Property	Description	Example
Direct Service	Students provide service directly to individuals while at the agency site or in the community.	• Tutoring children • Serving meals at a shelter • Facilitating oral histories at a hospice
Indirect Service	Working on behalf of an issue, population or community of concern but removed from the actual site.	• Organizing a canned food drive for a pantry • Produce a report on the impact of a certain social issue on the local community to include in agency materials such as grant proposals • Helping with a fundraising event • Sorting donations
Consultation	Individuals or teams of students work with a community organization to identify a specific need and then develop an academically-based solution for the need in the form of a final product to deliver to the community partner. Feedback from the organization staff on the strengths of each proposal provides a rich learning opportunity.	• Marketing campaign for a nonprofit organization • Design donor database for a nonprofit • Develop public relations plan for nonprofit
Capstone Project	Capstone projects are typically designed for majors and minors in a given discipline. Service acts as a point of focus for synthesizing and applying their knowledge. Projects may also incorporate the study of a topic. Capstone courses are useful in helping students transition from theory to practice.	After interviewing the teachers, staff, and students of a local school, the student team proposes a way to use locally grown produce to improve the taste and nutrition of school lunches, while staying within the current food budget. They work with local food producers and school staff to facilitate the arrangements and agreements to implement the plan for one semester as a pilot project.
Community-Based Action Research	Students, working in teams or independently, and faculty work with the community to design and implement research to answer a given question.	Working with an after-school tutoring program to gather and analyze data on reading scores and student attitudes toward school to inform the design of the program.
Community Based Internships	More lengthy and intense than traditional service-learning. Service internships differ from traditional internships in in that students are required to link their service experiences with discipline-based theory throughout the internship. Principles of community engaged learning are followed such as reciprocity,	

	partnership, etc.	
Individual, Group or Full Class	Courses vary in terms of whether students work on their service or research project alone, in a small group, or with the full class. Group or full class projects that require the students to work collaboratively in problem solving and task coordination offer a powerful civic learning experience. It may be a challenge for community partners to handle large numbers of students at once. In such circumstances, students may all serve the same organization but scheduled at different times, or they may serve several organizations of the same type.	
Single or Multiple Community Partner/s	Using the metaphor of the community engagement experience as a text, when all the students are working at one site (whether they are together or going at different times of the week), they are reading from the same text. When the students work at multiple sites, the students have read different texts and are able to share their learning with each other.	