Principles of Good Practice for Service Learning

1. Give academic credit for learning, not for service.

2. Do not compromise academic rigor.

3. Establish learning objectives. [standard and service-learning]

4. Establish criteria for the selection of service placements. [Mission fit with CU is important.]

5. Provide sound educational learning strategies to harvest community learning and realize course learning objectives.

6. Prepare students for learning from the community. [It's a two-way endeavor!]

7. Minimize the distinction between the students' community learning role and classroom learning role.

8. Rethink the faculty instructional role. [The instructor becomes more facilitator and less sage-on-a-stage.]

9. Be prepared for variation in, and some loss of control with, student learning outcomes.

10. Maximize the community responsibility orientation of the course.

---adapted from Howard, J. (Ed.). (2001). *Service-Learning Course Design Workbook*. Ann Arbor: University of Michigan OCSL Press, pp. 16-19; In Jacoby, B. (2015). *Service-Learning Essentials*. San Francisco: Jossey-Bass.