

## References

- Ash, S. L., & Clayton, P. H. (2009). Generating, deepening, and documenting learning: The power of critical reflection for applied learning. *Journal of Applied Learning in Higher Education*, 1(1), 25-48. [https://doi.org/10.57186/jalhe\\_2009\\_v1a2p25-48](https://doi.org/10.57186/jalhe_2009_v1a2p25-48)
- Balbach, E. D. (1999). *Using case studies to do program evaluation*. Sacramento, CA: California Department of Health Services.
- Beard, C., & Wilson, J. P. (2013). *Experiential learning: A handbook for education, training and coaching* (3rd Ed.). Philadelphia, PA: Kogan Page.
- Carrington, S., Mercer, K. L., Iyer, R., & Selva, G. (2015). The impact of transformative learning in a critical service-learning program on teacher development: Building a foundation for inclusive teaching. *Reflective Practice*, 16(1), 61-72. <https://doi.org/10.1080/14623943.2014.969696>
- Daniels, K. N., Patterson, G., & Dunston, Y. (2010). Rules of engagement: A service learning pedagogy for pre-service teacher education. *Journal for Civic Commitment*, 15, 1–16.
- Fitch, P., Steinke, P., & Hudson, T. D. (2013). Research and theoretical perspectives on cognitive outcomes of service learning. In P.H. Clayton, R. G. Bringle, & J. A. Hatcher (Eds.), *Research on service learning: Conceptual frameworks and assessment* (pp. 57-83). Sterling, VA: Stylus Publishing, LLC.
- Jacoby, B. (1996). *Service learning in higher education: Concepts and practices*. San Francisco: Jossey-Bass.
- Jacoby, B. (2015). *Service-learning essentials: Questions, answers, and lessons learned*. San Francisco: Jossey-Bass.
- Henning, J. E., Erb, D. J., Randles, H. S., Fults, N., & Webb, K. (2016). Designing a curriculum for clinical experiences. *Issues in Teacher Education*, 25(1), 23-39.
- Kuh, G. D. (2008a). *High-impact practices: What they are, who has access to them, and why they matter*. Washington DC: Association of American Colleges and Universities.
- Lopez, P. (2016). Student perceptions of a summer bridge program for underrepresented students. *Journal of Applied Research in the Community College*, 23(1), 27-39.
- Parkay, F. W. (2019). *Becoming a teacher* (11th ed.). Hoboken, NJ: Pearson.
- Pike, G. R. & Kuh, G. D. (2005). A typology of student engagement for American colleges and universities. *Research in Higher Education*, 46(2), 185–209. <https://doi.org/10.1007/s11162-004-1599-0>
- Sablan, J.R. (2014). The challenges of summer bridge programs. *American Behavioral Scientist*, 58(8), 1035-1050. <https://doi.org/10.1177/0002764213515234>