/surveys will be requested? By whom? Filled out by whom?</td>
<td>□ At what times throughout the service experience will surveys/evaluations be requested?</td>
</tr>
<tr>
<td>□ How will the information from the surveys be used in the future?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Privacy Rights</th>
<th>Faculty should inform CBO of any research or writing that students will be asked to do that pertains to the clients.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Are students allowed to take pictures or video?</td>
<td>□ What specific policies apply to the clients served?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preparing All Signed Forms and Agreements</th>
<th>S.O.U.L.S. should format the SLA and have the authorized signatory sign off, and then discuss the SLA with CBO. If aspects of the SLA need to be renegotiated, try to include all parties. Renegotiation is always possible. Try to find the best way to allow the placement to occur while also managing as much risk as possible.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Service-Learning Agreement (SLA)</td>
<td>□ Should include all aspects of the partnership that were talked about during the site-visit.</td>
</tr>
</tbody>
</table>

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S.O.U.L.S=Service Learning Office  
SLD= Service Learning Director  
CBO= Community Based Organization
Service Learning Agreements
SERVICE-LEARNING AGREEMENT
University and Community-Based Organization

This Agreement entered into this ___ day of ________, ____ between the Suffolk University referred to as "UNIVERSITY," and ____________________, referred to as "COMMUNITY-BASED ORGANIZATION."

I. STATEMENT OF PURPOSE –
   A. The University… provide a description of the ways in which your university is committed to service learning.
   B. The Community-Based Organization (Name)... provide the mission of the organization.
   C. COMMUNITY-BASED ORGANIZATION and UNIVERSITY recognize the opportunity for meaningful learning experiences for the UNIVERSITY, COMMUNITY-BASED ORGANIZATION and service-learning students (STUDENT). The UNIVERSITY supports the goals and objectives of the COMMUNITY-BASED ORGANIZATION program in which STUDENT will participate.

II. PRIORITIES
   A. Program Activities
      Activities will be accomplished in accordance with the Learning Plan, reviewed and agreed upon by the STUDENT, UNIVERSITY AND COMMUNITY-BASED ORGANIZATION prior to the start of the experience.

      The STUDENT will:
      1. Participate in all relevant trainings required by the COMMUNITY-BASED ORGANIZATION.
      2. Model professional and appropriate behavior when working with clients, and when on COMMUNITY-BASED ORGANIZATION site.
      3. Support COMMUNITY-BASED ORGANIZATION events that are a part of the service-learning experience as required by faculty member.
      4. Meet the goals of the COMMUNITY-BASED ORGANIZATION program and the service-learning course in which the STUDENT is enrolled.
      5. Add any additional duties specific to the scope of work. Please be as specific as possible in this section or attach an amendment and reference it here.

   B. Safe and productive environment – reference COMMUNITY-BASED ORGANIZATION’s policy about safe work environment
      1. COMMUNITY-BASED ORGANIZATION will:
         a. Give STUDENT a complete tour of the site, and ensure that STUDENT is aware of all emergency procedures and is able to act responsibly in the case of an emergency.
         b. Ensure that STUDENT is aware of the unique nature of the population of the _________ program, and is prepared to work with this population.
         c. Massachusetts law may require the COMMUNITY-BASED ORGANIZATION to submit STUDENT information, for a criminal background check. It is the COMMUNITY-BASED ORGANIZATION’s responsibility to: 1) determine whether such background check is required; 2) obtain the STUDENT's information; and 3) obtain criminal background clearance from the appropriate agency.
      2. UNIVERSITY will ensure that STUDENT agrees to the following:
         a. Abide by COMMUNITY-BASED ORGANIZATION rules and regulations while on site and working with COMMUNITY-BASED ORGANIZATION clients.
         b. Ensure that his/her interactions with clients are safe, positive and productive.
         c. Support the program and its objectives by providing support for clients or COMMUNITY-BASED ORGANIZATION staff as necessary and agreed upon in this document.
III. **STRUCTURE AND SUPPORT OF SERVICE-LEARNING STUDENT**

A. **COMMUNITY-BASED ORGANIZATION**

1. **Site Supervision** – (Name of Site Supervisor responsible for safety and participation of STUDENT while on site). Site Supervisor will meet with the STUDENT at least (give number of times per week/month/semester) to update him/her on projects and to provide support. All program staff will support the STUDENT as they interact with him/her, and provide guidance and advice as necessary and appropriate. A secondary site supervisor (give the name of this person) will be responsible for the STUDENT in the absence of primary supervisor.

   a. The COMMUNITY-BASED ORGANIZATION director or his/her designee will meet (give number of times per week/month/semester) with (Name), faculty member at UNIVERSITY that has assigned the service-learning experience.

   b. The COMMUNITY-BASED ORGANIZATION director and Director of the Service-Learning Center at UNIVERSITY shall meet as appropriate in order to facilitate the most mutually beneficial experience for all parties involved, or at the request of any of the parties involved.

2. **Training & Orientation** – (Name of Site Supervisor or designee) will provide specific training needed by the STUDENT prior to his/her working with clients or providing service to the COMMUNITY-BASED ORGANIZATION. Necessary training can be provided through collaboration between COMMUNITY-BASED ORGANIZATION, UNIVERSITY, and faculty member.

3. **Work Space** – STUDENT will have an appropriate space at the COMMUNITY-BASED ORGANIZATION site in which to conduct his/her assigned work. COMMUNITY-BASED ORGANIZATION will provide access and training for any and all equipment necessary for STUDENT to fulfill his/her required service role.

4. **Evaluation** – The COMMUNITY-BASED ORGANIZATION site supervisor will fill out survey(s) regarding quality of service that the STUDENT provided to the site, and as agreed upon in the *Learning Plan* document.

B. **UNIVERSITY** will assign STUDENT to the COMMUNITY-BASED ORGANIZATION from *(COURSE NAME)*, STUDENT can provide service to the _________ program that (describe the program or initiative that the STUDENT will be participating in).

   1. **Training and Reflection** - UNIVERSITY will provide a training session for STUDENT regarding his/her responsibilities as described in Section II. The Service-Learning Director and Faculty Member (these people can be named specifically or just in title) will provide opportunities for STUDENT to reflect on his/her experience working at the COMMUNITY-BASED ORGANIZATION’S site.

   2. **Supervision and Accountability** - (Name S-L Director or his/her designee responsible for ensuring that the work of service-learning students is carried out effectively to meet the needs of the COMMUNITY-BASED ORGANIZATION) will work closely with the STUDENT, COMMUNITY-BASED ORGANIZATION, and FACULTY member to meet the expectations and priorities of the COMMUNITY-BASED ORGANIZATION’S site.
IV. **LENGTH OF AGREEMENT TERM**

A. **Initial Term** - The UNIVERSITY and COMMUNITY-BASED ORGANIZATION have reached this initial agreement for the term beginning _________ and ending _________. This term represents (a school year, calendar year, semester, quarter).

   *This agreement shall become effective upon execution and shall continue until terminated by either party after giving the other party 30 days advance written notice of the intention to so terminate; provided further, however, that any such termination by COMMUNITY-BASED ORGANIZATION shall not be effective against any STUDENT who at the date of mailing of said notice by COMMUNITY-BASED ORGANIZATION was participating in said program until such STUDENT has completed the program as mutually agreed upon.*

B. **Renewal Process** – This agreement can be renewed (decide how often), and is based on STUDENT feedback, COMMUNITY-BASED ORGANIZATION evaluations and FACULTY desire to continue this relationship for the purpose of service-learning under the conditions that:
   1. The UNIVERSITY and COMMUNITY-BASED ORGANIZATION continue to be committed to actively supporting the goals of the other.
   2. The STUDENT work is meaningful and helps to provide essential support to the COMMUNITY-BASED ORGANIZATION.
   3. The relationship is consistent with the goals of the COMMUNITY-BASED ORGANIZATION, UNIVERSITY, STUDENT and the service-learning course.

   A. A renewal process is only applicable if the faculty member intends to continue placing service-learning students at this site for the foreseeable future, or if the service-learning director feels that this site can be used for other service-learning opportunities and that the partnership should be kept up to date with an ongoing Memorandum of Understanding.

The attached General Provisions, consisting of one page, is incorporation by reference and made a part of this agreement.

This document reflects my understanding of the relationship.

**COMMUNITY-BASED ORGANIZATION**

____________________________________          ________________________________
Authorized Signatory       Authorized Signatory

__________________________________       ________________________________
Print Name      Print Name

________________________________  ________________________________
Date        Date
General Provisions

Indemnification

The community-based organization shall be responsible for damages caused by the negligence of its directors, officers, agents, employees and duly authorized volunteers occurring in the performance of this agreement. Suffolk University shall be responsible for damages caused by the negligence of its directors, officers, employees and duly authorized volunteers occurring in the performance of this agreement. It is the intention of the community-based organization and the University that the provision of this paragraph be interpreted to impose on each party responsibility for the negligence of their respective directors, officers, employees and duly authorized volunteers.

Insurance

The community-based organization shall procure and maintain General Liability Insurance, comprehensive or commercial form with $1,000,000 minimum limit for each Occurrence and minimum limit of $2,000,000 General Aggregate, as mutually agreed upon for this placement. The community-based organization shall be responsible for Workers’ Compensation coverage for Students during this agreement.

Status of Students

Students shall at no time throughout this agreement be considered officers, employees, agents or volunteers of the University.

Governing Law

All contracts and purchase orders shall be construed in accordance with, and their performance governed by, the laws of the State of Massachusetts. Further, community-based organization shall comply with any state or federal law applicable to community-based organization's performance under this Contract.

Assignments

Without written consent of Suffolk University, this agreement is not assignable by the community based organization either in whole or in part.

Agreement Alterations & Integration

No alteration or variation of the terms of the agreement shall be valid unless made in writing and signed by the parties hereto, and no oral understanding or agreement not incorporated herein shall be binding on any of the parties hereto.

Endorsement

Nothing contained in this Agreement shall be construed as conferring on any party hereto any right to use the other party’s name as an endorsement of product/service or to advertise, promote or otherwise market any product or service without the prior written consent of the other parties. Furthermore nothing in this Agreement shall be construed as endorsement of any commercial product or service by the University, its officers or employees.

Survival

Upon termination of this contract for any reason, the terms, provisions, representations and warranties contained in this agreement shall survive expiration or earlier termination of this agreement.
Severability

If any provision of this agreement is held invalid by any law, rule, order of regulation of any government or by the final determination of any state or federal court, such invalidity shall not affect the enforceability of any other provision not held to be invalid.

Entire Agreement

This agreement constitutes the entire agreement and understanding of the parties with respect to the subject matter hereof and supersedes all prior agreements, arrangements, and understandings with respect thereto. No representation, promise, inducement, or statement of intention has been made by any party hereto that is not embodied herein, and no party shall be bound by or liable for any alleged representation, promise, inducement, or statement not set forth herein.
Student Orientation Checklist

Orientation Provided Before First Day of Service

Details related to site service
☐ Mission of the Community-Based Organization (CBO)
☐ Who does the Community-Based Organization Serve?
☐ What programs/service does the CBO Offer?
☐ Specific policies and procedures related to the service placement.
☐ Review any proof of eligibility that is needed (fingerprinting, background check). Who will cover the cost of this? Where should students go to have fingerprinting done?
☐ Discuss CBO volunteer expectations.
☐ Provide students a job description detailing the work they will do (outlines scope of work). Explain the types of activities that are “outside” the scope of work.
☐ Give the students their site supervisor’s contact information
☐ Will the students need to meet with the site supervisor prior to beginning their service?
☐ How closely will the student be supervised? By whom?
☐ Who do the students call if they cannot make their scheduled service, or will be late?
☐ Discuss appropriate attire when providing service (based on CBO standards)
☐ Provide specific training for the position.
☐ What will the student learn? What qualities or skills will the students develop?
☐ Review confidentially rules for the site. Are pictures or video allowed?
☐ Review the risks associated with this placement. (Risks should directly reflect those listed in the Learning Plan).
☐ Explain what students should do if harassment occurs. Whom do they contact.
☐ Talk about service schedule (total number of hours, days and times of the week etc) Also discuss beginning and end of service. Students should not volunteer outside of scheduled hours until requirement is complete.
☐ Who can the students contact with questions or concerns about their placement (CBO contact, and campus contact)?
☐ Is there a CBO training or Orientation to attend? Where? When? How long?
☐ Where do students check in at the site on their first day?
☐ How are students’ service hours recorded? (For their course and the CBO).
☐ Give location of site and directions via personal car or public transportation. Where will students park if they drive? What is the cost associated with parking or taking public transit? Emphasize that student is responsible for getting to and from the site.
☐ Who will be evaluating the students’ service? Is there a formal evaluation the CBO will fill out?

ON SITE ORIENTATION – MUST OCCUR ON OR BEFORE FIRST DAY OF SERVICE

✓ Site Specific Information
☐ Tour of site - location of restroom and break room.
☐ Where, and with whom, do students check in each time they arrive at the site?
☐ Where is the logbook kept (to record service hours)?
☐ Review safety rules of the site, location of emergency exits, and emergency procedures.
☐ Introduce students to other staff at the agency.
☐ Emergency Contact Information: ask students’ permission to share with university.
☐ Review accident procedures at the site and what to do if a student or client is hurt.
LEARNING PLAN

Student Name: ____________________________ Student ID#: ___________
Address: __________________________________________________________
Phone #: __________________________________________
Email: ________________________________________________
Emergency Contact: ____________________________________________

Course: ______________________ Instructor: _____________________
Semester/ Year: __________________

Agency/ Site: ____________________________     Phone #:
Site Supervisor: __________________________     Phone #:
Address: __________________________________________________________
____________________________________________________________________

Approximate # of Hours: _________   Date: ___________  Date: ___________

Learning Objectives: What do you hope to learn from this service experience about the agency, about the challenges and assets of the population with whom you will be working, about yourself, about your community-and how does this connect to your course work?

________________________________________
________________________________________
________________________________________

Service Objectives: Identify and describe the nature of the service activities in which you will be engaged. The service objectives should be designed to help you work toward your learning objectives.

________________________________________
________________________________________
________________________________________
________________________________________
**The Site Supervisor:**

Agrees to guide this student’s work and to submit a brief final evaluation of his/her achievement upon request.

Agrees to discuss any concerns about the service learner’s performance with him/her directly, and with the course supervisor if necessary.

Site Supervisor Signature: ____________________________  Date: ________________

**Faculty/Course Supervisor:**

I have examined and approved ___Insert student’s name here_______’s learning plan.

Faculty/Course Supervisor
Signature: ____________________________  Date: ________________
The Student agrees to abide by the following Guidelines 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. He/She can assist you in determining the best way to respond to difficult or uncomfortable situations. Feel free to contact your professor or the service learning office with questions concerning your placement.

- **Be punctual and responsible:** Although you are volunteering your time, 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.), it is vital that you treat it as privileged information. You should use pseudonyms in your course assignments if you are referring to clients or the people you work with at the service site.

- **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 Suffolk University’s ongoing Service Learning 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.

**Limitations**

- DON’T report to your service site under the influence of drugs or alcohol.
- DON’T give or loan a client, money or other personal belongings.
- DON’T make promises or commitments to a client you cannot keep.
- DON’T give a client or agency representative a ride in a personal vehicle.
- DON’T tolerate verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or community organization representative.
- DON’T tolerate verbal exchange or engage in behavior that might be perceived as discriminating against an individual on the basis of their age, race, gender, sexual orientation, ability, or ethnicity.
- DON’T engage in any type of business with clients during the term of your service.
- DON’T enter into personal relationships with a client or community partner representative during the term of your service.

* If you feel that your rights have been or may be violated, or that any of the above stated limitations have been violated please contact [Insert Faculty name here].
The Student:

Agrees to act in a responsible manner while representing Suffolk University at the service learning placement site, and abide by all rules and regulations that govern the site in which he/she has been placed.

Understands the connection between the service-learning course, and the service learning objectives to be fulfilled at the service site.

Has participated in an orientation and read the above stated guidelines and limitations and understands his/her role as a service-learning student in working with the community partner.

Understands and acknowledges the following risks involved with this service placement, and enters into this service-learning placement fully informed and aware.

*Risks*
1. 
2. 
3. 
Etc…

Agrees to devote _____ hours per week for a total of ______ hours, effective from __________ to __________ in order to fulfill the service objectives described above.

Agree to complete any forms, evaluations or other paperwork required by either the course or the site supervisor.

Student Signature: ___________________________ Date: ______________
Other Service Learning Forms
Service Learning Course
Confidentiality Agreement

I, _____________________________, understand that due to the nature of my work at _____________________________, I may be exposed to information of a confidential and sensitive nature. In signing this agreement, I agree to use discretion concerning the people and information to which I am privy and understand that this information will be kept confidential and used only within the confines of the _________________. A copy of this form will be kept on record in the S.O.U.L.S. Community Service and Service Learning Center and at _____________________________ as evidence that I agree to comply with the terms of this agreement. My signature on this form indicates I understand the confidentiality policy. Failure to comply can lead to my immediate termination, and possible loss of funding, etc.

________________________
(Signature and date)
Volunteer Timesheet

Volunteer

E-mail

Organization

Supervisor

E-mail

<table>
<thead>
<tr>
<th>Date</th>
<th>Project Description</th>
<th>Hours worked</th>
<th>Vol. Initials</th>
<th>Super. Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Signature: _______________________________  Date: ____________
Service Trip Travel Release of Claims Form

In order to attend ____________________________, during Fall/Spring/Summer 200__ semester, the undersigned student makes the following agreement:

I, __________________________, recognize that there may be risks involved in attending and traveling to the event. The nature of the risks may not always be readily ascertainable. Suffolk University is not prepared to analyze or make judgment of these risks for the students, nor is Suffolk University financially able to assume liability or legal responsibility for any damages suffered by a student arising out of any activities at the event.

In addition, the University’s general liability policy covers only employees of the University and does not extend to students. Therefore, students are wholly responsible for their own actions and realize that the University will not provide coverage for any damage they may cause to others.

I hereby release, disclaim, and exonerate Suffolk University from any and all liability for any and all injuries, losses, damages, or other adverse consequences arising directly or indirectly from participation in said trip, regardless of the source or nature of the cause thereof.

Signature: __________________________ Date: ________________

Student’s Name: __________________________________________________________

ID#: ___________________________________________________________________

Phone: __________________________________________________________________

Address: ________________________________________________________________

Emergency Contact: _______________________________________________________

Relationship: __________________________ Phone: _____________________________

******************************************************************************

For Office Use:
Date Received: __________ Signature: ________________________________________
COMMUNITY PARTNER EVALUATION

Volunteer

Organization

Supervisor

Ratings: 1= EXCELLENT (Clearly exceeds job requirements)  
2= SATISFACTORY (Meets all job requirements)  
3= UNSATISFACTORY (Needs additional instruction)

<table>
<thead>
<tr>
<th>PERSONAL FACTORS</th>
<th>RATINGS</th>
<th>STAFF COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and punctuality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows initiative: Handles unexpected situations/problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of work: Understanding of job, accuracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed training, attended orientation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive attitude</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains effective working relationships with staff and volunteers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal appearance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepts supervision and creative criticism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potential leader: Inspires interest and enthusiasm in others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Comments:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment Materials
Suffolk University
Service Learning Assessment - Faculty Survey

Name: ________________________________________________________________________

Course: __________________________________________ Semester: __________
(E.g. ENG 101-A: Freshmen English I)

Community Partners: ________________________________________________________________________

______________________________________________________________________________
______________________________________________________________________________

1. Was service learning an optional or required component of the course?
   □ optional          □ required

2. How many hours of service did students provide? _______________________________

3. Please briefly describe the service learning component of your course: _______________
   ________________________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________

4. What service learning reflection and assessment methods did you assign in your course? Please check all applicable assignments:
   □ oral presentation – individual
   □ oral presentation – group
   □ class discussion
   □ short paper (1-5 pages)
   □ long paper (6+ pages)
   □ journals
   □ objective testing (multiple choice, true/false exams)
   □ others (please describe)____________________________________________________________________
Please indicate your level of agreement with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>strongly disagree</th>
<th>disagree</th>
<th>agree</th>
<th>strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. The service learning component of this course improved student understanding of the course material.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. The service learning component of this course helped students understand how the course material is relevant beyond the classroom.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7. The students enjoyed the service learning aspect of this course.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>8. Students brought their service learning experience into classroom discussion and course work.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>9. Integrating service learning in this course has improved my teaching.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>10. The service learning aspect of this course strengthened my relationship with the students.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>11. I enjoyed and benefited from the service learning aspect of this course.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>12. I feel that the community work done through this class benefited the community.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>13. I had a good working relationship with the community partner(s).</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>14. Teaching a service learning course has positively influenced my current and/or future scholarly work plans.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>15. Teaching a service learning course took too much time away from my other teaching, research and administrative duties.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>16. I intend to offer courses with service learning in the future.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Please evaluate your experience with the Office of Student Activities and Service Learning (OSA).

<table>
<thead>
<tr>
<th>Question</th>
<th>Very helpful</th>
<th>Somewhat helpful</th>
<th>Not helpful</th>
<th>Actually, annoying</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. If you had a TA for your course, did you find his/her presence helpful?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>18. If you participated in regular meetings with the OSA, did you find those meetings helpful?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>19. If you contacted the OSA during the semester, did you find their response to your needs helpful?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>20. In terms of establishing and developing your relationship with the community partner(s), did you find the OSA helpful?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>21. In terms of placing students in appropriate service experiences, did you find the OSA helpful?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

22. How can the Office of Student Activities and Service Learning help you improve the service learning component of your course?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

23. Please describe the most difficult aspects of teaching a service learning course.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

24. Please describe the most rewarding aspects of teaching a service learning course.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Please indicate the level of difficult you experienced with the logistical aspects of integrating service learning with your course.

<table>
<thead>
<tr>
<th></th>
<th>very difficult</th>
<th>difficult</th>
<th>neutral N/A</th>
<th>easy</th>
<th>very easy</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. Time constraints</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>26. Coordination of service placements</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>27. Communication with community partner</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>28. Reduced time for classroom instruction</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>29. Supervision of students</td>
<td>□</td>
<td>□</td>
<td>□</td>
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</tr>
</tbody>
</table>

30. Reflecting back on this service learning experience, what would you do to improve the overall experience for you, your students and the community partner(s)?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

31. Please provide any additional comments or concern you have that were not covered in the survey.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Thank you so much for your time. Your comments will help us further enrich the service learning experience of Suffolk faculty and students, and our community partners.

Please return this survey to:

Carolina Garcia  
Program Director of Service Learning  
Office of Student Activities and Service Learning  
Donahue Building
Suffolk University
Service Learning Assessment - Student Survey

Name: (optional) _______________________________________________________________

Course: _____________________________________________ Semester: __________
(E.g. ENG 101-A: Freshmen English I)

Instructor: _____________________________________________________________________

1. Where did you provide service? ________________________________________________
______________________________________________________________________________

2. How many hours of service did you provide? ______________________________________

3. Please briefly describe your service experience, include what you did and how you felt about
the work you provided: ______________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

4. Prior to taking this class, had you ever volunteered at a community organization? If so, where
and what did you do? _______________________________________________________

______________________________________________________________________________
______________________________________________________________________________

5. What was your primary motivation for taking this service learning course? _____________

______________________________________________________________________________
Please indicate your level of agreement with each statement.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>strongly disagree</th>
<th>disagree</th>
<th>agree</th>
<th>strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. The service learning component of this course improved my understanding of the course material.</td>
<td></td>
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</tr>
<tr>
<td>7. The service learning component of this course helped me understand how the course material is relevant beyond the classroom.</td>
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<tr>
<td>8. I enjoyed the service learning component of this course.</td>
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<tr>
<td>9. The instructor devoted adequate time to discussing the service learning component during class.</td>
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<tr>
<td>10. The service learning component of this course strengthened my relationship with fellow students in the class.</td>
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<tr>
<td>11. I was provided with adequate orientation before I began my service.</td>
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<tr>
<td>12. I had a good working relationship with the community partner/agency where I volunteered.</td>
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<tr>
<td>13. I feel the community work I did through this class benefited the community partner/agency I worked with.</td>
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<tr>
<td>14. As a result of the service learning component of this course, I feel better connected to the Suffolk University and/or Boston community.</td>
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<tr>
<td>15. My service for this course has increased the likelihood that I will pursue future opportunities to be involved in the community.</td>
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<tr>
<td>16. I intend to take other classes with a service learning component in the future.</td>
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</tbody>
</table>
Please indicate the level of difficulty you experienced with the following aspects of taking a service learning course.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>very difficult</th>
<th>difficult</th>
<th>neutral N/A</th>
<th>easy</th>
<th>very easy</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Finding time in my schedule to volunteer.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>18. Traveling to the community partner volunteer site.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>19. Communicating with my community partner supervisor.</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>20. Completing the hours of service required for this course.</td>
<td>□</td>
<td>□</td>
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<td>□</td>
</tr>
<tr>
<td>21. Completing the academic work required for this course.</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<td>□</td>
</tr>
</tbody>
</table>

22. Please describe the most difficult aspects of taking this service learning course.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

23. Please describe the most rewarding aspects of taking this service learning course.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

24. How do you think the service learning component of this course could be improved?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Thank you so much for your time. Your comments will help us further enrich the service learning experience of Suffolk faculty and students, and our community partners.
Suffolk University
Service Learning Assessment – Community Partner Survey

Agency Name:

Supervisor Name:

Course Title:

Primary University Contact:

1. How would you characterize your interaction with the Suffolk University students working at your agency?
   a) No interaction    b) Minimal interaction    c) Extensive interaction

2. Please describe the type of work or services provided by the Suffolk students:

3. Did the involvement of Suffolk students enhance the ability of your agency to meet its goals or complete its mission? If so, how?

4. Did you encounter any difficulties or challenges in your work with the students? If so, how were they addressed? Did the problems improve?

5. How would you describe your level of interaction with the S.O.U.L.S. Community Service and Service Learning Center staff and/or the Service Learning TA?
   a) No interaction    b) Minimal interaction    c) Extensive interaction
6. Do you feel that you had adequate administrative support from the S.O.U.L.S. Center and/or TA? If not, what additional support would be helpful?

7. Would you be interested in working with Suffolk University service learning students in the future?

8. Any additional comments you wish to share regarding the service learning experience:

Thank you for taking the time to complete this evaluation, and for your interest in working with Suffolk University.
Service Learning
Resources at
Suffolk University
Service Learning Staff

Carolina Garcia
cgarcia@suffolk.edu
Director of Service Learning

Katherine Kirklin
kkirklin@suffolk.edu
MACC VISTA
Assistant Director of Service Learning

Emily Bourque
Emily.bourque@suffolk.edu
Grad Fellow for Community Service and Service Learning

Course Resources

Service Learning Mini-grants:

In an effort to encourage the use of service learning as a pedagogical method and to enable service learning projects that would not happen otherwise, these grants are available to all full-time and adjunct faculty teaching graduate or undergraduate courses.

The amount of award will vary based on course needs and applicant requests, with a maximum award of $700. Service Learning Mini-Grants are awarded on a course-by-course basis.

Service Learning Teaching Assistants:

Service Learning Teaching Assistants will be recruited and trained by the service learning staff and equipped with the resources to prepare students for service, place students with community based organizations, provide ongoing support to students and sites, and assist with reflective activities. The SLTA’s will then be matched with a course and will aid the faculty in their course specific service learning needs. Students will be compensated with a stipend and have the opportunity for federal work-study.
**Faculty Fellowships:**

Faculty Fellows are year long positions expected to outreach to other faculty in their department about service learning as pedagogy, incorporate SL into a course during the academic year, assist S.O.U.L.S. Community Service and Service Learning Center in assessment initiatives and to engage in a service learning professional develop activity (conference, publication etc). Fellows will be compensated with a $2,500 personal stipend.

**Community based organization placement:**

The service learning staff will assist faculty in identifying community organizations that will match their course as well as the learning objectives of the course.

**Service Learning Literature:**

Faculty will have access to a wide range of service learning books and resources, including service learning toolkits, sample syllabi, etc.

**Conference Funding:**

S.O.U.L.S. Center has funding available for faculty interested in attending service learning conferences.