

# **CCELL**



**Center for Community  
Engagement, Learning,  
and Leadership**

**Service-Learning  
Student Handbook**

[www.ccell.lsu.edu](http://www.ccell.lsu.edu)



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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 Louisiana State University 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.

(Adapted from Robert Bringle and Julie Hatcher (1996).

"Implementing Service-Learning in Higher Education," *Journal of Higher Education*, 67:2)

## ***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.

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## **SECTION 1: Introduction**

### **What is Service-Learning?**

Service-learning describes a type of course that offers hands-on learning in which you apply what you learn to make your community a better place. Additionally, through service to community partners, you gain knowledge that's directly connected to the learning goals of the service-learning course you're taking.

But it's also important to remember that service-learning is NOT:

- Just volunteerism.
- Just an internship, practicum, or co-op.
- Just an add-on to the regular requirements of your course.
- Credit for service only without demonstrated learning.
- Just a “feel good” experience.

Most service-learning work is done with non-profit organizations, community groups, and governmental agencies whose goal is to serve the public good.

### **Is a Service-Learning Course More Work?**

In most cases, no, it's not more work—it's different work. The course has been redesigned to include service, not to add it on to all the usual requirements. For example, you might keep a journal about your service-learning experiences instead of writing a formal essay. And the service work is arranged around your schedule. In some cases, it is done during class itself.

### **What are the Benefits of Service-Learning?**

Both you and the community benefit from a service-learning course. The hyphen in “service-learning” emphasizes the reciprocal nature of service-learning.

Service-learning enables you, as a student, to:

- Become a better citizen.
- Explore majors and careers that interest you.
- Learn new skills.
- Learn in an interesting, engaged, hands-on kind of way.
- Build your résumé for graduate school or the job market.
- Apply your academic knowledge and skills in the real world.
- Improve your retention and understanding of course material.
- Meet new people, make new friends, and make valuable contacts.
- Improve your leadership skills and sense of personal satisfaction.
- Better the community in which you live.
- Make a difference in the world.

Community-based organizations that engage young people in service and service-learning also benefit.

## What Types of Service-Learning Courses Are There?

At LSU, service-learning courses are offered in more than 35 departments and every college and school on campus. New and unique service-learning courses are added every semester. Here are just a few examples:

- Engineering, English, geology, math, music, sociology, Spanish, accounting, theatre, and chemistry classes all tutor in K-12 classrooms.
- Biological engineering students collaborate with elementary school students to design and construct safe and accessible playgrounds.
- Through ChemDemo, the nation's largest service-learning science outreach, students perform demonstrations in K – 12 classrooms.
- Counseling students research, design, and implement effective group interventions for first-time teen offenders in the Teen Court program.
- Ecology students visit a local swamp area to remove invasive plants and re-plant native species.
- LIS and computer science students create websites for public agencies.
- Graphic design students develop publicity materials for non-profits.
- Sociology, counseling, and communication students contribute to programs that support battered women, neglected or abused children, and family development.
- Mass communication students prepare public relations materials for non-profits.
- Composition students prepared successful grant proposals and newsletters for local non-profits and public schools.

## What Kind of Service Will I Be Doing?

Your instructor will explain in detail the particular nature of the service for your course. That service will depend on the learning goals of the course; however, there are really three basic types of service. (You or your instructor may wish to identify the type of service you will be doing by checking the appropriate box below.)

- Placements** – In this type of service, students are assigned to a community partner and make on-going and regular visits to the service site to perform the service. A good example of this type of service is tutoring in a public school.

Through this long-term engagement, students are able to establish relationships with the clients of the agency and more fully understand the agency's mission. For this reason, and also because you will be asked to reflect on your service during the semester, it is essential that you serve consistently throughout the semester. You cannot "cram" all your service in at the end of the semester.

- Projects** – In this type of service, students, usually working together as a class or in groups, produce a "deliverable," such as a product or project, which is presented to the community partner. Some visits to the agency site are necessary to prepare the project. These visits are an integral part of the service-learning. Even if site visits are not required, it is important to learn as much as you can about the mission of the agency or group and the challenges faced by the population served. Examples of service-learning projects include a playground built for a public elementary school, a website designed for a bicycle safety organization, and numerous grants written for non-profit agencies.

- Combination Placement & Project** – In some cases, service-learning work can combine the regular visits of a placement and the "deliverable" of a project. For example, each student in an English writing class was paired with a resident in a local nursing home and made regular visits to gather information about the resident's life. At the end of the semester, the students presented their partners with a bound copy of the memoirs they had written.

Additionally, your service-learning course has been designated either “Service-Learning Required” or “Service-Learning Optional.” (You or your instructor may wish to identify the type of service you will be doing by checking the appropriate box below.)

- Service-Learning Required**—In these courses, all students are required to participate in the service placement and/or project as fulfillment of the course requirements.
- Service-Learning Optional**—In these courses, students may choose to complete the service-learning requirement OR an alternate assignment.

## How Will I Be Evaluated or Assessed?

As with any college course, the specifics of how you will be evaluated will vary based on the goals, objectives, and requirements of each course; however, here are some general guidelines and considerations:

- Credit in service-learning is for learning, not just for service. Grades are for demonstrated learning and quality of service provided.
- Evaluation and assessment should connect course learning goals to the service.
- Evaluation is about learning as much as possible throughout the project, not just at the end. Throughout the course, faculty and students need to ask: “What have we done?” “Why did we do it?” “What will we do now?” “What have we learned?” “What needs to be done?” “How will we do it differently next time?”
- Students should evaluate their own service and learning regularly throughout the project by asking their supervisors, their instructors, and their community partners about their needs and how students can improve their service.
- Faculty will ask students to reflect/evaluate their work periodically through oral and written means to enhance their learning.
- Students should ask instructors what forms they should use for evaluation by the community partner or supervisor.

## Where Will I Be Serving?

In general, service-learning work is done with non-profit agencies, schools, and other community organizations because they are directly involved with serving the community by improving social, educational, cultural, and/or environmental conditions.

By working with these types of community partners, you can meet real community needs and develop a greater sense of civic responsibility.

Your instructor will tell you where you will be working. In some cases, instructors offer their students a choice of service sites. (You or your instructor might wish to write down your community partner information in the blanks below.)

**Community Partner Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_

**Contact Phone Number:** \_\_\_\_\_ **E-mail Address:** \_\_\_\_\_

## How Much Service Will I Be Doing?

Again, the amount of service you will be doing will depend on the goals your instructor has established for the course. (You or your instructor may wish to note your particular service requirements below.)

- Number of hours by midterm \_\_\_\_\_ by end of semester \_\_\_\_\_
- Number of visits by midterm \_\_\_\_\_ by end of semester \_\_\_\_\_
- Long-term project to be completed by \_\_\_\_\_
- Short-term project to be completed by \_\_\_\_\_

## How Do I Get to the Site?

Service-learning sites are found in a variety of locations, mostly in the Baton Rouge area. Some agencies may be within walking distance of the LSU campus. Others can be reached via public transportation or personal vehicle. Car pooling is encouraged but cannot be coordinated or required by LSU faculty or the CCELL staff.

Ask your teacher to help you identify someone in class with the same schedule so that you can carpool. If that does not work, the CCELL office can help you and your instructor arrange for an alternative assignment.

## What about Confidentiality, Liability, and Background Checks?

Students may be asked to sign a confidentiality agreement and/or give permission for an agency to conduct a criminal background check. No requests will be made of any student that would not be made of any other volunteer for that agency. If you have questions or concerns, talk to your instructor or contact the CCELL office at (225) 578-4245.

Some background checks require you to provide information or materials, such as a copy of your Social Security card or a list of references. In most cases, failing to provide these in a timely manner will delay the beginning of your service.

Your teacher may also require you to sign a liability waiver. Liability waivers help protect your community partner and LSU. Your service-learning project has been designed to reduce potential risk to all parties; however, prior to your service, you should be sure to review risk management procedures outlined by your teacher and community partner and follow them at all times.

## Can Students with Disabilities Participate in Service-Learning?

Accommodations for students with disabilities are provided on an individualized basis after needs and circumstances have been evaluated. Please contact the instructor immediately if (1) you have or think you may have a disability or medical condition which may affect your performance, attendance, or grades in this class and for which you wish to discuss accommodations of class related activities or schedules, (2) you may require medical attention during class, or (3) you may need special emergency evacuation preparations or procedures.

For additional help, the instructor or student may contact the Office of Disability Services at (225) 578-5919 and/or the CCELL office at (225) 578-4245.

## **SECTION 2: During Your Service-Learning**

### **Dos and Don'ts for all Service-Learning 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. Alcohol consumption is prohibited during service-learning functions.

Below are a list of dos and don'ts that are appropriate for most service-learning assignments. Your instructor and/or your community partner might have additional guidelines or rules, so be sure to know what they are and adhere to them. If you are working in a public school, you might also wish to look at the "Public School Information" link in the Student Information section of our website at [www.ccell.lsu.edu](http://www.ccell.lsu.edu).

#### **DO:**

- Determine the site's location, where to park, and where to enter before your first visit.
- Know who will be providing initial on-site orientation and ask for this orientation (site rules, etc) when you arrive for your first visit.
- Follow any and all sign-in procedures of the site every time you visit.
- Educate yourself about the agency and the population it serves.
- Know your site supervisor and his or her role.
- Become familiar with the site's layout, such as the location of the office and restrooms.
- Dress comfortably, neatly, and appropriately. If your agency has a dress code, follow it.
- Arrive and leave on time.
- Call if you will be late or absent.
- If you are working regularly with a small number of community partners (such as in tutoring), explain to them how frequently you will visit and how long your service will last.
- Be kind, courteous, and helpful.
- Try to be flexible.
- Respect the privacy and boundaries of community partners. (Don't ask questions that are too personal; be cautious when displaying affection.)
- Respect the confidentiality of everyone you work with.
- Ask for help when you're in doubt.
- Act as if you are a guest in someone else's home, and learn their rules and traditions.

#### **DON'T:**

- Offer your home as a shelter to community partners.
- Give your phone number or address to community partners.
- Leave your personal belongings where others may be tempted to take them.
- Wear excessive or expensive jewelry.
- Exchange money or gifts with a community partners.
- Talk to or tolerate verbal or non-verbal exchanges of a sexual nature (or that might be perceived as sexual with a community partner).
- Give a community partner a ride in a personal vehicle.
- Report to your service site under the influence of drugs and/or alcohol.
- Form judgments quickly—you may not know the whole story.

## Will I Be Safe?

The LSU service-learning program 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 who has contact with the program.

One of the most important steps CCELL takes to protect the safety of students is carefully selecting its community partners.

The kinds of risks students might be exposed to are as varied as their service assignments. For example, a student tutoring in a public school is not exposed to the same risks as a student collecting insects in a swamp and vice versa.

Your service-learning faculty and community partners should have a precise Emergency Management Protocol that outlines what steps should be taken by the faculty member, agency supervisor, and/or their designees should any person involved with service-learning activities be physically injured or harassed while at the service site. Only in rare and extreme circumstances would you, as an LSU student, be responsible for managing an emergency situation.

## Safety Tips

Some of the “Dos and Don’ts” listed above are suggested for your safety; however, here are some additional general tips for safety. Be sure to carefully follow any additional guidelines or instructions your instructor gives you.

- Travel to and from the service site with another person, if possible.
- While riding in your car, be aware of your surroundings and keep your doors locked.
- Avoid parking in dark or isolated areas.
- Lock your car.
- While walking to and from your car, try to take the safest, most well-lit route. Walk confidently and alertly with your keys in your hand and personal items held close to your body.
- Do not leave valuable items unattended in your car. Place expensive items such as cameras, packages, and even text books in the locked trunk.
- Do not bring expensive items or large sums of money into the service site.
- Do not leave personal items unattended.
- Follow any sign-in or other security measures required by the agency when you enter the service site.

## What if There is a Problem?

When considering the issue of student comfort and safety, CCELL has had very few problems or emergencies. Nevertheless, problems and accidents can occur—regardless of how many preventive measures we all take.

Please carefully study the following steps of risk management:

- If a client of the agency behaves or speaks inappropriately, report it immediately to the site supervisor. If the site supervisor is unavailable or if you feel uncomfortable about speaking to him or her, leave the site and contact your LSU instructor immediately.
- If another LSU student behaves or speaks inappropriately to you or anyone at the service site, report it immediately to your LSU instructor.
- If you have questions or concerns about anything you observe at the service site, discuss these with the site supervisor. If the site supervisor is unavailable or if you feel uncomfortable about speaking to him or her, contact your LSU instructor immediately. You may also contact CCELL Assistant Director Christy Arrazattee at (22) 578-4245.

As mentioned above, the site supervisor and/or LSU faculty member are responsible in emergency situations. However, in the event that you or someone with whom you are working is physically injured or is harassed some way, you should:

- Remain as calm as possible.
- Call for help.
  - Your immediate supervisor should be prepared to assist in such a situation, according to agency protocols.
  - In the event that the supervisor is not present, then other staff should be able to assist in such a situation, according to agency protocols.

## What is Reflection?

Throughout the semester, your instructor will be asking you to do something called “reflection.” In a general way, reflection is the process by which you will **make meaning** of your service-learning experience by thinking, talking, and writing critically about your service to connect it with the academic and civic goals of your course.

Additionally, reflection is:

- Thinking critically about experience.
- Analyzing concepts, evaluating experience, and postulating theory.
- Posing questions.
- Exploring the systemic causes and possible solutions of social problems.
- Putting facts, ideas, and experiences together to derive new meaning.

But, reflection is **not**:

- “Meditating.”
- Something done privately.
- Only at the end of project or course.
- Just for students.
- Low-level thinking skills.

## What Kind of Reflection Will I Do?

The type of reflection you do will be related to the nature and goals of your particular course. Most of the time, your instructor will lead or assign a specific form of reflection, but here are some of the reflection activities you might do:

- Journals
- Group Discussions
- Analytic Papers
- Portfolios and Notebooks
- Presentations
- Reading Responses
- Electronic Forums
- Simulations and Role Playing
- Letters

## How Should I Reflect?

Each of the models described below provides a progression of question types designed to help you move from reflecting on the concrete experience to analytical and subjective reasoning. The progression may be completed within one assignment and/or over the whole semester.

While your instructor might give you specific reflection assignments or activities, these models show you the direction your reflective thinking should be taking. Also, if the instructor asks you to create your own reflection activity (say, a journal entry), these models will help you structure that reflection.

### The ORID Model

- **Objective:** Begin considering questions related to the concrete experience. What did you do, observe, read, and hear? Who was involved, what was said? What happened as a result of your work?
- **Reflective:** Next, consider questions that address the affective experience. How did the experience feel? What did it remind you of? How did your apprehension change or your confidence grow? Did you feel successful, effective, and knowledgeable?
- **Interpretive:** Then, explore your cognitive experience. What did the experience make you think? How did it change your thinking about...? What did you learn? What worked?
- **Decisional:** Finally, try to incorporate your experiences into a new paradigm. You might have a shift in knowledge, awareness, or understanding that affects how you see things and, ultimately, how you will act. What will you do differently next time? What decisions or opinions have you formed? How will the experience affect your career path, your personal life choices, or your use of new information, skills, or technology?

### The “What? So what? Now what?” Model

1. **What? Describe:**
  - What happened at the service site?
  - What service was performed?
  - Who did you interact with?
  - What were their roles?
2. **So what? Examine or Reflect:**
  - What was the significance of the service?
  - What did it mean to you personally?
  - What are your feelings about the experience?
  - What did you learn that enhances your classroom instruction?
  - What skills and knowledge learned in the classroom did you use/apply?
  - What skills or knowledge did you lack?
  - What did you learn about the people at your service site and the community issues they face?
3. **Now what? Contemplate or Analyze:**
  - What impact might your service have on your lifelong learning process?
  - What impact did the experience have on your everyday life?
  - What insights did you gain that might assist you in your major or career choice?
  - What is the connection of this experience to your future?
  - What did this experience teach you about community involvement, citizenship, and civic responsibility?
  - What is the relationship of your service experience to the “big picture”? (Societal change?)
  - How can you best use what you’ve learned?

## What Should I Do at the End of My Service?

How you end your service-learning experience is almost as important as how you begin it. This is especially important for students who are doing a “placement” type of service where they are visiting a site on a regular basis and have formed one-on-one relationships with the community partners.

Throughout the semester, but especially at the end, you should prepare the community partners for the completion of your service by discussing how much longer you will be serving. Above all, don't just disappear! In some cases, the clients you have been working with have been abandoned in one way or another by someone—don't be one of those people.

Saying “good-bye” is also an opportunity to say “thank you.” Remember that you have benefited from your service as much as you have benefited others. Take this opportunity to express your appreciation to those you have been working with, including the site supervisor(s), staff members, and the clients.

To formalize the end of the service-learning experience, you and/or your instructor might choose to do one or more of the following:

- Write a “thank you” letter to the agency and/or clients.
- Compile a booklet of sample journal entries, essays, or other assignments for the agency.
- Finalize or deliver the project.
- Conduct informal or formal evaluations of the placement or project.
- Plan and/or participate in a culminating event at the site (parties, field trips).
- Invite community partner(s) to culminating events on campus (presentations).

## **SECTION 3: After Your Service-Learning**

### **How Can I Take More Service-Learning Courses?**

You enroll for service-learning courses as you would for any other course. To get a list of courses, click on "Courses" on the header bar of our website at [www.ccell.lsu.edu](http://www.ccell.lsu.edu).

To enroll in a service-learning class that you see on our website, please note the Dept., Course & Section of the course and submit a schedule request through PAWS.

Also, look for more service-learning courses being added every semester. There is a good chance that you can take additional service-learning courses that will be directly tied to your major or career goals.

Feel free to call CCELL at (225) 578-4245 for course recommendations.

Talk to your instructors about the possibility of independent study service-learning. The CCELL office can help you and your instructor establish learning goals and community partnerships.

### **How Can I Become More Involved in Service-Learning?**

A great way to become more involved in LSU service-learning is to join the Service-Learning Student Advisory Council.

The Student Advisory Council, a registered LSU student organization, is comprised of students who have actively participated in service-learning courses and understand service-learning principles.

Meetings are held once monthly and activities include ongoing service projects and events and working with LSU's Student Government to link the various service organizations on campus with the service-learning program.

The requirements for eligibility are simple. The following are required for students:

- Must have taken or be enrolled in a service-learning course.
- Must be full-time undergraduate students in good academic standing with the University.
- Must want to be involved with the LSU and off-campus community.
- Must complete the application available online in the "Student Information" section of our website at [www.ccell.lsu.edu](http://www.ccell.lsu.edu).

If you're interested in joining, please e-mail CCELL at [ccell@lsu.edu](mailto:ccell@lsu.edu).

### **What if I am Offered Paid Employment at My Site?**

First, congratulations! If you are offered employment, it is a clear indication of the high quality of your service-learning work.

Your service-learning commitment should be completed prior to beginning paid employment at a service-learning agency. Be sure to discuss the opportunity with your instructor and the official agency volunteer coordinator prior to employment to avoid academic complications.

## SECTION 4: Forms

Depending on the type of service-learning you will be doing, your instructor may require you to use one or more of the forms listed below. Most of these forms are also available in the “Student Information” section of our web site at [www.ccell.lsu.edu](http://www.ccell.lsu.edu).

Below is a list and brief description of the forms included in this handbook. You may wish to check the forms your instructor wishes you to use.

- Service-Learning Partnership Agreement** – Students and community partners use this to establish the conditions of their partnership at the beginning of the semester. Your instructor may require a copy.
- Student Project Log** – You may use this to keep track of your visits in an ongoing placement project.
- Student Schedule Chart** – You may be asked to complete this form if your instructor needs this information to schedule your visits to a service site (e.g. tutoring at a school).
- Evaluation of LSU Student** – Your instructor may ask your community partner to complete this form near the end of the service project.
- LSU Waiver of Liability Agreement** – Your instructor may ask you to complete this form prior to your service.

## Service-Learning Partnership Agreement

### Course/ Faculty Partner Information

Course Name \_\_\_\_\_ Instructor \_\_\_\_\_

Course Number and Section \_\_\_\_\_

Semester (please circle one): Fall Spring Summer Year: \_\_\_\_\_

### Student Partner Information

Name \_\_\_\_\_

College/Major \_\_\_\_\_

Local Phone \_\_\_\_\_

E-mail \_\_\_\_\_

### Community Partner Information

Community Partner Name \_\_\_\_\_

Immediate Supervisor \_\_\_\_\_

Mailing Address \_\_\_\_\_

Email \_\_\_\_\_

Phone (\_\_\_\_) \_\_\_\_\_

### Student Partner/Community Partner Agreement

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

<ol style="list-style-type: none"><li>1. I will maintain consistent communication with my service site.</li><li>2. I understand the organization's mission.</li><li>3. I have communicated my skills, talents, interests, and course requirements to the organization.</li><li>4. If a problem arises, I will discuss it with my supervisor.</li><li>5. I will schedule an appointment with my supervisor to discuss the evaluation of my service.</li><li>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.).</li></ol>	<ol style="list-style-type: none"><li>1. I will maintain consistent communication with the student.</li><li>2. I have provided information about the mission of our organization.</li><li>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.</li><li>4. If a problem arises, I will discuss it with the student.</li><li>5. I have informed the student of our holiday schedule and closures for this semester.</li><li>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.</li></ol>
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\_\_\_\_\_  
*Student signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Supervisor signature(s)*

\_\_\_\_\_  
*Date*

\*Call or e-mail Christy Arrazattee (225-578-4245, [ckayser@lsu.edu](mailto: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 Description: \_\_\_\_\_

**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.

Date	Sign-in time	Sign-out time	Hrs	Supervisor's signature	Date	Sign-in time	Sign-out time	Hrs	Supervisor's signature
<b>Mid-term hours total</b>					<b>Final hours total</b>				

\*Call or e-mail Christy Arrazattee (225-578-4245, [ckayser@lsu.edu](mailto:ckayser@lsu.edu)) with any questions.

## Student Schedule Form

*Instructions: Complete this schedule by drawing an X through the times you are NOT free. DO THIS IN PENCIL! X out only regular, on-going, "legitimate" time commitments, such as classes or work.*

Name: \_\_\_\_\_ Phone: \_\_\_\_\_ E-Mail: \_\_\_\_\_

Site Choice: 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_

Comments or Special Needs: \_\_\_\_\_

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:00					
8:00-8:30					
8:30-9:00					
9:00-9:30					
9:30-10:00					
10:00-10:30					
10:30-11:00					
11:00-11:30					
11:30-12:00					
12:00-12:30					
12:30-1:00					
1:00-1:30					
1:30-2:00					
2:00-2:30					
2:30-3:00					

Below this line to be completed by site coordinator or supervisor and instructor.

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Site: \_\_\_\_\_

Service Times/Days: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_

Specific Client: \_\_\_\_\_

Room: \_\_\_\_\_

Contact Phone/E-mail: \_\_\_\_\_



## LSU Waiver of Liability Agreement

I, \_\_\_\_\_ (print name), acknowledge that I wish to participate in \_\_\_\_\_ (service project) at \_\_\_\_\_ (specific location) on \_\_\_\_\_ [date(s)].

I understand that certain risks are inherent in travel and the other activities in which I will participate on this project, and I fully accept those risks. These risks include, but are not limited to, injury, disease or other threat of physical harm to myself and others, and damage to or theft of personal property. I understand that there may be a great variety of other risks not known or reasonably foreseeable. I acknowledge that Louisiana State University is not responsible for any harm that might occur.

I understand and agree that Louisiana State University does not provide insurance to cover expenses for damage to my personal property and that Louisiana State University strongly recommends that I also carry my own health, medical, and property insurance for purposes of potential losses related to this project.

I fully release and discharge Louisiana State University and its employees, officers, and agents from all liability in connection with my participation in this project.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date