Policy Code	Policy Name	
DAU 11-4	**Service-Learning Policy**	

Responsible Executive	Current Revision Date	Next Revision Date
- Deans Of the Colleges - Colleges Staff - Community Engagement and Industry Linkage Committee (CE&ILC) - Community Engagement Unit	10/2023	10/2027

1. Policy Purpose

This policy guides the practice and promotion of Service-Learning as a core institutional function integrated with teaching, learning, and research.

2. Policy Scope

This policy applies to all Colleges students in all academic programs of DAU.

3. Policy Statement

Service Learning: engages students in activities where both the community and students are the primary beneficiaries. The main goals are to provide services to the community through students based on their studies. This will enhance student learning through the rendering of these services. Reciprocity is a central characteristic of this type of learning and an emphasis is placed on integrating community service with scholarly activities, i.e., research teaching and learning.

This form of community engagement is also referred to as 'academic service learning'; academic community service' and 'community-based learning. Students reflect on their service activities to learn curricular concepts and practice problem-solving and evaluative skills as well as analytical, critical, and reflective thinking.

Note: Internships and service learning are two different things.

In terms of the main benefit, the difference between service learning and an internship is clearly showed in the next section:

- The principle of service learning: students gain valuable knowledge through the experience of performing a service to the community.
- The principle of an internship: the organization offers a learning environment, which includes proper training and supervision of the intern's pre-professional work experience, making the student the internship's principal benefactor.

Minimum criteria for designating service-learning courses: Courses designated as including service-learning shall:

- Introduce students to the principles of community-service learning.
- Complete at least 10 hours per academic term of direct academically relevant community service.
- Require students to integrate the learning derived from service with subject matter outcomes through relevant activities such as guided discussions, journal assignments, written assignments, projects, and/or class presentations.
- Evaluate students' abilities to integrate the learning derived from service with subject matter outcomes, not merely on the performance of community activities. This evaluation should contribute directly to student grades.

Service-learning sites: Appropriate sites for service learning are non-profit, public service organizations outside of the academic context and within the local communities which they serve. The site should be an organization or partner whose mission and work address community-identified needs and directly connect to the content of the academic course.

Service-learning site supervisor: Students and professors should collaborate with a site supervisor who will provide them with an introduction to the site's objectives and mission. The site supervisor instructs and supervises students performing the service activity.

Service-learning agreement: A service-learning agreement should be approved in advance of the service activity and should include:
- The learning objectives of the service activity
- Responsibilities, duties, and time commitment of the student at the service site
- Responsibilities and duties of the Site Supervisor
- Description of the academic assignment to the student
- Students are not to receive payment for the service-learning activity.

4. Policy Procedure

Procedures of assignments for effective service learning

Reflective Journaling—Students create written records of their observations of service activities and the communities in which they work. With regular daily or weekly entries, journals provide a means for connecting course content to agreed-upon learning goals and responsibilities of the service activities, and observations of the organizations and the communities they serve. Specific journal writing assignments also assist students in consciously reflecting on specific observations or incidents that occur within the context of the service activity.

Facilitated Meetings—Reflection is fostered within the context of a facilitated group meeting. Students debrief their service learning experiences through focused commentary on selected journal entries. Group discussion around questions arising from reflections on observations provides opportunities for further connections to the course content and learning objectives.

Portfolio—A student creates a portfolio to present samples of his/her written work, projects, photographs, videos, reports, summaries, and other documentation of the learning outcomes of the service-learning experience. The portfolio provides an illustration of what the student contributed to the organization and the community that it serves and how his/her skills, knowledge, and practice have expanded through the service-learning activity.

Topical Paper—A paper to be written at the conclusion of the service- learning experience integrates the experience with one or more topics from the course. Researched references should be cited to support the conclusions drawn. The paper provides a chance for reflection and integration of the service experience within the expected course outcomes framework and for identifying questions for further exploration and research.

5. Related Policies/ Documents/ Forms

DAU 11-2 Community Engagement Policy

6. Document History

Version	Issue/ Rev. Date	Updated Information/ Summary of changes
1	10/2023	1^Sst issue of the Policy