

# The University of Texas at Austin Service Learning Contract

## PART I • Contact Information

Student \_\_\_\_\_ E-mail: \_\_\_\_\_ Phone # \_\_\_\_\_

Agency \_\_\_\_\_ Service Location \_\_\_\_\_

Agency Supervisor \_\_\_\_\_ E-mail: \_\_\_\_\_ Phone # \_\_\_\_\_

## PART II • Service Learning Position Description

Position Title \_\_\_\_\_ Description of Service \_\_\_\_\_

## PART III • Place an X in the line after both the student & the supervisor have discussed each item. Intended to be completed by student and supervisor at face-to-face meeting

### Student

- A** I understand the mission of the organization.
- B** I will seek to achieve the following academic and personal educational ends:
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- C** I understand the expectations that the agency has of me and am prepared to meet them.
- D** Total hours to be completed: \_\_\_\_\_  
Start date of service: \_\_\_\_\_  
Ending date of service: \_\_\_\_\_  
Optional: I will work from \_\_\_ a.m./p.m. to \_\_\_ a.m./p.m. on the following days: (circle)  
S M T W T F S
- Optional: I will work: (circle)  
Daily Weekly Bi-Weekly Monthly
- E** I will maintain consistent communication with the organization supervisor as agreed upon, and will discuss any problems that arise. My preferred method of communication is: (circle) Phone Email
- F** I will complete an evaluation with the supervisor at the end of my service

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Agency

- A** I have communicated the mission of our organization
- B** I am prepared to provide the opportunity for the service learning student to achieve his/her educational ends
- C** Our agency has the following expectations for the student:
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- D** Total hours I will supervise: \_\_\_\_\_  
Start date of supervision: \_\_\_\_\_  
End date of supervision: \_\_\_\_\_  
Optional: I will supervise from \_\_\_ a.m./p.m. to \_\_\_ a.m./p.m. on the following days: (circle)  
S M T W T F S
- Optional: I will supervise: (circle)  
Daily Weekly Bi-Weekly Monthly
- E** I will maintain consistent communication with the student as agreed upon, and will discuss any problems that arise. My preferred method of communication is: (circle) Phone Email
- F** I will an evaluation with the student at the conclusion of the service

Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Service Learning Contract Guidelines

To ensure a quality service learning experience, the student and service organization supervisor should complete this contract together.

## PART I • Contact Information

- The UT student fills out the first line. The supervisor, the organization representative who has agreed to supervise the service learner, fills out the second line. Either party can complete the third line.

## PART II • Service Learning Position Description

- The supervisor should write the title and description of the service position that the student will be undertaking.

## PART III • Place an X in the box after both the student & the supervisor have discussed each item. It is recommended that the contract be completed at a face-to-face meeting.

**A) Mission Statement**-The supervisor confirms that they have explained the mission of the agency to the student, so the student understands the values and motivations of the organization. This step ensures that the student is aware of the values and mission of the organization/agency.

**B) Goals**-The student writes 3-5 specific academic and/or personal goals s/he wishes to obtain from experience as a service learner. These should reflect the educational objectives of the assignment. The organization acknowledges that the student is a service learner with an educational objective. The student acknowledges that the organization has a mission to fulfill. Both parties should be open to unexpected gains from the service learning experience. In addition, this section is a final check that the listed educational ends can be obtained through the agency expectations outlined in Part C.

**C) Expectations**-The student and supervisor discuss the specific skills, experience, and talents the service learner can offer. The supervisor and student agree on the outcomes that the student will be expected to complete for the agency. A service learning experience will be a more positive one if the student's personal background and talents are utilized to their fullest.

**D) Time commitment**-The student and organization supervisor should agree on the total number of hours served/to be completed along with the start and end date of the service learning project. The student and supervisor can choose to agree upon a set schedule of hours worked/supervised, days of the week and the frequency of work/supervision. The optional features allow for consistency in scheduling and clarify the time in which both the supervisor and student will be at the service location, thus preventing confusion.

**E-F) Communication** – These sections introduce the importance of open discussion between the student and the supervisor. Both parties agree to maintain constant communication with each other, to discuss problems if they arise, and to complete evaluations for each other at the conclusion of the service learning term.

**Finally**, the student and the organization representative sign and date the bottom of the contract. Copies should be created for the student, agency supervisor, and faculty member.

If there are any questions about this contract or about service learning, please feel free to call the Volunteer and Service Learning Center at 512-471-6161 or e-mail Glen Baumgart, Director, at [gbaumgart@mail.utexas.edu](mailto:gbaumgart@mail.utexas.edu).

# Service Learning Skills

## Section A- Definition of Service Learning

“Service-learning incorporates community work into the curriculum, giving students real-world learning experiences that enhance their academic learning while providing a tangible benefit for the community”  
(Campus Compact National 2007).

## Section B- Examples of possible service learning experiences:

- A. A student in a Marketing course learning about advertising finds a service learning opportunity helping Big Brothers Big Sisters to design and implement a new recruitment campaign in Central Texas.
- B. A student in a Rhetoric course decides to help serve dinners at the Salvation Army homeless shelter, using the experience as a topic for his persuasive and informative papers.
- C. A group of students in a CIS class volunteer for their class project with the Texas General Land Office and create a web page where students from all over Texas can sign up on-line for the Adopt-A-Beach environmental program.

## Section C – Resume, Narrative, & Interview

Understanding the student’s skills, talents, and experiences will assist the agency supervisor and ensures a high quality service learning experience. The student and supervisor discuss the specific skills, experience, and talents the student can offer. This can be done through a student resume, a narrative, or an informal interview by the representative, thus allowing the service learner to communicate his/her unique skills which may not be part of the educational end but may be useful to the organization regardless. A service learning experience will be a more positive one if the student’s personal background and talents are utilized to their fullest.

For starters, the student can check the following skills and experience areas that the agency supervisor may want to know about him/her:

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Accounting              | <input type="checkbox"/> Graphic Arts           | <input type="checkbox"/> Photography              |
| <input type="checkbox"/> Administrative/Clerical | <input type="checkbox"/> Health Care            | <input type="checkbox"/> Production (Radio, TV)   |
| <input type="checkbox"/> Advertising             | <input type="checkbox"/> HIV/AIDS               | <input type="checkbox"/> Program Development      |
| <input type="checkbox"/> Advocacy                | <input type="checkbox"/> International          | <input type="checkbox"/> Public Relations         |
| <input type="checkbox"/> Animal Care             | <input type="checkbox"/> Languages              | <input type="checkbox"/> Public Speaking          |
| <input type="checkbox"/> Arts/Crafts             | <input type="checkbox"/> Leadership Development | <input type="checkbox"/> Research/Evaluation      |
| <input type="checkbox"/> Child Care              | <input type="checkbox"/> Legal                  | <input type="checkbox"/> Sales/Marketing          |
| <input type="checkbox"/> Computers               | <input type="checkbox"/> Listening              | <input type="checkbox"/> Serving Food             |
| <input type="checkbox"/> Construction            | <input type="checkbox"/> Literacy/Reading       | <input type="checkbox"/> Sports                   |
| <input type="checkbox"/> Counseling              | <input type="checkbox"/> Management             | <input type="checkbox"/> Training                 |
| <input type="checkbox"/> Dancing/Drama           | <input type="checkbox"/> Math/Science           | <input type="checkbox"/> Transportation (own car) |
| <input type="checkbox"/> Entertainment           | <input type="checkbox"/> Mentoring              | <input type="checkbox"/> Tutoring                 |
| <input type="checkbox"/> ESL                     | <input type="checkbox"/> Multicultural          | <input type="checkbox"/> Writing/Editing          |
| <input type="checkbox"/> First Aid/CPR           | <input type="checkbox"/> Music                  | <input type="checkbox"/> _____                    |
| <input type="checkbox"/> Food Shopping/Errands   | <input type="checkbox"/> Nursing Care           | <input type="checkbox"/> _____                    |
| <input type="checkbox"/> Fund Raising            | <input type="checkbox"/> Outings                | <input type="checkbox"/> _____                    |
| <input type="checkbox"/> Grant Writing           | <input type="checkbox"/> Painting               | <input type="checkbox"/> _____                    |

We also recommend providing a copy of the student’s resume at the interview.