Fresno State University
Kremen School of Education and Human Development

LEE 169S: iPOPC: Inquiry & Puzzles of Practice

Spring 2020   3 units

Instructor: Suzanne Brandl, M.A.Ed   Office: Ed 337
Email: sbrandl@mail.fresnostate.edu   Office Hours: by appointment
Phone: TBA

Introduction and Course Description

Catalog Description:

This course will focus on formal engagements with inquiry and the development of teacher-as-researcher identity. In order to develop the stance necessary for reflective teaching, students will explore problems of practice through engagement in cycles of inquiry while conducting a service-learning project at their school site.

Course Description:

Central to the focus of this course is youth participatory action research (YPAR)/service-learning (S-L) based on your field placement. Service-Learning is a method to enhance students' learning and foster civic understanding through active participation in meaningful service linked to academic study through structured reflection. Service-Learning will be an integral part of the course materials and assignments. You will be placed in a K-6 classroom across Central Valley schools/districts (e.g. Hamilton Elementary School in Fresno Unified) and are required to be at your site five-full work days a week. In this course, you are required to engage and guide your students in a YPAR/S-L project based on their interests.

This course is one in a 3-course series:
iPOPa: This introductory level class will scaffold student development on an inquiry stance toward their own teaching.

iPOPb: This course is the second in a series and will be extending the learning from the previous semester. This course will engage students in more substantive cycles of inquiry, support them in their fieldwork, and reinforce the continued development of inquiry as stance. This course will be an intermediate course that will build on the learning from the previous semester and provide developmentally appropriate scaffolds for candidates to continue to develop their reflective practice.

iPOPc: As the final course in the series, iPOPc will focus on more formal engagements with inquiry and the development of teacher-as-researcher identity, with the goal of promoting professional agency and praxis. Students in this course will conduct a Youth Participatory Action Research/Service-Learning project at their school site and present their findings in a professional forum. Additionally, throughout the course, students will be asked to reflect on their learning from their inquiry and from their engagement with students in the Youth Participatory Action Research/Service-Learning project

Prerequisites:
Students are required to have successfully completed LEE 167: iPOPB.

Required Textbooks:
All course readings will be available as downloadable pdfs on Blackboard

Subject to Change Statement:
This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Course Goals and Primary Learning Outcomes

Course Goals:
The goal of this course is to prepare students with the skills, knowledge and dispositions to engage in inquiries framed around issues of universal design for learning (UDL), culturally sustaining pedagogy (CSP), ableism, and social justice in school settings. The objectives of this course are to provide students a broad understanding of the various forms of inquiry, such as Youth Participatory Action Research (YPAR) and Service-Learning (S-L), a deep understanding of community and social change processes, and a strong foundation in planning, implementing, and evaluating service-learning projects.

Primary Learning Outcomes:
Upon successful completion of iPOPc, students will be able to:
- Articulate the theoretical roots of Service-Learning (S-L) pedagogy and Youth Participatory Action Research (YPAR) and the relationship between the two;
- Utilize effective principles of S-L and YPAR to design meaningful learning experiences that meet the needs of all learners;
- Design and implement S-L-based YPAR projects that integrate K-12 school curriculum standards; (TPE 3: **3.1 [P,A], 3.2 [P,A], 3.3 [P,A], 3.4 [P], 3.5 [P,A], 3.6 [P,A]**; TPE 4: **4.1 [P,A], 4.2 [P], 4.3, 4.4 [P,A]**, 4.6 [P]; **4.7 [P]**, 4.8 [P]; TPE 5: **5.1 [P,A], 5.2 [P,A], 5.4 [P]**, 5.5 [P]; TPE 6: **6.1 [P,A] [P,A], 6.3 [P,A], 6.4 [P]**)
- Use formal and informal assessment tools to evaluate S-L-based YPAR projects for their effectiveness in supporting students' intellectual, emotional, and civic development and meeting community needs;
- Use data from analysis of S-L-based YPAR projects to critically reflect upon and analyze the process and outcomes of the learning experiences; (TPE 1: **1.8 [P,A]**; TPE 2: 2.1 [P], 2.3 [P], 2.4 [P], **2.5 [P,A]**; TPE 3: **3.3 [P,A], 3.4 [P], 3.5 [P,A]**; TPE 4: **4.1 [P,A], 4.4 [P,A]**; TPE 5: **5.1 [P,A], 5.2 [P,A], 5.4 [P]**; TPE 6: **6.1 [P,A] [P,A], 6.3 [P,A]**, 6.4 [P])
- Articulate and critically analyze how S-L-based YPAR experiences support culturally and linguistically diverse learners, including Emerging Bilinguals and Students with Special Needs (TPE 1: **1.1 [P,A], 1.3 [P,A] 1.4 [P,A], 1.6 [P], 1.8 [P,A]**; TPE 2: **2.2 [P,A], 2.5 [P,A]**; TPE 3: **3.5 [P,A]**; TPE 4: **4.4 [P,A], 4.7 [P]**; TPE 5: 5.3 [P], **5.7 [P], 5.8 [P]**; TPE 6: **6.2 [P,A], 6.5 [P]**)

- Identify sources of information pertaining to community agencies that can assist teachers in integrating service experiences and academic standards;
- Demonstrate the ability to create collaborative partnerships between K-12 schools and community organizations to support children's learning and well-being;
- Apply the lens of UDL to their teaching and evaluate the impact of the design on student learning (TPE 1: **1.1 [P,A], 1.3 [P,A], 1.4[P,A], 1.5 [P,A], 1.6 [P], 1.7 [P], 1.8 [P,A]**; TPE 2: **2.2 [P,A], 2.5 [P,A]**; TPE 3: **3.4 [P]**; TPE 4: **4.4 [P,A], 4.5 [P], 4.7 [P]**; TPE 5: 5.3 [P]**, 5.7 [P], 5.8 [P]**; TPE 6: **6.2 [P,A], 6.5 [P]**)
- Identify the role of ableism within school systems (TPE 1: **1.1[P,A], 1.3 [P,A], 1.4 [P,A], 1.6 [P], 1.8 [P,A]**; TPE 2: **2.2 [P,A], 2.5 [P,A]**; TPE 3: **3.2 [P,A]**; TPE 4: **4.4 [P,A], 4.7 [P]**; TPE 5: 5.3 [P]**, 5.7 [P], 5.8 [P]**; TPE 6: **6.2 [P,A], 6.5 [P]**)
- Investigate a range of classroom management strategies through a social justice lens (TPE 1: **1.1 [P,A], 1.3 [P,A], 1.4 [P,A], 1.7 [P], 1.8 [P,A]**; TPE 2: 2.1 [P]**, 2.2 [P,A]**, 2.3 [P], 2.4 [P], **2.5 [P,A], 2.6 [P]**; TPE 4: **4.5 [P]**, 4.8 [P]; TPE 5: 5.3 [P]**, 5.7 [P], 5.8 [P]**; TPE 6: **6.2 [P,A], 6.5 [P], 6.6 [P]**)

Course Expectations

Attendance and Participation

Attendance and participation are vital components to the understanding and learning of course content. Much of the work for this course will be completed in class. Therefore, all students are expected to be at each class on time and for the entire duration of the class, complete assigned readings and assignments on time, and participate in class discussions and activities.

If you must miss class, it your responsibility to contact the course instructor and to check on announcements made while you are away.

Because this course is a Service-Learning course, you will be asked to document the hours you spend working on the Service-Learning/Youth Participatory Action Research component. It is expected that you will spend a minimum of 20 hours working on guiding students through the YPAR/S-L work (this includes planning, collaboration, and instruction time). All hours will be entered into TK20 and submitted for approval by your mentor teacher.

It is usually expected that students will spend approximately two hours of study time outside of class for every one hour in class. Since this is a three-unit class, you should expect to study an average of **six hours** outside of class each week. Some students may need more outside study time and some less.

Communication

Participation includes timely and appropriate communication such as responding to emails, checking the class website, and meeting with the professor. Emails sent to instructors will typically be responded to within 48 hours.

Any announcements regarding the course will be posted on Blackboard and sent via email. It is expected that you will check Blackboard regularly.

Submitting Work

All documents submitted Blackboard must be saved as .doc, .docx, .pdf, .txt, or .rtf files for the work to be accepted. It is your responsibility to verify the submission of any document. Late assignments may not be accepted. I encourage you to contact me if you have concerns about

the course or particular assignments. Please do not hesitate to inform me of extreme emergencies.

University Policies

For information on the University's Policy on Students with Disabilities, the University Honor Code, the Policy on Cheating and Plagiarism, a statement on copyright, and the university computer requirement, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations) at the following link: http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements_001.doc

Students with Disabilities:
Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Computers:
"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (http://www.fresnostate.edu/adminserv/technology/) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior:
"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Honor Code:
"Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

   a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)

b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.

c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Copyright Policy:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its Copyright Web Page (http://libguides.csufresno.edu/copyright).

Technology Innovations for Learning & Teaching (TILT) course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Assignments

1. **Research Context Narrative**   50 points
2. **Reflective Journal**   50 points
3. **YPAR/S-L Introduction Plan**
4. **YPAR/S-L Overview + Inquiry Focus & Research Plan**
5. **Data Collection and Reflection in Teacher Inquiry**
6. **Lesson Development (5+)**
7. **YPAR/S-L Dissemination Plan**
8. **Inquiry-YPAR/S-L Final Reflective Memo**
9. **Inquiry-YPAR/S-L Overview Presentation**   100 points
10. **Attendance, Participation, and Reflection**   100 points

Grade Breakdown: 270-300=A, 240-269=B, 210-239=C

Research Context Narrative

The purpose of the Research Context Narrative is to give you the opportunity to gather information about the context in which you are teaching. Your understanding of the context of your research setting, combined with your puzzles of practice, should directly affect your development of an inquiry focus. ***Knowing more about your context—from whether your school is focusing on raising CAASP scores to particular instructional emphases adopted by your school to the academic challenges of your students—will enable you to develop a inquiry focus that is relevant to the particularities of both where and whom you teach.***

Reflective Journal

Each week students will be asked to document a critical moment from their clinical practice for the entirety of the semester. This journal can be completed in the student's choice of modality; google voice thread, written in a journal, video journaling, etc. At the end of the semester, students will read through their semester journal, and reflect on their journey to becoming teachers. Reflection should be at minimum 1 page.

YPAR/S-L Introduction Plan

As a way to introduce Service-Learning and Youth Participatory Action Research to your students, you will create a lesson plan to engage them and spark their interest in civic engagement and community needs. Plan to include initial engagement, research into focal needs, present to advocate for one, decide on an official service-learning project. **Additionally, as a participant in the iPOP course, you will need to complete the Learning Plan, attached to this syllabus. This form will be due at the second class session.**

YPAR/S-L Overview + Inquiry Focus & Research Plan

In iPOPA and iPOPB, you were introduced to the different facets of inquiry, including identifying a puzzle of practice, how to seek out professional resources, thinking about the various types of data you can collect, the various ways you could collect that data, and how to use the findings of the analysis to inform your next steps of instruction. In iPOPC, you will have the opportunity to put all of those pieces together to conduct your own full interdisciplinary inquiry with

specific focus on one content area of your choice as you engage your students in a Youth Participatory Action Research/Service-Learning project.

The purpose of this memo will be to:

(a) provide an overview of the YPAR/S-L work you will engage in with your students. What is the issue your students identified? With whom will you partner? What is your proposed plan of action (understanding that this will shift and you and your students embark on this process)

(b) identify a focus area for your inquiry (specific academic content area, social-emotional learning area, or civic engagement), including the baseline data you collected that supports this focus, and your plan for research, including what data you will collect and why.

***Additional details will be provided about this assignment.

Data Analysis Memos (3 Total)

A major focus of this course will be collecting data, analyzing that data, reflecting on the findings, and using the findings to plan your next steps instruction around your teacher inquiry. The purpose of the Data Analysis Memo is to describe the data you collected, your process for analyzing that data, and your findings from that analysis. Finally, you should include your reflections on the findings, including how you will use your analysis to inform your next steps in your inquiry.

***Additional details will be provided about this assignment.

YPAR/S-L Dissemination Plan

A key element of successful YPAR/S-L work is disseminating the results of the work in a public way. As such, you will need to create a plan with your students to disseminate the results of your YPAR/S-L work in some way. We will spend time in class discussing possible approaches and venues to do this.

***Additional details will be provided about this assignment.

Inquiry + YPAR/S-L Final Reflective Memo

After you collect and analyze your final set of data, you will need to reflect on your overall learning from this inquiry. What did you learn about teaching your particular focal area? What did you learn about engaging students in YPAR/S-L work? What are the benefits of engaging students in this work? What are the challenges? What did you learn about teaching in general? What new questions does your inquiry work raise for you?

***Additional details will be provided about this assignment.

Inquiry + YPAR/S-L Overview Presentation

As a final culminating activity in the iPOP series, you and your students will formally present your inquiry/YPAR-S-L and what you learned in the process. In this presentation, you will (1) provide an overview of how you engaged your students in selecting a topic and applying YPAR, (2) an overview of the YPAR/S-L work your students did; (3) explain the focus of your inquiry; (4) your process for selecting academic standards; (5) the data that justified the focus; (6) provide an overview of each set of data you collected, including what you collected, why, how you analyzed it, and what you learned; and (7) share your final reflections on what you learned through the process of conducting this inquiry about YPAR/S-L, your focal area, and engaging in inquiry.

***Additional details will be provided about this assignment.

Attendance, Participation, & Reflection

In each class session, you will be expected to either engage in an active discussion of the assigned readings or collaborate with your peers on your inquiry. In either case, you are expected to come to class ready to participate fully. Each time we meet, you will complete a quick write at the beginning of class.

Engaging in inquiry and meaningful Service-Learning requires constant reflection on the part of the teacher. As such, during each class session, you will be asked to engage in formal and informal reflection activities (such as end-of class journals, guided discussions, peer-to-peer reflections, among others) to consider your own progress and learning, the learning of your students, and the questions you still have.
Unexcused absences or failure to come prepared will lead to a loss of participation points.

iPOPC Course Schedule (Subject to Change)

****Additional readings from may be assigned based on specific needs of class.
****You may be asked to seek out additional readings from the library to inform the work you do connected to your YPAR/S-L and/or your inquiry

	Objective	Class Content	Assignment
Week 1	SWBAT understand the process of designing an interdisciplinary unit that includes DAP, UDL, CLSP and specifically tailored for their contexts in order to successfully complete their TSP	• Context Assignment Discussion • Begin Developing Unit TSP (5 lessons/1 week) • Reconnecting • Journaling • Class Context	• Collect data about your students' strengths and needs outside of state testing. • Complete Classroom Context • **MENTOR TEACHER PERMISSION TO TEACH THE UNIT** • **CONSENT TO PARTICIPATE IN RESEARCH**
Week 2	SWBAT recall various data to collect as a teacher to plan for student learning.	What is Service Learning? • [Billig (2010) What is SL?](#) What is YPAR? (Voice to Agency, Asking Questions, Methodical Choices, Humanizing Research) • What is the relationship between YPAR and S-L? (Schensul, 2004)	
Week 3	SWBAT differentiate between S-L and YPAR. Create introduction lesson	• What does YPAR/S-L look like in an elementary context? • Create lesson 1, introduction of YPAR/S-L	• Survey students about assets and needs in their community; Work with students to identify key area(s) for work; (i.e. What would you change if you could?)
Week 5		• Research possible community members, activists, agencies, that could support students in their understanding. • Create Research Lesson Plan • Review S-L/YPAR (Smink) • Create activities/lesson to engage k-6 in civic engagement, community needs, etc. in common school or grade level teams. (PD: Section 4)	• Engage students in researching proposed issues/needs to present to classmates to advocate for class focal issue for action research (i.e.Have students conduct research in affinity groups to help select class focus) • Identify CBO or experts to bring in to speak to students about identified issue to have as potential partner

Week 6		With your class's identified focus in mind, how will you guide students through the YPAR/S-L process?
		- What academic standards will you address? (interdisciplinary; PD Section 3)
		- What reflective components will you include? (Students read various S-L projects and pull out how the teacher engaged their students in reflection)
		    - (PD Section 6 & Reflection ideas from S-L Summer Intensive)
		- Connection to Teacher Inquiry:
		  ○ Identify one focal standard or instructional area on which to focus *YOUR* inquiry
		  ○ What data will you collect to support this area of focus?
		  ○ How will you analyze these data?	

Week 7		● Identity how you will guide students in developing knowledge of focus standard (What will your instruction look like? What data will you collect? How will you analyze these data? ● Create YPAR/S-L plan: Embed focus standard throughout YPAR/S-L (students research, create action plan, implementation)	● Submit final YPAR/S-L Overview + Inquiry Focus & Research Plan ● Begin YPAR/S-L instruction ● Collect initial dataset on focal area ● Maimon (2003-04) - Entries from a Philadelphia First Grade Teacher's Journal
Week 8		● Bring initial YPAR/S-L plan ● Present to groups, give/get feedback, reflect on feedback and make changes	● Teach, collect data, analyze, plan next steps, instruction situated within YPAR ● Submit Data Analysis Memo 1
Week 9		● Bring in initial dataset related to focal area to analyze ○ How can we analyze data in	● Teach, collect data, analyze, plan next steps, instruction situated within YPAR

		various ways? ○ What do the data tell you about your focal area? ○ What do the data tell you about where your YPAR/S-L project is going?	
Week 10		Reflections on YPAR/S-L to date: - What is your students' role in the work? - What are you learning about YPAR/S-L? - What are you learning about your focal area? - What are you learning about conducting inquiry?	● Submit Data Analysis Memo 2
Week 11		● Bring in data related to your focal area ● How can we analyze data in various ways? ● What do the data tell you about your focal area? ● What do the data tell you about where your YPAR/S-L project is going?	● Teach, collect data, analyze, plan next steps, instruction situated within YPAR
Week 12		Reflections on YPAR/S-L to date: - What is your students' role in the work? - What are you learning about YPAR/S-L? - What are you learning about your focal area? - What are you learning about conducting inquiry?	● Submit Data Analysis Memo 3
Week 13		● Bring in data related to your focal area ● How can we analyze data in various ways? ● What do the data tell you about your focal area? ● What do the data tell you about where your YPAR/S-L project is going?	● Prepare Inquiry/YPAR-S-L Final Overview Presentation to share with class: (1) provide an overview of how you engaged your students in selecting a topic and applying YPAR; (2) an overview of the YPAR/S-L work your students did; (3) explain the focus of your inquiry;

			(4) your process for selecting academic standards; (5) the data that justified the focus; (6) provide an overview of each set of data you collected, including what you collected, why, how you analyzed it, and what you learned; (7) share your final reflections on what you learned through the process of conducting this inquiry about YPAR/S-L, your focal area, and engaging in inquiry.
Week 14		● Create plan for dissemination of YPAR/S-L work with students ○ Discuss possible approaches and venues	●
Week 15		● Present Inquiry/YPAR-S-L Final Overview Presentation	●
Week 16		● Final reflections	●

Learning Plan

Section I: Student Data

Student's Name: _____ Student ID: _____

_____

Email: _____Telephone Number: _____

_____

Primary Emergency Contact: _____Relation: _____

_____

Daytime Telephone: _____Cell Phone Number: _____

_____

Secondary Emergency Contact: _____

_____

Daytime Telephone: _____Cell Phone Number: _____

_____

Section II: Learning Site

Learning Site: _____

_____

Contact Name: _____

_____

Address: _____

_____

Email: _____Telephone Number: _____

_____

Section III: Course Data

Course Title: <u>LEE 169: Inquiry/Puzzles of Practice (iPOP)C</u>   Faculty Name: _____

Service Objectives & Learning Objectives:___

Because service-learning is an integral part of this course, the service objectives align with the course learning objectives, as demonstrated below: _____

- Articulate the theoretical roots of Service-Learning (S-L) pedagogy and Youth Participatory Action Research (YPAR) and the relationship between the two;
- Utilize effective principles of S-L and YPAR to design meaningful learning experiences that meet the needs of all learners;
- Design and implement S-L-based YPAR projects that integrate K-12 school curriculum standards;
- Use formal and informal assessment tools to evaluate S-L-based YPAR projects for their effectiveness in supporting students' intellectual, emotional, and civic development and meeting community needs;
- Use data from analysis of S-L-based YPAR projects to critically reflect upon and analyze the process and outcomes of the learning experiences;
- Articulate and critically analyze how S-L-based YPAR experiences support culturally and linguistically diverse learners, including Emerging Bilinguals and Students with Special Needs
- Identify sources of information pertaining to community agencies that can assist teachers in integrating service experiences and academic standards;

- Demonstrate the ability to create collaborative partnerships between K-12 schools and community organizations to support children's learning and well-being;_____

Planned Number of Service Hours: __≥20 hours____ Start Date: _____ End Date: _____
_____

PARTICIPATION GUIDELINES

1. I will devote _at least 1-2 _hours per week towards completion of the service and learning objectives listed in my learning plan for a total of ___20-40___ service hours, effective from _____ to _____ ("learning activity"). I agree to complete any paperwork and orientations required by my professor or site supervisor as part of this learning activity.

    2. I understand and acknowledge that there are potential risks associated with this learning activity, some of which may arise from (a) my assigned tasks and responsibilities, (b) the location of the learning activity, (c) the physical characteristics of the Learning Site, (d) the amount and type of criminal activity or hazardous materials at or near the location of the learning activity, (e) any travel associated with the learning activity, (f) the time of day when I will be present at the Learning Site, (g) the criminal, mental and social backgrounds of the individuals I will be working with or serving, and (h) the amount of supervision I will receive. I further understand and acknowledge that my safety and well being are primarily dependent upon my acting responsibly to protect myself from personal injury, bodily injury or property damage.

    3. Being aware of the risks inherent in this learning activity, I nonetheless voluntarily choose to participate in this learning activity. I understand that I may stop participating if I believe the risks become too great.

    4. While participating in this learning activity, I will **(a)** exhibit professional, ethical and appropriate behavior; **(b)** abide by the Learning Site's rules and standards of conduct, including wearing any required personal protective equipment; **(c)** participate in all required training; **(d)** complete all assigned tasks and responsibilities in a timely and efficient manner; **(e)** request assistance if I am unsure how to respond to a difficult or uncomfortable situation; **(f)** be punctual and notify the Learning Site if I believe I will be late or absent; and **(g)** respect the privacy of the Learning Site's clients.

    5. While participating in this learning activity, I will not **(a)** report to the Learning Site under the influence of drugs or alcohol; **(b)** give or loan money or other personal belongings to a client; **(c)** make promises to a client I cannot keep; **(d)** give a client or representative a ride in my personal vehicle; **(e)** engage in behavior that might be perceived as harassment of a client or Learning Site representative; **(f)** engage in behavior that might be perceived as discriminating against an individual on the basis of their age, race, gender, sexual orientation, physical and/or developmental or intellectual capacity or ethnicity; **(g)** engage in any type of business with clients during the term of my placement; **(h)** disclose without permission the Learning Site's proprietary

information, records or confidential information concerning its clients; or **(i)** enter into personal relationships with a client or Learning Site representative during the term of my placement. I understand that the Learning Site may dismiss me if I engage in any of these behaviors.

6. I agree to contact the University's Administrator of Environmental Health and Safety, Risk Management & Sustainability at (559) 278-6910 if I believe I have been discriminated against, harassed or injured while engaged in this learning activity. Please call Campus Police after hours 278-8400.

7. I understand and acknowledge that neither the University nor the Learning Site assumes any financial responsibility in the event I am injured or become ill as a result of my participating in this learning activity. I understand that I am personally responsible for paying any costs I may incur for the treatment of any such injury or illness. I acknowledge that the University recommends that I carry health insurance.

General Provisions:

1. The Learning Site agrees to provide an orientation that includes a site tour; an introduction to staff; a description of the characteristics of and risks associated with the Learning Site's operations, services and/or clients; a discussion concerning safety policies and emergency procedures; and information detailing where students check-in and how they log their time. They will also provide applicable training and safety equipment that may be necessary.

2. The University will provide all service-learning students with Student Academic Field Experience for Credit Liability Insurance (SAFECLIP). This insurance coverage provides professional and personal general liability coverage for students enrolled in service-learning course sections for which they are receiving academic credit.

3. The Learning Site and the University agree to indemnify, defend and hold harmless each other from any and all liability for any personal injury, damages, wrongful death or other losses and costs, including but not limited to reasonable attorney fees and defense costs, arising out of the negligence or willful misconduct of their respective officers, employees, agents or volunteers in the performance of this Agreement. This paragraph will survive expiration or termination of this Agreement.

4. The University and the Learning Site agree to maintain general liability coverage of at least $1,000,000 per occurrence, $2,000,000 aggregate and to provide evidence of coverage upon request. Insurance must be placed with insurers with a current A.M. Best rating of at least A: VII.

5. The Learning Site should notify the University as soon as is reasonably possible of any injury or illness to a student participating in a learning activity by calling (559) 278-6910 or (559) 278-8400

6. The Learning Site and the University will meet upon request or as necessary to resolve any potential conflicts and to facilitate a mutually beneficial experience for all involved.

7. The Learning Site may dismiss a student if the student violates its standards, mission or goals. The Learning Site will document its rationale for terminating a student and provide the University with a copy of the rationale upon request.

I have read, understand and agree to comply with these guidelines.

Student Signature: _____ Date: __/__/____

Site Supervisor (Mentor Teacher) Signature:_____Date:_____

Faculty Signature: _____Date: _____