

## **Principles of Good Practice in Community Service Learning and Pedagogy**

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For a complete summary of each of these principles refer to Howard, J. (1993) Community service learning in the curriculum, in J. Howard (Ed.), Praxis I: A faculty casebook on community service learning. 3-12. Ann Arbor, MI: OCSL Press, or Howard, J (2001) Service-learning course design workbook. Ann Arbor, MI: OCSL Press.

- **Academic credit is for learning, not for service.**
- **Do not compromise academic rigor.**
- **Establish learning objectives.**
- **Establish criteria for the selection of community service placements.**
- **Provide educationally-sound learning strategies to harvest community learning and realize course learning objectives.**
- **Prepare students for learning from the community.**
- **Minimize the distinction between the students' community learning role and classroom learning role.**
- **Re-think the faculty instructional role.**
- **Be prepared for variation in, and some loss of control with, student learning outcomes.**
- **Maximize the community responsibility orientation of the course.**