

From Placements TO PARTNERSHIPS

The Progressive Competencies of Service-learning

From Placements. . .

- Minimalist relationship between community partner and service-learning office/faculty
- Focus of service project is on meeting short-term goals and hourly requirements
- Relationship between the community partner and educational institution ends when the project is completed
- Reflection is an activity that only occurs in the classroom
- Community partner role limited to accepting placements, supervising students, and possibly completing an evaluation of student work
- Impact of student on organization is minimal and short term

To PARTNERSHIPS!

- **Community partners, faculty, and students tailor service experiences to closely integrate with coursework and learning objectives**
- **Community partners and educational institutions work together on the design and development of service-learning projects (contracts, syllabi, evaluations)**
- **Community partner is a co-teacher with faculty member.**
- **Community partners co-facilitate reflection activities**
- **Faculty member serves as a co-advocate for community organization**
- **Partnership is ongoing, not limited to only an academic term or specific hourly requirement**

