

SERVICE LEARNING
FACULTY & STAFF HANDBOOK
UNIVERSITY OF CINCINNATI

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Dear UC Faculty Member:

This handbook has been designed as a resource for faculty teaching service learning-courses, but it is also designed to be useful as an introduction to faculty who are considering teaching such courses or are engaged in teaching courses along the continuum of community-engaged courses, from those involving community awareness, through those engaged with community partners at any level, to the traditional Service Learning course and, in particular, Service Learning capstone courses. While not all the information in this handbook applies at each level, it should provide useful ideas for engaging in, and broadening your knowledge of, contextualized learning opportunities at University of Cincinnati.

Since careful course planning is crucial to a successful Service Learning course, this guide is designed to provide both specific ideas and links to other resources that all faculty can use to enhance their preparation and teaching. Please take time to review this handbook and the links provided carefully and to contact the Associate Director of Academic Community Partnerships for more information and for help in contacting and utilizing community partners with whom to work.

If you have any questions about the Service Learning program at the University of Cincinnati, please contact:

Michael J. Sharp

Associate Director of Academic Community Partnerships

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Table of Contents

I. GENERAL INFORMATION

What is Service Learning.....	2
Components of Service Learning.....	4
Frequently Asked Questions.....	5

II. PLANNING AND COURSE DEVELOPMENT

Academic Criteria for Service Learning.....	8
Learning Outcomes for Service Learning Courses.....	8
Creating a Service Learning Course.....	9
Regarding Course Policies and Syllabus.....	9
Regarding Community Partners.....	9
Sample Weekly Task List for Service Learning Courses.....	10
Post-Course Activities, Including Faculty Reflection and Opportunities	11
Connecting Course Objectives to Service Learning—Worksheet.....	12

III. RISK MANAGEMENT

Service Learning Risks—Role of Faculty in Awareness, Prevention, and Management.....	15
Role of Administration and Community Partners.....	16
Role of the Student.....	16
Collaboration of Risks Between Student, Faculty, Administration, and Community Partner.....	16
Potential Risks to Review and Allocate.....	17
Screening Participants and Supervision.....	17

Premises Safety.....	17
Transportation.....	18
Emergency Preparedness and Response.....	18
Legal Compliance.....	18

IV. FORMS

Service Learning Student Contract Template.....	20
Emergency Treatment Authorization and Release.....	21
Emergency Treatment Authorization and Release (For Students Under The Age Of Eighteen):	22
Service Learning Student Tracking Sheet.....	24
Letter Of Understanding For Placement Of University Of Cincinnati Service Learning Students.....	25
Service Learning Community Partner Contract Template.....	28
Service Learning Faculty Contract Template.....	28

FACULTY PACKET:
GENERAL INFORMATION

WHAT IS SERVICE LEARNING?

Service Learning (SL) is a specially designed learning experience in which students combine reflection with structured participation in community-based projects to achieve specified learning outcomes as part of an academic course requirement. By participating in academic community partnerships at the local, national or international level, students gain a richer mastery of course content, enhance their sense of civic responsibility, and ultimately develop a more integrated approach to understanding the relationship between theory, practice, ideas, values, and community.

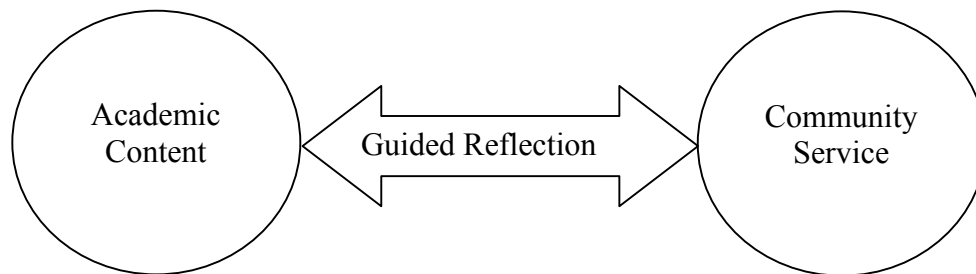


Figure 1. Essential Components of the Service Learning Model

As suggested by this diagram, Service Learning is a course-based credit-bearing experience that allows students to:

- Participate in an organized service activity that meets community needs, and to
- 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 (Bringle & Hatcher, 1995)

Service Learning, therefore, differs from volunteer efforts or community service by going beyond meeting community needs to equally benefit students by means of enhancing and strengthening their learning of the course objectives and by further understanding themselves, their society, and their futures. This unique reciprocity and emphasis on reflection is also what sets Service Learning apart from other areas of experiential learning at UC, including internships for credit, co-op, undergraduate research, and international programs.

In considering the University of Cincinnati's Integrated Core Learning Baccalaureate Competencies and keeping current Service Learning best practices in mind, Service Learning also enhances the following:

- Social Responsibility
- Knowledge Integration
- Communication
- Critical Thinking
- Meaningful Service
- Asset Building

Many of these benefits can be obtained along the spectrum from community awareness courses to capstone Service Learning courses.

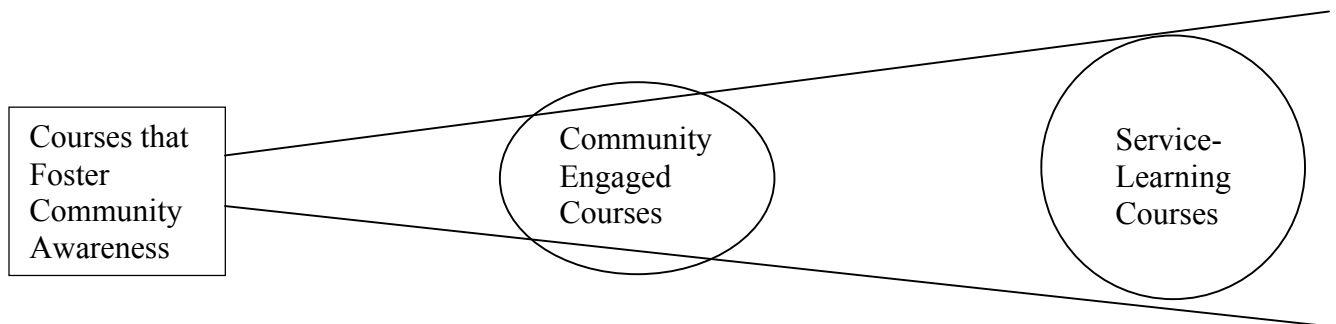


Figure 2: Community Engaged Course Continuum

Service Learning combines course content and community service-projects with reflection activities to aid students in making connections between them. It is possible for students to become aware of the community around them without a service project or even a declared community partner. The box at the left of the continuum represents a course in which students become aware of their surrounding community through observation. The oval in the center represents a course with a declared community partner but that assists students with their understanding of aspects of the community without engaging in a service project. The circle on the right represents a Service Learning course as described briefly above and in more detail in this handbook.

Members of the UC faculty are encouraged to review their courses and consider which level of engagement may best fit their course needs. See "Creating a Service Learning Course" in the Planning and Course Development section for suggested and required guidelines in developing a Service Learning course. All faculty who are teaching courses that foster community awareness can utilize this information, keeping in mind that this handbook was designed to exemplify Service Learning.

COMPONENTS OF SERVICE LEARNING

The following are essential elements of Service Learning and should be considered in course development:

Reciprocity: The service and learning must be worthwhile and valuable for both the student and the community. In other words, there must be reciprocity between the server and those served.

Reflection: Students should be guided through a process of frequent and varied reflection activities such as journaling, group discussions, reflection papers, and presentations about their community experience and how it resonates with course content in order to promote critical thinking. Such reflection also encourages students to be introspective about other aspects of their lives, thereby promoting meaning before, during, and after the service.

Development: Service Learning projects should be recognized as a process, which can move service and enable activities toward empowerment, observation, experience, and leadership.

Meaningful service: Service tasks need to be worthwhile, challenging, and a reinforcement of course goals in order to strengthen students' critical thinking.

Diversity: A priority is placed on involving a broad cross-section of students working in diverse settings and with a diverse population within the community.

Sustainability: For Service Learning projects to truly make a difference, long-term benefits to the community, students, and faculty should be considered with every community-engaged course.

Asset Building Model of Service Learning: In its early years, Service Learning sought to aid community partners and community members by ascertaining their needs and working to fulfill those needs. This need-based model of service provides temporary solutions to problems that are potentially societal in their scope. An asset building approach to Service Learning seeks to find ways to assess and then increase the assets of community organizations and their constituents with the goal of seeking long-term and even permanent solutions.

In addition to including these elements, the following practices should be observed:

- Engage students in responsible and challenging actions for the common good.
- Provide structured opportunities for students to reflect critically on their service experience, both verbally and in written form, as individuals and members of teams.
- Articulate clear service and learning goals and responsibilities for everyone involved. From the outset of the project, participants and service recipients alike must have a clear sense of what is to be accomplished, what is to be learned, and how that is to occur.
- Allow for those with needs to define those needs.
- Match students and service needs through a process that recognizes potentially changing circumstances.
- Include or insure training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.
- Insure that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.
- Make a commitment to program participation by and with diverse populations.

Specific Academic Criteria and Desired Outcomes for Service Learning can be found in the section on Planning and Course Development.

FREQUENTLY ASKED QUESTIONS:

Q. Why should I teach a Service Learning course?

- A.** Benefits over and above a traditional course include the following:
- Students learn not only from the instructor, but from community partners, community partner clients and constituents, and from each other through their experience in their service;
 - Service promotes a different type of critical thinking skill, including moral and ethical development;
 - Students' understanding of practical applications of academic pursuits and multicultural values and traditions is enhanced;
 - Retention is raised significantly from traditional lectures and reading when students are engaged in practicing by doing and through immediate use
 - The community benefits by collaborative and creative problem solving while participating in student learning;
 - Students and instructors provide meaningful service to the community while learning more about community needs;
 - Students and instructors learn to synthesize and assess learning opportunities that involve multiple modes of expression;
 - The instructor learns new methods of encouraging students' academic progress and comprehension; and

- New methods of instruction may lead to new research and publication opportunities.

Q. I sometimes feel that I have little time to complete my traditional course; how can I fit in Service Learning as well?

A. Service Learning is integrated into your curriculum not as an add-on but as an integral feature of your course. Instead of an additional text, for example, you might opt for a form of more dynamic information processing that service-learning provides.

The Center for Community Engagement and the Associate Director of Academic Community Partnerships are available five days a week twelve months of the year as resources to take much of the logistical burden of the course instructors and community partners. **However, for this service to be effective, you must start to plan Service Learning projects six to nine months in advance of the beginning of the course to allow for community partner and project development.**

Q. It sounds interesting, but how do I learn how to teach such a course properly?

A. This handbook is a start. Also, reflecting on your course and your goals two quarters ahead of the one in which you would like to teach a Service Learning course will provide adequate time to properly prepare for such a course. Specific questions can be addressed to the Associate Director of Academic Community Partnerships who will also make the connection between faculty and community partner. Attending breakfasts and workshops on service-learning that are offered at UC and other institutions are additional ways to learn more and to make valuable connections with other faculty and potential partners.

While any new course can produce some anxiety, most faculty report a steep learning curve in which confidence develops fairly rapidly once the course is underway. The good news is that as students engage in service activities, they are also taking an active role in their learning, a role shared in part by the community partners.

PLANNING AND COURSE DEVELOPMENT

In planning for your Service Learning course, the following are standard academic criteria and learning outcomes that should be considered in relation to your specific course and discipline:

ACADEMIC CRITERIA FOR SERVICE LEARNING

The community-based Service Learning experience must include supervision, monitoring, support, recognition, and evaluation to meet service and learning goals. The criteria for courses should include the following:

- There must be a non-classroom component that provides service to the community agency, students, and the university a service that meets a genuine community need;
- The service must be closely related to the subject matter of the course and the knowledge from the discipline should inform the service experience and be drawn through the service experience;
- The instructor must specify basic expectations for the amount and kind of service students are asked to engage in;
- The instructor must provide methods and opportunities to the student for critical reflection on the service experience and relation of their experiences to the subject matter of the course;
- Credit is given for the learning derived from the service experience and its relation to the course content and goals. A final product, such as a paper, activity, or project, should incorporate the Service Learning component which can then be evaluated for course credit; and
- There must be an ongoing opportunity for the agency and its representatives to participate in the evaluation of the students and the service rendered.

LEARNING OUTCOMES FOR SERVICE LEARNING COURSES

Service Learning courses, in addition to their specific content-based learning goals, should include the following learning outcomes. Students should be able to:

- Identify the context of the service organization where they have provided service;
- Relate course-based theories and conceptual frameworks to the service in which they have been engaged;
- Identify and have respect for the role of diversity within the community;
- Reflect upon service and its relationship to their own lives and to their future careers; and
- Assess the role of civic responsibility in relation to the academic goals of their course.

CREATING A SERVICE LEARNING COURSE

Two quarters before the course begins, faculty should complete the following:

- Review the Service Learning resources at www.uc.edu/sl including the Community Partner and Student handbooks, the list of potential community partners, and the various links including sample policies and syllabi.
- Complete the worksheet on “Connecting Course Objectives to Service Learning” to consider, define, and begin to plan for the specific role Service Learning will play in your course.
- Meet with the Associate Director of Academic Community Partnerships to further discuss your objectives and to consider which community partners might best fit your course needs.
- Develop a preliminary course syllabus.

One quarter before the course begins, faculty should consider the following:

Regarding Course Policies and Syllabus:

- Course Objectives and Learning Goals: List two or three measurable objectives and goals you anticipate being available through Service Learning.
- Course Description: Be sure that your students are aware of the Service Learning component; e.g., put information about the Service Learning component in writing, even if all students are not required to become involved. Identify whether or not Service Learning will be extra credit, an alternative to a traditional project, or a requirement for course completion. This information can be made available to students signing up for the course through Blackboard or Course Offerings.
- Syllabus: Identify ways in which to integrate the various activities related to the Service Learning component into your class days, including readings related to Service Learning, time in class to discuss the Service Learning objectives and practicalities, time in class for verbal and written reflection, and time for assessment.
- See links on assessment, diversity issues, the reflection process and sample policies and syllabi.

Regarding Community Partners:

- Once the community partners have been agreed upon and contacted by the Associate Director of Academic Community Partnerships, confirm that they have a current Community Partner Guide to Service Learning
- Provide the partner with and/or collect from the partner any necessary forms not already provided from the Service Learning office.
- See the links to the Asset Model of Community Partner Development

- Confirm specific expectations and roles of the Service Learning coursework, including:
 - Goals and objectives of the course;
 - Number of students involved;
 - Level of input required from partner, including supervision, time, and evaluation;
 - Types of skills students will be bringing to the partnership; and
 - Desired impact on the community.

During the course quarter:

Sample Weekly Task List for Service Learning Courses:

In a ten-week quarter, this is one possible way to include those activities that, depending on your particular course, may need to be included. Flexibility is important; your own course needs and those of the students may require very different accommodations of time and other course assignments.

Week One:

- Distribute policies and syllabi and any Service Learning related readings
- Explain guided reflection and its role in this course
- Hand out information on community partners and possible service activities
- Invite community partners to give presentations and provide schedules
- Discuss steps for securing placement, including timetables and deadlines
- Begin reviewing with students, and have them read and sign, all appropriate forms including any Background Check forms and the appropriate Emergency Treatment Authorization and Release forms. Such forms should be discussed carefully in class so that students understand the meaning of the form they are signing

Week Two:

- Students must choose partnerships and set up interviews no later than this or the third week
- Continue to review and have students read and discuss with them any necessary forms including the Service Learning Student Contract.
- Students should visit on-site locations

Week Three:

- Students begin Service Learning experience with the community partner
- Guided discussions and reflections about the community service begin and continue at regular intervals throughout the quarter. See additional information on the reflection process

Week Four:

- Recommended Service Learning site visit by faculty for review of progress and to check-in with community partner
- Ongoing reflection activities

Weeks Five – Eight:

- Contact site supervisor for feedback on student performance and to check in for any questions or concerns
- Ongoing reflection activities

Weeks Nine – Ten:

- Students should submit paper, project, or presentation which summarizes and reflects on their Service Learning activities
- Complete evaluation of Service Learning experience through connections with community partner, students, and Service Learning office.

Post-Course Activities, Including Faculty Reflection and Opportunities:

- Send thank-you letters to the community partners with whom your students have worked;
- Consider what did and did not work well in relation to your Service Learning component. Was this related more to instructor, student, or community partner involvement or some other aspect? If this is a concern, consider how it can be improved for the next course.
- Provide evaluative feedback to the Associate Director of Academic Community Partnerships
- Consider publication of your work in this or a subsequent course. See the various links for more on relevant conferences and journals.

CONNECTING COURSE OBJECTIVES TO SERVICE LEARNING—WORKSHEET

Course Title: _____

Completing this in advance of your course may help guide the process of more clearly defining the Service Learning component of your course, identifying potential community partners, and writing your syllabus.

General Course Policies:

What current course objectives are related to service?

What are some valid reasons for students to utilize Service Learning in relation to my course objectives? What should my students receive from this experience?

What type of community sites would be appropriate for the course (e.g., nursing homes, homeless shelters, public schools, etc.)?

How will Service Learning be incorporated into the course (e.g., required, primary with an optional alternative, optional, extra credit)?

How many hours will be required for Service Learning?

What hours will be dedicated for this purpose, in terms of class hours and hours outside of the classroom?

Worksheet continued

What will be the deadlines for placement, confirmation, various coursework, reflection, and assessment?

How will the information and significance regarding Service Learning be provided to students?

Anticipated Service Learning statement on the syllabus:

Evaluation Criteria:

What means of reflection will be utilized (e.g., journal entries, essays, discussion groups)?

How will reflection in various formats be evaluated?

What standards and tools will I use to evaluate individual learning that has occurred?

How is Service Learning itself graded (e.g., for completion of the project, point system for various aspects of service, etc.)?

RISK MANAGEMENT

SERVICE LEARNING RISKS

ROLE OF FACULTY IN AWARENESS, PREVENTION, AND MANAGEMENT

This handbook describes the benefits and process of implementing a Service Learning component to your course. As faculty, you may be most familiar with the classroom or laboratory setting, each of which involves risks. Many faculty are so accustomed to those risks that they are handled without a great deal of conscious thought. For example, faculty do not allow students to smoke in a classroom or to bring in dangerous substances; lab students are instructed on safe procedures in the lab and dangerous chemicals are managed appropriately.

Faculty unaccustomed to considering students venturing outside the classroom may not be aware of the risks they need to consider as they direct, supervise, and assess students in other environments. What happens if an engineering student assists with calculations on a city project that results in an error costing the project money or time lost? What risks may be encountered when a sociology student observes and interacts with the homeless or those in jail or prison? Does it matter if a student drives herself to the community-partner site or takes a city bus?

All constituents—students, faculty, administrators, and community partners—may like to assume that problems won't occur or that someone else will manage the problems. It is also frightening to consider all possible risks, just as it's difficult to hear a doctor outline all the potential side effects of a drug or surgical procedure. It is crucial, however, even if the risks are small, that the constituents are aware that risk is involved and plan to avoid it. It is easier to plan for and avoid problems than it is to face them after they occur. It is best not to underestimate the potential financial and personal toll that comes once an injury or improper conduct occurs, as well as the possible litigation in response to such harm.

However slight the risk, it is important to discuss possible concerns ahead of time. Communication, therefore, is the key to managing risks associated with any kind of experiential learning, including Service Learning. To prevent misunderstandings, injury, and potential litigation, it is important that students, faculty, university administrators, and the community partner all work together to recognize and anticipate potential problems before they happen and to work together to eliminate the possibility of occurrence. A range of topics must be considered depending on the type of Service Learning involved, from participant screening through transportation issues. Creating a list of what may be applicable to the particular situation involved is the first step in preventing problems.

ROLE OF ADMINISTRATION AND COMMUNITY PARTNERS

Check with the Associate Director of Academic Community Partnerships for information about the community partner, what the on-site environment is like, and what agreements presently exist with that partner to insure a commitment to safety. All parties should be aware of the responsibility of each other in promoting a safe Service Learning experience.

ROLE OF THE STUDENT

Communication with the student is also essential, and students should feel comfortable talking with faculty, the community partner, and the Associate Director of Academic Community Partnerships about questions and problems that may occur. *Before beginning the Service Learning component, review carefully with the student the forms each needs to sign; don't merely ask them to sign the forms.* By reviewing all points carefully in class, students can form a more realistic expectation of what the school and community partner can and cannot control, as well as the possible risks of the experience. This can also reinforce to students the responsibilities that they have to ensure a safe experience. Encourage independent student research. Require each student to personally assess his or her suitability and preparation for the Service Learning opportunity. Suggest that they evaluate the safety of the location and work on their visit to the site or by another means of investigation. Use waivers and releases, consent forms, disclaimers, and contracts to transfer all or part of the program risks to the students. A chain of reporting, and appropriate contact information, should be provided to students to discuss concerns, including emergency contact procedures.

COLLABORATION OF RISKS BETWEEN STUDENT, FACULTY, ADMINISTRATION, AND COMMUNITY PARTNER

The following list provides examples of risks that could be problematic for any Service Learning experience. These concerns may fall more clearly within the purview of the community partner or should be discussed between the community partner and Academic Director before the community partner is considered eligible for participating in Service Learning activities. Though the community partner may be pre-screened, faculty and students should also be aware of the range of safety concerns so that they may note and report failures to comply. No student or faculty should feel compelled to work in an environment that appears unsafe and should report any problems along the chain, from student to community partner to faculty to Associate Director. If any safety concern is immediate, or if a student feels that a report to the community partner is inappropriate, a student may move directly to faculty or Academic Director to discuss his or her concerns.

Various types of safety issues may arise at different steps in the Service Learning process. These are examples of some of the potential issues about which all participants should be aware.

POTENTIAL RISKS TO REVIEW AND ALLOCATE

Screening Participants and Supervision

- Develop an appropriate ratio between supervisors and student participants
- Screen the person who will be supervising student activity to ensure that the individual is both willing and able to provide good supervision
- Create and enforce supervisory policies and procedures
- Screen the student participants to ensure that they are academically, mentally, and physically qualified for the experience
- Inform students of any invasive screening tools that might be used (drug test or check of driving record)
- Advise students of the risks of the off-campus environment and the anticipated activity
- Provide appropriate safety training and address special needs that must be accommodated to perform the activity safely
- Ensure respect for the student's privacy, dignity, and civil rights
- Develop policies and procedures for reporting allegations of discrimination or harassment and advise the student about them.
- Develop policies and procedures that will enhance safety (such as use of protective equipment, time limits, prohibited activity in certain types of weather or under certain conditions, safety reminders posted near power equipment or in hazardous areas)
- Restrict a student's access to confidential and proprietary information at the off-site location and to materials with great value (narcotics, cash, or negotiable instruments)

Premises Safety

- Maintain heating, cooling, and ventilation that is appropriate for the environment and anticipated activity
- Ensure a safe means of ingress and egress and communicate an evacuation policy to the student
- Perform periodic inspection to ensure that the paths of ingress and egress are clear and safe
- Initiate/enforce appropriate crime prevention policies (such as good lighting and locks, escorts to parking lots)
- Perform inspections to ensure that the facility and its equipment are safe and ergonomically appropriate

Transportation

- Establish clear guidelines as to who is responsible for transportation to the from the agency site; students typically must arrange their own transportation without facilitation by faculty
- If transportation is needed on-site, safe transportation must be ensured, including checking the safety of the vehicle and the driving record and ability of the driver.
- If students drive agency vehicles, appropriate policies should be in place to clarify responsibilities.

Emergency Preparedness And Response

- Establish a contingency plan if the off-site location is unavailable for use for the anticipated activity
- Create a procedure to respond to a medical or other emergency
- Handle communications with campus constituencies (such as concerned faculty, staff, students, alumni) if a problem arises
- Handle communications with the parents and friends of any students affected by an emergency or other problem
- Handle media or governmental agencies inquiries if a problem occurs

Legal Compliance

- Obtain any licenses or permits for the activity or its anticipated location
- Comply with the laws of taxation, compensation, and benefits for people at the off-campus site
- Comply with laws governing the off-campus activity (such as building, or health or life safety codes)
- Comply with mandated reporting laws applicable to the off-campus activity (such as suspected child or elder abuse, release of hazardous substance into the environment, or workplace injury)

FORMS

SERVICE LEARNING STUDENT CONTRACT TEMPLATE

Course Name _____

Course Number _____

Section Number _____

Academic Term _____

Name of Student (print): _____

Phone Number (Cell preferred) _____

Email _____

Name of Faculty Member _____

Phone Number _____

Email _____

Community Organization _____

Address (where project will take place) _____

Community Organization Supervisor _____

Phone Number _____

Email _____

Dates service is to be performed:

Starting: _____ Ending: _____

**EMERGENCY TREATMENT AUTHORIZATION AND RELEASE
(For students eighteen years of age or older)**

In consideration of my participation in this event, for myself, my heirs, executors, administrators and assigns, I hereby waive and relinquish any and all rights, claims, demands and causes of action which may have and agree not to make any claim or file any lawsuit against the State of Ohio, the University of Cincinnati, its trustees, officers, employees and agents, by reason of my participation in the event. I also agree to indemnify the University of Cincinnati, the State of Ohio, and their employees from any damages or injuries that I may cause through my participation in this event. I have been advised of the nature of this event, including any special Risks, and I agree to follow any safety instructions and to be personally responsible for my self and my behavior.

I have read the above and agree on behalf of myself.

_____ **Signature of Adult Student** _____ **Date**

Optional parental permission for students eighteen and older: I authorize the treatment of my child or ward in the event he or she becomes ill or is injured while participating in the event. Although an effort will be made to contact parent(s) or guardian, I hereby authorize medical treatment, including hospitalization or surgery, in the event I cannot be reached.

I have read the above and agree on the behalf of my child or ward.

_____ **Signature Parent or Legal Guardian** _____ **Date**

Required: Medical information (including medications or allergies) related to medical conditions that are relevant to this event or for which I will require special accommodations: _____

Physician name: _____

Insurance name/ID number: _____

In case of emergency contact: _____

at telephone number: _____

**EMERGENCY TREATMENT AUTHORIZATION AND RELEASE
(For Students Under The Age Of Eighteen)**

I hereby give permission for my son, daughter or ward to participate in the following Service Learning project:

Name _____

Phone _____ email _____

As his/her parent or guardian, in consideration of his or her participation in the event, for myself, my heirs, executors, administrators and assigns, and on behalf of my child(ren) or ward, I hereby waive and relinquish any and all rights, claims, demands and causes of action which any of us may have and agree not to make any claim or file any lawsuit against the State of Ohio or the University of Cincinnati, its trustees, officers, employees or agents by reason of participation in the event. I am aware of the nature of this event, including any special risks, and I have advised my child or ward of the need to follow any safety instructions and to be personally responsible for his or her behavior. I also agree to indemnify the University of Cincinnati, the State of Ohio, and their employees from any damages or injuries that my child or ward may cause through participation in this event.

I have read the above and agree on behalf of my child or ward.

Printed Name of Parent or Legal Guardian

Signature

Date

Medical information (including medications or allergies) related to medical conditions that are relevant to this event or for which I will require special accommodations: _____

Physician name: _____

Insurance name/ID number: _____

In case of emergency contact: _____

at telephone number: _____

LETTER OF UNDERSTANDING FOR PLACEMENT OF UNIVERSITY OF CINCINNATI SERVICE LEARNING STUDENTS

On behalf of the University of Cincinnati (UC) Service Learning program, we would like to thank you for partnering with us to provide richer educational opportunities for our students. By accepting and supervising our service learners, you are helping these students join classroom learning with real-life experience. Through this partnership you are contributing to the University's mission to promote civic responsibility during and beyond our students educational experience.

As an agency supervising UC students involved in a Service Learning project, you agree to provide the UC Service Learning office with the following:

- Current proof of not-for-profit status
- Current proof of liability insurance to cover students serving at your agency
- Copy of state license if you are a child care or elderly care provider

You agree that while fulfilling Service Learning hours, students will not:

- Be left unsupervised with minors
- Transport any persons without proper authorization
- Meet in private residences without an agency representative present

You agree to ensure that our Service Learning students are provided with:

- Orientation prior to beginning their Service Learning hours
- Training and supervision with regard to agency policies and procedures including health and safety information
- A clear description of the skills and assigned Service Learning work including expectations, responsibilities, and requirements
- A safe and appropriate working environment

UC will ensure that your agency is provided with the following:

- Consultation for identifying appropriate tasks for students.
- Orientation for agency supervisors and representatives regarding student needs and capabilities.
- Ongoing follow-up and support regarding student development issues.
- Evaluation of student and faculty performance
- Consideration of opportunities to partner with UC faculty and students in the future

If you wish to become a partner in education with UC and agree to the listed provisions, please complete the community partner contract below and return it to: The Director of Academic Community Partnerships. **Signing gives permission for agency listings on the UC Service Learning website.**

SERVICE LEARNING COMMUNITY PARTNER CONTRACT TEMPLATE

Course Name _____ Course Number _____

Section Number _____ Academic Term _____

Name of Student (print): _____

Phone Number (Cell preferred) _____

Email _____

Name of Faculty Member _____

Phone Number _____

Email _____

Community Organization _____

Address (where project will take place) _____

Community Organization Supervisor _____

Phone Number _____

Email _____

Dates Service is to be performed:

Start Date: _____

End Date: _____

Description of Community Project and Student Duties (be as specific as is possible): _____

Learning Objectives: How will you consult with faculty and students to learn how the course's subject content will match with the service goals?: _____

List any equipment needed and who will provide it: _____

List any funds needed to complete project and the potential source(s) of these funds: _____

Signature of Project Supervisor

Date

Signature of Faculty or Service Learning Director

Date

SERVICE LEARNING FACULTY CONTRACT TEMPLATE

Course Name _____
Course Number _____
Section Number _____
Academic Term _____

Name of Faculty Member _____

Phone Number _____
email _____

Community Organization _____

Address (where project will take place) _____

Community Organization Supervisor _____

Phone Number _____
email _____

Dates Service is to be performed:

Start Date _____ End Date: _____

Description of Community Project and Student Duties (be as specific as is possible) _____

Learning Objectives: How will your student's connect the course's subject content with the service goals? _____

List any equipment to be provided by community partner _____

List any equipment to be provided by UC _____

List and funds needed to complete project and source(s) _____

Signature of Faculty

Date

