



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 12 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 43 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, and 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 provision of services that do not meet actual needs or 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 it is assumed 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 classroom. Student affairs professionals can and do involve students in co-curricular service-learning programs that contribute to their learning and development. Although 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 missions. The mission must be consistent with the mission of the institution and with professional standards. The mission must be appropriate for the institution's student populations and community settings. Mission statements must reference student learning and development.

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, contribute to students' realization of their potential, and prepare students for satisfying and productive lives.

Service-Learning Programs (S-LP) must collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success.

Consistent with the institutional mission, S-LP must identify relevant and desirable student learning and development outcomes from among the six domains and related dimensions:

Domain: 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**

Domain: cognitive complexity

- **Dimensions: critical thinking, reflective thinking, effective reasoning, and creativity**

Domain: intrapersonal development

- **Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness**

Domain: interpersonal competence

- **Dimensions: meaningful relationships, interdependence, collaboration, and effective leadership.**

Domain: humanitarianism and civic engagement

- **Dimensions: understanding and appreciation of cultural and human differences, social responsibility, global perspective, and sense of civic responsibility**

Domain: 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**

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

S-LP must

- **assess relevant and desirable student learning and development**
- **provide evidence of impact on outcomes**
- **articulate contributions to or support of student learning and development in the domains not specifically assessed**
- **articulate contributions to or support of student persistence and success**
- **use evidence gathered through this process to create strategies for improvement of programs and services**

S-LP must be

- **intentionally designed**
- **guided by theories and knowledge of learning and development**
- **integrated into the life of the institution**
- **reflective of developmental and demographic profiles of the student population**
- **responsive to needs of individuals, populations with distinct needs, and relevant constituencies**
- **delivered using multiple formats, strategies, and contexts**

Where institutions provide distance education, S-LP must assist distance learners to achieve their educational goals by providing access to information about programs and services, to staff members who can address questions and concerns, and to counseling, advising, or other forms of assistance.

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. ORGANIZATION AND LEADERSHIP

To achieve student and program outcomes, Service-Learning Programs (S-LP) must be structured purposefully and organized effectively. S-LP must have

- **clearly stated goals**
- **current and accessible policies and procedures**
- **written performance expectations for employees**

- **functional work flow graphics or organizational charts demonstrating clear channels of authority**

Leaders with organizational authority for the programs and services must provide strategic planning, supervision, and management; advance the organization; and maintain integrity through the following functions:

Strategic Planning

- **articulate a vision and mission that drive short- and long-term planning**
- **set goals and objectives based on the needs of the population served and desired student learning or development and program outcomes**
- **facilitate continuous development, implementation, and assessment of goal attainment congruent with institutional mission and strategic plans**
- **promote environments that provide meaningful opportunities for student learning, development, and engagement**
- **develop and continuously improve programs and services in response to the changing needs of students served and evolving institutional priorities**
- **intentionally include diverse perspectives to inform decision making**

Supervising

- **manage human resource processes including recruitment, selection, development, supervision, performance planning, evaluation, recognition, and reward**
- **influence others to contribute to the effectiveness and success of the unit**
- **empower professional, support, and student staff to accept leadership opportunities**
- **offer appropriate feedback to colleagues and students on skills needed to become more effective leaders**
- **encourage and support professional development, collaboration with colleagues and departments across the institution, and scholarly contribution to the profession**

Managing

- **identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement**
- **plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources**
- **use current and valid evidence to inform decisions**
- **incorporate sustainability practices in the management and design of programs, services, and facilities**
- **understand appropriate technologies and integrate them into programs and services**
- **be knowledgeable about codes and laws relevant to programs and services and ensure that staff members understand their responsibilities through appropriate training**
- **assess potential risks and take action to mitigate them**

Advancing the Organization

- **communicate effectively in writing, speaking, and electronic venues**
- **advocate for programs and services**
- **advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels**
- **initiate collaborative interactions with internal and external stakeholders who have legitimate concerns about and interests in the functional area**
- **facilitate processes to reach consensus where wide support is needed**
- **inform other areas within the institution about issues affecting practice**

Maintaining Integrity

- **model ethical behavior and institutional citizenship**
- **share data used to inform key decisions in transparent and accessible ways**
- **monitor media used for distributing information about programs and services to ensure the content is current, accurate, appropriately referenced, and accessible**

Part 4. HUMAN RESOURCES

Service-Learning Programs (S-LP) must be staffed adequately by individuals qualified to accomplish mission and goals.

Within institutional guidelines, S-LP must

- **establish procedures for staff recruitment and selection, training, performance planning, and evaluation**
- **set expectations for supervision and performance**
- **assess the performance of employees individually and as a team**
- **provide access to continuing and advanced education and appropriate professional development opportunities to improve the leadership ability, competence, and skills of all employees.**

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

To create a diverse staff, S-LP must institute recruitment and hiring strategies that encourage individuals from under-represented populations to apply for positions.

S-LP must develop promotion practices that are fair, inclusive, proactive, and non-discriminatory.

To further the recruitment and retention of staff, S-LP must consider work life initiatives, such as compressed work schedules, flextime, job sharing, remote work, or telework.

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.

S-LP professional staff members must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect their programs and services.

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.

Degree- or credential-seeking interns or graduate assistants 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. Supervisors must be cognizant of the roles of interns and graduate assistants as both student and employee and closely adhere to all parameters of their job descriptions, work hours, and schedules. Supervisors and the interns or graduate assistants must agree to compensatory time or other appropriate compensation if circumstances necessitate additional hours.

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 job descriptions, pre-service training based on assessed needs, and continuing development.

All S-LP staff members, including student employees and volunteers, must receive specific training on institutional policies pertaining to functions or activities they support and to privacy and confidentiality policies and laws regarding access to student records and other sensitive institutional information.

All S-LP staff members 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 and staff members, and others and must incorporate a system for responding and reporting.

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

Part 5. ETHICS

Service-Learning Programs (S-LP) must review relevant professional ethical standards and must adopt or develop and implement appropriate statements of ethical practice.

S-LP must publish and adhere to statements of ethical practice 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 and related institutional policies.

Statements of ethical standards must specify that staff members respect privacy and maintain confidentiality in all communications and records to the extent that such communications and records are protected under relevant privacy laws.

Statements of ethical standards must specify limits on disclosure of information contained in students' educational records as well as requirements to disclose to appropriate authorities.

Statements of ethical standards must address personal and economic conflicts of interest, or appearance thereof, by staff members in the performance of their work.

Statements of ethical standards must reflect the responsibility of staff members to be fair, objective, and impartial in their interactions with others.

Statements of ethical standards must reference management of institutional funds.

Statements of ethical standards must reference appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, and students' rights and responsibilities.

Statements of ethical standards must include the expectation that S-LP staff members confront and hold accountable other staff members who exhibit unethical behavior.

Statements of ethical standards must address issues surrounding scholarly integrity.

As appropriate, S-LP staff members must inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements.

S-LP staff members must recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.

S-LP staff members must perform their duties within the limits of their position, 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.

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

S-LP must adhere to institutional policies regarding ethical and legal use of software and technology.

Part 6. LAW, POLICY, AND GOVERNANCE

Service-Learning Programs (S-LP) must be in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole. Examples include constitutional, statutory, regulatory, and case law; relevant law and orders emanating from codes and laws; and the institution's policies.

S-LP must inform staff members, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.

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

S-LP must regularly review policies. The revision and creation of policies must be informed by best practices, available evidence, and policy issues in higher education.

S-LP staff members must use reasonable and informed practices to limit the liability exposure of the institution and its officers, employees, and agents. S-LP staff members must be informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and must be referred to external sources if the institution does not provide coverage.

The institution must provide access to legal advice for staff members as needed to carry out assigned responsibilities.

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, other members of the institutional community, and appropriate external organizations during emergency situations.

S-LP staff members must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

S-LP must obtain permission to use copyrighted materials and instruments. S-LP must purchase the materials and instruments from legally compliant sources or seek alternative permission from the publisher or owner. References to copyrighted materials and instruments must include appropriate citations.

S-LP staff members must be knowledgeable about internal and external governance systems that affect programs and services.

Part 7. DIVERSITY, EQUITY, AND ACCESS

Within the context of each institution's unique mission and in accordance with institutional policies and all applicable codes and laws, Service-Learning Programs (S-LP) must create and maintain educational and work environments that are

- welcoming, accessible, and inclusive to persons of diverse backgrounds**
- equitable and non-discriminatory**
- free from harassment**

S-LP must not discriminate on the basis of ability; age; cultural identity; ethnicity; family educational history (e.g., first generation to attend college); gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; or any other basis included in institutional policies and codes and laws.

S-LP must

- **advocate for greater sensitivity to multicultural and social justice concerns by the institution and its personnel**
- **modify or remove policies, practices, facilities, structures, systems, and technologies that limit access, discriminate, or produce inequities**
- **include diversity, equity, and access initiatives within their strategic plans**
- **foster communication that deepens understanding of identity, culture, self-expression, and heritage**
- **promote respect about commonalities and differences among people within their historical and cultural contexts**
- **address the characteristics and needs of a diverse population when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices**
- **provide staff members with access to multicultural training and hold staff members accountable for integrating the training into their work**
- **respond to the needs of all students and other populations served when establishing hours of operation and developing methods of delivering programs, services, and resources**
- **ensure physical, program, and resource access for persons with disabilities**
- **recognize the needs of distance learning students by providing appropriate and accessible services and resources or by assisting them in gaining access to other appropriate services and resources in their geographic region**

Part 8. INSTITUTIONAL AND EXTERNAL RELATIONS

Service-Learning Programs (S-LP) must reach out to relevant individuals, groups, communities, and organizations internal and external to the institution to

- **establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services**
- **garner support and resources for programs and services as defined by the mission statement**
- **disseminate information about the programs and services**
- **collaborate, where appropriate, to assist in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes**
- **engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents**

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

- **communicating with the media**
- **contracting with external organizations for delivery of programs and services**
- **cultivating, soliciting, and managing gifts**
- **applying to and managing funds from grants**

Part 9. FINANCIAL RESOURCES

Service-Learning Programs (S-LP) must have funding to accomplish the mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis must be conducted to determine the following elements: unmet needs of the unit, relevant expenditures, external and internal resources, and impact on students and the institution.

S-LP must demonstrate efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.

Part 10. TECHNOLOGY

Service-Learning Programs (S-LP) must have adequate technology to support the achievement of their mission and goals. The technology and its use must comply with institutional policies and procedures and be evaluated for compliance with relevant codes and laws.

S-LP must use current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and designated clients.

S-LP must explore the use of technology to enhance delivery of programs and services, especially for students at a distance or external constituencies.

When technology is used to facilitate student learning and development, S-LP must select technology that reflects intended outcomes.

S-LP must

- **maintain policies and procedures that address the security, confidentiality, and backup of data, as well as compliance with privacy laws**
- **have clearly articulated plans in place for protecting confidentiality and security of information when using Internet-based technologies**
- **develop plans for replacing and updating existing hardware and software as well as plans for integrating new technically-based or supported programs,**

including systems developed internally by the institution, systems available through professional associations, or private vendor-based systems

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

When providing student access to technology, S-LP must

- have policies on the use of technology that are clear, easy to understand, and available to all students**
- provide assistance, information, or referral to appropriate support services to those needing help accessing or using technology**
- provide instruction or training on how to use the technology**
- inform students 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 11. FACILITIES AND EQUIPMENT

Service-Learning Programs (S-LP) must have adequate, accessible, and suitably located facilities and equipment to support the 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 on an established cycle, including consideration of sustainability, and be in compliance with codes and laws to provide for access, health, safety, and security.

S-LP staff members must have workspace 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 workspace must be able to secure their own work.

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

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

Part 12. ASSESSMENT AND EVALUATION

Service-Learning Programs (S-LP) must have a clearly articulated assessment plan to document achievement of stated goals and learning outcomes, demonstrate accountability, provide evidence of improvement, and describe resulting changes in programs and services.

S-LP must have adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

Assessments must include direct and indirect evaluation and use qualitative and quantitative methodologies and existing evidence, as appropriate, to determine whether and to what degree the stated mission, goals, and intended outcomes are being met as effectively and efficiently as possible. The process must employ sufficient and sound measures to ensure comprehensiveness. Data collected must include responses from students and other constituencies, and aggregated results must be shared with those groups. Results of assessments must be shared appropriately with multiple constituents.

Results of assessments and evaluations must be used to identify needs and interests in revising and improving programs and services, recognizing staff performance, maximizing resource efficiency and effectiveness, improving student achievement of learning and development outcomes, and improving student persistence and success. Changes resulting from the use of assessments and evaluation must be shared with stakeholders.

*General Standards revised in 2011;
S-LP content developed in 2005*