This Academic Service Learning Manual provides a description of Northern’s Academic Service Learning program. It also contains helpful lists of suggestions on how new Academic Service Learning courses can be developed and Academic Service Learning components could be incorporated in existing courses.

Academic Service Learning is a teaching methodology that utilizes community service as a means of helping students gain a deeper understanding of course objectives, acquire new knowledge, develop professional expertise and engage in civic activity. Academic Service Learning has been found to be a very effective teaching methodology. Most major colleges and universities now include Academic Service Learning in their program offerings.

Northern Michigan University has designated Academic Service Learning to be a part of its new Superior Edge Program. It is hoped that Academic Service Learning activities, along with the other elements of the Superior Edge Program, will help our students develop a cumulative record of accomplishments that will provide them with an “edge” when they enter the job market or seek admissions to graduate school.

Academic Service Learning is of value to both students and faculty. In addition to acquiring new knowledge, students enrolled in courses with Academic Service Learning components should develop a better understanding of the connections between theory and practice and gain a sense of civic engagement that will encourage them to remain active in community service following graduation. Similarly, professors who employ Academic Service Learning techniques often report that they are better able to explain concepts and theories using references to their students’ newly acquired practical experiences.

A recent survey of academic programs on Northern’s campus found that 85 courses in 35 majors employed some aspects of Academic Service Learning methodology. In addition, service opportunities were provided through 13 internship placements, 15 field placements, the study abroad program, student teaching assignments, and senior projects. Thus, we are already offering many experiential learning opportunities. With minor changes, many of these existing courses could be designated as having satisfied Academic Service Learning requirements.

Finally, I am very satisfied by the way Academic Service Learning activities have augmented my more traditional teaching techniques. I have found that students in my public policy analysis courses tend to be more interested in the topics and more likely to participate in discussions. My students also appear better able to comprehend, apply, and retain theoretical knowledge presented through lectures and readings.
Preface

David Bonsall
Director of the Center for Student Enrichment

Academic Service Learning is growing every year at Northern Michigan University for some very simple yet important reasons: it provides great learning experiences for our students, is invigorating for faculty, and is beneficial for the communities that surround us. The recent success of academic service learning at NMU is no accident. The conditions for ASL success are ideal: the size of both NMU and the surrounding areas is optimal, we have a faculty that is committed to student learning, and we have students who have a sincere desire to maximize their education. Finally, the administration of Northern Michigan University has and is making the commitment necessary to move academic service learning forward.

If you have considered incorporating an academic service learning experience into one or more of your courses, now is a great time to try it. The resources needed to assist you are in place. There are a number of dedicated faculty members who have successfully integrated academic service learning into their courses and who are willing to serve as resources. The ASL Advisory Board members can be contacted with questions and concerns. Staff in the Center for Student Enrichment are available for logistical and administrative support. Northern Michigan University has recently become a member of Michigan Campus Compact, which offers programs, expertise, and in some cases financial support for civic engagement activities. Finally, with the current implementation of the Superior Edge, there is great incentive for students to embrace academic service learning – ASL experiences can assist them in achieving either the “Citizenship Edge” or the “Real World Edge,” and in some cases the “Diversity Edge” or the “Leadership Edge.”

These are exciting times at Northern Michigan University, and Academic Service Learning is a significant part of it. We hope that you will consider the benefits that ASL can have for your students, your university, your community, and for you.
The Academic Service Learning Advisory Board and I are pleased to offer this document as a brief guide to Academic Service Learning for the faculty at Northern Michigan University. Hopefully, it will answer many of the questions people may have about this interesting and exciting pedagogical approach.

As a doctoral student, some years ago, I remember attending classes during my studies of Journalism and Mass Communications. While it was assumed that many of us would go on to teach within the university after completing our dissertations, it was remarkable how little time was spent discussing how it was that we were to go about teaching. Somehow, it was assumed that each of us would absorb the content of our discipline and transfer that knowledge to our students in the future. But some content is more easily explained than others, some professors adapt to the classroom setting more easily than others, and some people have the ability to make really difficult concepts sound simple. As a result, there is often a learning curve involved in becoming an effective teacher, professor, or scholar.

Academic Service Learning is one approach to conveying course content that reinforces lectures by having students practice what they are learning while, at the same time, helping others. The hands-on experience helps to drive the content into deep memory, so it can be retained beyond the final exam, and the shared student experiences help to develop professionals within a discipline who are involved in their community and, hopefully, better and more informed citizens of a democracy.

A successful ASL project also enables a professor to model professional behavior and practices related to their discipline. It enables new professors to identify a method of conveying content and help their students build a knowledge base. And for experienced academics, ASL represents a way to prevent repetitive motion syndrome, because each class, each project, each community partner is unique and the problems to be solved change from semester to semester.

Again, I hope this manual offers you useful information that will empower your coursework. If this publication leaves you with any specific questions or if we have neglected to include necessary information, please do not hesitate to contact the NMU Academic Service Learning Advisory Board or the NMU Center for Student Enrichment at 906-227-2439.

Charles F. Ganzert, Ph.D.
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Academic Service Learning: What It Is and Why It Has So Much Potential

Vision for ASL at NMU
The Academic Service Learning Advisory Board has set the following vision for academic service learning (ASL) at Northern Michigan University (NMU):
- For academic service learning to be accepted as an excellent, innovative teaching method that facilitates teaching students with a variety of learning styles.
- For academic service learning to be viewed as a means of connecting with students who are not as engaged with their coursework as they should be.
- For academic service learning to become a teaching methodology that enhances the teaching/learning experience for students and faculty, and in the process provides meaningful service to the communities surrounding Northern Michigan University.

Benefits of Academic Service Learning
The ideal Academic Service Learning project benefits all of the involved parties: the students, the faculty, the community, and the university. The following is a brief list of possible benefits each party may obtain from participation in a successful ASL project (Based on Eastern Michigan University and Colorado State University).

“For the last 24 months, I’ve learned theories, practices and cases that relate to public relations. Academic Service Learning in my PR 330 – Message Design course allowed me to apply those concepts in an area of interest. By working alongside an actual client, I was able to experience breakthroughs and setbacks, like a professional PR practitioner. It’s a priceless learning opportunity that brings the “real world” a bit closer to college students. I absolutely feel I’ve benefited from my Academic Service Learning opportunity.”

– Andrea Jerabeck, Student

Student Benefits
- Student benefits include enrichment of the course material, active learning that “demonstrates the relevance and importance of academic work for their life experience and career choices” (“Benefits of Service Learning,” n.d.), awareness of societal issues and how they relate to academic areas, improved critical thinking and interpersonal skills, broadened perspectives on diversity issues, and development of civic responsibility.
- Students have opportunities that accommodate different learning styles.
- Students have opportunities for meaningful involvement with the local community.

Outcomes for Students Involved in Academic Service Learning

<table>
<thead>
<tr>
<th>Personal Growth</th>
<th>• Increased self-esteem and confidence</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Increased personal responsibility</td>
</tr>
<tr>
<td></td>
<td>• Increased sense of personal worth</td>
</tr>
<tr>
<td>Career Development</td>
<td>• Active exploration of career interests</td>
</tr>
<tr>
<td></td>
<td>• Understanding of the work force</td>
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<td></td>
<td>• Specific job skills</td>
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<tr>
<td></td>
<td>• Greater confidence in career choices</td>
</tr>
<tr>
<td>Social Development</td>
<td>• Improved interpersonal skills</td>
</tr>
<tr>
<td></td>
<td>• Increased tolerance/support for diversity</td>
</tr>
<tr>
<td></td>
<td>• Propensity to engage in other volunteer activities</td>
</tr>
<tr>
<td>Academic</td>
<td>• View service as a positive learning experience</td>
</tr>
<tr>
<td></td>
<td>• Strengthened persistence to graduate</td>
</tr>
<tr>
<td></td>
<td>• Improved problem solving/critical thinking skills</td>
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</tbody>
</table>

1
“I like ASL projects because so many people benefit from the work. Students try harder when they know their projects mean something. The community participants enjoy the chance to share their work with young people and get assistance on a project. As a faculty member, it is more fun to come to work when you know you can make a difference in your town.”

– Charles Ganzert, Professor

Faculty Benefits

• As students succeed, faculty will also benefit. The realization that they are providing experience, facilitating discussions, and providing knowledge can be a revitalizing moment. ASL activities can motivate students because they will be applying classroom knowledge to relevant activities in the world around them. Faculty will also be able to make connections throughout the community.
• Additional ASL benefits can include:
  • Engaging students who are different types of learners
  • Showing ownership of learning and teaching
  • Increasing student civic responsibility
  • Helping students to structure and act on knowledge
  • Making a difference in the community

Community Benefits

• Access to additional resources
• Positive relationship opportunities with the university
• Opportunities to contribute to the educational process
• Affordable access to professional development
• Short and long term solutions to pressing community needs

University Benefits

• Enhanced teaching, research and outreach activities
• Faculty and student engagement in local and state community issues
• Opportunities to extend university knowledge and resources
• Positive community relationships
• Increased development and preparation of university graduates

Academic Service Learning (ASL): A Definition

College courses include a number of different experiences that take students outside of the traditional, including volunteering, field experiences, observing, student teaching, etc. In order to differentiate academic service learning, the ASL Advisory Board researched and deliberated a number of definitions and has adopted the following for Northern Michigan University:

Academic Service Learning is a course-based, 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 both personal values and civic
Academic Service Learning vs. Community Service

“For my Public Policy Analysis class we were required to volunteer 20 hours with a government or nonprofit community organization. The agency I chose to work with was Medical Care Access Coalition and I volunteered there as an enrollment counselor. When I began my academic service learning experience, I viewed it as just one more thing I had to do for school. However, somewhere during the experience I really began to understand the purpose of academic service learning. We had talked about the health care crisis in our class, but until I saw the number of people without health care I really didn’t understand the scope of the problem. I have continued to volunteer with MCAC since my class has ended because I find the work keeps me grounded and I find it so rewarding.”

– Brianne Rogers, Student

While academic service learning shares some qualities with community service and experiential learning, it is important to realize that it is not the same thing. Community service focuses on the community. It does not have a focus on the learning of the student completing the project; the recipients of the service are the beneficiaries. Experiential learning, on the other hand, focuses solely on the learning and academic goals of the student (Giddings, 2003). Academic Service Learning links community service with specific academic goals and course objectives. Four parties benefit from participation in ASL: students, faculty, the community, and the institution. The figure obtained from R.G. Bringle (Personal Communication, February 9, 2006) shows the difference visually.

For an activity to be an academic service learning project it must:

- Meet a real community need
- Enhance the learning of course content
- Have elements of structured reflection (Stacey, Rice, Langer 2001)

Following are examples of what would be considered community service and examples of activities that would be considered academic service learning to help clarify the difference.

- Examples of Community Service:
  - Helping at the Upper Peninsula Children’s Museum.
  - Donating blood.
  - Developing a webpage for the United Way of Marquette County.

- Examples of academic service learning:
  - Developing a marketing plan for the Upper Peninsula Children’s Museum as a part of a marketing class.
  - Collecting vitals and stats at a blood drive in conjunction with a nursing class.
• Develop a webpage for the United Way of Marquette County utilizing principles taught in a computer information science class as part of a course requirement.

Academic Service Learning Teaching Methodology Criteria
Criteria have been developed by the NMU Academic Service Learning Advisory Board to allow for the designation of classes that contain ASL content in course catalogs. This will benefit students in choosing courses. To have an ASL designation, classes must include the following five common elements:
• Community partners or agencies must be involved in the planning of the service projects.
• There must be a clearly conceptualized connection between course objectives and service activities.
• Service projects must enrich the learning experience.
• All parties involved in the service projects must benefit.
• There must be time built into the syllabus for formal active reflection, which enables students to synthesize and derive new meaning from their experiences. Examples would include activities such as directed writings, small group discussions and class presentations.

Principles of Good Practice for Combining Service and Learning
In 1989, the Johnson Foundation hosted the Wingspread Conference that led to the establishment of the principles of good practice for combining service and learning. The principles were created by experienced practitioners and have been adopted by Academic Service Learning professionals across the country (National Service Learning Clearinghouse). Good practice for academic service learning includes:
• Engages people in responsible and challenging actions for the common good.
• Provides structured opportunities for people to reflect critically on their service experience.
• Articulates clear service and learning goals for everyone involved.
• Allows for those with needs to define those needs.
• Clarifies the responsibilities of each person and organization involved.
• Matches service providers and service needs through a process that recognizes changing circumstances.
• Expects genuine, active, and sustained organizational commitment.
• Includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.
• Insures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.
• Is committed to program participation by and with diverse populations (Colorado State University).

ASL Course Designation
Academic Service Learning courses can be designated in the course catalog by following a simple procedure. This designation process allows students to choose whether to take a course with an ASL component, makes faculty part of an active learning community, and can provide valuable data that will help the university with its accreditation reports and meet its AQUIP goals.

ASL Course Designation Procedure
1. Fill out the attached ASL Course Designation Form or its electronic ASL equivalent at: www.nmu.edu/cse/asl.htm. Please send completed form to the Center for Student Enrichment (1205 University Center).
2. The application will be reviewed by the Academic Service Learning Advisory Board and forwarded to the Registrar.
3. Once approved, courses can be designated in the course scheduling book.
Note: Should a faculty member decide to “service-ize” a course for select students after a course has begun this can be accomplished by using contracts such as is currently done for the Honors Program. In this case the faculty member will send the ASL Advisory Board the Course Designation form and copy of the contract(s).
The Process: Integrating Service Into Curriculum
(Based on Eastern Michigan University’s ASL Faculty Development Manual)

Step 1: Evaluate Teaching Style

- Teaching a course using academic service learning involves using skills and teaching styles that may be different than those used in a traditional classroom. Lecture and other traditional teaching methods may be necessary, but the instructor must also include time to let students voice their opinion and discuss observations and experiences that are related to the course content. Students, in a sense, became another resource and the faculty member becomes a facilitator for discussion.
- The following table can be used as a checklist for an instructor who is interested in integrating academic service learning into their course.

<table>
<thead>
<tr>
<th>10 Principles of Good Practice in Academic Service Learning</th>
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</thead>
<tbody>
<tr>
<td>Principle 1: Remember that academic credit is for learning, not for service</td>
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<tr>
<td>Principle 2: Do not compromise academic rigor</td>
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<tr>
<td>Principle 3: Set learning goals for students</td>
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<tr>
<td>Principle 4: Establish criteria for selecting community placements</td>
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<td>Principle 5: Provide educationally sound mechanisms to assess community learning</td>
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<tr>
<td>Principle 6: Provide support for students to learn how to assess community learning</td>
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<tr>
<td>Principle 7: Minimize the distinction between the students’ community and classroom learning roles</td>
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<td>Principle 8: Re-think the faculty instructional role</td>
</tr>
<tr>
<td>Principle 9: Prepare for the uncertainty and variation in student learning outcomes</td>
</tr>
<tr>
<td>Principle 10: Maximize the community responsibility and orientation to the course</td>
</tr>
</tbody>
</table>

Step 2: Identify Course Goals

- A good way to begin the design of an academic service learning component of a course is to examine the course goals and objectives. What should the students be able to know, be able to do, and be like as a result of taking the course?

Step 3: Explore Academic Service Learning

- Colleagues who have incorporated academic service learning activities into one or more of their classes can be a great resource. Most are willing to share how it works for them and assist in brainstorming ideas for other courses. The Center for Student Enrichment is able to provide assistance to those interested in ASL. Please call (906) 227-2439 or stop by the office at 1205 University Center. Visit the Center for Student Enrichment’s Academic Service Learning Resource page at www.nmu.edu/cse/asl.htm to find ASL trained faculty and the courses they teach, additional resource material, and/or further assistance on academic service learning.
- Three possible methods of incorporating academic service learning into a course:
A short-term project where students visit an organization one to three times and provide short-term services such as cleaning a river, assisting with a building project, or working on a special weekend community project. The short duration of these projects can make it difficult for the students to gain a sense of the community-organization’s purpose and the needs and resources of the organization’s clients. It may also be hard for the faculty member to find a link between the course goals and the short-term project.

- Students must make a commitment to visit the community-based organization two to three hours a week for a period of six or more weeks. This is a more common model for academic service learning. Students should have a greater variety of experiences and gain a deeper sense of the organization’s mission and its clients due to the longer period of time and more frequent visits. It can also clarify the link between the project and the course goals and provide opportunities for on-going reflection.

- If all of the needed service does not take place onsite, students may work on assigned service activities in the classroom. At the end of the work period, the results can then be presented to the organization representatives. This method can be used for projects that include conducting surveys, designing brochures, preparing reports and/or databases, or auditing and evaluating financial reports. This approach is less complex logistically than the other options.

**Step 4: Form a Relationship with a Community-Based Organization**

“Academic Service Learning is a natural fit with our advanced courses in broadcasting. In working with the U.P. Sled Dog Association, my students not only learned how to produce a television documentary, but they also learned why planning and attention to detail are so important to this process.”

- Dwight Brady, Professor

- Choosing an academic service learning partner is a determining factor in the success of the ASL project. It is very important to make sure there is a good fit between the goals for the course and the opportunities the community partner is able to provide.

**Community Partner Selection Criteria**

- Obvious connection between the organization’s work and the course.
- When possible, students should have a direct contact with the community organization’s clients and/or constituency groups.
- Student’s work should have a clear connection to the mission of the community partner.
- The site supervisor should be available to oversee student work when they are on-site.
- The professor and the site supervisor should complete advance planning so students have enough activities to keep them busy but not overwhelmed.
- The community partner should be willing to assist with orientation and training activities.
- All students should have the opportunity to work at least one of the sites and/or projects being completed throughout the course.

- The best way to learn about a potential partner is to go to the organization yourself and meet with the people that will be working with the students. In most cases, the closer the relationship is between the organization and the instructor and students, the more meaningful the learning experience. A good idea may be to invite a community organization leader out for coffee to discuss opportunities available. The ideas and plans that form during this meeting can amaze both parties. During the meeting it is important to discuss items like needs, resources, course concepts, the organization’s mission, amount of time students will provide, orientations, desired outcomes, communication methods, etc. It would also be helpful to give the community partner a copy of the course syllabus.
Please note: The Center for Student Enrichment (227-2439) and the NMU Volunteer Center (227-2466), both located in 1205 of the University Center, can offer suggestions for academic service learning sites.

**Step 5: Revising Course Requirements**
- Will the academic service learning component be required?
  - If the course is designated as an academic service learning class in the course catalog, should the ASL experience be required?
    - How many hours of academic service learning will be required?
    - How will you connect the academic service learning project to course content in class?
    - How will you evaluate the academic service learning component?
    - What deletions or adjustments will you make in your course requirements to accumulate an academic service learning project?

**Step 6: Planning Logistics**
- **Resources**
  - Are funds available for materials?
  - Are funds available for transportation?
- **Transportation**
  - Students can car pool.
  - The Marquette County Transit Authority has fixed schedules and door-to-door routes that students can use to travel in Marquette and the surrounding areas. Students with IDs are given a half-off discount. The fee for riding one of the set routes one way is $0.40 for students. The fee for riding a door-to-door route one way is $1.30. The fees are subject to change at any time. For more information call (906) 225-1112 or visit their website at [http://www.marq-tran.com/index.php](http://www.marq-tran.com/index.php).
  - The Northern Michigan University Transportation Office can be contacted at (906) 227-2823.

- **Scheduling**
  - Professor schedule
  - Student Schedule
    - If there are multiple projects in a class, it may be possible to form groups based on compatible schedules. This may help alleviate some of the stress on other time conflicts arising.
  - Monitoring Student Time and Work
    - It is important for the community partner and/or the site supervisor to have a way to monitor the students’ time and work.

**Step 7: Designing the Service Activities**
- **Checklist**
  - Are academic service learning experiences designed around community-identified needs?
  - Is the service activity engaging, challenging, related to key course goals, and meaningful to students?
  - Are the organization’s site supervisors and the instructors significantly involved in defining and designing the academic service learning experience?
  - Are the organization’s site supervisors knowledgeable of and committed to the course goals and willing to work in partnership to achieve them?
  - Are the organization’s site supervisors willing to assist, orient, train, and supervise students?
When and how will reflection be incorporated into the course?

Step 8: Conducting Student Orientation and Training

- Adequate orientation is extremely important to ensure students are prepared to perform assigned activities.
- Training can be done in class, on-site, or at each location and done by instructor, site supervisor, or combination.
- Possible topics to cover:
  - History, mission, structure, and location of service sites.
  - Background and description of individuals that students will serve (if applicable).
  - Social, political, and economic issues related to the service site setting.
  - Student responsibilities:
    - Task assignments
    - Expectations
    - Role definition
    - Protocol and professionalism
    - Policies
    - Procedures
    - Dress
    - Manners
    - Punctuality
  - Client courtesy.
  - Problem-solving around difficult situations that may arise.
  - Record keeping, supervision, and accountability.
  - Confidentiality and professional ethics.

Step 9: Connecting the Experience

- Help students make a connection between the vivid, complex experiences in their service projects to the important ideas in their college course.
- Reflection activities and class discussions can encourage the connection to form.
- Relax control once in a while to allow students to share experiences that they have had.
- Discuss guidelines with students so they know how to disagree nicely and stay on track.
- Provide feedback to encourage productive discussions.
- Ask probing questions:
  - “Tell me your thinking behind what you just said about…?”
  - “Do you all agree with what has just been said?”
  - “What did you see or hear that leads you to believe that?”

Step 10: Celebrating Accomplishments

- Involve students in planning a celebration.
- Seek input from community-based organization’s representative or site leader.
- If students worked directly with the recipients of the service, it may be a good idea to hold a closure event with the students and recipients.
- Encourage students to use their academic service learning experiences for the Superior Edge program. For more information on the Superior Edge, contact (906) 227-6543 or visit their website at http://www.nmu.edu/superioredge/.
- Ideas:
  - Certificates, buttons, party, press release, photo session, or a letter from the organization are all good ways to celebrate the students’ accomplishments.
  - Send a thank you letter and a certificate of recognition to the site supervisor and/or
organization representative. Also, send thank you letters to others who may have assisted students.
- Have a formal presentation.
- Meet with the site supervisor and community representative to celebrate, share evaluations, and to plan needed revisions. This is a great way to help with the relationship between the organizations.
- Write up your learning experiences and the students’ responses and publish them or present at a conference.

Two Areas of ASL Emphasis: Community Partnerships and Reflection

Establishing Positive Community Partnerships

“Academic Service Learning activities have proven to be a valuable addition to my public policy analysis courses. Students appear to be much more involved in their learning and are more likely to see the connections between what they are studying in class and ‘real world’ applications. Much of the credit for this goes to the leaders and staff of local public and non-profit organizations. I have been impressed with the eagerness with which these people have welcomed my students into their organizations and their willingness to serve as professional mentors. Further evidence of this positive mentoring relationship between our students and their site supervisors is the fact several students continue to do volunteer work with their organizations after the end of the semester.”

– Robert Kulisheck, Professor

A successful academic service learning project or activity requires active participation from both the university participants and the community partner. Good communication and consideration helps ensure collaboration and steady progress toward common goals. Maintaining a positive relationship increases the possibility for future collaborative activities at the site or with other organizations in the community. Below are some points to consider when working with a community partner.

- Research history, mission, and related social issues before making contact with an agency.
- Meet agency representatives at their office when possible.
- When inviting community partners to campus, arrange for guest parking passes by calling Public Safety at (906) 227-1476.
- When visiting the agency or service site, note details on location, transportation and parking that will be pertinent to students.
- Ask the agency to consider how what you have to offer might be useful to them.
- Learn about the assets of the agency and clientele. Explore their capacities and abilities and relate this to your students.
- Be open to indirect service projects. Consider how you can help students see the value of service that provides support to the community vs. direct contact with people.
- Take care to “do no harm.” The community and the clientele are not a research laboratory. Basic goals of academic service learning include community development and empowerment.
- Invite community partners to be a part of reflections, presentations and related activities (based on Colorado State).

In many cases, faculty will already have a connection or contact in the surrounding community that they want to work with in mind. If not, please feel free to contact the Center for Student Enrichment at (906) 227-2439 or stop by the office at 1205 University Center for assistance in identifying potential community partners.
Reflection: An Essential Component for a Quality Academic Service Learning Experience

“Many of my students are now considering adding an ASL component to their unit plans for my class. By doing so, they are beginning to relate their future classrooms (and their students) to the world at large (and to communities in particular). In addition, students are reflecting on ways that the other elements of writing instruction we’ve discussed such as the Newspapers in Education program, or using videoproduction as apart of the English classroom - could be imagined as connected to ASL.”

– Kia Richmond, Professor

Reflection helps improve basic academic skills and promotes a deeper understanding of course subject matter and its relation to the non-academic world, improves higher level thinking and problem solving, and enhances students’ ability to learn from an experience. Reflection allows the participants to look back on the positive and negative aspects of the actions taken, determine what has been gained, lost, or achieved, and connect these conclusions to future actions and larger societal contexts. Reflection can also promote personal development by enhancing students’ self-awareness, their sense of community, and their sense of their own capacities (Colorado State).

- Activities (Hatcher & Bringle)
  - Structured Class Discussions
    - Faculty creates questions to guide the group discussion in the classroom. This method can be used throughout the course during regular class time. Students can learn about the diversity of services, see connections between different populations and agencies, collectively share successes and problem-solve challenges, and learn about societal patterns.
  - Class Presentations
    - This effective technique can be used during the middle and at the end of a course and can be designed for individuals or groups. Clear and well-defined criteria and expectations should be available so students will understand how their project will be evaluated. This is an opportunity for students to summarize their learning over the entire course and connect classroom knowledge and out-of-class learning.
  - Community Mural
    - This nontraditional technique enables students to express feelings and learning from the service experience and also allows for a creative collective statement about an issue facing the community. Students can use various sources (magazines, newspapers, photographs, etc.) to build their mural. The criteria for this project needs to be well defined but also allow freedom for means of expression.
  - Directed Writings
    - Direct writings can be used throughout the course to prompt students to reflect on their service experiences within the framework of the course. The instructor can identify a specific section from a text book or class reading and structure questions for students to answer. Direct writings allow students to analyze course content critically and apply it to current problems and issues.
  - Ethical Case Studies
    - Students can be required to create a case study based on their experiences at their service site, and use these case studies in the middle or at the end of the course. The case study should include a description of the context, the individuals involved (respecting
confidentiality) and the controversy or event that caused the ethical dilemma. Students can then present their case study to the class and the class then discusses the situation, identifies issues, discusses how they would respond to the situation, and gives reasons for their responses.

- **Journals**
  - **Personal Journal**
    - Weekly, students write freely about their experiences. The journal entries are submitted periodically to faculty or kept as a reference to use as the end of the experience when putting together an academic essay reflecting their experience.
  - **Critical Incident Journal**
    - Students analyze a particular event that occurred during the week by answering a prompt such as, why is this significant to you? What underlying issues surfaced as a result of this experience? How will this incident influence your future behavior? Students are asked to consider their thoughts and reactions and actions they plan to take in the future.

- **Three-Part Journal**
  - Students should divide each page of their journal into thirds and write weekly entries throughout the course. In the top section students describe some aspect of the service experience. In the middle section they should analyze how course content relates to the service experience. The final section should have students comment on how the experience and course content can be applied to their personal or professional life.

- **Photo Essay**
  - Students use photographs to reflect on their service experience and can weave a main theme or concept learned in class to actual photo documents. These projects are also excellent ones to share with the campus community, the service sites, for year-end celebrations, or college and other local publications.

- **Portfolios**
  - Portfolios can contain any of the following: service learning contract, weekly log, personal journal, directed writings, and photo essay. Also any products completed during the service experience (i.e., agency brochures, lesson plans, advocacy letters) should be submitted for review. Students can include a written evaluation essay providing a self-assessment of how effectively they met their learning objectives.

### Additional Opportunities: Students and Academic Service Learning

**Academic Service Learning as a Superior Edge Activity for Students**

The Superior Edge initiative encourages all NMU students to consider completing any or all four of the Edges:

- Citizenship
- Diversity
- Leadership
- Real World

Completing an “Edge” requires 100 hours of recorded activity and a Reflection Paper. Students completing any one of the edges or all four (the “Superior Edge”) will have their achievement recorded on a Student Enrichment Transcript which will be sent along with the official Academic Transcript.
Academic Service Learning is an excellent activity for either the Citizenship Edge or Real World Edge, and in some cases could also apply to the Diversity or Leadership Edges. You are asked to encourage students who are engaged in an academic service learning experience to participate in the Superior Edge; it will enable them to have yet another “edge” with a future employer or graduate school.

To enroll in the Superior Edge, students must attend a one-hour orientation session where they will receive a program overview and instructions on how to log hours. For an orientation schedule or more information on the Superior Edge, please contact the Center for Student Enrichment at 227-6543, edge@nmu.edu, or visit the Superior Edge website at www.nmu.edu/superioledge.htm

**Academic Service Learning as a Michigan Service Scholars Activity**

The Michigan Service Scholars Program (MSS) is an Americorps program that encourages students to be civically engaged on their campuses and in their communities. It is administered by Michigan Campus Compact, of which Northern Michigan University is a member. Students willing to complete 300 hours of service in one calendar year earn a $1,000 education award to be used for qualified educational expenses.

Service must be focused on the areas of volunteer recruitment and information for non-profits and youth programs such as mentoring, tutoring, and early childcare development. Employment hours in these areas can also be counted as service hours.

Many academic service learning projects meet the criteria for Michigan Service scholarships and could be counted as service hours by students. To enroll in the Michigan Service Scholarship Program, students must attend an orientation session conducted by Michigan Campus Compact staff. There is normally one orientation in the fall and another during the winter semester.

For more information on the Michigan Service Scholars Program, please contact the Center for Student Enrichment at 227-1089 or email nmuasl@nmu.edu

**Items to Note**

**Academic Service Learning as a Promotion and Tenure Activity**

“ASL has had a synergistic effect on my academic lifestyle. It interlinks teaching, service and professional development, and allows me to accomplish much more than if I tried to address each of the three areas separately. The interrelationship is often so seamless that it's difficult to tell which area an activity falls under, which I thought might be a problem when it came to P&T. But the comments from faculty committees and administrators when I was promoted to full professor illustrate that they understand and appreciate the value of ASL.”

– Wally Niebauer, Professor

In each application for tenure and promotion, faculty members must explain their activities in three performance areas: Teaching and Assigned Responsibilities, Service, and Professional Development. While the Faculty Review Committee does not permit people to count one activity in all three of these performance areas at the same time, it is possible to make an argument for including ASL activities in any one of the three areas. For instance, in Teaching and Assigned Responsibilities, a faculty member can utilize their ASL experiences to support a claim for quality instruction by discussing the creative nature of their teaching and the use of contemporary methods and approaches. Letters of support from community partners who have worked with the instructor in class would be a useful addition to a tenure document.
Academic service learning activities can be used to support an argument for service to the community, region, or discipline. If designed well, an ASL project is a professional activity that employs the knowledge and skills of a given discipline to benefit others. Again, letters of support from clients or partners who have benefited from these efforts can be useful in bolstering this argument.

Likewise, ASL activity can be used in developing a case for quality performance in Professional Development. ASL projects may lead to papers, presentations, or publications which contribute to any discipline. Research results from a class ASL project may result in presentations at professional or academic conferences, and/or publications in professional magazines or academic journals. It is also possible to present or publish about pedagogical approaches used to teach the content areas of a specific academic discipline. Successful publications and presentations are an essential part of professional development at Northern Michigan University.

To assure that academic service learning activities are successfully recognized throughout the tenure and promotion process, it may be necessary for each faculty member to consider how ASL fits into departmental bylaws, bring up a discussion at department meetings to make sure that ASL activities are properly recognized at the department level, and/or contact the Center for Student Enrichment for the names of faculty who have previously employed ASL experiences in their tenure and promotion material. As always, it is the responsibility of each applicant for tenure and promotion to carefully explain the activities in which he/she has been engaged and build a case for advancement that the various committees involved in the tenure and promotion process will understand.

**ASL, the IRB, and Human Subjects**

There may be times when ASL projects involve doing research with human subjects. If that is so, these projects will need to comply with policies established by the NMU Human Subject Research Review Committee (HSRRC). If your class is doing research that involves human subjects, you can find out more information about the HSRRC reporting and review process by visiting the NMU Research Web Site at www.nmu.edu/research. Forms can also be found at the Graduate Office in room #309 of the Cohodas Hall.

For more information, please contact:

Dr. Cynthia A. Prosen, Dean, Graduate Studies and Research
Human Subjects Research Review Committee
401 Cohodas
Northern Michigan University
Marquette, MI 49855
Phone: (906) 227-2300
FAX: (906) 227-2315
E-mail: cprosen@nmu.edu
Due Diligence
Everyone wants to make sure that all partners in the academic service learning experience are safe and secure. As a result, it is necessary to evaluate your project to anticipate problems. It is important to be thorough, check out the worksite, and look for potential risks to students and community members. If a site or situation presents a problem or potential threat, maybe another or different project would be a better choice.

Here are several tips to keep in mind:

• Consider having students work in pairs and trios. In general, it is good practice not to send students out alone. Students should go in pairs and trios to organizations where those receiving services may exhibit unpredictable and possibly dangerous behavior, such as schools, homeless shelters, or soup kitchens.

• Ensure adequate supervision from both the community partner and the faculty supervisor. It is important that a representative of the organization be present at all times to handle emergencies, provide guidance, and to help students learn the necessary skills.

• When student travel to off-campus locations is necessary, try to use university vehicles whenever possible. These vehicles are insured and well-maintained. If use of a university vehicle is not an option, use common sense when selecting students to drive.
  ◦ If students are driving university vehicles, they should be approved by Public Safety (906-227-2151). Prior to the travel, ask the student to go over to the Public Safety Office with their driver’s license. The officers there will check the student’s driving record and issue an NMU approved driver card.

• If information is needed on the University’s insurance coverage, please contact James Bradley, Risk and Insurance Manager, at (906) 227-2745 or jbradley@nmu.edu.

• If something unforeseen does occur, it is best to submit a University Incident Report. These forms can be found at http://publicsafety.nmu.edu/IncidentReport.htm

***Copies of the University Incident Report Form and a Medical Situation Form can be found in Appendix E and F.
RESOURCES AND ASSISTANCE

ASL Web Site:  www.nmu.edu/cse/asl.htm

The Academic Service Learning Advisory Board
The Academic Service Learning Advisory Board is a joint undertaking between faculty and Student Services staff and is comprised predominantly of faculty members. The Board was established in 2003 with the purpose of advancing academic service learning at Northern Michigan University. ASL is faculty driven at NMU, with key decisions regarding direction being made by the ASL Advisory Board. The ASL Advisory Board is chaired by the Academic Service Learning Faculty Liaison, who is a faculty member compensated to assist with the advancement of ASL at Northern Michigan University. The Board meets two or three times a semester to strategize, set direction, and plan upcoming events. For more information please contact the Center for Student Enrichment at (906) 227-2439. Please note: Membership on the ASL Advisory Board is open to all faculty wishing to serve on it; a goal is to have a faculty representative from every department.

What can the Center for Student Enrichment do for Faculty?
The Center for Student Enrichment can help faculty with administration and logistics of their academic service learning projects.

Specifically, the Center can assist with:
• Arranging individual faculty/departmental orientation to academic service learning.
• Identifying and facilitating community partnerships.
• Maintaining the ASL Website.
• Collecting and maintaining ASL Resources.
• Providing connections with the NMU Volunteer Center.
• Coordinating ASL conferences and seminars.
• Providing administrative support for the ASL Advisory Board.
• Identifying possible sources of funding assistance as they become available.

For more information, please contact the Center for Student Enrichment at (906) 227-2439, 1205 University Center, or check out the ASL website at www.nmu.edu/cse/asl.htm.

Michigan Campus Compact
Michigan Campus Compact
1048 Peirpont Dr., Suite 3
Lansing, MI 48911
Phone: (517) 492-2424
Fax: (517) 492-2444
http://www.micampuscompact.org/

Northern Michigan University is a member of Michigan Campus Compact. Michigan Campus Compact promotes the education and commitment of Michigan college students to be civically engaged citizens, through creating and expanding academic, co-curricular and campus-wide opportunities for community service, service learning and civic engagement. Michigan Campus Compact offers grants that faculty can use for academic service learning, links to conferences and other campus compact sites, as well as ASL awards.
Links to Sample Syllabi and Activities

- National Campus Compact
  - http://www.compact.org/syllabi/
  - http://www.compact.org/resources/service learning

Links to ASL Research and Publications

- National Campus Compact
  - Brown University, Box 1975
  - Providence, RI 02912
  - Phone: (401) 863-1119
  - E-mail: campus@compact.org
  - www.campuscompact.org

- Michigan Journal of Community Service Learning
  - Edward Ginsburg Center for Community Service and Learning
  - 1024 Hill Street
  - Ann Arbor, MI 48109
  - Phone: (313) 763-3548
  - Fax: (313) 647-7464
  - E-mail: OCSLPRESS@umich.edu
  - www.umich.edu/~mjcsl

- Corporation for National and Community Service
  - 1201 New York Avenue N.W.
  - Washington, D.C. 20525
  - Phone: (202) 606-5000
  - www.nationalservice.org

- International Partnership for Service Learning
  - 815 Second Avenue, Suite 315
  - New York, NY 10017
  - Phone: (212) 986-0989
  - Fax: (212) 986-5039
  - info@ipsl.org
  - www.ipsl.org

- National Service Learning Clearinghouse
  - ETR Associates
  - PO Box 1830
  - Santa Cruz, CA 95061
  - Phone: 1-866-245-SERV ext. 7378
  - TTY: (831) 461-0205
  - Fax: (831) 430-9471
  - http://www.servicelearning.org/
References


Indiana University-Purdue University at Indianapolis.


National Service Learning Clearinghouse
Appendices

Appendix A: Initial Contact Letter

Letterhead

Date

Service Site Supervisor
Address
City, State Zip Code

Dear [recipient]:

[Name], our Academic Service Learning Coordinator (or fellow faculty member) has let me know that your organization has agreed to provide opportunities for a few students from [course name] class to work with you during our [fall/winter/spring] semester. I want to express my appreciation to you for your willingness to cooperate with us in this activity.

[Name] has identified several organizations, including yours, willing to serve as ASL sites. I will ask the students to work in [pairs/small group (give a number)] and to select the organization they would like to work with. They will be expected to work with you for at least [xx] total hours and to [name other ASL related activities here; write a reflection paper, keep a journal, etc.] I will try to balance students across the organizations when they select their work sites in class on [Date]. I will ask students to contact you very soon after that date so that they can make their first visit and complete some hours of work before [Date], when the class is scheduled to have its first discussion activities.

As your organization’s site leader, it would be very helpful if you would be willing to spend a brief amount of time describing your organization’s mission and history to students. This information will be very helpful to them in putting their work activities into a larger social and organizational context. I have included a course syllabus so that you know the timeline of the course.

I am excited about this opportunity because I believe it will give my students a chance to do some direct ‘hands-on’ experiential learning and at the same time help your organization with its work.

Again, I want to thank you for your willingness to serve as an academic service learning site. I look forward to meeting and working with you. If you have any questions, please contact me at [phone number].

Sincerely,

[Professor’s name]
[Department]
Academic Service Learning Assignment
Time Record

Name: _____________________________
Agency: _____________________________
Supervisor: _____________________________
Course: _____________________________  Semester: _______________  

<table>
<thead>
<tr>
<th>Date</th>
<th>Time IN/OUT</th>
<th># of Hours</th>
<th>What did you do?</th>
<th>Supervisor Signature</th>
</tr>
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Appendix C: Pre-Experience Survey for Students

Course: ________________________________

Academic Service Learning Pre-Evaluation

1. I am a _____ year-old _____ Male
   _____ Female

2. I am a: _____ First Year Student
   _____ Sophomore
   _____ Junior
   _____ Senior
   _____ Other __________________

3. I am working toward a ________________________________ major.

4. This course fulfills for me a: _____ requirement for my major
   _____ requirement for my minor
   _____ elective general education requirement
   _____ personal interest

5. I knew part of this course included academic service learning before I registered for it.
   _____ yes   _____ no

6. I chose to take this course because: (Please check all that apply)
   _____ the description in the bulletin was interesting
   _____ a fellow student recommended it
   _____ a faculty member recommended it
   _____ it fit my time schedule & I needed the credit
   _____ I was interested in the academic service learning component
   _____ it is necessary for my major or minor
   _____ other ________________________________

7. If academic service learning is optional in this course, are you choosing to participate?
   _____ yes   _____ no

8. How do you feel about the academic service learning component of this course?
   _____ Very positive   _____ somewhat positive   _____ somewhat negative   _____ very negative

9. Do you think that community activities are a valuable and appropriate learning component within this course?
   _____ yes   _____ no
10. What, if any, reservations do you have about participating in academic service learning?
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

11. Are any of the community sites selected for the course appealing to you?
   _____ yes   _____ no

12. Are there enough options for the community sites?
   _____ yes   _____ no

13. Are you currently active in: (Hours per week)
   _____ a religious organization _____
   _____ intramural sports _____
   _____ intercollegiate sports _____
   _____ student government _____
   _____ a campus interest group _____
   _____ community service _____
   _____ other extracurricular activities _____

14. Are you currently employed?
   _____ yes   _____ no

   If YES: how many hours a week do you usually work? _____
   Do you work on campus?
   _____ yes   _____ no

15. Before your involvement in this course, have you ever participated in any volunteer work or community service?
   _____ yes   _____ no

   If YES: Did you participate: (please check all that apply)
   _____ before high school
   _____ while in high school
   _____ while at Northern Michigan University
   _____ while at another college or university
   _____ other ________________________

16. Have you ever participated in an internship?
   _____ yes   _____ no

   If YES: was it at: (please specify)
   _____ a non-profit organization ____________________
   _____ a for-profit organization ____________________
   _____ government agency _________________________
   _____ other ________________________________
17. Do you expect to spend time volunteering after this semester is over?
   _____ yes   _____ no

Using this rating scale, please answer the following:

<table>
<thead>
<tr>
<th>Very Extensively</th>
<th>Extensively</th>
<th>Somewhat</th>
<th>Very Little</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

To what extent have your experiences outside of college thus far enabled you to:
- Learn about a culture/cultures different from your own? _____
- Critically reflect upon your own values and bias? _____
- Improve your written communication skills? _____
- Improve your oral communication skills? _____
- Improve your critical thinking/analytical skills? _____
- Improve your problem solving skills? _____
- Understand how communities and cities work or function? _____

Comments on the above section:

Using the same scale as above,
to what extent has your college experience thus far enabled you to:
- Learn about a culture/cultures different from your own? _____
- Critically reflect upon your own values and biases? _____
- Improve your written communication skills? _____
- Improve your oral communication skills? _____
- Improve your critical thinking/analytical skills? _____
- Improve your problem solving skills? _____
- Understand how communities and cities work or function? _____

Comments on the above section:
Appendix D: Post-Experience Survey for Students

Course: ________________________________________
Community Service Site: __________________________
Site Supervisor: _________________________________
Number of Service Hours Provided: ________________

Using this rating scale, please answer the following:
Very Extensively  Extensively  Somewhat  Very Little  None
1         2         3         4                 5

To what extent has your community service experience enabled you to:
-- Learn about a culture/cultures different from your own? _____
-- Critically reflect upon your own values and bias?  _____
-- Improve your written communication skills?  _____
-- Improve your oral communication skills?  _____
-- Improve your critical thinking/analytical skills?  _____
-- Improve your problem solving skills?  _____
-- Understand how communities and cities work or function? _____

Comments on the above section:

II. Course Relatedness

1. What is the most important thing you learned from your service experience?

2. How did this learning experience compare to doing a more traditional term paper for a class?

3. Did your experiences help you gain a better insight into the material and concepts of the course?
Please explain.

4. How do you feel about the academic service learning component of this course?
   (Please circle the response closest to your feelings)
   very positive  somewhat positive  somewhat negative  very negative

5. Do you think that community service is a valuable and appropriate learning component within this course?
   ____ yes  ____ no
III. List the two or three most important tasks you did as part of your placement. Then rate your performance for each task using the scale. Write a brief comment explaining the rating on each item.

<table>
<thead>
<tr>
<th>TASK</th>
<th>RATING</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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<td></td>
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<tr>
<td>3.</td>
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<td></td>
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</table>

Do you expect to spend time volunteering after the semester is over?  ___ yes  ___ no

IV. Overall, what was the best aspect of your experience?

V. Site Evaluation
How would you evaluate your on-site supervision and training?

<table>
<thead>
<tr>
<th>TASK</th>
<th>RATING</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The site supervisor used my time efficiently.</td>
<td>5</td>
<td>excellent</td>
</tr>
<tr>
<td>4</td>
<td>adequate</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>poor</td>
<td></td>
</tr>
<tr>
<td>The site should be used again for students in the future.</td>
<td>5</td>
<td>excellent</td>
</tr>
<tr>
<td>4</td>
<td>adequate</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>poor</td>
<td></td>
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</table>

VI. Is there anything that could have been done to improve your academic service learning experience?
Incident Report
For Accident/Injury/Illness

SUPERVISOR OR INSTRUCTOR MUST COMPLETE ENTIRE REPORT

Date of Incident: __________ Time of Incident: __________ (AM/PM) Date Reported: __________

To Whom Reported: _________________________ Dept./Phone #______________________________

VICTIM INFORMATION: Name: _________________________________ Sex: (M / F)

IN #: ________ Birth date: / /

INCIDENT INVOLVED (circle): STUDENT/EMPLOYEE/VISITOR

Local Address: _________________________________________ Local Phone ____________________

Work Phone ______________________________________

Permanent Address: ________________________________________ Phone: ____________________

WITNESS INFORMATION: Name: ______________________ Phone: ______________________

INJURY/ILLNESS: (See Area/Type of Injury - Specify LEFT or RIGHT Side): ______________________

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<th>TYPE OF INJURY (circle):</th>
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<td>EYES:</td>
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<td>Neck</td>
<td>BURNS:</td>
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<td>Other</td>
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<tr>
<td>PAINS</td>
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<tr>
<td>Ankle (L / R)</td>
<td>Lacerations</td>
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<tr>
<td>Foot (L / R)</td>
<td>Foreign Body</td>
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<tr>
<td>Ribs (L / R)</td>
<td>Heat</td>
</tr>
<tr>
<td>Arm (L / R)</td>
<td>Contusion</td>
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<td>Burn, Corrosive</td>
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<td>Shin (L / R)</td>
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<td>Shoulder (L / R)</td>
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<td>Leg (L / R)</td>
<td></td>
</tr>
<tr>
<td>Wrist (L / R)</td>
<td></td>
</tr>
</tbody>
</table>

If an employee, circle status: REGULAR/STUDENT/TEMPORARY Department: _______________

Work Assignment: ______________________ On/Off Campus Site of Occurrence: ________________

Circumstances ___________________________ If died, date death occurred: ________________

What was employee doing just before incident occurred? ________________________________

What object or substance directly harmed employee? ________________________________

Regular Shift/Schedule/Hours: (Example: M-F, 8-5 p.m.) ________________________________
*Did employee leave work? (Yes/No) If “Yes,” List Number of Lost Work Days: ____________________
Date returned to work: ____________________

Equipment malfunction: (Yes/No) If “Yes,” describe: ____________________
Damage to Property or Equipment? If yes, describe. ____________________
*Notify Human Resources/Public Safety of any changes that may occur at a later date.

Describe first aid at location:________________________________________________________
Administered by: ____________________ Phone: ____________________
*Medical treatment or prescriptions given: _____________________________________________
If follow up treatment is required, describe: ___________________________________________
Name and address of hospital and physician: ___________________________________________
*Notify Human Resources/Public Safety of any changes that may occur at a later date.

Supervisor MUST complete the following: Unsafe act or condition causing injury: ___________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Action taken or to be taken to prevent similar incident:

Supervisor: ____________________ Signature: ____________________ Date: _____________
Department: ____________________ Phone: ____________________

UNIVERSITY ACCIDENT REPORTING POLICY

Public Safety must be immediately notified of all personal injury accidents* involving faculty, staff, students, or visitors, resulting in injuries requiring treatment other than self-administered first aid. The injured individual must notify his or her supervisor, responsible faculty member or Public Safety. A University Incident Report must be prepared within twenty-four (24) hours of the injury by the supervisor, responsible faculty member, or Public Safety. *A personal injury accident is an accident other than a motor vehicle accident.

Copies to: Public Safety, Human Resources, Risk Manager, Injured
Appendix F: Medical Situation Form

Emergency Medical Information:

Contact Name: _____________________________________________________

Relationship to you: _________________________________________________

Phone Number(s): __________________________________________________

Address: __________________________________________________________

__________________________________________________________________

Health Insurance Company: __________________________________________

Policy Number: _____________________________________________________