




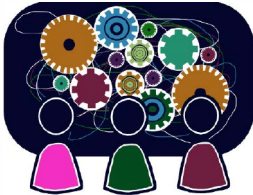


How Values Inform Service-Learning Practice at Slippery Rock University

We Believe...	Attribute	Our Practice
<p>...that campus and community, working as equitable partners and co-educators, can create transformative change</p>	<p>Reciprocal Partnerships</p> 	<p>Reciprocal partnerships and processes shape the community activities and course design.</p>
<p>...engaging in activities that reflect the concerns and priorities of the community deepens both civic and academic learning and enhances community wellbeing</p>	<p>Community Activities</p> 	<p>Community activities enhance academic content, course design, and assignments.</p>
<p>...the public purpose of higher education is to promote the development of engaged citizens who will uphold democratic values and serve the public good</p>	<p>Civic Competencies</p> 	<p>Civic competencies (i.e. knowledge, skills, dispositions, behaviors) are well integrated into student learning.</p>
<p>...engaging across difference promotes an awareness of the interdependence between self and society, which serves to humanize others and build vibrant communities</p>	<p>Diversity of Interactions and Dialogue</p> 	<p>Diversity of interactions and dialogue with others across difference occurs regularly in the course.</p>
<p>...critical reflection bridges service and learning in order to enhance and reinforce both, enabling meaning to be derived from the experience, and hastening the creation of capable citizens</p>	<p>Critical Reflection</p> 	<p>Critical reflection is well integrated into student learning.</p>
<p>...assessment shows evidence of impact among multiple stakeholders for the purpose of continuous quality improvement, including teaching, learning, partnership, and community impact</p>	<p>Assessment</p> 	<p>Assessment is used for continuous course improvement.</p>

Adapted from Hatcher, Bringle, & Hahn, Nov. 2016