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Center for Community Engagement, Learning, and Leadership

VISION STATEMENT
CCELL’s vision is to advance civic responsibility and social accountability through effective integration of academic instruction, research, and community engagement.

MISSION STATEMENT
The Center embodies principles of excellence and fosters the scholarship of community engagement by integrating teaching, research, and service that emphasize civic responsibility and social accountability. CCELL works with LSU faculty, students, administrators, and community partners to facilitate service-learning and strengthen LSU’s commitment to being an exemplar of an engaged public research university.

DEFINITION OF SERVICE-LEARNING
Service-learning is a credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.


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Permission to reproduce or reprint any portion of this manual must be obtained from the Center for Community Engagement, Learning, and Leadership.
The Community Partner Handbook will give you information on how to make a connection with LSU and what the Center for Community Engagement, Learning, and Leadership (CCELL) can do for you. It’s your guide to planning and implementing service projects that mutually benefit your agency and service-learning students. Thank you so much for your interest in building a service-learning partnership.

LSU Commitment to Community

Louisiana State University is an interactive community in which students, faculty, and staff together strive to pursue truth, advance learning, and uphold the highest standards of performance in an academic and social environment. It is a community that fosters individual development and the creation of bonds that transcend the time spent within its gates.

To demonstrate my pride in LSU, as a member of the community, I will
- accept responsibility for my actions;
- hold myself and others to the highest standards of academic, personal, and social integrity;
- practice justice, equality, and compassion in human relations;
- respect the dignity of all persons and accept individual differences;
- respect the environment and the rights and property of others and the University;
- contribute positively to the life of the campus and surrounding community; and
- use my LSU experience to be an active citizen in an international and interdependent world.

The continued success of LSU depends on the faithful commitment by each community member to these, our basic principles.

Adopted as a Statement of University Position on behalf of the Louisiana State University and Agricultural and Mechanical College Community on the fifth of May in the year 1995.

LSU Statement on Diversity

Diversity is fundamental to Louisiana State University's (LSU) mission. LSU is committed to creating and maintaining a living and learning environment that embraces individual difference. Cultural inclusion is of highest priority.

LSU recognizes that achieving national prominence depends on the human spirit, participation, and dedicated work of the entire University community. It further recognizes that the National Flagship Agenda: LSU 2010 will be realized by bringing together diverse ideas, perspectives, skills, and talents of the nation's pre-eminent scholars, brightest students, and leading higher education professionals.

Through its Commitment to Community, LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socioeconomic status, disability, family status, experiences, opinions, and ideas.

LSU proactively cultivates and sustains a campus environment that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence—the driving forces that enrich and enhance cutting edge research, first-rate teaching, and engaging community outreach activities.
# Table of Contents

## SECTION 1: Introducing LSU Service-Learning

1.1 What is Service-Learning? ................................................................. 4
1.2 LSU Service-Learning and CCELL ...................................................... 4
1.3 How Is Service-Learning Different From Volunteerism and Internships? ........... 5
1.4 How Does CCELL Select Community Partners? ...................................... 5
1.5 The PARE Model for Service-Learning for Community Partners .................. 6

## SECTION 2: Planning A Service-Learning Project: A Step By Step Guide

2.1 Talk to Your Faculty Partner .................................................................. 8
  2.1.1 What Kind of Service Project Will This Be? ....................................... 8
  2.1.2 How Will Students Be Supervised and Evaluated? .............................. 9
  2.1.3 How Much Time Will the Project Require? ....................................... 9
  2.1.4 Will Service Be Required or Optional? ........................................... 9
  2.1.5 Will Students Work Individually or in Groups? .................................. 9

  2.2 Construct an Effective Service-Learning Partnership ................................ 9

  2.3 Consider the Principles of Volunteer Retention ..................................... 10

  2.4 Consider Risk Factors ......................................................................... 11
    2.4.1 The Above Suspicion Policy .......................................................... 12
    2.4.2 The Informed Consent Statement .................................................. 13
    2.4.3 Emergency Management Protocol ................................................. 14

  2.5 Write a Job Description for Students .................................................... 15

  2.6 Review Our Suggested Semester Calendar for Community Partners ........... 16

## SECTION 3: Implementing Your Service Project

3.1 How CCELL Can Help You .................................................................... 18

  3.2 Student Orientation Checklist .............................................................. 18

  3.4 Handling Problems with Students ......................................................... 19

  3.5 Accommodating Students with Disabilities ........................................... 20

  3.6 Useful Forms ...................................................................................... 20
    Faculty-Community Partner Service-Learning Agreement .......................... 21
    Service-Learning Partnership Agreement ................................................ 22
    Student Service-Learning Project Log ..................................................... 23
    Evaluation of LSU Service-Learning Student ............................................ 24
SECTION 1: Introducing LSU Service-Learning

1.1 What is Service-Learning?

Service-learning is a method of teaching and learning in which students fulfill the learning goals of their academic courses while serving the community. Service-learning emphasizes hands-on experiences that address real-world concerns. The service experience provides a context for testing, observing, or trying out discipline-based theories, concepts, or skills. Likewise, the academic context enriches the service experience by raising questions about real-world concerns and providing a forum for probing these concerns in-depth. Service-learning fosters reciprocal learning and critical engagement, preparing students to be full and responsible participants in both their profession and their communities.

The following examples of previous LSU service-learning courses may give you a feel for the many ways service-learning can work:

- Veterinary medicine, kinesiology, chemistry, and theater students worked in public school classrooms to reinforce K-12 instructional standards.
- Biological engineering students collaborated with elementary school students to design and construct environmentally sensitive playgrounds and butterfly gardens.
- Through ChemDemo, the nation’s largest service-learning science outreach program, students introduced the wonders of science in K-12 classrooms.
- Counseling and social work students researched, designed, and implemented effective group interventions for first-time teen offenders in the Teen Court program.
- Education, English, sociology, and math students served as tutors and mentors in public schools and community-based after-school care programs.
- Sociology, counseling, and communication students contributed to programs that support battered women, neglected or abused children, and family development.
- Mass communication students prepared public relations materials for non-profits.
- Biological sciences students initiated a long-term ecological inventory for nature parks.
- Landscape architecture students developed a plan adopted by government officials to rebuild the areas damaged by Hurricane Katrina.
- Composition students prepared successful grant proposals and newsletters for local non-profits and public schools.

1.2 LSU Service-Learning and CCELL

Thank you so much for your interest in service-learning. You are an essential part of our program. Our challenge as the university partner is to provide young adults with the knowledge and experiences that can develop not only their intellect but also their sense of civic responsibility and respect for other cultures. Your challenge as the community partner is to inform us (the LSU Center for Community Engagement, Learning, and Leadership, or CCELL) and your faculty partner of your agency’s particular needs so that we can ensure that courses benefit you, the community partner, and by extension, the community.

Planning for successful service-learning courses should begin early and at least six months or more before students are available. This handbook is designed to assist you in planning and implementing projects that offer LSU students opportunities to serve our community as they learn to apply academic concepts and theory to real-world situations.

We appreciate your interest in working with CCELL. Building and sustaining strong partnerships with community organizations is of utmost importance to us. We strive to make partnership with CCELL a positive experience for everyone involved. If, at any time, you have
questions about this manual or your service experience, please contact us. We are happy to assist you!

1.3 How Is Service-Learning Different From Volunteerism and Internships?

Because student teachers, interns, student observers, and/or service-learners could end up working with the same off-campus site, it is important to understand the difference between service-learning and other forms of community service before you decide to involve service-learners in your organization. Service-learners have different skills and expectations from volunteers or interns. While volunteers may perform any task asked of them, service-learners should only be expected to perform tasks that connect directly to the learning goals of their course. Also, service-learners do not have the skills of an intern. They cannot be expected, for example, to teach a class like a student teacher. Moreover, if you accept too many students at your site, both students and supervisors could become confused about expectations.

Service-learning is distinct from other forms of outreach and experiential education because it attributes equal weight to both service and learning goals. It is curriculum based, meaning that the service work is connected to and enhanced by a proposed course of study. Therefore, service-learning is different from:

- **Volunteerism and community service**, where the primary emphasis is on the service being provided and the primary intended beneficiary is clearly the service recipient;
- **Internships**, which 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; and
- **Field education**, which provides students with co-curricular service opportunities that are related but not fully integrated with their formal academic studies. In this case, students perform the service as a part of a program that is designed primarily to enhance students' understanding of a field of study, with substantial emphasis on the service being provided.


1.4 How Does CCELL Select Community Partners?

Please keep us informed about changing needs and contact information so that we can keep our database current. CCELL maintains a database of over 500 community partners. Faculty members who have expressed interest in working in the community are able to access this information. New requests for service may be forwarded to interested faculty individually or as a group through an electronic listserv. While faculty members may establish their own site placements, we recommend that they consult with the CCELL staff first.

Faculty who want to incorporate service-learning into a course contact CCELL staff to indicate the kinds of experiences they would like their students to have within the context of their course. From that point, either the faculty member or a member of the LSU service-learning staff makes contact with local community service programs to determine the projects students can complete within the course of a semester. To be selected for partnership, community service agencies must do the following:

- Provide an orientation session which states the goals of the service project;
- Identify a supervisor who can monitor student progress and communicate throughout the semester with faculty and students;
- Provide meaningful opportunities for service to the community through a project to be completed by students, or through regular service throughout the semester—usually 1 to 2 hours per week for a total of 15-20 hours per term.
Service opportunities may include, but are not limited to, work with not-for-profit agencies, schools, and community or grassroots organizations whose mission is to improve the social, educational, cultural, and environmental conditions of the individuals and communities they serve. For a service opportunity to be appropriate and meaningful within a course context, the actual work associated with the service objective must relate directly to course content. Sites may discover how the service relates to an academic course by:

- Meeting with CCELL staff and/or faculty member to determine service projects;
- Asking for a copy of the course syllabus for each course which refers students to your program;
- Working with faculty and/or students to develop service objectives that clearly describe the projects they will fulfill.

1.5 The PARE Model for Service-Learning for Community Partners

Both community partners (agency directors, volunteer coordinators, and direct service supervisors) and university partners (faculty, students, and CCELL staff) should follow the service-learning model adapted by our program: the PARE Model for Service-Learning. The following version of the PARE Model has been adapted specifically for LSU service-learning community partners.

Prepare

- Communicate your expectations to the faculty partner. Help the faculty partner design the service project so that it matches community service goals with the learning objectives of the course.
- Clarify responsibilities and goals with faculty partner (see Faculty-Community Partner Service-Learning Agreement, page 21).
- Discuss and plan for the risks involved in your project (see Section 2.4 Consider Risk Factors, starting on page 11).
- Agree on the number of students you can comfortably accommodate, the kind of documentation expected, and the semester timeline.
- Provide faculty partner with an orientation to your agency’s mission, history, culture, and protocols.

Act

- Designate an agency representative to supervise students and to whom student partners can go if they need help or have questions.
- Clarify responsibilities and goals with student partners. Supervisors and students may discuss and sign the Service-Learning Partnership Agreement (page 22).
- Train students in service opportunities. Provide student partners with an orientation to your agency’s mission, history, culture, and protocols.
- Foster sustained commitment (see Section 2.3 Consider the Principles of Volunteer Retention, starting on page 10).
- Supervise and monitor students. Supervisors document student service if necessary so that faculty partners can evaluate it (see Student Service-Learning Project Log, page 23).

Reflect

- Faculty partners will require students to participate in structured opportunities to talk, write, think critically about, and learn from service. Look for opportunities to share your experience and knowledge to help students reflect and learn.
- Please accept invitations to LSU celebration events where you can recognize good work and share ideas for improvement.
Evaluate

- Provide feedback to the faculty partner on student participation, formally or informally, according to your agreement with the faculty partner (see Student Service-Learning Project Log, page 23; also see Evaluation of LSU Service-Learning Student, page 24)
- Measure how well service and learning goals were achieved. Look back at program successes and areas that need improvement. Communicate this information to the faculty partner so that problems may be addressed for future partnerships.
- Help CCELL to improve our program by completing the online survey we send out at the end of the academic year.
SECTION 2: Planning A Service-Learning Project: A Step By Step Guide

2.1 Talk to Your Faculty Partner

The first step to building a service-learning partnership is to start a dialogue between you—the community partner—and the service-learning faculty member. Or, if you have an idea for a service-learning project but don’t have a partner, contact CCELL staff at 225-578-4245 or ccell@lsu.edu and we will be happy to make this information available to faculty who may wish to integrate your service project into the learning goals of their courses.

It is important that you frankly discuss your expectations with the faculty member and that you both agree on the nature of the project. Discuss the project with your faculty partner and make sure it is one that students will be qualified to complete. Also, make sure that your organization has the capacity to accommodate the number of service-learners in the class.

Both the community and faculty partners have responsibilities during this dialogue. It is your responsibility to assure that the project meets the needs of your organization and the faculty partner’s responsibility to make sure the service project helps meet the learning goals of the course.

LSU service-learning courses offer a variety of service projects and employ a variety of service-learning models. The model you and your faculty partner choose should depend on the learning goals of that course and the needs of your agency. Keep these five questions in mind when designing your service project.

- What kind of service project will this be (direct service or deliverable project)?
- How will the service be supervised and evaluated?
- How much time will the service project require?
- Will the service be required or optional?
- Will students work individually or in groups?

2.1.1 What Kind of Service Project Will This Be?

There are two kinds of service. For both types, students should be able to relate their work directly to the mission of your organization.

- **Deliverable projects** are service projects that require the completion of some project as the service goal. For example, a mass communication class might design a public relations campaign for a non-profit. It is the end product—the completed campaign plan—that is required for the completion of the project, not a certain number of service hours. Projects must be well defined. Students must be provided with information as well as access to a knowledgeable individual who can answer their questions.
- **Placement projects** are service projects that require a number of hours of service as the service goal. Placement projects should have consistent hours so that students can serve regularly throughout the academic semester. Faculty members usually require students to write about or reflect on their experiences throughout the semester, so serving at the last minute is not acceptable. Agencies should allow for a minimum of one hour and a maximum of four hours per student visit so that the students spend enough time for the service to be meaningful and not so much time that they complete their service in two or three visits. (Reflection between service visits is often critical to the learning goals of the course.) Finally, students need ample opportunities to complete 10-20 hours of meaningful work over the course of the semester, per their agreement with faculty. **Do not accept more students than you are sure you will need.**
2.1.2 How Will Students Be Supervised and Evaluated?

Discuss with your faculty partner how you will be involved in documenting and evaluating student service and who will be responsible for their supervision (see Evaluation of Service-Learning Student, page 24; also see Student Service-Learning Project Log, page 23).

2.1.3 How Much Time Will the Project Require?

Time is always a consideration when choosing your faculty member and designing your service project. In many cases, it is optimal to establish a minimum number of service hours that students must serve. In other cases, this is not practical, and student service is evaluated based on the satisfactory completion of a service project. For example, English composition students who tutor in elementary schools might be required to serve a minimum of 20 hours; however, a service project for technical writing students might be to write a grant for a nonprofit, so those students would only serve the number of hours it would take to write the grant.

Even if you and your faculty partner decide on a deliverable project for which it is not practical to establish a minimum number of student service hours, it is still important to consider how much time the service project will require. Students must have time to complete the project within the time frame of the semester.

If you believe the success of your service project would be best guaranteed by requiring a minimum number of service hours, you and the faculty partner must devise a way to keep track of student service hours (for ideas, see Student Service-Learning Project Log, page 23). Consider how much time you believe students will take to complete your service project, and run this number by your faculty partner. The number of total hours your project will require should equal the number of student service hours available. Your faculty partner and you should discuss how students will schedule their service hours with your agency. Consider that students will be scheduling their hours around other classes and work hours, so flexibility is important.

2.1.4 Will Service Be Required or Optional?

LSU service-learning courses may be either “Service-Learning Required” or “Service-Learning Optional,” as designated by the faculty member. “Service-Learning Required” courses are those in which all students are required to participate in the service project as partial fulfillment of the course requirements. “Service-Learning Optional” courses are courses in which students may choose to complete either the service project or an alternate assignment. If your faculty partner designates the course as “Service-Learning Optional,” some students enrolled in the course may opt not to participate in your service project.

2.1.5 Will Students Work Individually or in Groups?

You and your faculty partner may choose to have service-learners work individually or in groups. In making this choice, consider the nature of the service project and the learning goals of the course. What would be the most effective way to simultaneously complete the service project and fulfill the learning goals of the course? Remember that students should always be supervised when interacting with vulnerable populations such as children or elderly citizens.

2.2 Construct an Effective Service-Learning Partnership

Remember an effective service-learning partnership is based on a reciprocal relationship between student and community partners. The following guidelines define the basic rights and responsibilities of each partner. Planning to adhere to these guidelines during the semester will help you maintain an effective service-learning partnership.
Responsibilities of the Community Partner

It is the responsibility of the community partner to give student partners the following:

- An orientation to the site and training for the position.
- A description of what jobs are expected of them.
- Meaningful tasks related to their course learning goals, skills, and available time.
- A place where students may sign in to document hours, if applicable.
- Adequate supervision and continuous feedback to students to facilitate growth.
- An opportunity to make suggestions, receive feedback, and add value to your organization.
- Respect from other workers at your organization.
- An evaluation of their efforts at the end of the semester.
- Appreciation of their efforts.

Responsibilities of the Student Partner

- To complete a Service-Learning Partnership Agreement (page 22) if asked, indicating their schedules and service objectives for the semester.
- To reliably fulfill their service to your organization.
- To respect the policies and expectations of your organization, especially in regard to confidentiality and participation in required training sessions.
- To behave professionally in carrying out the tasks assigned to them.
- To observe your established dress code.

2.3 Consider the Principles of Volunteer Retention

When planning your service project and preparing your organization for service-learning students’ arrival, try to make your agency as friendly as possible. This will help you retain your service-learners throughout the semester. The following lists, prepared by professional volunteer coordinators, describe why service-learners and volunteers remain committed and why they sometimes lose interest.

Why Volunteers Remain Committed

- They feel appreciated.
- They can see that their efforts make a difference.
- There are opportunities to deepen their level of involvement.
- There are opportunities for personal growth.
- They receive private and public recognition.
- They feel capable of handling tasks assigned to them.
- They enjoy a sense of belonging and teamwork among colleagues.
- They are involved in the administrative process, such as problem solving.
- They recognize that something significant is happening because of the organization’s existence.
- Their personal needs are met.

Why Volunteers Lose Interest

- There are discrepancies between the stated expectations and the reality of the situation.
- There is no one easily available to offer support, leadership, or guidance in difficult situations.
- They receive no praise for their efforts.
- They do not feel that their efforts are making a difference.
- The tasks assigned to them are too routine or lacking in variety.
- They perceive a lack of support from co-workers.
- There is little prestige related to the assigned task or group.
- There are no opportunities for personal growth.
2.4 Consider Risk Factors

To some degree, risk is always present in the activities that add value to our personal and professional lives. CCELL is committed to protecting its human and financial assets through the practice of effective risk management. CCELL depends on the trust of all its partners to proceed; therefore, the program is dedicated to protecting the safety and dignity of its students, faculty, community partners, and anyone in contact with the program. The following information will help you assess the potential risks of your service project and to take steps to minimize it.

Once you have decided on your service project, consider the risks that may be inherent in the work you plan for LSU service-learning students. Advise your faculty partner of these risks, and discuss ways to minimize them. The faculty partner should also discuss risks with students.

In keeping with LSU’s Commitment to Community, students are expected to conduct themselves with the utmost respect for fellow citizens during their service. Students who act disrespectfully toward others, refuse to follow reasonable instructions from their supervisors, or report to service under the influence of alcohol or other drugs will be subject to disciplinary action from the Dean of Students.

**Identify Risks**

Ask yourself what could go wrong with your service project. No matter how far-fetched some concerns may be, include them on your list. Consider the following risk categories when you imagine what could go wrong: people, property, income, and goodwill. Examples of identified risks include the following:

- A student is injured during a service-learning activity.
- A student molests a child during a tutoring session.
- Confidential information is disclosed by a student working in a social service agency.
- Equipment is lost, stolen, or broken by a student.
- A student speaks to the media about an incident occurring at a partner agency.

Make a list of all the risks you have identified and then evaluate them.

**Evaluate and Prioritize Risks**

Consider each identified risk. How frequently could the event occur? If the event occurs, how much will it cost? Then, rate the level of each risk: very high, high, medium, low, or very low. In analyzing the level of each risk, consider the following questions about the work your students will be doing in the community:

- If your students are working with clientele of community agencies, how vulnerable are the clients? How vulnerable are the students?
  - **High:** elderly, disabled, children
  - **Low:** able-bodied, adult
- What is the setting for service-learning activities?
  - **High:** home of client
  - **Low:** classroom
- What are the tasks and responsibilities of the service-learner?
  - **High:** 1-1 mentoring
  - **Low:** group project
- What level of supervision is provided?
  - **High:** no/limited supervision
  - **Low:** supervision always present

Once you have a clear idea of risks and risk factors, you are better prepared to manage these risks.
Manage Risks

Avoid any activity that is too risky. Retain low risk activities or modified versions of higher risk activities. Prepare for any consequences for the activities you decide to retain. Modify any activity, if possible, to reduce the chance of harm and/or the impact of damage. Modifying activities is often the best strategy. The following are examples of actions that would modify risks:

- Define students’ roles and responsibilities in written position descriptions.
- Provide training and supervision for students prior to and during service.
- Open lines of communication between faculty and students and faculty and agencies to report problems.
- Evaluate student skills and judgment before service assignment.
- Have students sign an Informed Consent Statement (see a sample on page 13).
- Acquire volunteer insurance coverage.
- Screen applicants.
- Have students sign work agreements/contracts.
- Encourage public transportation.
- Encourage working in pairs or groups (the two-deep model).
- Review risk management and emergency protocols with students and faculty.


2.4.1 The Above Suspicion Policy

The Above Suspicion Policy has been developed specifically for service projects in which service-learning students work with children or other vulnerable populations. Its purpose is to keep service-learning students “above suspicion” and to afford vulnerable populations in the community protection from any potentially abusive situations. If your service project involves working with vulnerable populations, CCELL recommends that you screen and educate LSU service-learning students.

Screening

You may choose to screen LSU service-learning students before placing them at your site. Screening may include a personal interview with the site supervisor, police background checks, or simply requiring a letter of recommendation. As the site supervisor, you have the right to refuse placement of any student.

Education

Prior to placement, educate LSU service-learning students about their liability in the areas of sexual harassment, child molestation, one-on-one situations, and physical and mental abuse. Review Section 2.4.3 Emergency Management Protocol, starting on page 14, with students. Urge students to take the following precautions:

- Avoid one-on-one situations that place you alone with a vulnerable community member such as a child, or isolate you and the community member from the main area of activity.
- Respect privacy. Do not become intrusive or ask personal questions more than is necessary.
- Respect boundaries. Recognize that an individual has the right to reject displays of affection (a hug or pat on the shoulder) if he or she feels uncomfortable with them. Not every person comes from a background in which affection is displayed openly.
- Avoid sensitive subjects. Some community members may express a natural curiosity about boyfriends and girlfriends, personal relationships, and even sexual activity. Use common sense in discussing sensitive subjects, and do not go into the details of your private life.
- Do not give out your address or phone number.
- Respect the confidentiality of everyone you work with.
2.4.2 The Informed Consent Statement

CCELL recommends that all community partners develop an Informed Consent Statement and review it with all of their student partners. An Informed Consent Statement is a document that outlines all of the conditions and potential risks that a service-learning student might encounter while volunteering at your site. Students’ signatures on these documents indicate that they are fully aware of these conditions and risks and, in light of this information, are prepared to enter into a service agreement (see Sample Informed Consent Statement on page 13).

The following questions are intended to assist you in preparing an Informed Consent Statement. This list is not exhaustive. You may think of other questions that pertain more directly to the nature of your site.

Will the students be exposed to physical risk by any of the following situations:

1. Engaging in physical labor that requires lifting heavy objects, or climbing scaffolds?
2. Handling equipment typically used in construction, maintenance, or landscaping that might require safety training?
3. Driving a vehicle as a part of their service work?
4. Traveling in outdoor areas where they might encounter unsafe road or trail conditions, poisonous plants or insects/snakes, uncovered ground wells or mines, or wildlife?
5. Engaging in work that requires lifting or moving adults?
6. Being exposed to persons with infectious diseases?
7. Being exposed to bodily fluids?
8. Being exposed to toxic materials of any kind?
9. Serving in a high crime area? A high traffic area? A remote, rural area?
10. Serving in private homes or other unsupervised locations?
11. Serving in a location that is occasionally subject to retaliatory violence or vandalism as a result of the population you serve or the philosophical or political position of your organization?
12. Working with clients who are prone to violent or erratic behavior?
13. Working with clients who may make sexual advances?

Will the students be exposed to emotional or psychological risk by any of the following:

1. Encountering random verbal abuse?
2. Encountering harassment as a result of their association with your organization?
3. Encountering situations of extreme human suffering?
4. Working with clients who are prone to make sexual overtures or other kinds of inappropriate remarks?
5. Working with clients who are prone to manipulate, panhandle, or in any other way exploit others?
6. Are there any other risks students might encounter while completing this service project?

Once you have identified all the risks, discuss them with faculty and prepare a statement listing them for students to sign during orientation.
SAMPLE INFORMED CONSENT STATEMENT

My work as a service-learning student at Cleanwater Agency is entered into willingly, as a component of my academic coursework and as an effort to assist Cleanwater Agency in its work in the community.

I understand that volunteering with Cleanwater Agency involves potential risks including:

- Travel in remote, rural areas where access to telephones or human assistance may be limited or nonexistent;
- Travel in remote, rural areas where residents may be suspicious of my presence;
- Travel in remote areas where there may be open, unmarked well sites;
- Travel in wooded areas where there may be contact with poisonous plants and or insects/snakes;
- Probable exposure to contaminated water; and
- Probable exposure to toxic materials used to clean wells.

I am consenting to enter into this service-learning project aware of these potential risks. I assume responsibility for my welfare and agree to consider the precautionary measures recommended by Cleanwater Agency.

Signature: _________________________________ Date: ________________

2.4.3 Emergency Management Protocol

When considering the issue of student and community safety, CCELL has witnessed very few emergencies. Nevertheless, accidents and problems can occur—regardless of how many preventive measures have been implemented. In view of this reality, LSU's service-learning partners should have a general procedure to follow in the event of a service-related emergency.¹

Emergency Involving Bodily Injury or Harassment² During a Project

In the event a service-learning student or another person involved with the project is injured or harassed on the project site:

*The supervisor or agency staff should follow any emergency management protocols generated by the agency itself. If there are no extant agency protocols, or in addition to agency protocols, the supervisor or agency staff should do the following:*

- Assess the situation and tend to the injured/harassed person(s).
  - Make sure the area around the person is secure and safe.
  - Avoid moving an injured person, particularly in case of back, neck, or other serious injuries.
- Send a messenger to get help. A responsible person should do the following:
  - In the case of injury, call 911 and give the location of the emergency, the number of injured, and the type of attention needed.
  - Inform the agency director.
  - Call the CCELL Director at (225) 578-9264 or the CCELL Assistant Director at (225) 578-4245.
  - Contact the LSU Office of Risk Management at 225-578-3297.
- Designate an assistant—e.g., agency staff member. The assistant should do the following:
  - Take charge of securing the surrounding environment to ensure no one leaves the site and that there are no further emergencies.
  - Assist the faculty supervisor or staff member when necessary.
- Direct emergency personnel to the injured person when they arrive and give a verbal account of the accident.
• Document everything. Fill out agency, police, and/or other pertinent parties' incident forms and be sure to get witnesses' names, addresses, and phone numbers.
• Not allow students to help with the foregoing tasks unless they are the only available personnel. They are not to be used for any hazardous tasks.

In an emergency situation, only the supervising member of the agency (e.g., principal, hospital administrators, etc.) and/or the CCELL Director or their designees may make statements to the media. Others should respond to the media by saying, "I really don’t have the information you need. It would be best to talk to the agency supervisor/CCELL Director."

**Bodily Injury or Harassment Instigated by a Service-Learning Student**

In the event that a service-learning student threatens or engages in physical/sexual assault:

*The agency supervisor should*

• Contact the student's instructor, the faculty partner.
• Escort the student away from the location of the event; ask the student to leave the agency; and/or if necessary, have the student removed by law enforcement officers.

*The faculty partner, upon being notified of the situation, should*

• Document everything. Fill out agency, police, and/or other pertinent parties' incident forms and be sure to get witnesses' names, addresses, and phone numbers.
• Immediately contact the student to schedule an appointment for discussing the event.
• Forbid the student to return to the agency until further notice.
• Immediately contact CCELL staff at (225) 578-9264 or (225) 578-4245 to adequately and appropriately handle the emergency.
• Not respond to the media except to say, "I really don’t have the information you need. It would be best to talk to the CCELL Director." Only the agency administrator or the CCELL Director or their designees may make statements to the media.

---

1 These emergency protocols address actual occurrences. Second-hand reports and accusations should be directed to the CCELL Director at 225-578-9264 or Assistant Director at 225-578-4245.

2 The definition and procedures concerning sexual harassment are in keeping with LSU's PS-73 and PS-95; thus, all references to harassment within these protocols should be read accordingly. For more details, please refer to the aforementioned policies [http://appl003.ocs.lsu.edu/ups.nsf/ByNumber?OpenView&Start=88](http://appl003.ocs.lsu.edu/ups.nsf/ByNumber?OpenView&Start=88).

2.5 Write a Job Description for Students

Supplying students with a job description during or before orientation can help them understand how they will help fulfill your organization's needs. This understanding will make their service more meaningful and give them a sense of purpose. The job description received from the community partner is much like the syllabus students received from the faculty partner. It is intended to summarize the semester goals and explain how the student is expected to help fulfill them. A sample job description is on the following page.
Sample Job Description

<table>
<thead>
<tr>
<th>ORGANIZATION NAME</th>
<th>Give the name of the organization or site and specific site (i.e. Baton Rouge General Medical Center, Surgery Waiting Room).</th>
</tr>
</thead>
<tbody>
<tr>
<td>MISSION STATEMENT OR PURPOSE</td>
<td>Give your organizational mission statement or a description of your program’s purpose, function, intended benefit, and population served.</td>
</tr>
<tr>
<td>STUDENT ROLE</td>
<td>Clearly explain how service-learning students will contribute to your mission or program purpose by performing their assigned tasks.</td>
</tr>
<tr>
<td>SERVICE PROJECT</td>
<td>Include a detailed description of the service project or assignment.</td>
</tr>
<tr>
<td>EXAMPLES OF PAST PROJECTS</td>
<td>If you have worked with service-learning students in the past, relate examples of tasks undertaken by students. Challenging and meaningful activities will be more persuasive in recruiting and retaining students.</td>
</tr>
</tbody>
</table>
| TRAINING, ORIENTATION AND OTHER REQUIREMENTS | Dates/times of training  
Will failure to attend training prohibit the student from participating in this program?  
Is screening for medical or criminal history required? Explain. This information is important to provide early on in the semester. |
| TIME REQUIREMENTS | Days and times needed; hours during which service can be done; evening/weekend hours if available. |
| DIRECTIONS | Give directions from LSU campus. |
| CONTACT INFORMATION | NAME:  
ADDRESS:  
OFFICE PHONE:  
E-MAIL:  
FAX:  
When is the best time for students to contact you? Do you prefer phone calls to e-mails or vice versa? |

2.6 Review Our Suggested Semester Calendar for Community Partners

The following is a suggested semester calendar for your use in planning activities for students to accomplish during each week of their semester with you. While this calendar is particularly useful for ongoing placements such as tutoring, short term or deliverable service projects are monitored quite differently.
### Before Service

- Discuss service-learning student involvement with staff/co-workers.
- Discuss learning and service goals with faculty and/or LSU service-learning staff.
- Sign [Faculty-Community Partner Service-Learning Agreement](#) (page 21) with faculty partner (optional).
- Develop a job description to give to service-learning students during or before training and orientation. (For information on writing job descriptions, see Section 2.5 [Write a Job Description for Students](#), starting on page 15.)

### Week 1-3

**Orientation**

- Provide training and orientation for service-learners—either in class or on-site if necessary. (See Section 3.2 [Student Orientation Checklist](#), starting on page 18) A packet of orientation materials at each service site may assist students who show up at an inopportune time or when the direct supervisor is absent. An experienced student may be able to assist in assembling materials.
- Go over [Service-Learning Partnership Agreement](#) (page 22) with student and sign (optional). Keep a copy for your records.

### Week 4-10

**Monitoring and Supervision**

- Monitor student attendance/hours and initial student log (if appropriate).
- Ask students if they are having any difficulties performing service activities.
- Ask students if they need additional resources or information.
- Contact CCELL at 578-4245 or your faculty partner if a student is experiencing difficulties or if you have concerns.

**Expect**

- Completion of project milestones as agreed upon with student and faculty partners.
- Regular attendance.
- Active participation.
- The student to ask questions if he or she is experiencing difficulty.
- To verify the Student Project Log for mid-term report if requested by student or faculty. (see [Student Service-Learning Project Log](#), page 23)

### Week 11-16

**Conclusion**

- Meet with students to evaluate their work. (see [Evaluation of LSU Service-Learning Student](#), page 24.)
- Discuss "closure" with students and how they will end relationships with particular individuals or groups.
- Consider finalizing steps, such as an "exit interview," letter of reference, or token of appreciation, if appropriate.
- Ask students if they wish to pursue volunteer opportunities beyond the end of the semester.

**Expect Students to**

- Complete required project or hours by the end of the semester (depending on course requirements).
- Give notice to you, other staff, and program participants that their term of service will soon end.
SECTION 3: Implementing Your Service Project

3.1 How CCELL Can Help You

CCELL is happy to provide community partners with the following:
- A copy of the University’s holiday schedule
- Assistance in establishing partnerships with faculty
- An opportunity to evaluate the project at the end of the semester
- Call us at (225) 578-4245 or send an e-mail to CCELL at ccell@lsu.edu for assistance.

3.2 Student Orientation Checklist

If your service project will involve students coming on-site, CCELL recommends that you hold an orientation to prepare your agency before students begin serving. Students made most of the suggestions on this checklist. Of course, some suggestions may not apply to your particular organization. You may think of other tasks for your particular organization.

Prepare Your Organization for the Students’ Arrival
- Assign an accessible staff person to supervise the service-learning students.
- Explain the role service-learners will play in your organization to co-workers. Please call them service-learners and advise staff about how service-learners differ from volunteers or observers.
- Prepare a notebook or folder with information for students, particularly about what students are and are not authorized to do. Have this ready for the first day on the job and easily available throughout the semester.

Hold an Orientation Session
- Give students an oral history of your organization.
- Provide them with cultural information if diversity considerations may be an issue. Planning, processing, and identifying common hurdles will maximize the success of your service project. Consider how the culture of LSU service-learning students may differ from the culture of your agency or from the culture of the people your agency serves. Be sure to consider ethnicity, geographic home, age, education, clothing, environment, and commonly held stereotypes. Prepare the students for these diversity issues during orientation.
- Give students a list of procedures or rules of conduct.
- Inform students of your organization’s dress code and what you expect from them in this regard.
- Emphasize the importance of confidentiality as it relates to your organization.
- Inform students of all potential risks associated with working at your organization. (See Section 2.4 Consider Risk Factors, starting on page 11 for help in preparing this information.)
- Train students to handle emergency situations. (See Section 2.4.3 Emergency Management Protocol, starting on page 14.)
- Have students sign an informed consent document (optional). (See Section 2.4.2 The Informed Consent Statement, starting on page 13).
• Explain the duties and responsibilities of the students’ tasks and how these tasks relate to others in the organization. (See Section 2.5 Write a Job Description for Students, starting on page 15.)

• Assist students in developing a service objective and have them sign a partnership agreement (optional). (See Service-Learning Partnership Agreement, page 22.)

• Determine students’ service schedules and establish a policy for covering absences.

• Provide students with contact information.

• Compare your holiday/event schedule with the students’ academic calendar for the entire semester.

• Inform students of the organization’s phone number and explain telephone procedures, extensions, and other guidelines if the students’ responsibilities include phone use.

• Assist students in finding safe and inexpensive parking.

• Inform students of your organization’s emergency closing policy.

• Inquire if there are any special accommodations necessary to assist students in their efforts.

• Finally, give students a tour of the site. Point out the location of the nearest fire alarm, exits, extinguisher, and staff alarm code numbers. Point out the location of the restrooms. Introduce students to staff members.

Give students ample feedback and invite them to ask any questions they may have about policies and procedures specific to your site.

3.4 Handling Problems with Students

Despite everyone’s best efforts, problems sometimes arise. Please follow these guidelines when handling problems with students or when handling emergency situations. CCELL cannot assure you that every student will be an outstanding worker, but we can assure you that if students are irresponsible, they will be held accountable and their opportunities to work at your site will be jeopardized.

If you experience a conflict with a student, please observe the following procedures:

• **Address the student directly.** Usually, a face-to-face meeting or phone call is sufficient to clarify expectations and clear up any miscommunications. If the problem persists after addressing the student directly, please do the following:
  
  o **Contact the faculty member.** Contact information is available at the LSU Directory at www.lsu.edu. Or call CCELL at (225) 578-4245. Staff can mediate between the student and your organization. If necessary, we can arrange to place the student at a different site.

If the student is consistently late or frequently absent

• **Contact the faculty member or CCELL at (225) 578-4245.** Record all absences and tardy arrivals by date on the student’s record and report if excessive.

In the event of a serious abuse of your organization’s policies

• **Document the problem in a letter** and send to CCELL (you may do this by e-mail to ccell@lsu.edu if you prefer). This letter may serve as a request to terminate the student from the organization. CCELL staff and other University officials will consult with your organization immediately to determine the appropriate action to be taken.
3.5 Accommodating Students with Disabilities

Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. Faculty partners should inform you if accommodations are necessary for students with disabilities. If you suspect a student has disabilities and no accommodations have been arranged, please contact your faculty partner to discuss ideas about alternative assignments or how LSU can provide support services to assist the student in performing the service. Any student with a disability needing academic adjustments must speak with the Office of Disability Services, 112 Johnston Hall, 225-578-5919, before accommodations can be granted. For ideas on alternative assignments, please contact CCELL at 578-4245 or ccell@lsu.edu.

3.6 Useful Forms

You may find the following forms useful. They may be rewritten or adapted to fit the needs of your organization and/or your faculty partner.

- Faculty-Community Partner Service-Learning Agreement (p. 21) may be useful in planning your course. It may help you and your faculty partner establish the conditions of your partnership.
- Service-Learning Partnership Agreement (p. 22) will help you and your student partner establish the conditions of your partnership at the beginning of the semester.
- Student Service-Learning Project Log (p. 23) may be useful for monitoring student progress in an ongoing placement project.
- Evaluation of LSU Service-Learning Student (p. 24) may be used to evaluate students for faculty near the end of the service project.
- Sample Informed Consent Statement (p. 14)

Go to www.ccell@lsu.edu under “Community Partner Information > Forms” to download forms and make adjustments to fit your particular needs. Please call CCELL at 225-578-4245 if you need assistance in downloading the forms.
Faculty-Community Partner Service-Learning Agreement

We will both remember to work toward a reciprocal relationship, balancing the needs of the community partner with LSU student needs. LSU service-learning students are working toward particular academic goals and are not simply volunteers, and this partnership is not an internship, designed solely to meet student needs. We will strive to meet the needs of each partner equally.

Faculty Name (printed) _________________________________________________________
Department (e.g. ENGL, BIOL) ______________________ Course _______________________
Semester ______________  Year __________

1. I will communicate clearly, professionally, and consistently the academic and administrative needs of my students.
2. I will make sure the LSU service-learning students understand their duties to the partnership and will encourage dialogue and reflection that will enable us to pinpoint concerns or problems that may arise.
3. I will provide, or will have a CCELL coordinator provide, training about service-learning for direct service supervisors, upon request.
4. I will work with volunteer site coordinators to schedule and facilitate an in-class orientation for LSU service-learning students so that the needs of the community site can be clearly articulated to LSU service-learning students.
5. I will place students with site coordinators to begin service as soon as possible.
6. I will provide feedback and assistance on concerns and problems identified by community site administrators and direct service supervisors.

Faculty/Staff Signature ______________________ Date _____________

Agency Contact Name (printed) ________________________________________________
Job Title ______________________ Agency ______________________________
Phone ______________________ E-mail ____________________________________________

1. I will actively participate in this partnership or will designate another party to work with LSU in order to create a mutually beneficial partnership.
2. I will locate appropriate service supervisors to work with LSU service-learning students as part of this partnership. Supervisors should be willing participants in the service-learning partnership and should be recommended for LSU service-learning coordinators and faculty by community site administration.
3. I will, if necessary, allow for in-service training time to be designated for service-learning orientation for supervisors by CCELL coordinators.
4. I will provide an orientation (preferably during the first or second week of LSU classes each semester) for the LSU service-learning students, or will be responsible for designating another appropriate person to do so.
5. I will follow suggested protocol for student placement unless it is not feasible for our program. If another protocol will be followed, I will explain the process to the LSU service-learning faculty member and will work with LSU service-learning faculty member to place students in a manner that suits their academic needs.
6. I will ensure that I or someone else will provide supervision, feedback, and evaluation for the LSU service-learning students who work at our service site.

Agency Signature ______________________ Date _____________

*Call or e-mail Christy Arrazattee (225-578-4245, ckayser@lsu.edu) with any questions.
To be completed by student and supervisor and returned to instructor

**Service-Learning Partnership Agreement**

*Please print clearly for permanent service-learning records.*

## Course/ Faculty Partner Information

Course name_____________________ Instructor______________________________

Abbreviation_________ Number_________ Section ______

Semester (please circle one): Fall   Spring   Summer   Year: __________

## Student Partner Information

Name_______________________
College/Major______________
Local Phone_____________________
E-mail ______________________________

## Community Partner Information

Organization Name__________________
Immediate Supervisor _______________
Mailing Address_______________________
Email ____________________________
Phone (____) ________________________

### Student Partner/Community Partner Agreement

*Initial and/or review points of agreement, sign, and date below.*

<table>
<thead>
<tr>
<th>Student Partner</th>
<th>Community Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I will maintain consistent communication with my service site.</td>
<td>1. I will maintain consistent communication with the student.</td>
</tr>
<tr>
<td>2. I understand the organization’s mission.</td>
<td>2. I have provided information about the mission of our organization.</td>
</tr>
<tr>
<td>3. I have communicated my skills, talents, interests, and course requirements to the organization.</td>
<td>3. I am aware of the student’s skills, interests, and course requirements and will provide appropriate opportunities for service that meet the needs of our organization.</td>
</tr>
<tr>
<td>4. If a problem arises, I will discuss it with my supervisor.</td>
<td>4. If a problem arises, I will discuss it with the student.</td>
</tr>
<tr>
<td>5. I will schedule an appointment with my supervisor to discuss the evaluation of my service.</td>
<td>5. I have informed the student of our holiday schedule and closures for this semester.</td>
</tr>
<tr>
<td>6. I have discussed the learning goals in my course plan with my immediate supervisor. (LIST on back number of hours, project description, requirements, and/or goals you will achieve.).</td>
<td>6. I understand the student’s course learning goals and requirements and am prepared to provide opportunities for achieving them as the student serves to meet the goals of our organization.</td>
</tr>
</tbody>
</table>

_______________________
Student signature                   Date

_______________________
Supervisor signature(s)                   Date

*Call or e-mail Christy Arrazattee (225-578-4245, ckayser@lsu.edu) with any questions.*
To be maintained by student, signed by supervisor, and turned in to instructor

Student Service-Learning Project Log

Name: ___________________________ Semester: ________ Year: ____________
Course: ___________________________ Instructor: ___________________________
Agency: ___________________________ Agency Supervisor: ___________________ 
Agency Telephone: ____________ Student Activity: _____________________________

DIRECTIONS:
1. **Sign-in and sign-out each time you work** at this agency and have your **immediate supervisor initial** your hours.

2. Just before mid-term due date make a photocopy of this form showing total hours worked. Turn in photocopy to instructor by the following date:

   **MID-TERM due date:**

3. Turn in **original** of this form showing total hours by the following date:

   **FINAL due date:**

4. Make copies for your files and for your agency and turn in a copy to your instructor with your evaluation. If you need more spaces, use a second form.

<table>
<thead>
<tr>
<th>Date</th>
<th>Sign-in time</th>
<th>Sign-out time</th>
<th>Hrs</th>
<th>Supervisor’s signature</th>
</tr>
</thead>
<tbody>
<tr>
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<thead>
<tr>
<th>Date</th>
<th>Sign-in time</th>
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<th>Hrs</th>
<th>Supervisor’s signature</th>
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</table>

**Mid-term hours total**

**Final hours total**

*Call or e-mail Christy Arrazattee (225-578-4245, ckayser@lsu.edu) with any questions.*
**Evaluation of LSU Service-Learning Student**

Name: ___________________________  Semester: ___________________  Year: __________

Course: ______________  Instructor: ____________________________

Agency: ______________  Supervisor: ____________________________

Directions: Agency supervisor should complete this form prior to final due date. Supervisor and student should meet together to discuss and sign the evaluation. *Make copies of this form for student and agency files. Turn in original by the following date:*

**FINAL due date:**

Rate the student’s performance on a scale of 1 to 3 in each of the areas listed:

- 3 = Satisfactory
- 2 = Less than Satisfactory
- 1 = Unsatisfactory

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was the student’s attendance regular?</td>
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<tr>
<td>Was the student’s attendance punctual?</td>
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<tr>
<td>If the student missed a scheduled time, was the matter handled responsibly?</td>
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<tr>
<td><strong>SKILLS</strong></td>
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<tr>
<td>Was the student helpful as a mentor/teacher?</td>
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<tr>
<td>Was the student a thoughtful listener?</td>
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<tr>
<td>Was the student organized with his/her things?</td>
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</tr>
<tr>
<td>Was the student organized with his/her time while working?</td>
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</tr>
<tr>
<td><strong>WORKING RELATIONS</strong></td>
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</tr>
<tr>
<td>Did the student cooperate and support staff?</td>
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<td></td>
</tr>
<tr>
<td>Did the student cooperate and support guests/clients?</td>
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<tr>
<td>Was the student able to accept and integrate criticism?</td>
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</tr>
<tr>
<td><strong>PERSONAL CHARACTERISTICS</strong></td>
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<tr>
<td>Did the student demonstrate resourcefulness?</td>
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<tr>
<td>Did the student demonstrate initiative during service?</td>
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<tr>
<td>Did the student demonstrate thoughtfulness of judgment?</td>
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<tr>
<td>Did the student work with enthusiasm and a positive outlook?</td>
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<tr>
<td>Did the student demonstrate patience?</td>
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</tr>
</tbody>
</table>

**SUMMARY EVALUATION**

_______________________________________________________________________________________

Student’s Signature ________________________  Date ______________  Supervisor’s Signature ___________  Date ______________

*If you have any questions, please contact Christy Arrazattee, Center for Community Engagement, Learning, and Leadership at kayser@lsu.edu or 225-578-4245, B-29 Coates, LSU, Baton Rouge, LA, 70803.*