



SERVICE-LEARNING TEACHING ASSISTANT PROGRAM

The Service-Learning Teaching Assistant (S-LTA) Program is designed around four goals, (1) to train and support student S-LTAs in developing their leadership skills, (2) to provide assistance to a faculty member in implementing and maintaining the best practices of service-learning in their course, (3) to provide assistance to community partners so that learning and service goals are met, and (4) to aid student service-learners in meeting their academic and service requirements and commitments. The S-L Program provides ongoing support to S-LTAs as each acts as a liaison and resource for S-L campus and community partners.

Service-Learning (S-L) is a form of experiential learning involving partnerships between faculty-led academic courses and community-based organizations. Through these partnerships, students engage in hands-on service roles and/or projects/research by which they learn about and apply course concepts while intentionally addressing the needs/interests identified by our community partners.

THE APPLICATION PROCESS

Students

Interested students must submit an S-LTA Application along with additional required information by the specified date in the spring (for fall positions) or fall (for spring positions). **Please note:** students may apply to be an S-LTA for more than one semester on the application.

- a. Interviews of applicants begin in March for the fall & October for the spring.

Faculty

It is preferred that a faculty member recruits their S-LTA from those who have taken the course previously; however, we can recruit a student to serve as your S-LTA if necessary. Faculty members who have not already utilized an S-LTA should submit a Faculty Application by April or October to guarantee support of an S-LTA.

- b. If S-L is new to this course, please plan to meet with the S-L staff after submitting the application.
- c. A limited number of stipends are available; therefore, students are encouraged to utilize this role as a directed/independent study, practicum, internship, work-study or part-time co-op position.
- d. If a "traditional" TA is provided for the course, training that TA to fulfill the responsibilities of an S-LTA is preferable to having two separate TA positions with overlapping responsibilities.
- e. If course enrollment or students choosing S-L as an option is fewer than 10, the S-L Program reserves the right to adjust the S-LTA's responsibilities to provide broader Program support.

Notifications

Faculty and student S-LTAs will be matched for fall courses between April and August and between April and November for the spring semester. However, interviews continue until matches are made.

STUDENT QUALIFICATIONS

- Minimum 2.8 GPA
- Undergraduate Sophomore standing and above or graduate student
- Previous community service experience required, and a plus if within the Boston communities
- It is preferred if students have completed a service-learning course, but not required
- Must be able to work independently and with peers
- Excellent organizational, verbal and written skills
- A flexible schedule to accommodate responsibilities that can range from 5-15 hours per week
- Must be available 1 month prior to the start of the semester to begin training and preparation
- Must be patient and flexible with a great sense of humor and common sense!!

STUDENT RESPONSIBILITIES AND EXPECTATIONS

General

- Attend required classes and meetings with the S-L team, faculty member, and community partner(s)
- Assist faculty member with integrating service-learning with other course components
- Hold a minimum of 2 office hours per week
- Complete additional duties related to S-LTA role as necessary

Training, Preparation & Support

- Training for the fall semester positions begins in August and in late November/ early December for spring semester positions.
- Participate in the S-L Partnership Orientations the Thursday before classes start
- Facilitate Pre-reflection Workshops &/or Tours for students within the first month of classes
- Participate in S-LTA group meetings weekly in the beginning and bi-weekly the rest of the semester
- Assist faculty member in identifying appropriate and related resources
- Prepare peers in class by presenting on S-L, coordinating orientations, and providing written documentation on and support for their role/project, responsibilities, and expectations
- Regularly monitor, communicate with, and visit all parties throughout the semester to ensure service and learning goals are being met, and report questions or concerns to the professor and S-L team

Reflection

- Co-develop and facilitate reflection activities/assignments before, during, and at the end of the semester to ensure service and learning goals are met

Evaluation & Assessment

- Participate in ongoing reflection and assessment of S-LTA program throughout the semester
- Facilitate evaluation tools designed by the professor, community partners, and the S-L Program

STUDENT COMPENSATION & BENEFIT OPTIONS

- See Student Application to choose one of following compensation or credit bearing options including: Work-Study, Practicum, Internship, Directed/Independent Study, Co-op, Stipend, or Education Award
- Each of the other options may be complemented with \$1,132 to \$2,675 Education Award through AmeriCorps Student Leaders in Service program, if available and applicable (*must be US Citizens or Permanent US Resident to meet AmeriCorps requirements and engage in a minimum of 300 hours of service to take advantage of this benefit. Both W-S & non W-S students are eligible for benefit*)
- Trainings and professional development opportunities are provided throughout

FACULTY QUALIFICATIONS

- S-L must be implemented into the designated course prior to or during related semester
- Faculty member will plan to utilize best practices of S-L as outlined in S-L Course Designation form

FACULTY RESPONSIBILITIES AND EXPECTATIONS

- Submit *Faculty Application to Receive an S-LTA*
- Meet with a staff member of S-L Program to discuss best practices for utilizing S-L & S-LTA in course
- Participate in *S-L Best Practices: Roundtables for Faculty* and *S-L Partnerships Orientation*
- Set clear expectations for S-LTA and community partners about respective roles and expectations
- Meet regularly with S-LTA to provide direction, mutual feedback, and support for S-LTA development
- Provide ongoing feedback to S-L Program staff and participate in related events and meetings
- Review and abide by the expectations outlined in "The Role of the S-LTA" form

FOR MORE INFORMATION, CONTACT

The Service-Learning Program
212 Columbus Place
Phone: 617-373-7883 / Fax: 617-373-5608

service-learning@neu.edu
www.neu.edu/servicelearning
www.neu.edu/communityservice