



Office of Academic Service-Learning Experience Agreement

COURSE _____ PROFESSOR _____
STUDENT _____
COMMUNITY PLACEMENT SITE _____
COMMUNITY PLACEMENT CONTACT _____

Service Activity (please circle): INDIRECT DIRECT OTHER

Student Service-Learning Blue Print

To be completed by the student, faculty member and community site supervisor.

Learning Goals:

- 1.
- 2.
- 3.

Engagement Responsibilities on site:

- 1.
- 2.
- 3.
- 4.

Requirements (for check-in, dress, professionalism)

- 1.

Questions? Please contact: EMU's Office of AS-L www.emich.edu/asl 734.487.6570

(forms adapted from Rollins College Center for Community Engagement)



2.

3.

Additional engagement responsibilities (including learning outcomes, requirements etc.)

- Arrive on time for every session.
- Call and inform the site ahead of time if you are unable to work when scheduled (at least 24-hours in advance).
- Define an appropriate set of responsibilities for your service-learning experience with your faculty member and supervisor.
- Be patient, and be productive! Make the best use of your time at the agency.
- Make sure you know who at the agency you should report any concerns, and inform your professor.
- Keep an accurate record of your hours and complete the number of hours required by the class and/ or agency. Have service time cards signed.
- Sign learning agreement
- <<ADD Additional here>>

Student's Signature

Date

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(forms adapted from Rollins College Center for Community Engagement)



Community Partner Contact Service-Learning Blue Print

To be completed by the student, faculty member and community site supervisor.

Learning Outcomes for Community Agency (that connect directly to learning outcomes and academic curriculum):

- 1.
- 2.
- 3.

Co-Educator Responsibilities on site (for supervision, direction, project management, education and reflection):

- 1.
- 2.
- 3.
- 4.

Additional engagement responsibilities for community partner/agency (including learning outcomes, requirements ect)

List here:

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(forms adapted from Rollins College Center for Community Engagement)



Community Placement Site Responsibilities:

- Serve as a co-educator in the learning environment for the student.
- Provide information to the student about the agency and its services to the community.
- Provide the student with the name and contact information of someone at the agency (community site supervisor) to report any concerns.
- Verify if necessary the student's hours each week.
- Effectively monitor the performance of the student.
- Contact faculty member immediately if efforts to resolve problems with the student are unsuccessful.
- <<ADD Additional here>>

Faculty Signature

Date

Community Placement Site Supervisor Signature

Date

Student Signature

Date

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(forms adapted from Rollins College Center for Community Engagement)



Faculty Service-Learning Blue Print

To be completed by the faculty member and community site supervisor.

Goals for Faculty engaged in the experience (that connect directly to learning outcomes, academic curriculum):

Personal

1.

2.

Professional

1.

2.

Responsibilities for the partnership (contact, education and reflection):

1.

2.

3.

4.

Additional engagement responsibilities for Faculty member overseeing the project (including learning outcomes, requirements, etc.)

List here:

Faculty Responsibilities:

Questions? Please contact: EMU's Office of AS-L www.emich.edu/asl 734.487.6570

(forms adapted from Rollins College Center for Community Engagement)



- Serve as a **co-educator in** the learning environment in partnership with the student and community agency/partner
- Develop and build a mutual and reciprocal relationship and/or partnership with community agency, keeping line of communication open throughout the project/experience
- Provide information to the student about the agency and its services to the community (before entering the community).
- Effectively monitor the performance of the student, sharing any concerns with community partner that might cause a problem in the community environment.
- Engage students in rigorous *pre* and *reflection* of activities and experiences, allowing them to make meaning of engagement and connect their experience to the academic curriculum
- Assess student as a part of their overall grade for the course (ie: through reflective journals, blogs, presentations, story circles) not on the quality of their service.
- Contact faculty member if efforts to resolve problems with the community agency or student are unsuccessful.
- <<ADD Additional here>>

Faculty Signature

Date

Community Placement Site Supervisor Signature

Date

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(forms adapted from Rollins College Center for Community Engagement)