



Council for the Advancement of Standards in Higher Education

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We are pleased you are interested in the Standards and Guidelines developed by the Council for the Advancement of Standards in Higher Education (CAS). This CAS member association has permission to post a link to this standard on their website. Standards are developed through a consensus model of member associations and other experts, including the association on whose page this link is found. You are invited to use the attached CAS statement in the design and assessment of your programs and for your staff training and development. *This statement may not be duplicated for other purposes without permission from CAS.*

This standard and all other standards are available along with information on self-assessment procedures in the most recent edition of the *CAS Professional Standards for Higher Education* book. You are particularly encouraged to examine the learning and developmental outcomes (see www.cas.edu and in the standards book) in the design and assessment of your programs.

This standard has a Self Assessment Guide (SAG) available for purchase from www.cas.edu for use in program evaluation.

CAS MISSION STATEMENT

The mission of the Council for the Advancement of Standards in Higher Education (CAS) is to promote the improvement of programs and services to enhance the quality of student learning and development. CAS is a consortium of professional associations who work collaboratively to develop and promulgate standards and guidelines and to encourage self-assessment.

CAS STANDARDS AND GUIDELINES

Each CAS standard contains 14 common criteria categories (referred to as “general standards”) that have relevance for each and every functional area, no matter what its primary focus. In addition to the general standards, all functional area standards are comprised of both specialty standards and guidelines. All standards use the auxiliary verbs “**must**” and “**shall**” and appear in **bold print** so that users can quickly identify them. Guidelines are designed to provide suggestions and illustrations that can assist in establishing programs and services that more fully address the needs of students than those mandated by a standard. CAS guidelines appear in regular font and use the auxiliary verbs “should” and “may.”

OVER THIRTY YEARS OF PROFESSIONAL SERVICES

The Council for the Advancement of Standards in Higher Education (CAS) has been the pre-eminent force for promoting standards in student affairs, student services, and student development programs since its inception in 1979. For the ultimate purpose of fostering and enhancing student learning, development, and achievement and in general to promote good citizenship, CAS continues to create and deliver a dynamic and credible Book of Professional Standards and Guidelines and Self-Assessment Guides that are designed to lead to a host of quality-controlled programs and services. These standards respond to real-time student needs, the requirements of sound pedagogy, and the effective management of 40 functional areas, consistent with institutional missions. Individuals and institutions from nearly 40 CAS member organizations comprise a professional constituency of over 100,000 professionals.

DISCLAIMER

The standards and guidelines published in “The Book of Professional Standards for Higher Education” by the Council for the Advancement of Standards in Higher Education (CAS) and referred to in each of the “CAS Self-Assessment Guides” (SAGs) are developed through the voluntary efforts of leaders of professional associations in higher education. The purpose of the standards and guidelines is to identify criteria and principles by which institutions may choose to assess and enhance various areas of their academic, administrative, or student affairs programs and services. CAS specifically disclaims any liability or responsibility for any perceived or actual shortcomings inherent in the text or application of the standards. Further, CAS does not certify individuals nor accredit programs. No institution, whether it has met some or all of the CAS standards, is authorized to indicate that it is “approved, endorsed, certified, or otherwise sanctioned by CAS.” Institutions that have conducted a self-assessment of one or more functional areas addressed by CAS Standards and Guidelines using the appropriate CAS Self-Assessment Guide (SAG) may, where that self-assessment provides evidence that an institution meets these standards, are free to make accurate representations to the effect that the designated program or service meets the CAS Standards.

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THE ROLE of SERVICE-LEARNING PROGRAMS

CAS Standards Contextual Statement

Service-learning enables colleges and universities to meet their goals for student learning and development while making unique contributions to addressing community, national, and global needs. Both college students and the communities they serve stand to reap substantial benefits from engaging in service-learning. Among frequently cited benefits to student participants are developing the habit of critical reflection; deepening comprehension of course content; integrating theory with practice; increasing understanding of the issues underlying social problems; strengthening sense of social responsibility; enhancing cognitive, personal, and spiritual development; heightening understanding of human difference and commonality; and sharpening abilities to solve problems creatively and to work collaboratively. Community benefits include new energy and assistance to broaden delivery of existing services or to begin new ones; fresh approaches to solving problems; access to resources; and opportunities to participate in teaching and learning. Through improved town-gown relationships, colleges and universities also gain additional new learning settings for students and new opportunities for faculty to orient research and teaching to meet human and community needs.

For the purpose of the *CAS Standards for Service-Learning Programs*, service-learning is defined as follows: “Service-learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development.” The hyphen in service-learning is critical in that it symbolizes the symbiotic relationship between the service and the learning. The term community in the definition of service-learning refers to local neighborhoods, the state, the nation, and the world community. Service-learning enables all participants to define their needs and interests (Jacoby, 1996).

Reflection and reciprocity are fundamental concepts of service-learning. As a form of experiential education, service-learning is based on the pedagogical principle that learning and development do not necessarily occur as a result of experience itself. Rather, they occur as a result of reflection intentionally designed to foster learning and development. Service-learning programs emphasize various types of learning goals, including intellectual, civic, ethical, moral, cross-cultural, and spiritual. Programs may highlight different combinations of these goals. Service-learning programs are also explicitly structured to promote learning about the larger social issues behind the needs to which the service is responding. This learning includes a deeper understanding of the historical, sociological, cultural, economic, and political contexts of the needs or issues being addressed. Reflection can take many forms: individual and group, oral and written, directly related to discipline-based course material or not.

The other essential concept of service-learning is reciprocity between the server and the person or group being served. Service-learning avoids placing students into community settings based solely on desired student-learning outcomes and providing services that do not meet actual needs or that perpetuate a state of need, rather than seeking and addressing the causes of need. Through reciprocity, students develop a greater sense of belonging and responsibility as members of a larger community. Service-learning thus stands in contrast to the traditional, one-way approach to service in which one person or group has resources that they share with a person or group that they assume lacks resources. Reciprocity also eschews the concept of service that is based on the idea that a more competent person comes to the aid of a less competent person. Service-learning encourages students to do things *with* others rather than *for* them. Everyone should expect to learn and change in the process.

Although service-learning that is embedded in the curriculum provides opportunities for faculty to enhance students' learning by integrating course content with practical experience in a structured manner intended to meet course objectives, powerful opportunities for student learning and development also occur outside the academic program. Student affairs professionals can and do involve students in co-curricular service-learning programs that contribute to their learning and development. While service-learning that is connected to faculty research and community involvement can lead to more broad-based and long-term community enhancement, shorter-term service projects also make considerable contributions to communities in both direct and indirect ways. Even one-time experiences that address community needs and that are designed to achieve specific student learning and development outcomes can appropriately be called service-learning.

References, Readings, and Resources

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SERVICE-LEARNING PROGRAMS

CAS STANDARDS and GUIDELINES

Part 1. MISSION

The primary mission of Service-Learning Programs (S-LP) is to engage students in experiences that address human and community needs together with structured opportunities for reflection intentionally designed to promote student learning and development.

S-LP must develop, disseminate, implement, and regularly review their mission. Mission statements must be consistent with the mission of the institution and with professional standards. S-LP in higher education must enhance overall educational experiences by incorporating student learning and development outcomes in their mission.

Part 2. PROGRAM

The formal education of students, consisting of the curriculum and the co-curriculum, must promote student learning and development outcomes that are purposeful and holistic and that prepare students for satisfying and productive lifestyles, work, and civic participation. The student learning and development outcome domains and their related dimensions are:

- **knowledge acquisition, integration, construction, and application**
 - **Dimensions:** understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life
- **cognitive complexity**
 - **Dimensions:** critical thinking; reflective thinking; effective reasoning; and creativity
- **intrapersonal development**
 - **Dimensions:** realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness
- **interpersonal competence**
 - **Dimensions:** meaningful relationships; interdependence; collaboration; and effective leadership
- **humanitarianism and civic engagement**
 - **Dimensions:** understanding and appreciation of cultural and human differences; social responsibility; global perspective; and sense of civic responsibility
- **practical competence**
 - **Dimensions:** pursuing goals; communicating effectively; technical competence; managing personal affairs; managing career development; demonstrating professionalism; maintaining health and wellness; and living a purposeful and satisfying life

[See *The Council for the Advancement of Standards Learning and Developmental Outcomes* statement for examples of outcomes related to these domains and dimensions.]

Consistent with the institutional mission, Service-Learning Programs (S-LP) must identify relevant and desirable student learning and development outcomes from among the six domains and related dimensions. When creating opportunities for student learning and development, S-LP must explore possibilities for collaboration with faculty members and other colleagues.

S-LP must assess relevant and desirable student learning and development outcomes and provide evidence of their impact on student learning and development. S-LP must articulate how they contribute to or support students' learning and development in the domains not specifically assessed.

S-LP must be:

- integrated into the life of the institution
- intentional and coherent
- guided by theories and knowledge of learning and development
- reflective of developmental and demographic profiles of the student population
- responsive to needs of individuals, diverse and special populations, and relevant constituencies

Service-Learning Programs (S-LP) must be integrated into and enhance both the academic curriculum and co-curricular programs.

S-LP must:

- allow all participants to define their needs and interests
- engage students in responsible and purposeful actions to meet community-defined needs
- enable students to understand needs in the context of community assets
- articulate clear service and learning goals for everyone involved, including students, faculty and staff members, community agency personnel, and those being served
- ensure intellectual rigor
- establish criteria for selecting community service sites to ensure productive learning opportunities for everyone involved
- educate students regarding the philosophy of service and learning, the particular community service site, the work they will do, and the people they will be serving in the community
- establish and implement risk management procedures to protect students, the institution, and the community agencies
- offer alternatives to ensure that students are not required to participate in service that violates a religious or moral belief
- engage students in reflection designed to enable them to deepen their understanding of themselves, the community, and the complexity of social problems and potential solutions
- educate students to differentiate between perpetuating dependence and building capacity within the community
- establish mechanisms to assess service and learning outcomes for students and communities
- provide on-going professional development and support to faculty and staff members

When course credit is offered for service-learning, the credit must be for learning, not only for service. Whether service-learning is for academic credit or not, the focus must be on learning and educational objectives, not on hours served.

S-LP must offer a wide range of curricular and co-curricular service-learning experiences appropriate for students at all developmental levels and with a variety of lifestyles and abilities.

Examples may include older students, commuter students, students who are parents, part-time students, fully employed students, and students with disabilities.

S-LP must initiate and maintain collaborative relations among faculty members and departments within the institution for the design and implementation of service-learning experiences. They must also develop partnerships with community-based organizations to meet organizations' service needs and to achieve student learning and development outcomes.

Service-learning experiences should include:

- *One-time and short-term experiences.* These can be designed to achieve a variety of student learning outcomes, including introducing students to service-learning as a critical aspect of their college education, enabling students to learn what types of service best suit their interests, familiarizing students with the community in which the institution is located, and understanding the approaches different agencies take to address community problems. These experiences can be co-curricular or part of the academic curriculum, such as first-year seminars.
- *Discipline-based service-learning courses.* Such courses can be designed to enable students to deepen their understanding of course content, apply knowledge to practice, and test theory through practical application. These courses can be designed for students at all levels. Service-learning internships and capstone courses can provide opportunities for students to consider how disciplinary knowledge can be applied in a socially responsible manner in professional settings.
- *Community-based research.* Whether integrated into a course or done on an independent-study basis, students engage in community-based research work with faculty and community partners to design, conduct, analyze, and report research results to serve community purposes.
- *Intensive service-learning experiences.* Service-learning experiences can immerse students intensively in an unfamiliar setting or culture, whether domestically or abroad. They can engage in dialogue and problem solving with the people most affected by the issues and develop a sense of solidarity with people whose lives and perspectives differ from their own. These experiences vary in length from a one-week alternative break to a semester or a year.

The service-learning course syllabus or plan for co-curricular experiences should describe:

- needs that the service will address
- desired outcomes of the service and learning for all participants
- assignments that link service and academic content
- opportunities to reflect on one's personal reactions to service and learning experiences
- logistics (e.g., time required, transportation, materials required)
- nature of the service work

- roles and responsibilities of students and community members
- risk management procedures
- evaluation of the service and learning experiences and assessment of the degree to which desired outcomes were achieved

S-LP should foster student leadership through service-learning experiences and should encourage student-initiated and student-led service and learning.

Part 3. LEADERSHIP

Because effective and ethical leadership is essential to the success of all organizations, Service-Learning Programs (S-LP) leaders with organizational authority for the programs and services must:

- articulate a vision and mission for their programs and services
- set goals and objectives based on the needs of the population served and desired student learning and development outcomes
- advocate for their programs and services
- promote campus environments that provide meaningful opportunities for student learning, development, and integration
- identify and find means to address individual, organizational, or environmental conditions that foster or inhibit mission achievement
- advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels
- initiate collaborative interactions with stakeholders who have legitimate concerns and interests in the functional area
- apply effective practices to educational and administrative processes
- prescribe and model ethical behavior
- communicate effectively
- manage financial resources, including planning, allocation, monitoring, and analysis
- incorporate sustainability practices in the management and design of programs, services, and facilities
- manage human resource processes including recruitment, selection, development, supervision, performance planning, and evaluation
- empower professional, support, and student staff to accept leadership opportunities
- encourage and support scholarly contribution to the profession
- be informed about and integrate appropriate technologies into programs and services
- be knowledgeable about federal, state/provincial, and local laws relevant to the programs and services and ensure that staff members understand their responsibilities by receiving appropriate training
- develop and continuously improve programs and services in response to the changing needs of students and other populations served and the evolving institutional priorities
- recognize environmental conditions that may negatively influence the safety of staff and students and propose interventions that mitigate such conditions

Part 4. HUMAN RESOURCES

Service-Learning Programs (S-LP) must be staffed adequately by individuals qualified to accomplish the mission and goals. Within institutional guidelines, S-LP must establish procedures for staff selection, training, and evaluation; set expectations for supervision;

and provide appropriate professional development opportunities to improve the leadership ability, competence, and skills of all employees.

S-LP professional staff members must hold an earned graduate or professional degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.

Professional development of staff and faculty members engaged in service-learning programs should address how to:

- build relationships with community agencies
- establish and maintain collaborative relationships with campus units
- engage students in community action for the common good
- prepare, mentor, and monitor students to deliver services according to legal and risk management policies
- use learning strategies that are effective in achieving learning outcomes
- engage students in structured opportunities for reflection
- develop, implement, and evaluate service and learning goals
- facilitate the process of identifying student and community needs and interests
- clarify the responsibilities of students, the institution, and agencies
- match the unique needs of agencies and students
- sustain genuine and active commitment of students, the institution, and agencies
- educate, train, and support students to facilitate service-learning experiences for their peers
- ensure that the time commitments for service and learning are balanced and appropriate
- foster participation by and with diverse populations
- develop fiscal and other resources for program support

Faculty and staff members who integrate service-learning into their courses should receive institutional support (e.g., reduced course load, mini-grants, or teaching assistants.)

SL-P staff should provide professional development for community partners regarding how to work effectively with students, faculty members, and staff in higher education institutions.

Degree- or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be educated on how and when to refer those in need of additional assistance to qualified staff members and must have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.

Employees and volunteers must receive specific training on institutional policies and privacy laws regarding their access to student records and other sensitive institutional information (e.g., in the USA, Family Educational Rights and Privacy Act, FERPA, or equivalent privacy laws in other states/provinces or countries).

S-LP must have technical and support staff members adequate to accomplish their mission. All members of the staff must be technologically proficient and qualified to perform their job functions, be knowledgeable about ethical and legal uses of technology, and have access to training and resources to support the performance of their assigned responsibilities.

All members of the staff must receive training on policies and procedures related to the use of technology to store or access student records and institutional data.

S-LP must ensure that staff members are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts. Prevention efforts must address identification of threatening conduct or behavior of students, faculty members, staff, and others and must incorporate a system or procedures for responding, including but not limited to reporting them to the appropriate campus officials.

Salary levels and benefits for all staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

S-LP must maintain position descriptions for all staff members.

To create a diverse staff, S-LP must institute hiring and promotion practices that are fair, inclusive, proactive, and non-discriminatory.

S-LP must conduct regular performance planning and evaluation of staff members. S-LP must provide access to continuing and advanced education and professional development opportunities.

Part 5. ETHICS

Persons involved in the delivery of Service-Learning Programs (S-LP) must adhere to the highest principles of ethical behavior. S-LP must review relevant professional ethical standards and develop or adopt and implement appropriate statements of ethical practice. S-LP must publish these statements and ensure their periodic review by relevant constituencies.

The faculty members, staff, and students involved in service-learning must be held to the same ethical standards as the SL-P staff members.

S-LP must orient new staff members to relevant ethical standards and statements of ethical practice.

S-LP staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students' education records must not be disclosed except as allowed by relevant laws and institutional policies. S-LP staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

S-LP staff members must be aware of and comply with the provisions contained in the institution's policies pertaining to human subjects research and student rights and responsibilities, as well as those in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

S-LP staff members must recognize and avoid personal conflicts of interest or appearance thereof in the performance of their work.

S-LP staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they interact.

When handling institutional funds, S-LP staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

Promotional and descriptive information must be accurate and free of deception.

S-LP staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

All faculty and staff members responsible for supervising service-learning activities must monitor student performance based on training expertise and competence and alter placements as needed.

S-LP staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

S-LP staff members must be knowledgeable about and practice ethical behavior in the use of technology.

Part 6. LEGAL RESPONSIBILITIES

All faculty and staff members engaged in Service-Learning Programs (S-LP) must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities and that may pose legal obligations, limitations, or ramifications for the institution as a whole. As appropriate, S-LP staff members must inform users of programs and services, as well as officials, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial, and local governments; and the institution's policies.

S-LP must have written policies on all relevant operations, transactions, or tasks that may have legal implications.

All faculty and staff members engaged in service-learning must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive campus environment.

S-LP staff members must use reasonable and informed practices to limit the liability exposure of the institution and its officers, employees, and agents. All faculty and staff

members engaged in service-learning must be informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and must be referred to external sources if coverage is not provided by the institution.

All faculty and staff members engaged in service-learning must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. All faculty and staff members engaged in service-learning must be informed about institutional and community organization policies regarding personal liability and related insurance coverage options.

The institution must provide access to legal advice for all faculty and staff members engaged in service-learning as needed to carry out assigned responsibilities.

The institution must inform all faculty and staff members and students engaged in service-learning in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities.

Part 7. EQUITY and ACCESS

Service-Learning Programs (S-LP) must be provided on a fair, equitable, and non-discriminatory basis in accordance with institutional policies and with all applicable state/provincial and federal statutes and regulations. S-LP must maintain an educational and work environment free from discrimination in accordance with law and institutional policy.

Discrimination must be avoided on the basis of age; cultural heritage; disability; ethnicity; gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; and any other bases included in local, state/provincial, or federal laws.

Consistent with the mission and goals, S-LP must take action to remedy significant imbalances in student participation and staffing patterns.

S-LP must ensure physical and program access for persons with disabilities. S-LP must be responsive to the needs of all students and other populations served when establishing hours of operation and developing methods of delivering programs and services.

S-LP must recognize the needs of distance learning students by providing appropriate and accessible services and assisting them in identifying and gaining access to other appropriate services in their geographic region.

Part 8. DIVERSITY

Within the context of each institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, Service-Learning Programs (S-LP) must create and nurture environments that are welcoming to and bring together persons of diverse backgrounds.

S-LP must promote environments that are characterized by open and continuous communication that deepens understanding of one's own identity, culture, and heritage,

as well as that of others. S-LP must recognize, honor, educate, and promote respect about commonalities and differences among people within their historical and cultural contexts.

S-LP must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

Part 9. ORGANIZATION and MANAGEMENT

To promote student learning and development outcomes, Service-Learning Programs (S-LP) must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated program and service delivery expectations.

S-LP must monitor websites used for distributing information to ensure that the sites are current, accurate, appropriately referenced, and accessible.

Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, procedures for decision-making and conflict resolution, responses to changing conditions, systems of accountability and evaluation, and processes for recognition and reward. S-LP must align policies and procedures with those of the institution and provide channels within the organization for their regular review.

Part 10. CAMPUS and EXTERNAL RELATIONS

Service-Learning Programs (S-LP) must reach out to relevant individuals, campus offices, and external agencies to:

- establish, maintain, and promote effective relations
- disseminate information about their own and other related programs and services
- coordinate and collaborate, where appropriate, in offering programs and services to meet the needs of students and promote their achievement of student learning and development outcomes

If there is more than one campus unit that facilitates community service and service-learning experiences, those offices should share information and collaborate as appropriate.

S-LP should develop productive working relationships with a wide range of campus agencies, including risk management, transportation, health services, academic departments and colleges, leadership programs, orientation, student activities, and institutional relationships and development.

Service-learning flourishes best when the institution as a whole is engaged as a responsible citizen in its surrounding communities. S-LP professionals should advocate for the institution to share its resources with its community and to develop a wide range of mutually beneficial campus-community partnerships.

S-LP must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations. Systems and procedures must be in place to disseminate timely and accurate information to students and other members of the campus community during emergency situations.

S-LP must have procedures and guidelines consistent with institutional policy for communicating with the media.

Part 11. FINANCIAL RESOURCES

Service-Learning Programs (S-LP) must have adequate funding to accomplish their mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis, which includes relevant expenditures, external and internal resources, and impact on the campus community, must be conducted.

S-LP must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

Part 12. TECHNOLOGY

Service-Learning Programs (S-LP) must have adequate technology to support their mission. The technology and its use must comply with institutional policies and procedures and be evaluated for compliance with relevant federal, state/provincial, and local requirements.

S-LP must maintain policies and procedures that address the security and back up of data.

When technology is used to facilitate student learning and development, S-LP must select technology that reflects current best pedagogical practices.

Technology, as well as any workstations or computer labs maintained by the programs and services for student use, must be accessible and must meet established technology standards for delivery to persons with disabilities.

When S-LP provide student access to technology, they must provide:

- **access to policies that are clear, easy to understand, and available to all students**
- **access to instruction or training on how to use the technology**
- **access to information on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks**

Student violations of technology policies must follow established institutional student disciplinary procedures.

Students who experience negative emotional or psychological consequences from the use of technology must be referred to support services provided by the institution.

Part 13. FACILITIES and EQUIPMENT

Service-Learning Programs (S-LP) must have adequate, accessible, suitably located facilities and equipment to support their mission and goals. If acquiring capital

equipment as defined by the institution, S-LP must take into account expenses related to regular maintenance and life cycle costs. Facilities and equipment must be evaluated regularly, including consideration of sustainability, and be in compliance with relevant federal, state/provincial, and local requirements to provide for access, health, safety, and security.

S-LP staff members must have work space that is well-equipped, adequate in size, and designed to support their work and responsibilities. For conversations requiring privacy, staff members must have access to a private space.

S-LP staff members who share work space must have the ability to secure their work adequately.

The design of the facilities must guarantee the security of records and ensure the confidentiality of sensitive information.

The location and layout of the facilities must be sensitive to the special needs of persons with disabilities as well as the needs of constituencies served.

S-LP must ensure that staff members are knowledgeable of and trained in safety and emergency procedures for securing and vacating the facilities.

Part 14. ASSESSMENT and EVALUATION

Service-Learning Programs (S-LP) must establish systematic plans and processes to meet internal and external accountability expectations with regard to program as well as student learning and development outcomes. S-LP must conduct regular assessment and evaluations. Assessments must include qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.

S-LP must evaluate regularly how well they complement and enhance the institution's stated mission and educational effectiveness.

Results of these evaluations must be used in revising and improving programs and services, identifying needs and interests in shaping directions of program and service design, and recognizing staff performance.

*General Standards revised in 2008;
S-LP content developed in 2005*