**Welcome | Introduction**

Dear Faculty,

Welcome to service- learning at Austin Peay State University, we hope this handbook can provide clarity and resources for those looking to teach a service- learning course. As of summer 2015 we have 28 designated courses representing 14 academic departments but we hope to grow that number dramatically. Service- Learning is a recognized high impact practice from the E^3 initiative, included in tenure and promotion language, and a nationally recognized teaching strategy. We look forward to strengthening the opportunities for growth in service- learning one faculty member at a time.

Service - learning has been happening for decades at Austin Peay through dedicated faculty members who saw the value and believed in the power of this teaching style. It was only in 2010 that institutionalization of service- learning began on campus through Provost Denley’s guidance. A formalized designation process, support and resources, and assessment of service-learning has grown into the Center for Service- Learning & Community Engagement. In the course of 5 years we have seen a campus cultural shift towards celebrating and encouraging high impact practice teaching strategies and are eager to increase the increase the number of courses offered to students.

The literature on service- learning states that it invigorates educational subjects, improves student retention of material, and helps develop critical thinking (Elyer, Giles, Stenson, and Gray, 2011). But let me inform you what Austin Peay students say about their service- learning experience:

81.82% helped them see real life application of coursework

67% improved problem solving skills

85% reflecting on SL helped me learn class material

85% how coursework can help the community

I hope these numbers encourage and excite you as you begin your journey to becoming a service – learning faculty member. The next pages give insight on what exactly is “Service – Learning”, how to set up a course, and the resources abound. If we have missed something in this handbook, please come e-mail/ call/ visit us for assistance – we are here to help!

Alexandra Wills

Director, Center for Service-Learning & Community Engagement

**Acknowledgements**

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The Service- Learning advisory board is charged with approving and promoting designated service- learning courses to insure the upmost quality of student experiences. The 2015 -2015 members of the service – learning advisory board are as follows:

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Service LearningHZUnit ID

**Table of Contents**

|  |
| --- |
| **About** |
| Service Learning Defined 6 |
| Service Learning Best Practices 7 |
| Other types of High Impact Practices 11 |
| Benefits of Service Learning 13 |
| Service & Learning, working together 15 |
| Expectations and Responsibilities in Service-Learning 17 |
| Risk Assessment 18 |
| **SL designation** |
| APSU Service Learning Course Designation & Criteria 18 |
| Course Development Timeline 22 |
| Course Implementation Timeline 23 |
| **Resources** |
| Guide for Developing Service Learning Courses 24 |
| Integrating Service Learning into the Syllabus 26 |
| Course Development Worksheet 28 |
| Using Reflection 30 |
| Types of Journals 34 |
| Center for Service- Learning & Community Engagement 35 |
| SL designated courses & faculty 36 |
| Community Agencies List 37 |
| Attachment 1: MOC community partnership 43 |
| Attachment 2: SL Site visit checklist 45 |
| Attachment 3: SL student acknowledgement 46 |
| Attachment 4: Site Orientation checklist 48 |
| Attachment 5: Carpool release form 49 |

**About |** **Service Learning Defined**

Service-Learning is, essentially, a form of experiential learning where students integrate community service with the structured learning taking place in the classroom to enrich their learning of the course material. In addition, Service-Learning helps students develop critical reflection, deepens their understanding of the complex causes of social problems, and enhances their skills in working collaboratively.

Service-Learning is more than just merely volunteering; it provides a level of critical thinking not obtained through regular volunteerism. Since the service is academically anchored, it enhances what students are learning in a class and gives them an opportunity to actively reflect on what they are learning because of the experience.

After reviewing numerous available definitions of service-learning in the large body of literature related to engaged learning, the Committee agreed that the following definition for the National Service-learning Clearinghouse ([www.servicelearning.org](http://www.servicelearning.org)) best suited the needs of APSU:

**“Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.”**

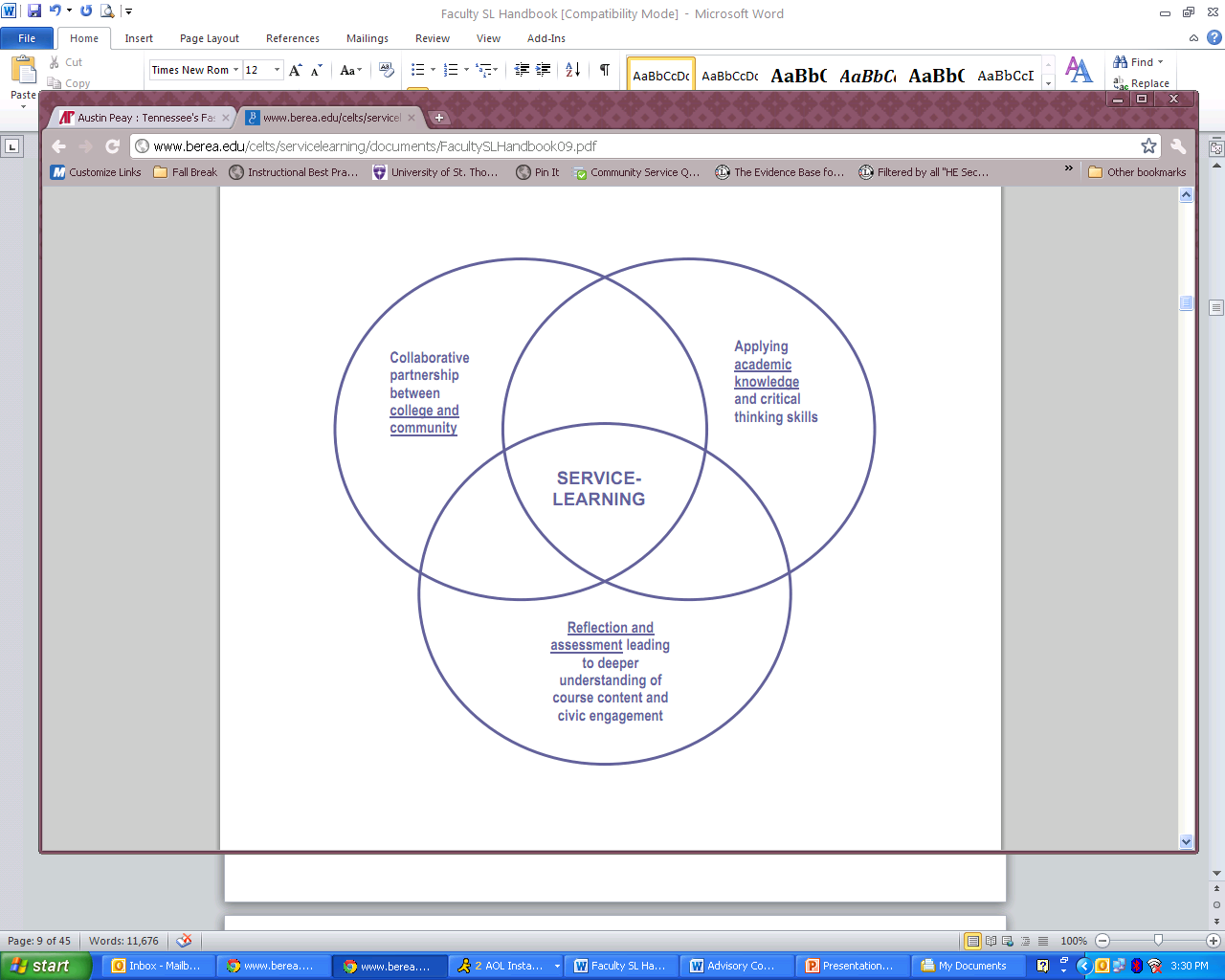
An experience must include three necessary components to be considered service learning:

1. A collaborative partnership between college and community. The community organization and the University representatives together identify a project or activity that addresses a community need or contributes to the necessary work of the organization.

2. Applying academic knowledge and critical thinking skills. The project or activity is directly related to learning goals that the students are already working to achieve. The project contributes to their understanding and knowledge of academic concepts or skills.

3. Reflection and assessment leading to a deeper understanding of course content and civic engagement. Students participate in a structured reflection or assessment process which facilitates the integration of the service experience and course content.

The diagram below illustrates how these three elements work together to create a service- learning course:



**About | SL Best Practices**

Howard (1993) identified ten principles of good practice concerning academic service-learning pedagogy. These focus on the academic course, the service experience, and new experiences for the faculty member:

**Principle 1: Academic Credit is for Learning, Not for Service**

Credit in academic courses is assigned to students for the demonstration of academic learning. It should be no different in community Service-Learning courses. Academic credit is for academic learning, and community service is not academic in nature. Therefore, the credit must not be for the performance of service. However, when community service is integrated into an academic course, the course credit is assigned for both the customary academic learning as well as for the utilization of the community learning. Similarly, the student’s grade is for the quality of learning and not for the quality (or quantity) of service.

**Principle 2: Do Not Compromise Academic Rigor**

Academic standards in a course are based on the challenge that readings, presentations, and assignments present to students. These standards ought to be sustained when adding a community service component. Though experience-based learning is frequently perceived to be less rigorous than academic learning, especially in scholarly circles, we advise against compromising the level of instructor expectation for student learning. The additional workload imposed by a community service assignment may be compensated by additional credit, but not by lowering academic learning expectations. Adding a service component, in fact, may enhance the rigor of a course because in addition to having to master the academic material, students must also learn how to learn from community experience and merge that learning with academic learning, and these are challenging intellectual activities that are commensurate with rigorous academic standards.

**Principle 3: Set Learning Goals for Students**

Establishing learning goals for students is a standard to which all courses ought to be accountable. Not only should it be no different with community Service-Learning courses, but in fact, it is especially necessary and advantageous to do so with these kinds of courses. With the addition of the community as a learning context, there occurs a multiplication of learning paradigms (e.g. inductive learning, synthesis of theory and practice) and learning topics (e.g. the advantage of the rich bounty of learning opportunity offered by the community, requires deliberate planning of the course learning goals.

**Principle 4: Establish Criteria for the Selection of Community Service** **Placements**

To optimally utilize community service on behalf of the course learning requires more than merely directing students to find a service placement. Faculty who are deliberate about establishing criteria for selecting community service placements will find that the learning that students extract from their respective service experiences will be of better use on behalf of course learning than if placement criteria are not established.

We offer three criteria as essential in all community Service-Learning courses:

1. The range of service placements ought to be circumscribed by the content of the course; homeless shelters and soup kitchens are learning appropriate placement for a course on homelessness, but placements in schools are not.
2. The duration of the service must be sufficient to enable the fulfillment of learning goals; a one-time two-hour shift at a hospital will do little for the learning in a course on institutional health care.
3. The specific service activities and service contexts must have the potential to stimulate course-relevant learning; filing records in a warehouse may be of service to a school district, but it would offer little to stimulate learning in a course on elementary school education.

We also offer three guidelines regarding the setting of placement criteria:

1. Responsibility for insuring that placement criteria are established that will enable the best student learning rests with the faculty.
2. The learning goals established for the course will be helpful in informing the placement criteria.
3. Faculty who utilize the Service-Learning office on campus or a volunteer service office in the community to assist with identifying criteria-satisfying community agencies will reduce their start-up labor costs.

**Principle 5: Provide Educationally-Sound Mechanisms to Harvest the** **Community Learning**

Learning in a course is realized by the proper mix and level of learning formats and assignments. To maximize students’ service experiences on behalf of course learning in a community Service-Learning course requires more than sound service placements. Course assignments and learning formats must be carefully developed to both facilitate the students’ learning from their community service experiences as well as to enable its use on behalf of course learning. Assigning students to serve at a community agency, even a faculty approved one, without any mechanisms in place to harvest the learning there from, is insufficient to contribute to course learning. Experience, as a learning format, in and of itself, does not consummate learning, nor does, mere written description of one’s service activities.

Learning interventions that instigate critical reflection on and analysis of service experiences are necessary to enable community learning to be harvested and to serve as an academic learning enhancer. Therefore, discussions, presentations, and journal and paper assignments that provoke analysis of service experiences in the context of the course learning and that encourage the blending of the experiential and academic learning’s are necessary to help insure that the service does not underachieve it is role as an instrument of learning. Here, too, the learning goals set for the course will be helpful in informing the course learning formats and assignments.

**Principle 6: Provide Support for Students to Learn How to Harvest the** **Community Learning**

Harvesting the learning from the community and utilizing it on behalf of course learning are learning paradigms for which most students are under-prepared. Faculty can help students realize the potential of community learning by either assisting students with the acquisition of skills necessary for gleaning the learning from the community, and/or by providing examples of how to successfully do so. An example of the former would be to provide instruction on participant-observation skills; an example of the latter would be to make a file containing past outstanding student papers and journals to current students in the course.

**Principle 7: Minimize the Distinction Between the Student’s Community** **Learning Rose and the Classroom Learning Role**

Classroom and communities are very different learning contexts, each requiring students to assume a different learner role. Generally, classrooms provide a high level of learning direction, with students expected to assume a largely learning-follower role. In contrast, communities provide a low level of learning direction, with students expected to assume a largely learning-leader role. Though there is compatibility between the level of learning direction and the expected student role within each of these learning contexts, there is incompatibility across them.

For students to have to alternate between the learning-follower role in the classroom and the learning-leader role in the community not only places yet another learning challenge on students but it is inconsistent with good pedagogical principles. Just as we do not mix required lectures (high learning-follower role) with a student-determined reading list (high learning-leader role) in a traditional course, so, too, we must not impose conflicting learner role expectations on students in community Service- Learning courses.

Therefore, if students are expected to assume a learning-follower role in the classroom, then a mechanism is needed that will provide learning direction for the students in the community (e.g. community agency staff serving in an adjunct instructor role); otherwise, students will enter the community wearing the inappropriate learning- follower hat. Correspondingly, if the students are expected to assume a learning- leader role in the community, then room must be made in the classroom for students to assume a learning-leader role; otherwise, students will enter the classroom wearing the inappropriate learning-leader hat. The more we can make consistent the student’s learning role in the classroom with her/his learning role in the community, the better the chance that the learning potential within each context will be realized.

**Principle 8: Re-Think the Faculty Instructional Role**

Regardless of whether they assume learning-leader or learning-follower roles in the community, community Service-Learning students are acquiring course-relevant information and knowledge from their service experiences. At the same time, as we previously acknowledged, students also are being challenged by the many new and unfamiliar ways of learning inherent in community Service-Learning. Because students carry this new information and these learning challenges back to the classroom, it behooves Service-Learning faculty to reconsider their interpretation of the classroom instructional role. A shift in instructor role that would be most compatible with these new learning phenomena would move away from information dissemination and move toward learning facilitation and guidance. Exclusive or even primary use of the traditional instructional model interferes with the promise of learning fulfillment available in a community Service-Learning course.

**Principle 9: Be Prepared for Uncertainty and Variation in Student Learning** **Outcomes**

In college courses, the learning stimuli and class assignments largely determine student outcomes. This is true in community Service-Learning courses too. However, in traditional courses, the learning stimuli (e.g., lectures and reading) are constant for all enrolled students; this leads to predictability and homogeneity in student learning outcomes. In community Service-Learning courses, the variability in community service placements necessarily leads to less certainty and homogeneity in student learning outcomes. Even when community Service-Learning students are exposed to the same presentations and the same reading, instructors can expect that the content of the class discussions will be less predictable and the content of student papers will be less homogeneous than in courses without a community assignment.

**Principle 10: Maximize the Community Responsibility Orientation of the** **Course**

If one of the objectives of a community Service-Learning course is to cultivate students’ sense of community and social responsibility, then designing course learning formats and assignments that encourage a communal rather than an individual learning orientation will contribute to this objective. If learning in a course in privatized and tacitly understood as for the advancement of the individual, then we are implicitly encouraging a private responsibility mindset; [an example would be to assign papers that students write individually and that are read only by the instructor.] On the other hand, if the learning is shared amongst the learners for the benefit of the corporate learning, then we are implicitly encouraging a group responsibility mentality; [an example would be to share those same student papers with the other students in the class.] This conveys to the students that they are resources for one another, and this message contributes to the building of commitment to the community and civic duty.

By subscribing to the set of 10 pedagogical principles, faculty will find that students’ learning from their service will be optimally utilized on behalf of academic learning, corporate learning, developing a commitment to civic responsibility, and providing learning-informed service in the community.

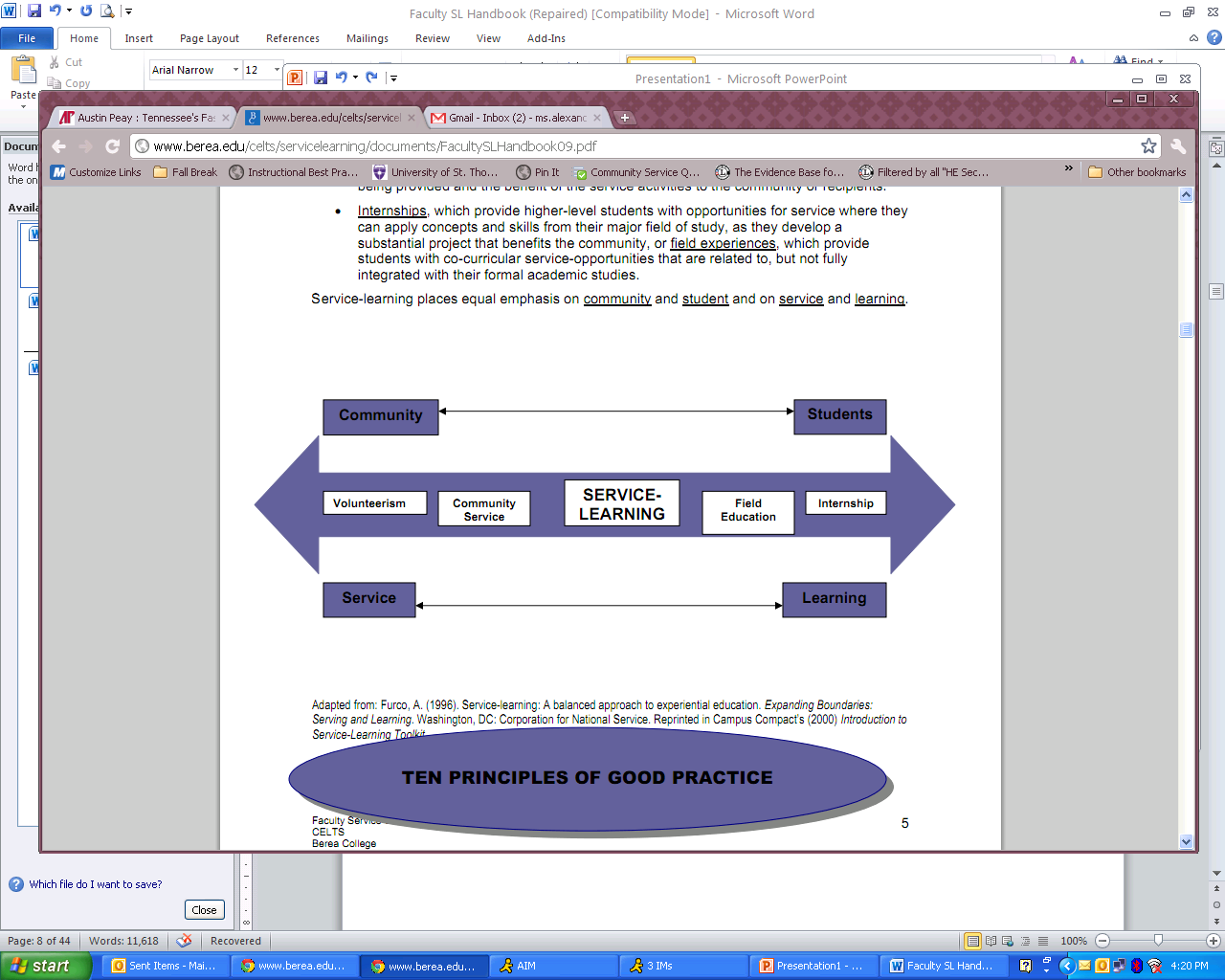
*Howard, J. (2001). Principles of good practice for service-learning pedagogy. In J. Howard (Ed.), Service learning course design workbook (pp.16-19). Ann Arbor, Michigan: OCSL Press.*

**About | Other Types of High Impact Practices**

Service-learning is different than other community outreach and academic experiences because it attributes equal weight to both service and learning goals. Think of community outreach activities on a continuum, as illustrated below. At one end, the focus is on the community as the beneficiary of service. On the other end of the continuum, the focus is on the student as the beneficiary of learning. Service-learning differs from:

* Volunteerism and community service, where the primary emphasis is on the service being provided and the benefit of the service activities to the community or recipients.
* Internships, which provide higher-level students with opportunities for service where they can apply concepts and skills from their major field of study, as they develop a substantial project that benefits the community, or field experiences, which provide students with co-curricular service-opportunities that are related to, but not fully integrated with their formal academic studies.

Service-learning places equal emphasis on community and student and on service and learning:

There are many types of community involvement. However, it is important to note some vital distinctions between Service-Learning and these other forms of participation:

**Volunteerism**, where the primary emphasis is on the service being provided and the primary intended beneficiary is clearly the service recipient.

**Community Service,** where the primary focus is on the service being provided, as well as the benefits the service activities have on the recipients.

**Internships** that engage students in service activities primarily for the purpose of providing students with hands-on experiences that enhance their learning or understanding of issues relevant to a particular area of study.

**Field Education** that provides students with co-curricular service opportunities that re related, but not fully integrated, with their formal academic studies.

*From Andrew Furco, “Service Learning: A Balanced Approach to Experiential Education.” Expanding Boundaries: Service and Learn. Corporation for National Service, 1996.*

For a better idea of terminology, here are some descriptions of student engagement methods that are occasionally incorrectly used as interchangeable with “Service Learning”.

|  |  |
| --- | --- |
| **Experiential Education** | Emotionally engaged learning in which the learner experiences a visceral connection to the subject matter. Good experiential learning combines direct experience that is meaningful to the student with guided reflection and analysis. It is a challenging, active, student-centered process that impels students toward opportunities for taking initiative, responsibility, and decision making. (Source: National Service Learning Clearinghouse www.servicelearning.org/) |
| **Internship** | A carefully monitored work or service experience in which an individual has intentional learning goals and reflects actively on what he/she is learning through the experience. (Source: National Society for Experiential Education www.nsee.org |
| **Externship** | A training program that is part of a course of study of an educational institution and is taken in private business (Source: http://www.m-w.com/dictionary/externship) |
| **Practicum** | A school or college course, especially one in a specialized field of study, that is designed to give students supervised practical application of previously studied theory (Source: www.thefreedictionary.com) |
| **Cooperative Education** | Cooperative education is a structured educational strategy integrating classroom studies with learning through productive work experiences in a field related to a student's academic or career goals. It provides progressive experiences in integrating theory and practice. Co-op is a partnership among students, educational institutions and employers, with specified responsibilities for each party. (Source: National Commission for Cooperative Education, Cooperative Education Association and the Cooperative Education Division of the American Society for Engineering Education) |
| **Field Work** | An investigation carried out in the field rather than in a laboratory or headquarters**.**  (Source: www.thefreedictionary.com) |
| **Community Engagement** | Colleges, universities, and community colleges cooperate with nonprofit agencies, government agencies, faith-based organizations, and individuals to improve the community in which the institution resides. (Source: National Service Learning Clearinghouse www.servicelearning.org/) |
| **Civic Engagement** | Individual and collective actions designed to identify and address issues of public concern. Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. It can include efforts to directly address an issue, work with others in a community to solve a problem or interact with the institutions of representative democracy. Civic Engagement encompasses a range of activities such as working in a soup kitchen, serving on a neighborhood association, writing a letter to an elected official or voting. (Source: Pew Charitable Trusts) |
| **Volunteerism** | The performance of formal service to benefit others or one's community without receiving any external rewards; such programs may or may not involve structured training and reflection.  (Source: National Service Learning Clearinghouse www.servicelearning.org/) |
| **Community Service** | Community Service is volunteerism that occurs in the community--action taken to meet the needs of others and better the community as a whole. Programs of all types, like scouts, schools or YMCAs, often perform "community service." (Source: National Service Learning Clearinghouse www.servicelearning.org/)  1. Services volunteered by individuals or an organization to benefit a community or its institutions.  2. Similar work performed by law offenders to serve a sentence in lieu of or in addition to jail time.  (Source: The American Heritage® Dictionary of the English Language, 4th Edition by Houghton Mifflin Company) |
| **Student Employment** | Employment is any type of work performed or services provided in exchange for money or other compensation. (Source: United States Citizenship & Immigration Services - USCIS) |

**About | Benefits of Service Learning**

**Students:**

* Increase your understanding of the class topic
* Gain hands-on experience (possibly leading to an internship or job later)
* Explore or cement your values and beliefs
* Have opportunities to act on your values and beliefs
* Develop critical thinking and problem-solving skills
* Grow your understanding of diverse cultures and communities
* Learn more about social issues and their root causes
* Improve your ability to handle ambiguity and be open to change; become more flexible
* Develop or enhance your skills, especially in the areas of communication, collaboration, and leadership
* Test out your skills, interests, and values in a potential career path, or learn more about a field that interests you
* Connect with professionals and community members who you will learn from
* Grow a professional network of people you might connect with again later for jobs or internships
* Satisfy your urge toward public service or civic participation
* Enriches student learning of course material and “brings books to life and life to books.”
* Engages students in active learning that demonstrates the relevance and importance of academic work for their life experience and career choices.
* Increases awareness of current societal issues as they relate to academic areas of interest.
* Broadens perspectives of diversity issues and enhances critical thinking skills.
* Improves interpersonal skills that are increasingly viewed as important skills in achieving success in professional and personal spheres.
* Develops civic responsibility through active community involvement.

**Faculty:**

* Encourage interactive teaching methods and reciprocal learning between students and faculty
* Add new insights and dimensions to class discussions
* Lead to new avenues for research and publication
* Promote students' active learning; engage students with different learning styles
* Provide opportunities for undergraduate research
* Develop students' civic and leadership skills
* Boost course enrollment by attracting highly motivated and engaged students
* Provide networking opportunities with engaged faculty in other disciplines
* Foster relationships between faculty and Twin Cities community organizations, which can open other opportunities for collaborative work
* Provide firsthand knowledge of community issues; provide opportunities to be more involved in community issues

**Community:**

* Gain additional human resources needed to achieve organizational goals
* Inject new energy, enthusiasm, and perspectives into the organization's work
* Grow the organization's volunteer pool: service-learning students will share their experiences with friends and classmates
* Increase public awareness of key issues
* Reach out to youth—an important part of any organization's future support
* Educate students/youth about community issues; correct any misperceptions
* Help prepare today's students to be tomorrow's civic leaders
* Network with colleagues in other organizations and agencies
* Identify and access other university resources; build relationships with APSU’s faculty, students, and staff

**About | Mutual Benefit**

*Adapted from* [*source: http://www.csc.vsc.edu/commuityservice/SLCommunityAgencyNeed.html*](http://www.csc.vsc.edu/commuityservice/SLCommunityAgencyNeed.html)

**COMMUNITY AGENCY NEED**

**EDUCATIONAL OBJECTIVE**

The Old Homestead Community Center needs to develop a newsletter that informs the community of the variety of programs and services they provide.

The students will work at The Old Homestead for 3 hours a week to learn about the organization. Then, after they are more familiar with the agency, they will produce a monthly newsletter to be distributed to all Castleton residents.

These students will develop several personal finance workshops to be presented to the housing complex residents. The subject matter will cover personal budgets, but the students will provide the residents resources on insurance, investments, and retirement planning.

The Rutland Housing Coalition has a group of low- income residents in a housing complex that is in dire need of help with their personal finances.

BUS 219 students need to develop a vehicle where they can demonstrate their decision making and organizational skills.

**SERVICE LEARNING STRATEGY**

**COMMUNITY AGENCY NEED**

**EDUCATIONAL OBJECTIVE**

**SERVICE LEARNING STRATEGY**

COM 307 students need to improve their PR writing skills for a non-profit organization.

Educational Objective

**EDUCATIONAL OBJECTIVE**

Marketing majors need to apply what they are learning about marketing research and strategy to real-life situations. Ideally, each marketing major should develop a portfolio of projects they worked on during their college years.

Community Agency Need

Spanish program wants its students to research and learn about the cultures of Spanish-speaking countries.

Majors will organize a Spanish Club at CES. Through club activities, CES students will learn about the Spanish language, special holidays and events, famous people of Spanish origin, etc.

Castleton Elementary School (CES) wants to expose students in early grades to diverse foreign cultures

Marketing students will develop a questionnaire for distribution to area residents. Students will tabulate responses received, develop a marketing strategy informed by survey data, and present their recommendations at a meeting of the CAC board of directors.

**SERVICE LEARNING STRATEGY**

**SERVICE LEARNING STRATEGY**

**COMMUNITY AGENCY NEED**

**EDUCATIONAL OBJECTIVE**

Crossroads Arts Council (CAC) wants to design a new marketing approach but does not really know how the organization is presently perceived across the region.

**COMMUNITY AGENCY NEED**

**About | Expectations and Responsibilities in Service Learning**

**The service site expects students…**

* To fulfill their hours and complete projects.
* To complete a Partnership agreement that indicates goals and schedule of hours, with reasonable assurance that this agreement will be honored.
* To respect the policies and expectations of the site, especially in regards to confidentiality and participation in required training sessions.
* To behave professionally while carrying out assigned tasks, including observance of their established dress code.
* To serve in a manner which preserves the reputation and integrity of Austin Peay State University
* To provide a minimum 24 hours advance notice of absence.
* To provide a minimum 48 hours advance notice if service must be ended.

**You can expect the site supervisor…**

* To provide a meaningful and satisfactory work related to skills, interests, and available time.
* To provide an orientation to the site and training for the position.
* To share as much information as possible about agency organization, policy, clients served, programs, and activities.
* To afford sound guidance, direction, and input.
* To encourage respect from fellow workers toward the student as a non-paid staff member.
* To provide an opportunity for the student to make suggestions, receive feedback, and develop a sense of being an integral part of the program.
* To complete an evaluation of your students’ efforts at the end of the term.
* To recognize your students’ efforts as a volunteer.

**You can expect the VISTA & Director for Service-Learning & Community Engagement…**

* To facilitate a basic orientation to the Service-Learning concept and requirements.
* To provide information on Service-Learning, expectations and responsibilities, and support in locating a Service-Learning site.
* To hold reflection sessions and Service-Learning Development workshops to facilitate the integration of service experience with learning objectives.
* To furnish opportunities to receive feedback and evaluate your experience at the end of the semester.

**About | Risk Management**

The purpose of the Service – learning risk management plan is insure the proper consideration for student safety and liability have been put into place for service – learning course participation. Service – learning at Austin Peay State University encourages the use of student experience with non – profit organizations as a learning strategy. By nature of the experience, students may come into contact with a higher risk of liability through these experiences. The plan outlines the steps taken by the center for service – learning and community engagement to educate the student on risk and clarify the roles and responsibilities of the community partners and faculty.

1. **Use of the Student Service – Learning Acknowledgement document (Attachment 3)**

The purpose of this document is to educate the student on potential risks, safety & well-being, transportation, financial responsibility, and personal conduct. This document is to be signed by the student at the beginning of the semester before they partake in any activity related to service – learning outside of the classroom. This document is be retained by the faculty member with copies housed in the center for service – learning & community engagement.

1. **MOU Community Partnership Agreement (Attachment 1)**

The purpose of this document is to outline the roles and responsibilities of the student, community partner, and faculty member during the course of the service – learning experience. This document must be signed at the beginning of the semester before activity related to service – learning outside of the classroom begins. This document is to be signed by the student, community partner representative, faculty member and the CSLCE director. This document is to be retained by the center for service- learning and community engagement.

1. **Student orientation/ training on site (Attachment 4)**

These guidelines are provided for community partners to outline the topics to be covered upon site orientation/ training when students first arrive at the community partner site. The coverage of these topics should lessen the risk for students and the community partner

1. **Student Liability Insurance Coverage**

Service – learning courses that place students working with at – risk populations (children, elderly, and persons with disabilities) will require that the students have personal liability insurance. A copy of the certificate for insurance will be kept on file in the center for service – learning and community engagement.

1. **Site Visit Evaluation (Attachment 45)**

In conjunction with the MOU community partnership agreement, a site visit evaluation will occur to sites where students will be physically present. These site visits will occur once every 5 years and will be conducted by the faculty member or the director for service – learning and community engagement.

**The resulting documentation relating to the Risk Management plan contains**:

1. Student service – learning acknowledgement document
2. MOU community partnership document
3. Site orientation/ training checklist
4. Site visit evaluation document

**SL Designation | APSU Service – Learning Course Designation & Criteria**

**Introduction:**

In order for a course to be approved as a service-learning course, and designated as such by the University Registrar, faculty will need to review the course criteria and submit the following to the Service-Learning Advisory Committee:

1. A statement of intent, and
2. A projected syllabus for the course.

Once a course is approved, it will not need to be re-evaluated, unless there are substantial changes to the service-learning aspect of the course.

**Service- Learning Criteria:**

In order for a course to be officially deemed “Service-Learning,” the course must be approved for designation by the Service-Learning Advisory Committee and therefore listed as such in the course catalog.

1. **A service-learning (SL) course must require between 13 – 15 mandatory hours of volunteer work during the semester, to be completed prior to the last day of class.**
2. **Volunteer work must benefit the community, not principally the needs of a company or individual.  The volunteer activity must be consistent with the mission and vision of the university.**
3. **To insure a uniform standard of expectation and excellence, all courses bearing the SL designation will be pre-approved by the SL committee or the Provost’s designee.**
4. **At least two different forms of reflection are required in each SL course.  These activities should connect course material/academic content with the service experience. Examples include journals, case studies, portfolios, presentations, papers, and/or online discussions.**
5. **To assist systematic campus-wide tracking, all student participants will complete pre/ post surveys regarding their SL experience.  These data will be used to evaluate impact and support a future application for the Carnegie’s Community Engagement classification.**
6. **Faculty planning to teach a SL course will consult with Alexandra Wills and complete a Partnership Agreement Form at least 2 weeks prior to the beginning of class.**

**Process Description:**

1. **Criteria:** Faculty should first review the criteria for service-learning course designation (see above) and make sure that their idea will satisfy those criteria. If not, faculty might consider developing a service-learning project. The center for service – learning and community engagement is happy to help you coordinate and develop service-learning projects, ***but this approval process specifically addresses those courses that will be designated as service-learning courses by the Registrar.***
2. **Chair Consultation:** Before submitting a statement of intent, faculty should consult with their chair or director. Chairs will be identifying courses for the Registrar that are to be designated service-learning, and so their early involvement in the approval process is crucial.
3. **Service-Learning Consultation:** In order to build and maintain relationships with community partners, the center for service – learning & community engagement coordinates all community engagement activities. Please contact Alexandra Wills to discuss a community partnership:

Alexandra Wills

Director, Service – Learning & Community Engagement

322 Home Ave

PO Box 4754 x6591

willsa@apsu.edu

For more information about service- learning please visit: <http://www.apsu.edu/volunteer>

1. **Statement of Intent:** Submit the statement of intent, with the chair’s signature, to the Alexandra Wills, [willsa@apsu.edu](mailto:willsa@apsu.edu). The statement of intent enables the Service-Learning Advisory Committee to identify interests and needs and to offer their services in the development of the course. Provide a courtesy copy of the signed statement to the dean of the college.
2. **Sample Syllabus**: After reviewing the Statement of Intent, the Service-Learning Advisory Committee will request a complete, albeit amendable, syllabus for final review.

**Timeline:**

In order for a course to be designated service-learning on the schedule, faculty will need to plan a service-learning course one year in advance. Courses can be developed in less time than that, but the planning needs of the Registrar dictate looking 12 months into the future.

**If departments wish to conduct service-learning courses earlier, enrollment for those courses will need to be managed at the department level, and students enrolling will need to be notified that the course will involve some 13-15 hours of coordinated out-of-class work. Department chairs and colleges can enroll students in such a course by permit only.**

**Fall Semester**

1 October Statement of Intent to Service-Learning Advisory Committee

1 November Service-Learning Advisory Committee Approval

1 December Projected Syllabus Submitted to Service-Learning Advisory Committee

15 December Approved courses submitted to department chairs

January Course scheduling for subsequent Summer/Fall courses

**Spring Semester**

1 February Statement of Intent to Service-Learning Advisory Committee

1 March Service-Learning Advisory Committee Approval

1 April Projected Syllabus Submitted to Service-Learning Advisory Committee

1 May Approved courses submitted to department chairs

July Course scheduling for subsequent Spring courses

**Service-Learning Course Statement of Intent**

Please provide the following details. Add another sheet if necessary.

1. List the course objectives that the service-learning activities will fulfill.
2. Briefly explain how the service-learning activities will fulfill those course objectives.
3. Describe how you will ensure that students complete the requisite service-activities for the course.
4. List the reflection activities in the course. Remember, you must include at least two different types of reflection in your course; these might include class discussion, reflective essays, journals, presentations, or individual conferences.
5. List the community partners for the course. If you have not identified them, briefly describe your ideal community partner.
6. Briefly describe how the service activities will be of benefit to the community.

**SL Designation: Course Development Timeline**

**This timeline is suggested for first time SL faculty who are using service in the classroom for the first time. It is not required for faculty to take 10 weeks to develop their SL course, although course development & designation does need to be completed prior to course registration period.**

**Week 1:**

Define learning objectives for the course.

**Week 2:**

Notify chair that you intend to teach a SL designated course.

**Week 3:**

Meet with director for CSLCE or experienced SL faculty to explore how course objectives can be met through service.

**Weeks 4-6:**

Contact volunteer coordinators of site. Invite them to campus or visit them individually on-site. Share a draft of your syllabus with them. Learn about the activities students might engage in

at their sites and share with them your course objectives.

**Week 8:**

Consider what types of reflection you might use. Decide if you want to use journal writing, other written reflection formats, in-class discussions, or other approaches. Write guidelines explaining to students how to engage in these reflection activities.

**Weeks 9-10:**

Select final sites or decide on criteria for student site selection. Write an explanation of the Service-Learning component for the syllabus. Explain the goals and expectations, how Service-Learning will affect how students are graded, and how Service- Learning enhances the learning of course content.

Apply for SL designation  
**Week 12:** Course is available for student registration

**Course Implementation Timeline**

**Week 1:**

* Introduce syllabus, explain course objectives, explain what Service- Learning is and how it enhances the course, set service learning expectations, and talk about possible agency partners and projects. Students fill out SL informative release statement located in SL planners (provided by the center for service – learning & community engagement)
* Announce due dates for journals, in-class reflection activities, papers, presentations, and evaluations.
* Presentation of service site options, background, histories, descriptions of work (CSLCE director can present)

**Week 2:**

Students select service sites and turns in liability from to faculty. Students begin orientation/ training with their respected service sites.

**Week 3:**

Students begin service activities. Agencies will be required to keep track of student’s hours, and it is up to the faculty member to determine how they would like to track student’s hours – via log sheets, emails, etc.

**Weeks 4-9:**

Collect journals, time logs (if applicable), and/or other class assignments. Monitor students’ service experiences. Guide students in reflection.

**Weeks 5-10:**

Return journals or other assignments to students with feedback.

**Week 13:**

Instruct students regarding how to wrap up their service projects. This includes helping students to reach closure with agency staff and clients. Students fill out post course survey.

**Weeks 15 and beyond:**

• Redesign service component with student and community input.

• Solicit student feedback on the community agencies where they served and the kinds of activities in which they engaged.

• Examine student course evaluations to determine the success of the service experience and how it impacted student learning.

• As needed, make changes for subsequent semesters.

*Adapted from: Almonte Paul, Dorell, Haffalin et.al. Service Learning at Salt Lake Community College, A Faculty Handbook*

**Resources | Guide for Developing Service Learning Courses**

**Course Development**

In the beginning stages of conceptualizing the service learning component of your course, faculty should think about:

* How service-learning can enhance the goals of your course.
* What do you want your students to learn from the service-learning experience?
* How does the service-learning experience help students apply and understand specific course concepts?
* Contact the director for Service -Learning and Community Engagement to brainstorm ideas for community partners and establish intent.
* View the community partnership database on apsu.edu/volunteer website and determine at least three agencies that would be good match to your course objectives.
* Confirm with Alexandra Wills your partnership choices and decide how you would like to introduce service- learning to your class on the first day
* See **Partnership agreement**, fill out the learning goals for faculty section and work with VISTA and agency partner to determine projects for students at service site that works to accomplish these two goals:
  + It should help to advance the work of the community partner organization.
  + It should help the students to achieve specific academic learning goals of the course.
* Faculty have the option of making contact themselves with community agencies with a partnership agreement, or they have Alexandra Wills assist with the logistics of the projects with the agencies. If faculty choose to work independently, make sure you cover these topics:
* Determine length of commitment.
* Discuss the number of students needed for the project.
* Identify faculty and community partner liaisons.
* Discuss type and frequency of communication between you and your community partner.
* Provide contact information.
* Discuss expected time commitments for all involved (students, community partner, faculty).
* Determine important dates. It may be helpful to develop a timeline.
* Clarify final product(s) to be completed by the students.
* Discuss the student orientation plan.
* As the faculty partner, you should provide your community partner with an orientation to the course and course learning goals.
* Determine whether there will be costs related to the service-learning project, and decide with your community partner who will be responsible for those costs.
* Develop your course syllabus with space for initial student introduction to service learning and service site options (Alexandra Wills can provide this for faculty). Syllabus should also include two different forms of reflection that ask the student to analyze both course content and their SL experience from their service site.
* Apply for Service-Learning Course Designation via course designation form online. In order for courses to be designated prior to registration, forms must be turned in 2 weeks prior to deadline.

**Prior to the course:** Please inform the director of the center for service – learning and community engagement on the number of students signed up for your course so that you can receive the SL planners that include an informative release document on potential liability concerns.

**During the Course: Within the first two days of a course, student should be given an introduction/ presentation on service learning and be presented with service site options.** The director for the center for service- learning and community engagement is available to provide an overview, please contact them to arrange for a class visit. Students should be given the opportunity to choose their service site (encourages student buy- in). It is highly encouraged that students complete service in pairs or small groups, this helps with transportation or safety concerns that individual students may have.

It is highly encouraged, although in no way required for faculty to visit these service sites once a semester while students are present for the faculty member to see first hand the quality of experience. It should be clear to you and your students how the service-learning project will help students to achieve specific academic learning goals of the course. The community partner should provide an orientation to the community partner organization for the service-learning students. The community partner is the expert on the organization and the work of the organization. It will be important for students to have a basic understanding of

* The mission and work of the community partner organization
* The issues and/or client population with which the organization works
* Any behavior, dress, or confidentiality requirements that the organization has for the students

**Students should sign the MOU partnership agreement after completing orientation/ training with their chosen service site**. The goal of the partnership agreement form is to insure that all partners – faculty, community partner and student - are in agreement about the role of each partner, the goals of the project, and the steps that will be taken to reach the goals.

**Make students aware of transportation options**.

Some community partner organizations are within walking distance of the university campus, but many are not. Students are encouraged to car pool with their peers to service sites, choose sites that require transportation that fit their resources. The city bus system is also an option to be explored for students through the use of their “Peay Pick Up” cards. If students will be carpooling with a staff member, then they need to fill out a liability form (see attachment 2).

**End of the course: Students are required to fill out a post – SL survey during this time**. Students should not receive a final grade until this form is filled out, as it is critical to our data collection.

**All SL hours should be completed and confirmed with the agency/ organization**

**All reflection pieces should be completed**

**Resources | Integrating Service - Learning into the Syllabus**

To be truly effective, service-learning must be well-planned and integrated into the course syllabus. The syllabus should define the service-learning assignment, identify the expectations for the students participating in the service-learning assignment, and connect the service learning assignment to specific course learning goals. Some instructors also distribute a handout to describe the service-learning project in greater detail.

Many resources exist to help you develop your service-learning courses. The following information has been adapted from The Fundamentals of Service-Learning Course Construction, by Kerrissa Heffernan.

As you create your service-learning syllabus, consider the following elements.

* Use course goals and objectives to connect the service-learning assignment to academic learning goals. The course instructor should introduce the service-learning component and clearly articulate the relevance of service-learning to the course.
  + What specific course learning goals will service-learning help students attain?
  + How will service-learning effectively help them attain those outcomes?
  + What student behaviors will serve as evidence that those outcomes have been achieved?
* Clearly identify the specific service-learning requirements of the course.
* The syllabus should introduce the students to the service-learning project(s) assigned to them, as well as lay out the specifics of the service-learning component.
  + Is the service optional or mandatory? If it is optional, does it replace a paper or some other requirement?
  + What is the timeline for the semester?
  + When should the service-learning assignment be completed?
  + What are the required training and reflection activities?
  + Provide information about the community partner organization(s).
* The syllabus should also introduce students to the community partner organization(s) with which they will be collaborating.
  + Include a description of the community partner organization(s), along with contact information and relevant information about orientation and training.
  + Students’ responsibilities to the community agency should be mentioned in the syllabus and discussed in class. Their responsibilities will include demonstrating professional behavior, following through on commitments, maintaining communication with all involved in the service-learning project, and dressing appropriately at the site.
  + There might be specific requirements of the community partner organization (regarding dress, confidentiality, or other issues) that you also want to include in the syllabus.
* Clearly describe how the service-learning project will be assessed and graded. This section should include an overview of the grading policy.
  + Because service-learning is a pedagogy, or teaching tool, students should be evaluated primarily on demonstrated learning outcomes. (Grade the learning, not the service.)
  + Clearly indicate the portion of the grade that will be based on the graded service learning project. (We recommend at the absolute minimum, 10% of the grade is based on the SL components)
  + An assignment or reflection activity, such as a journal or class report, can provide evidence of learning and of students’ on-going ability to connect the service to the course content.
  + A final product, such as a research paper or a community presentation, may also demonstrate students’ achievement of learning outcomes.
  + Evaluations by the community partner may be considered in grading.
* Include a section on the reflective components of the course. Service-learning literature concludes that reflection about the experience is the aspect that most influences student learning.
  + Reflection is the key by which service-learning experiences are transformed into learning. Effective reflection:
    - Integrates the service-learning experience with academic learning goals;
    - Occurs regularly throughout the course;
    - Includes components that can be evaluated according to well-defined criteria;
    - Provides opportunities for both public and private reflection;
    - Fosters a deeper sense of civic engagement.
* Reflection can take a variety of forms. Consider these examples:
  + Writing (journals, directed writings, summary reports, essays)
  + Telling (end of semester presentations for your community partner, in class presentations, class discussions)
  + Multimedia (collages, photo or video essays)
  + Activities (role-playing, interviewing classmates)
* It is imperative that you set aside enough time for reflection, to allow for student processing of the service-learning experience. An explanation of the purpose and requirements for reflection should be conveyed clearly and prominently in the syllabus.

*Adapted from Heffernan, K. (2001). Fundamentals of service-learning course construction. Providence, RI: Campus Compact.*

**Resources | Service Learning Development Worksheet**

**What are some of your reasons for wanting to incorporate Service-Learning into your teaching? Determine which of your reasons and most and least important to you.**

**What will your students know?**

Skills Objectives: What will your students be able to do?

Attitudes and Values:

**What changes would you like to see occur in your students by incorporating Service-Learning instructional activities?**

**What specific learning outcome(s) do you want Service-Learning to fulfill?**

**To what extent are the objectives of Service-Learning compatible with the needs and values of students in your course? How are they incompatible?**

**How will students be grouped in your Service-Learning plan (e.g., individually, pairs, small groups, a combination)?**

**What knowledge, skills, and interests should students possess to be able to benefit from Service-Learning? Are there types of students for whom you would not recommend participation in Service-Learning?**

**What will be considered “service” in the context of this course?**

Direct: Providing service directly to individuals at the agency site or in the community. Examples include tutoring children, holding a party for residents of a nursing home, conducting health screenings in a homeless shelter, and serving meals in a soup kitchen.

Non-direct: Serving at an agency doing behind-the-scenes assistance, not directly with individuals the agency serves. Examples include making gifts on- site for patients at Children’s Hospital, sorting food at a food distribution center, painting the exterior of a homeless shelter, and helping with a major mailing at a non-profit organization.

Indirect: Serving on a behalf of an issue, population, or community of concern, but removed from the actual site. Examples include fundraising and researching or writing position papers for an advocacy organization.

**What assignments will be required before credit can be awarded? What types of reflection will you use?** *(Journal, research paper, oral presentation, essays, etc.)*.

**How will the Service-Learning component of your course be evaluated? What criteria will be used for awarding credit?**

Demonstration of skill Assessment of written work Normal course assessment Agency supervisor evaluation Observation of student in simulation

Assessment of product(s) Personal Interview

Oral Presentation

Service-Learning Plan/Contract

Other

*Adapted from the Faculty Handbook for Service Learning, University of Maryland, 1999 and* *the Service Learning Development Form, Florida International University, The Volunteer Action* *Center.*

**Resources | Using Reflection**

**How important is reflection?**

Reflection is a critical component of Service-Learning. It is, in fact, what turns volunteer work into a learning opportunity. If the students aren’t provided with opportunities to reflect on their experience, they are not making the connection between their work in the classroom and that in the community.

The following list of frequently asked questions about reflection, compiled by National Campus Compact, can help guide you as you incorporate reflection into your Service-Learning course.

**What is structured reflection?**

Effective Service-Learning programs provide opportunities for people to reflect critically on their service experience. Service-Learning projects can be used to reinforce course content and to develop a variety of competencies including critical thinking, communication skills, leadership, a sense of civic responsibility and multicultural understanding. Structured reflection can help students make meaningful connections between their service experience and course content, and in the process develop various skills.

The term structured reflection is used to refer to a thoughtfully constructed process that challenges and guides students in (1) examining critical issues related to their Service- Learning project, (2) connecting the service experience to coursework, (3) enhancing the development of civic skills and values, and (4) assisting students in finding personal relevance in the work.

**Why is structured reflection critical to effective Service-Learning?**

Reflection is a critical component of all experience-based pedagogies. However, a well- designed reflection process is particularly important in Service-Learning for the following

reasons:

1. Textbooks and lectures use techniques such as highlighting key points, examples, clarifying common misconceptions, and summaries to facilitate student learning. In contract, experience provides few explicit guides to learning. Students need to be challenged, encouraged, and supported in reflecting on service projects and in connecting these experiences to coursework.
2. Experience is unstructured and messy. Real-world projects are not simple applications of concepts and rules learned in the classroom. The tasks of collecting information, framing the problems, identifying alternatives and recommending and justifying solutions appropriate to specific contexts are challenging tasks. Reflection activities such as project logs and journals provide opportunities for students to share project progress and concerns on an ongoing basis. Project effectiveness and student learning can both be enhanced by reviewing student reflection and providing guidance.
3. The importance of structured reflection is underscored by the realization that a significant portion of the learning experience cannot be observed or controlled by the instructor. Faculty may not be privileged to the complexity of detail in a service project, yet faculty are expected to provide guidance to students in addressing problems. Further, different students/teams can be involved in different project. Thus unlike textbook problems/cases, it may be difficult to integrate discussion of project details in classroom discussion. A carefully structured reflection process can facilitate the exchange of relevant information between students, faculty, and the community in a timely manner.
4. Reflection is also important because students need a safe space for grappling with the range of emotions that arise from a service experience

**When should reflection occur?**

Effective service learning requires more than a report or presentation at the end of the semester. Faculty must provide numerous opportunities for reflection before, during, and after the experience. An ongoing process of reflection enhances student faculty communication and provides faculty with a better understanding of student projects, problem-solving efforts, and progress. Such communication can help in improving project effectiveness as well as student learning.

The role of reflection varies according to the stage of the project. Reflection before the project can be used to prepare students for the Service-Learning experience. Reflective preparation is key to the effectiveness of Service-Learning. At this stage, reflection can be used to teach students concepts/theories required for the project, orient them towards the community organization its needs, and offer them problem-solving skills to address the challenges that will arise in the community setting.

During the project faculty can use reflection to encourage students to learn independently while providing feedback and support as needed to enhance student learning. Reflection not only offers faculty an opportunity to reinforce the connection of course content with the service experience but also allows faculty an opportunity to seize the teachable moments that arise in Service-Learning.

Reflection after the service experience has ended can help student evaluate the meaning of the experience, grasp their emotional responses to the experience, think about the integration of knowledge and new information, and begin to explore further applications/extensions.

**What are the different types of reflective activities that can be used in Service- Learning projects?**

A variety of activities can be used to facilitate student reflection. Faculty can require students to keep journals, organize presentations by community leaders, encourage students to publicly discuss their service experiences and the learning that ensued, and require students to prepare reports to demonstrate their learning. When constructing the reflection activities faculty should consider the following:

1. Reflection activities should involve individual learners and address interactions with peers, community members, and staff of community agencies.
2. Students with different learning styles may prefer different types of activities. Faculty should select a range of reflective activities to meet the needs of different learners.
3. Different types of reflection activities may be appropriate at different stages of the service experience. For example, case studies and readings can help students prepare for the service experience.
4. Reflection activities can involve reading, writing, doing, and telling.

Some examples of reflective activities follow:

* Class/group discussions
* Oral reports to class
* Discussions with community members or experts on the issue
* Public speaking on the project
* Teaching material to younger students
* Testimony before policymaking bodies, such as school boards.
* Personal narratives
* Journal or log (see next page for more information)
* Case study or history
* Narrative for a video, film, or slide show
* Newspaper, magazine, and other published articles
* Essay, research paper, or final paper
* Paintings, drawings, or collages, Photo, slide, or video essay, Dance, music, or theater presentation

*Adapted from: Almonte Paul, Dorell, Haffalin et.al. Service Learning at Salt Lake Community College, A Faculty Handbook*

**Three Types of Reflection**

**The Mirror** (a clear reflection of the self)

* Who am I?
* What are my values?
* What have I learned about myself through this experience?
* Do I have more/less understanding or empathy than I did before volunteering?
* In what ways, if any, has your sense of self, your values, your sense of “community,” your willingness to serve others, and your self-confidence/self esteem been impacted or altered through this experience?
* Have your motivations for volunteering changed? In what ways?
* How has this experience challenged stereotypes or prejudices you have/had?
* Any realizations, insights, or especially strong lessons learned or half-glimpsed?
* Will these experiences change the way you act or think in the future?
* Have you given enough, opened up enough, cared enough?
* How have you challenged yourself, your ideals, your philosophies, your concept of life or the way you live?

**The Microscope** (makes the small experience large)

* What happened? Describe your experience.
* What would you change about this situation if you were in charge?
* What have you learned about this agency, these people, or the community?
* Was there a moment of failure, success, indecision, doubt, humor, frustration, happiness, and sadness? Describe it.
* Do you feel your actions had any impact? What more needs to be done?
* Does this experience compliment or contrast with what you are learning in class? How?
* Has learning through experience taught you more, less, or the same as learning in the classroom? In what ways?

**The Binoculars** (makes what appears distant, appear closer)

* From your service experience, are you able to identify any underlying or overarching issues, which influence the problem?
* What could be done to change the situation?
* How will this alter your future behaviors, attitudes, and career?
* How is the issue or agency you are serving impacted by what is going on in the larger political/social sphere?
* What does the future hold? What can be done?

*From Cooper Mark, “Reflection: Getting Learning Out of Serving, The Big Dummy’s Guide to Service-Learning*

**Resources | Types of Journals**

**Journals**

Ask students to record thoughts, observations, feelings, activities, and questions in a journal throughout the project. The most common form of journals is free form journals. The journal should be started early in the project and students should make frequent entries. Explain benefits of journals to students such as enhancing observational skills, exploring feelings, assessing progress, and enhancing communication skills. Faculty should provide feedback by responding to journals, class discussions of issue/questions raised in journals or further assignments based on journal entries.

**Structured Journals**

Use structured journals to direct student attention to important issues/questions and to connect the service experience to class work. A structured journal provides prompts to guide the reflective process.

Some parts of the journal may focus on affective dimensions while others relate to problem-solving activities.

**Team Journals**

Use a team journal to promote interaction between team members on project related issues and to introduce students to different perspectives on the project. Students can take turns recording shared and individual experiences, reactions and observations, and responses to each other’s entries.

**Critical incidents journal**

Ask students to record a critical incident for each week of the service project. The critical incident refers to events in which a decision was made, a conflict occurred, a problem resolved. The critical incident journal provides a systematic way for students to communicate problems and challenges involved in working with the community and with their teams and can thus help in dealing with the affective dimensions of the service experience.

**Case studies**

Assign case studies to help students think about what to expect from the service project and to plan for the service activity. Use published case studies or instructor-developed case studies based on past Service-Learning projects.

**Portfolios**

Ask students to select and organize evidence related to accomplishments and specific learning outcomes in a portfolio. Portfolios can include drafts of documents, analysis of problems/issues, project activities/plans, annotated bibliography. Ask students to organize evidence by learning objectives. The portfolio could also contain a weekly log, selected journal entries, a photo essay, or any other products completed during the service experience.

**Papers**

Ask students to write an integrative paper on the service project. Journals and other products can serve as the building blocks for developing the final paper.

**Discussions**

Encourage formal/informal discussions with teammates, other volunteers, and staff to introduce students to different perspectives and to challenge students to think critically about the project.

**Presentations**

Ask student(s) to present their service experiences and the learning that occurred in these experiences.

**E-mail discussions**

Students write weekly summaries and identify critical incidents that occurred at the service site. Instructors can post questions for consideration and topics for writing.

**Resources | Center for Service – Learning & Community Engagement**





322 Home Ave (behind Hand Village Residence Hall)

P.O. Box 4754

931.221. 6591

www.apsu.edu/volunteer

The Center Service – Learning & Community Engagement was created to support, enhance and promote service –learning faculty, students, courses, and community partners. We provide many resources for faculty including:

* One on one consultation for planning and executing a service-learning course
* Resources for contacts within community organizations for community partners
* Intro to Service- Learning presentations to classes
* Service- Learning assessment – evaluation for classes (reported to TBR)
* Coordination of SL designation with registrar
* SL planners provided for students – covers liability and insurance coverage
* SL finale presentation opportunity for students at the end of each semester
* Small classroom space with skype access for conference calls/ presentations by reservation (only for SL courses)
* Service - Learning tracking system (optional for faculty to use)
* Service – Learning training
* Assistance with recruiting students for SL courses



Alexandra Wills

Director, Center for Service – Learning & Community Engagement

[willsa@apsu.edu](mailto:willsa@apsu.edu)

**Resources |** APSU SL courses & faculty

COMM 2400 – Media Writing (Nichols)

COMM 4020 – Communications in Organizations (Nichols)

COMM 3910 – Media Relations (Hicks-Goldston)

COMM 1010 – Public Speaking (Nichols, Burke, Morris)

HIST 2020 – American History (Tanner)

SOC 3750 – Population Dynamic (

SOC 4850 – Sociology of Food (Butterfield)

WS 2060 – Intro to LGBTQ (Gray)

WS 2050 – Women & Culture (Eichhorn)

ENG 1020 – Composition 2 (Atkinson)

ENG 1010 E – Composition 1 (Spofford)

ENG 1010 – Composition 1 (Atkinson)

ENG 3010 – American Literature

LDEV 3200 – Community, Leadership, Strategy, Social Change (Kenney, Lyle- Gonga)

SW 3530 – Social Work and Military (Thomas)

BIO 4080 – General Ecology (Burton)

HHP 3190 – Rhythms, Plays and Games (Lewis)

HHP 2120 – Rhythmic Movement & Education (Lewis)

HHP 3010 – Adapted Physical Education (Lewis)

HHP 2030 - Youth and Adolescent Health (Bliss, Dey)

Spanish 2010 – Intermediate Spanish (Harrell)

Spanish 304 A - Study Abroad (Honea, DiPaolo)

Spanish 304 B - Study Abroad (Ruiz)

AHS 1010– Intro to Health Care Professions (Semler)

ART 4130 – Design Center (DeYoung)

Honors 300 – Grant Writing (Hock)

MedTech 4490 - Clinical Chemistry & Urinalysis (Semler)

**Resources | Community Agencies**

This list of community agencies is a constant work in progress and in no certain terms is a complete list of Service Learning Opportunities for students.

|  |
| --- |
| Penuel Ridge Retreat Center |
| Adult Literacy Council |
| American Red Cross Clarksville-Montgomery County Chapter |
| AMVETS Clarksville |
| AseraCare Hospice |
| Austin Peay State University Office of Disability Services |
| Austin Peay State University Tri-County Upward Bound |
| Big Brothers Big Sisters of Clarksville |
| Bikers Who Care |
| Cats Are Us |
| Civitan International Clarksville Chapter |
| Clarksville Montgomery County Education Foundation |
| Clarksville Montgomery County Library |
| Clarksville Parks and Recreation |
| Clarksville Rotary Club |
| Clarksville-Montgomery County Community Action Association |
| Cumberland River Compact |
| Discovery Place |
| Dream Factory of Clarksville |
| Gateway Medical Center |
| Habitat for Humanity of Montgomery County Tennessee |
| Humane Society of Clarksville-Montgomery County |
| Legal Aid Society of Middle Tennessee |
| Loaves and Fishes |
| Manna Café Ministries |
| Montgomery Care and Rehabilitation Center |
| Montgomery County Volunteer Fire and Rescue Association |
| Operation Homefront Tennessee/Kentucky |
| Roxy Regional Theatre |
| St Bethlehem Civitan Club |
| Tennessee Vocational Rehabilitation |
| United Way of Clarksville |
| Walking Horse Meadows |
| Natchez Trace Parkway |
| Friends of Land Between the Lakes |
| H.U.G.G.S TN |
| Domestic Violence and Sexual Assault Program |
| Against the Grain |
| Agape Animal Rescue |
| Alliance for Technology Access |
| American Cancer Society Nashville Hope Lodge |
| Arthritis Foundation Tennessee Chapter |
| Avalon Hospice |
| Backfield in Motion |
| Bethlehem Center of Nashville |
| Book 'Em |
| Bridges |
| Catholic Charities of Tennessee |
| Cheekwood Botanical Garden and Museum of Art |
| Christian Women's Job Corps Nashville |
| Fanny Battle Day Home for Children |
| First Book |
| Friends Life |
| Friends of Radnor Lake |
| Frist Center for the Visual Arts |
| Girls on the Run Nashville |
| Good Food for Good People |
| Goodwill Industries of Middle Tennessee |
| Helping Healing Hearts |
| Hospital Hospitality House of Nashville |
| Martha O'Bryan Center |
| Mary Parrish Center for Victims of Domestic Violence |
| Mental Health Association of Middle Tennessee |
| Mid-Tennessee Council of the Blind |
| Monroe Harding Home for Children |
| Nashville Cares |
| Nashville City Cemetary |
| Nashville International Center for Empowerment |
| Nashville Mobile Market |
| Nashville Public Library |
| Nashville Rescue Mission |
| Nashville Zoo at Grassmere |
| Nurses for Newborns |
| Oasis Center |
| Peaks' House |
| PENCIL Foundation |
| Project C.U.R.E. |
| Project Return, Inc. |
| Renewal House |
| Ride for Reading |
| Rocketown |
| Safe Haven Family Shelter |
| Salvation Army Nashville |
| Second Harvest of Middle Tennessee |
| Sexual Assault Center |
| SoundForest |
| Sports 4 All Foundation |
| St. Luke's Community House |
| Susan G. Komen for the Cure Greater Nashville Area |
| Tennessee Association of Blind Atheletes |
| Tennessee Performing Arts Center |
| The Community Foundation of Middle Tennessee |
| The Contributor |
| The Minnie Pearl Cancer Foundation |
| United Cerebral Palsy of Nashville |
| United Way of Nashville |
| Vanderbilt HIV Vaccine Program |
| Vanderbilt Medical Center |
| Visitation Hospital Foundation |
| Walden's Puddle Wildlife Rehabilitation |
| Waves, Inc. |
| Young Women's Christian Association of Nashville |
| Young Men's Christian Association of Middle Tennessee |
| Youth Encouragement Services |
| Youth Villages |

**Resources | Nationally Recognized SL Organizations**

**Corporation for National and Community Service:** [http://www.cns.gov](http://www.cns.gov/)

The Corporation for National and Community Service (CNS) has been in existence since the Fall of 1993. The goals of CNS is to engage Americans of all ages and backgrounds in service to help strengthen communities

through AmeriCorps, Senior Corps and Learn & Service America. At their web site the most relevant information is found by clicking on a hot link titled Service-Learning. The Service-Learning examples are geared more toward the K-12 program known as Learn & Serve America.

**Learn & Serve:** ([http://www.learnandserve.org)](http://www.learnandserve.org/)

This site has a higher education component and therefore is a good site to gather information about Service-Learning. At this site, information is available through a number of hot links to other web pages dealing with what Service-Learning can do for an individual, a school, and the community as a whole.

Attached to the Learn and Serve site are two hot links which should be of interest to higher education: National Service-Learning Clearinghouse: <http://www.servicelearning.org/>

National Service-Learning Exchange: <http://www.nslexchange.org/>

**The Big Dummy’s Guide to Service-Learning:** <http://www.fiu.edu/~time4chg/Library/bigdummy.html>

This site provides information about Service-Learning as it relates to faculty and programmatic issues. This is a good site for those who have questions about why they should become involved with Service-Learning or wonder how to create an effective Service-Learning course. It provides answers to questions like: What is Service-Learning? What kind of incentives should there be for faculty to incorporate Service-Learning? How do you plan for and set up Service-Learning in a course? What should students write in their journals? Should Service-Learning be optional or required? How do you involve and keep more students involved in community service activities and projects? What courses make good matches with Service-Learning?

**Center for Community Service-Learning:** <http://www.csun.edu/~ocls99/>

This is the official site for the Center for Community Service-Learning at California State University, Northridge. It is a good example of what is being done by higher education institutions to provide both faculty and students with information about Service-Learning courses and efforts on a college campus. The web site provides a number of examples of the type of courses and activities that are part of the Community Service-Learning efforts at California State University.

**Service-Learning Online Resources:** <http://www.serviceleader.org/manage/service.html>

This site provides a number of hot links to online resources dealing with Service-Learning in higher education. Here you will find hot links to sites that provide valuable information about how Service-Learning courses and activities are being incorporated into the curriculum.

**ERIC Document on Service-Learning:** <http://www.gseis.ucla/edu/ERIC/digests/dig0010.html>

Service-Learning Programs on Community College Campuses by Mary Prentice, ERIC Document Number EDO-JC-00-10 October 2000. This site provides an article that presents a definition of Service-Learning and some best practices within Service-Learning on community college campuses. Also included are some examples of Service-Learning programs at community colleges

**Attachment 1 | MOU Community Partnership Agreement Form**

This agreement is made by and among\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(“Student”), \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (“Community Partner”), and Austin Peay State University (“University”)

1. **Purpose.**

The purpose of this Agreement is to place Student in a volunteer assignment as part of a Service-Learning Program offered by the University for Academic Credit or required by course of study. In consideration of the mutual provisions herein, the parties hereby agree to the following:

1. **Community Partner Responsibilities.** 
   1. The Community Partner shall provide the Student with a contact who will monitor and supervise the student throughout the service-learning project.
   2. The Community Partner shall maintain in force during the term of this Agreement general liability insurance, insuring itself and its agents and employees for their acts, failures to act or negligence with minimum coverage limits of $500,000. If requested, Community Partner will supply a certificate of insurance. Community Partner agrees to keep Austin Peay State University advised of any changes in this policy.
   3. The Community Partner will maintain a reasonably safe environment by observing all applicable safety regulations under the Occupational Safety and Health Act.
   4. In the event that the Student is injured or becomes ill during the course of the service-learning program, the Community Partner shall provide medical assistance and first aid to the Student as appropriate.
   5. The Community Partner will be responsible for damages caused by the negligence of its directors, officers, agents, employees, and volunteers occurring in the performance of the activities described by this Agreement.
   6. The Community Partner will assume responsibility for compliance with all applicable federal, state, and local laws regarding wages and income tax withholding. Community Partner will satisfy and liabilities created by the failure to maintain the nonemployee statues of the Student.
2. **University Responsibilities.** 
   1. A University faculty member shall mentor the Student throughout the service-learning program.
   2. The University will be responsible for damages caused by the negligence of its directors, officers, agents, employees and volunteers occurring in the performance of the activities described by this Agreement.
3. **Student Responsibilities.**
   1. Student shall use his or her best efforts in performing all tasks assigned by the Community Partner.
   2. Student agrees to abide by the Partner’s rules and regulations.
   3. Student will conform his or her conduct to Austin Peay State University’s code of conduct found in the student handbook.
   4. Student shall diligently pursue the academic course work for which Student is registered during the service-learning program.
   5. **Insert description of peculiar risks associated with course, if any\_\_\_\_\_\_\_\_\_\_\_** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   6. Student shall provide Austin Peay State University and Community Partner with a written request for reasonable auxiliary aids or services that may be necessary to accommodate a disability the Student may have no later than 30 days prior to the start of the service-learning program.
   7. Student has fully informed him/herself of the contents of this Agreement by reading it before signing it.
   8. The University recommends that Student maintain sufficient health, accident, disability, and hospitalization insurance for the duration of the course. Student shall be responsible for any expenses incurred due to injury, illness or damage suffered during the course of the experiential learning program.
4. **Mutual Obligations and Responsibilities.** 
   1. The term of this Agreement shall extend from \_\_\_\_\_, 201\_\_ to \_\_\_\_\_\_\_\_, 201\_\_. However, this Agreement may be terminated by any party upon \_\_\_\_\_ (days, weeks, etc.) written notice.
   2. The parties of this Agreement agree to not illegally discriminate on the basis of race, color, national origin, religion, sex, age, disability or military service in the programs and activities described by this Agreement.
   3. The parties to this Agreement will comply with the Family Educational Rights and Privacy Act by keeping confidential all records concerning students’ service experience. **IN WITNESS WHEREOF**, the parties hereto have executed this Agreement as of the day and year first written above.

**STUDENT** (If any student is under age 18, please contact CSESL for additional paperwork.)

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

Print Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**COMMUNITY PARTNER REPRESENTATIVE**

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

Print Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PROFESSOR**

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

Print Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**DIRECTOR OF SERVICE-LEARNING**

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

Print Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachment 2 | SL Site Visit Form**

Organization Name: Organization Type:

Contact Person Name/Title:

Phone: E-mail:

**Logistics**

* How will students check in at the site?
* How will students track hours at the site?
* Do students meet with the site supervisor prior to starting?
* Are students provided with a work space?
* Will students be asked to bring anything with them?
* Will students be asked to buy anything? If so, will they be reimbursed?
* Will students be working under supervision?
* Will students be working at alternate sites?
* What is required of students prior to starting? Fingerprinting? Background checks? Who pays for this?
* Who should the site contact in case of emergency?
* Who should the university contact in case of emergency?

**Risk Identification and Tour of Site**

* Does the site provide a safety orientation?
* Is there adequate parking for students?
* Will students be working in a high crime area?
* Will students be interacting with individuals who have a criminal background or a history of physical violence?
* Will the learning site request emergency contact information for students?
* Will the student be required to work alone at night (between 6 p.m. and 8 p.m.)?
* Are exits clearly marked?
* Is there an emergency evacuation plan?
* Is there any damage to the site that may create a hazard for students?
* Does the learning site carry liability insurance? Any other insurance?

**Privacy and Evaluations**

* Are students allowed to take pictures or videos?
* Will students be asked to sign a confidentiality waiver?
* Will there be evaluations required? By whom?
* Discussed what should be included in an onsite orientation for students.

University Representative Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachment 3 |Student Service- learning acknowledgment form**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, acknowledge that I have voluntarily chosen to enroll in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, an optional credit bearing course containing a service learning component, which requires my participation in a service learning activity, as described below:

1. I understand and acknowledge that there are potential risks associated with this activity and that such risks could result in loss, damages, injury or death. In addition to the general risks inherent in all activities (e.g., travel risks, premises risks, bodily injury risks, equipment risks and unforeseeable risks), I acknowledge that this service learning activity may present risks arising from:
2. my assigned tasks and responsibilities,
3. the location of the service learning,
4. the physical characteristics of the service learning site
5. the amount and type of criminal activity or hazardous materials at or near the location of the service learning,
6. any travel associated with the service learning,
7. the time of day when I will be present at the service learning site,
8. the possible intentional or criminal acts of unknown person outside the University and its campuses over which the University has no control,
9. the criminal, mental and social backgrounds of the individuals served by the service learning site, and
10. the amount of supervision I will receive.
11. I understand and acknowledge that my safety and well-being are primarily dependent upon my acting responsibly to protect myself from personal injury, bodily injury or property damage. I also understand that I am responsible for getting to and from my service site and that the University is not responsible for injuries to persons or property during transportation to the site.
12. I understand and acknowledge that the University does not assume any financial responsibility in the event I am injured or become ill as a result of my participating in this service learning. I understand that I am personally responsible for paying any costs I may incur for the treatment of any such injury or illness. I acknowledge that the University recommends that I carry health insurance.
13. Being aware of the risks inherent in this service learning, I nonetheless voluntarily choose to participate in this service learning. I understand that I may stop participating if I believe the risks become too great.

5. I will conduct myself in a responsible manner, act safely, abide by all federal, state, and local laws or ordinances, and follow the rules, procedures or instructions of the activity. I also agree to abide at all times with Austin Peay State University’s Code of Student Conduct while participating in this service learning experience.

Participant’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Participant’s Date of Birth\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Participant’s A Number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If the participant is under the age of 18, a Parent/Guardian must also execute this document and by doing so represents that s/he has the right to sign on behalf of the participant and acknowledges and/or agrees to the all the terms stated in this document.

Parent/Guardian Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Relationship to Participant\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachment 4 | Site Orientation/ Training Checklist**

**Orientation Provided Before First Day of Service**

* Mission of the community partner.
* Who are the clients of the community partner?
* What programs/service does the community partner offer?
* Specific policies and procedures related to the service placement.
* Review any proof of eligibility that is needed (fingerprinting, background check).
* Who will cover the cost? Where should students go to have fingerprinting done?
* Provide students a job description detailing the work they will do (outlines scope of work).
* Explain the types of activities that are “outside” the scope of work.
* Give the students their site supervisor’s contact information.
* How closely will the students be supervised? By whom?
* Who do the students call if they cannot make their scheduled service, or will be late?
* Discuss appropriate attire when providing service (based on community partner’s standards).
* Provide specific training for the position.
* What will the students learn? What qualities or skills will the students develop?
* Review confidentiality rules for the site. Are pictures or video allowed?
* Review the risks associated with this placement.
* Explain what students should do if harassment occurs. Whom do they contact?
* Talk about service schedule (total number of hours, days and times of the week, etc.). Also discuss beginning and end of service. Students should not volunteer outside of scheduled hours until requirement is complete.
* Where do students check in at the site on their first day?
* How are students’ service hours recorded?

**Site-Specific Information**

* Tour of site—location of restroom and break room.
* Where, and with whom, do students check in each time they arrive at the site?
* Where is the logbook kept (to record service hours)?
* Review safety rules of the site, location of emergency exits, and emergency procedures.
* Introduce students to other staff at the agency.
* Emergency Contact Information.
* Review accident procedures at the site and what to do if a student or client is hurt.

**Attachment 5 | Student Carpool Release Form**

**Liability Release and Assumption of Risk by Majority-Age Student**

**for Field Trips and Other Off-Campus Activities**

**LIABILITY RELEASE, WAIVER, DISCHARGE, AND COVENANT NOT TO SUE**

Release executed by , whose address is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[Print Full legal name of Participant]

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, to Austin Peay State University, 601 College Street Clarksville, TN 37044.

1.0 I desire to participate in the following activity/trip \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Activity), to be held at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and I fully understand and appreciate the dangers, hazards, and risks inherent in the Activity, in the transportation to and from the Activity, and in any frolic, junket, independent excursion or task I undertake as an adjunct to the Activity, which dangers include but are not limited to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [if necessary, described in more detail in the attached], and which also could include serious or even mortal injuries and property damage.

2.0 Knowing the dangers, hazards, and risks of such activities, and in consideration of being permitted to participate in the Activity, on behalf of myself, my family, heirs, and personal representative(s), I, the undersigned, agree to assume all the risks and responsibilities surrounding my participation in the Activity, the transportation to and from, and in any independent research or activities undertaken as an adjunct thereto, and in advance release, waive, forever discharge, and covenant not to sue the Institution, its governing board, officers, agents, employees, and any students acting as employees (hereafter called the Releasees), from and against any and all liability for any harm, injury, damage, claims, demands, actions, causes of action, costs, and expenses of any nature that I may have or that may hereafter accrue to me, arising out of or related to any loss, damage, or injury, including but not limited to suffering and death, that may be sustained by me or by any property belonging to me, whether caused by the negligence or carelessness of the Releasees, or otherwise, while in, on, upon, or in transit to or from the premises where the Activity, or any adjunct to the Activity, occurs or is being conducted.

3.0 I understand and agree that Releasees will not have medical personnel available during the Activity. I understand and agree that Releasees are granted permission to authorize emergency medical treatment, if necessary, and that such action by Releasees shall be subject to the terms of this Agreement. I understand and agree that Releasees assume no responsibility for any injury or damage which might arise out of or in connection with such authorized emergency medical treatment.

4.0 It is my express intent that this release and hold harmless agreement shall bind the members of my family and spouse, if I am alive, and my estate, family, heirs, administrators, personal representatives, or assigns, if I am deceased, and shall be deemed as a Release, Waiver, Discharge, and Covenant not to sue the above-named Releasees. I further agree to save and hold harmless, indemnify, and defend Releasees from any claim by me or my family, arising out of my participation in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Activity).

5.0 In signing this Release, I acknowledge and represent that I have fully informed myself of the content of the foregoing waiver of liability and hold harmless agreement by reading it before I sign it, and I understand that I sign this document as my own free act and deed; no oral representations, statements, or inducements, apart from the foregoing written statement, have been made. I understand that the Institution does not require me to participate in this activity, but I want to do so, despite the possible dangers and risks and despite this Release. I further state that I am at least eighteen (18) years of age and fully competent to sign this Agreement and that I execute this release for full, adequate, and complete consideration fully intending to be bound by the same. I further state that there are no health-related reasons or problems which preclude or restrict my participation in this activity and that I have adequate health insurance necessary to provide for and pay any medical costs that may be attendant as a result of sickness or injury to me and that Releasees shall have no responsibility for the payment of same.

6.0 I further agree that this Release shall be construed in accordance with the laws of the State of Tennessee. If any term or provision of this Release shall be held illegal, unenforceable, or in conflict with any law governing this Release, the validity of the remaining portions shall not be affected thereby.

7.0 I agree that my signature denotes my affirmation that I will abide by all state, local and federal laws as well as all APSU Policies and Procedures.

IN WITNESS WHEREOF, I have executed this release this day of \_\_\_\_\_\_\_\_\_\_ in the year of 20\_\_\_\_.

**THIS IS A RELEASE OF LEGAL RIGHTS. READ AND BE CERTAIN YOU UNDERSTAND IT BEFORE SIGNING.**

PARTICIPANT: WITNESS:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Please print*** Your Full Legal Printed Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Birth: \_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_ APSU Banner ID#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Local Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ City: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ State: \_\_\_\_\_\_\_\_ Zip: \_\_\_\_\_\_\_\_\_\_\_\_

Home Phone: (\_\_\_\_\_\_)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Work Phone: (\_\_\_\_\_\_)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell Phone: (\_\_\_\_\_\_)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***THE EMERGENCY CONTACT PERSON SHOULD BE SOMEONE WHO HAS THE LEGAL AUTHORITY TO MAKE A DECISION FOR YOU IN THE EVENT OF AN EMERGENCY.***

In Case of Emergency Contact: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Relationship: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact Home Phone: (\_\_\_\_\_\_)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Contact Work Phone: (\_\_\_\_\_\_)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Contact Cell Phone: (\_\_\_\_\_\_)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Health Insurance: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Health Insurance Company Name Health Insurance Phone Number

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Insured – please print Policy Number

Please list any special services you may require due to an existing medical condition of physical disability:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WAIVER OF LIABILITY/HOLD HARMLESS AGREEMENT**

**TO DRIVE/RIDE IN PERSONAL VEHICLE**

The undersigned desires to participate in an activity/trip to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and related activities being offered by the State of Tennessee, including its subsidiaries, the Tennessee Collaborative Academy, the Tennessee Board of Regents (TBR), the University of Tennessee (UT), the Tennessee Department of Education and Austin Peay State University (APSU). The undersigned assumes all responsibility and risks related to or in any way connected with this trip and related activities, including the transportation of the individual and any other passengers to and from the activity/trip.

In consideration of the opportunity to participate in said activity/trip, the undersigned does for himself, his heirs, executors, successors and assigns, release, waive, discharge and covenant not to sue the State of Tennessee or its subsidiaries, the Tennessee Collaborative Academy, the TBR, UT, the Tennessee Department of Education, and APSU, their employees, agents, successors and assigns, of and from any and all actions, causes of action, claims, demands, damages, costs, loss of services, expenses and compensation arising out of, on account of, related to, or in any way connected with the undersigned(s) use of a personal vehicle and participation in this trip and related activities including the transportation of the individual and any other passengers to and from the activity or trip.

The undersigned agrees to all Rules and Regulations set forth by the State of Tennessee, Austin Peay State University, and as may be appropriate, the Tennessee Collaborative Academy.

IN SIGNING THIS RELEASE, I ACKNOWLEDGE AND REPRESENT THAT I have read the foregoing Waiver of Liability and Hold Harmless Agreement, understand it and sign it voluntarily as my own free act and deed; no oral representations, statements, or inducements, apart from the foregoing written agreement, have been made; I am at least eighteen (18) years of age and fully competent; and I execute this Release fully intending to be bound by same.

IN WITNESS WHEREOF, I have hereunto set my hand and seal on this \_\_\_\_\_\_\_\_ day of \_\_\_\_\_\_\_\_\_\_\_\_\_, 20\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Participant Signature)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Printed Participant Name)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Witness Signature)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Printed Witness Name)

**Notes**

**Notes**

**Notes**