Service-Learning Syllabus Checklist and Template

This checklist provides an overview of elements that may be included on a service-learning course syllabus. The template beginning on the next page is expanded from the official Purdue syllabus template with COVID-19 updates to include example language that could be used to describe service-learning course elements. This language may be used verbatim or adapted to better fit your course. You can delete this page and use this document directly to create your syllabus.

According to Hefferman (2001)[[1]](#footnote-1), exemplary service-learning syllabi:

* Explicitly state that service-learning is used as one of the course teaching and learning strategies
* Define service-learning and distinguish it from other community experiences such as volunteerism
* State the learning objectives that are addressed throughout the service experience
* Describe the nature of the service placement and/or project
* Define the need(s) the service placement meets
* Specify the roles and responsibilities of students in the placement and/or service project (e.g. transportation, time requirements, community contacts, etc.)
* Specify how students will be expected to demonstrate what they have learned in the placement/project (journal, papers, presentations)
* Define reflection, or critical inquiry, and what constitutes high quality reflection
* Present reflective course assignments that link the service experience and the course content
* Specify how reflective assignments will be graded and/or evaluated

# Course Number and Title

| **Instructor's Name** | **Teaching Assistant's Name** | **Course Information** |
| --- | --- | --- |
| Preferred Pronouns: | Preferred Pronouns: | Semester, Year |
| Office: | Office: | Meeting Day(s), Time(s) |
| Phone: | Phone: | Class Location |
| Email: | Email: | Course Credit Hours |
| Office Hours: | Office Hours: | Course Webpage |
| Instructor's Webpage |  |  |

## Course Description

Include a clear description of the course that connects course themes and topics to the discipline. Imagine you have to convince your students to take the course based only on this short description.

Include an explanation of the service-learning approach of the course or use the example below. If the course is partnering with one specific organization throughout the semester, you may also describe that partnership here.

Service-learning, a subset of service engagement, is a course-based, credit-bearing educational experience in which students: a) participate in an organized service activity that meets community-identified needs; b) use knowledge and skills directly related to a course or discipline; and c) 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 personal values and civic responsibility. It differs from volunteerism, community service, internships, and field education through its use of structured critical inquiry and the importance placed on reciprocal partnerships between this class and its community partners.

This course will be working in partnership with [ORGANIZATION] on [PROJECT DESCRIPTION].

## Prerequisites (if needed)

List any pre-requisite skills needed or courses students must take before enrolling in this course.

## Learning Outcomes

List learning outcomes for the course (typically 4-6). Learning outcomes should state specifically what students will be able to do by the end of the course. Outcomes should be written with action verbs and should be easily measurable. Consider Bloom’s Taxonomies for cognitive, affective, and psychomotor domains.

You may want to include outcomes that address the service-learning goals of the course, like the example below.

1. Display social responsibility, civic engagement, & leadership in addressing [COURSE OR PROJECT TOPIC].
   1. Evaluate & apply diverse perspectives from multiple stakeholders to [ACCOMPLISH PROJECT TASK].
   2. Connect & extend academic knowledge to impact community partners.
   3. Take informed, responsible action to address ethical, social, & [COURSE TOPIC] challenges related to [PROJECT].

## Required Texts

List any required texts and additional materials needed. Use a full citation and state where the texts/materials can be purchased. List any optional texts if used. List alternate ways the students can access the text(s) (e.g., Purdue library, online).

## Course Requirements

Identify the assignments students need to complete as part of the course. Include the date assignments are due and the number of points each assignment is worth.

Include details about the service-learning requirements for the course, including hours, projects, reflection, transportation, and any other course expectations. For example:

**Service-Learning Project or Hours** (XX%) [Describe project in more detail here]

**Reflection** (XX%) Reflection is a method of inquiry used in service-learning to encourage further understanding of the course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. Structured and guided reflective activities and assignments are implemented pre-service, throughout the service, and post-service to facilitate ongoing consideration of the experience.

## How to Succeed in This Course

Provide information on how students can best succeed in your course. For instance, you might include suggestions about completing assignments, studying for exams, and/or participating in class. You can also include resource links here. In Brightspace, point to links under Student Academic Support for resources at the Academic Success Center, Purdue Online Writing Lab, Tutor Matching Service, Purdue Libraries, and Academic Consultations and Consulting. For online/remote courses, you may direct students to the [Learning Remotely webpage](https://www.purdue.edu/innovativelearning/learning-remotely/).

## Instructor Office Hours

Include a clear description of your availability for students visiting your office. Follow the guidelines in the new Student Facing Office Considerations. For remote/online courses, include a clear description of your availability for synchronous online communication. Keep in mind that some of your remote students will be in parts of the world with significant time differences from Purdue West Lafayette. Example:

*Virtual Office Hours are a synchronous session (through WebEx) to discuss questions related to weekly readings and/or assignments. Office hours will be held Monday evenings from 7:00-8:00 pm EDT. To connect to the weekly session, go to WebEx. (Note to instructors: You will need to edit the WebEx link located here so it will go directly to your personalized room. Your personalized WebEx room ends with “meet/yourcareeraccount” at the end. For example, https://purdue.webex.com/meet/instructor123.)*

## Class Schedule

Provide an outline of the content of the course with dates for readings, assignments, midterms, quizzes, labs, exams, etc. Be clear about the topics that will be covered each day in class and what the students should do in advance of class.

## Policies

### General Course Policies

Consider including specific policies for (1) addressing students questions via emails, (2) students arriving late/leaving early, (3) use of cell phones/computers in class, (4) technology issues, and/or (5) class participation/preparedness.

Include a clear description of your availability for Purdue email communication. This may include a common subject line and expected response time. When teaching remotely, communicating within Brightspace provides students with a single point of contact for anything related to your course. This is especially true for submitting assignments. Be aware of FERPA guidelines, which discourage the use of email for transmitting grade information. Example:

*I will be available via email daily, and try to respond as soon as possible (generally within 24-48) hours. When emailing me, please place the course number/section and the topic in the subject line of the email (e.g., XXX 240 – Assignment 2 Question). This will help me tremendously in locating and responding to your emails quickly.*

### Grading

Indicate the numerical ranges for each letter grade. You might also want to include information on whether late assignments will be accepted and any grading penalties for late assignments.

**Academic Guidance in the Event a Student is Quarantined/Isolated**

Indicate how students can complete their assignments and course requirements remotely. Example:

*If you become quarantined or isolated at any point in time during the semester, in addition to support from the Protect Purdue Health Center, you will also have access to an Academic Case Manager who can provide you academic support during this time. Your Academic Case Manager can be reached at* [*acmq@purdue.edu*](mailto:acmq@purdue.edu) *and will provide you with general guidelines/resources around communicating with your instructors, be available for academic support, and offer suggestions for how to be successful when learning remotely. Importantly, if you find yourself too sick to progress in the course, notify your academic case manager and notify me via email or Brightspace. We will make arrangements based on your particular situation. The Office of the Dean of Students (odos@purdue.edu) is also available to support you should this situation occur.*

### Academic Dishonesty

You should include your personal policy on academic dishonesty for your course. You may also want to include the University policy for academic dishonesty (below):

*Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a,* [*Student Regulations*](http://www.purdue.edu/univregs/)*] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]*

You may also want to refer students to [Purdue's student guide for academic integrity](https://www.purdue.edu/odos/academic-integrity/) (https://www.purdue.edu/odos/academic-integrity/).

### Use of Copyrighted Materials

Brightspace includes a link to the University policy on the Use of Copyrighted Materials. You may also include information regarding sharing and posting of course materials and/or derivative work (student’s class notes) on commercial websites and/or social media. You can find information on [copyright policy](https://www.purdue.edu/policies/academic-research-affairs/ia3.html), as well as student regulations in part 9 of the [Miscellaneous Conduct Regulations](http://catalog.purdue.edu/content.php?catoid=8&navoid=8208#miscellaneous-conduct-regulations). A note to you as an instructor: Visit [an overview of copyright exceptions for educators, including in virtual instruction](https://www.lib.purdue.edu/uco/CopyrightBasics/exceptions.html?_ga=2.171995619.1597643034.1586778454-1613761512.1556218244). Example:

*Online educational environments, like all learning environments, should provide opportunities for students to reflect, explore new ideas, post opinions openly, and have the freedom to change those opinions over time. Students enrolled in and instructors working in online courses are the authors of the works they create in the learning environment. As authors, they own the copyright in their works subject only to the university’s right to use those works for educational purposes (Visit* [*Purdue University Copyright Office*](https://www.lib.purdue.edu/uco/)*). Students may not copy, reproduce or post to any other outlet (e.g., YouTube, Facebook, or other open media sources or websites) any work in which they are not the sole or joint author or have not obtained the permission of the author(s).*

### Attendance Policy during COVID-19

In the current context of the COVID-19 pandemic, the only reasonable approach this semester to attendance is that in-person meetings of a course cannot be a factor in final grades. This temporary interpretation will ensure that students are able to follow the guidelines in the Protect Purdue Pledge. Most specifically, students must refrain from attending class if they are exhibiting any symptoms of COVID-19, are otherwise ill, or are quarantined or isolated. Remote/online courses might not include “face-to-face attendance” policies per se; however, weekly “check-in” assignments are encouraged to help students stay engaged with your course. These might be posts to a discussion board, quizzes, or other formative activities.

*Students should stay home and contact the Protect Purdue Health Center (496-INFO) if they feel ill, have any symptoms associated with COVID-19, or suspect they have been exposed to the virus. In the current context of COVID-19, in-person attendance will not be a factor in the final grades, but the student still needs to inform the instructor of any conflict that can be anticipated and will affect the submission of an assignment or the ability to take an exam. Only the instructor can excuse a student from a course requirement or responsibility. When conflicts can be anticipated, such as for many University-sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible. For unanticipated or emergency conflict, when advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by email, through Brightspace, or by phone. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor’s department because of circumstances beyond the student’s control, and in cases of bereavement, quarantine, or isolation, the student or the student’s representative should contact the Office of the Dean of Students via* [*email*](mailto:odos@purdue.edu%20?subject=Student%20Bereavement%20Needs) *or phone at 765-494-1747. Our course Brightspace includes a link on Attendance and Grief Absence policies under the University Policies menu.*

The link to the complete [policy and implications](http://www.purdue.edu/studentregulations/regulations_procedures/classes.html) can be found at: http://www.purdue.edu/studentregulations/regulations\_procedures/classes.html

### Classroom Guidance Regarding Protect Purdue

The [Protect Purdue Plan](https://protect.purdue.edu/plan/), which includes the [Protect Purdue Pledge](https://protect.purdue.edu/pledge/?_ga=2.210401429.1213937682.1590527202-1814553957.1589408073), is campus policy and as such all members of the Purdue community must comply with the required health and safety guidelines. Required behaviors in this class include: staying home and contacting the Protect Purdue Health Center (496-INFO) if you feel ill or know you have been exposed to the virus, wearing a mask [in classrooms and campus building](https://protect.purdue.edu/updates/face-covering-protocols/), at all times (e.g., no eating/drinking in the classroom), disinfecting desk/workspace prior to and after use, maintaining proper social distancing with peers and instructors (including when entering/exiting classrooms), refraining from moving furniture, avoiding shared use of personal items, maintaining robust hygiene (e.g., handwashing, disposal of tissues) prior to, during and after class, and following all safety directions from the instructor.

Students who are not engaging in these behaviors (e.g., wearing a mask) will be offered the opportunity to comply. If non-compliance continues, possible results include instructors asking the student to leave class and instructors dismissing the whole class. Students who do not comply with the required health behaviors are violating the University Code of Conduct and will be reported to the Dean of Students Office with sanctions ranging from educational requirements to dismissal from the university.

Any student who has substantial reason to believe that another person in a campus room (e.g., classroom) is threatening the safety of others by not complying (e.g., not wearing a mask) may leave the room without consequence. The student is encouraged to report the behavior to and discuss next steps with their instructor. Students also have the option of reporting the behavior to the [Office of the Student Rights and Responsibilities](https://www.purdue.edu/odos/osrr/). See also [Purdue University Bill of Student Rights](https://catalog.purdue.edu/content.php?catoid=7&navoid=2852#purdue-university-bill-of-student-rights).

### Missed or Late Work

Include your policy on late or missed assignments (e.g., homework, labs, exams). Define clear expectations and consequences. Also include your policy on making-up missed assignments (e.g., homework, tests, labs).

### Grief Absence Policy for Students

Below is the University’s Grief Absence Policy for Students:

*Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). GAPS Policy: Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for misses assignments or assessments in the event of the death of a member of the student’s family.*

See the [University’s website](http://www.purdue.edu/studentregulations/regulations_procedures/classes.html) for additional information: http://www.purdue.edu/studentregulations/regulations\_procedures/classes.html

### Violent Behavior Policy

The Brightspace shell includes a link to Purdue’s policy prohibiting violent behavior under University Policies topic. You may want to include some information from it on your syllabus. Example:

*Purdue University is committed to providing a safe and secure campus environment for members of the university community. Purdue strives to create an educational environment for students and a work environment for employees that promote educational and career goals. Violent Behavior impedes such goals. Therefore, Violent Behavior is prohibited in or on any University Facility or while participating in any university activity. See our course Brightspace under University Policies for a link to the full Violent Behavior Policy.*

See the [University’s website](http://www.purdue.edu/policies/facilities-safety/iva3.html) for additional information:

http://www.purdue.edu/policies/facilities-safety/iva3.html

### Emergency Preparation

During COVID-19, Purdue is urging all courses to have a presence in and maintain a point of contact in Brightspace. A link to Purdue’s Emergency Preparedness resources is located on the Brightspace shell under University Policies; this webpage includes a link to resources on COVID-19. Your syllabus can outline what students should do in emergency situations. Define procedures for communicating with the students and submitting assignments. Example:

*In the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor’s control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors or TAs via email or phone. You are expected to read your @purdue.edu email on a frequent basis.*

*Related Considerations and Guidelines*

1. *If you experience any symptoms of COVID-19 or suspect you may have been exposed to someone with COVID-19 stay home and call the Protect Purdue Health Center at 765-496-INFO.*
2. *Keep your cell phone on to receive a Purdue ALERT text message.*
3. *Log into a Purdue computer connected to the network to receive any Desktop Popup Alerts.*
4. *If you have a “no cell phone” in class policy, allow one or two students who have signed up for Purdue ALERT to keep their phones on to receive any alerts*
5. Appendix B at the end of this template provides resources to communicate or engage with your students in case of unexpected emergencies that affect the West Lafayette campus. Emergency notification is vital! Please consider allowing one or more of the notification options to ensure you are quickly notified of an emergency.

Also see the [University’s website](https://www.purdue.edu/ehps/emergency_preparedness/) for additional information: https://www.purdue.edu/ehps/emergency\_preparedness/

**Accessibility and Accommodations**

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: [drc@purdue.edu](mailto:drc@purdue.edu) or by phone: 765-494-1247.

**Mental Health**

The University Senate (Senate Document 19-18) calls for the university to require a mental health statement on your syllabus. You are also urged to speak to students during the first week of classes about the various resources available to them regarding mental health. Example:

***If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try*** [***WellTrack***](https://purdue.welltrack.com/)***.*** *Sign in and find information and tools at your fingertips, available to you at any time.*

***If you need support and information about options and resources****, please contact or see the* [*Office of the Dean of Students*](http://www.purdue.edu/odos)*. Call 765-494-1747. Hours of operation are M-F, 8 am- 5 pm.*

***If you find yourself struggling to find a healthy balance between academics, social life, stress****, etc. sign up for free one-on-one virtual or in-person sessions with a* [*Purdue Wellness Coach at RecWell*](https://www.purdue.edu/recwell/fitness-wellness/wellness/one-on-one-coaching/wellness-coaching.php)*. Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is completely free and can be done on BoilerConnect. If you have any questions, please contact Purdue Wellness at* [*evans240@purdue.edu*](mailto:evans240@purdue.edu)*.*

***If you’re struggling and need mental health services****: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact* [*Counseling and Psychological Services (CAPS)*](https://www.purdue.edu/caps/) *at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours.*

### Nondiscrimination

You may want to include your personal policy on nondiscrimination. Below is Purdue’s policy statement for nondiscrimination.

*Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.*

*Purdue University views, evaluates, and treats all persons in any University related activity or circumstance in which they may be involved, solely as individuals on the basis of their own personal abilities, qualifications, and other relevant characteristics.*

*Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Purdue’s Equal Opportunity, Equal Access and Affirmative Action policy which provides specific contractual rights and remedies. Additionally, the University promotes the full realization of equal employment opportunity for women, minorities, persons with disabilities and veterans through its affirmative action program.*

*Any question of interpretation regarding this Nondiscrimination Policy Statement shall be referred to the*[***Vice President for Ethics and Compliance***](http://www.purdue.edu/ethics/)*for final determination.*

You may want to refer students to [Purdue’s nondiscrimination statement](http://www.purdue.edu/purdue/ea_eou_statement.html): <http://www.purdue.edu/purdue/ea_eou_statement.html>

**Basic Needs Security**

The Purdue Faculty Senate encourages the inclusion of a statement highlighting the importance of students' basic needs (particularly, but not limited to food and housing). Primarily through the Dean of Students Office, Purdue has a range of ways to support students through times of struggle and insecurity. In addition to highlighting the availability of the Dean of Students, you may also want to familiarize yourself with some of the following resources:

* [ODOS overall resources portal](https://www.purdue.edu/odos/resources/index.html).
* [Student of concern reporting](https://www.purdue.edu/studentconcernform) (anyone on campus can submit a report if they are unsure where to go or in what way they can help a student - it does not need to be an emergency).
* The [ACE Campus Food Pantry](https://www.purdue.edu/vpsl/leadership/About/ACE_Campus_Pantry.html) (open to the entire Purdue community)

Example:

*Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. There is no appointment needed and Student Support Services is available to serve students from 8:00 – 5:00, Monday through Friday.*

*In spring 2020, ODOS updated its website to include more details on its Critical Need Fund related to COVID-19. If you are teaching under COVID-19 restrictions, you might include the following. Considering the significant disruptions caused by the current global crisis as it related to COVID-19, students may submit requests for emergency funds. Click* [*here*](https://www.purdue.edu/odos/resources/critical-need-fund.html) *for details and the request form.*

## Disclaimer

This syllabus is subject to change. (Describe how you will announce and share changes made to the syllabus.)

## Appendix A- Guidelines for Academic Integrity

In a society that increasingly questions the value of higher education, upholding academic integrity takes on added significance. The time and effort necessary to champion high expectations of academic integrity are well understood, and the University is in full support of faculty and instructors who uphold these standards. Please consider these five steps for your class.

1. Define academic dishonesty for your class in your syllabus and emphasize it on the first day of class. The OSRR website offers a [faculty guide on responding to academic dishonesty](https://www.purdue.edu/odos/osrr/resources/documents/responding_to_academic_dishonesty.html). Revisit your expectations at key junctures of the semester (e.g., before an exam or term project).
2. Provide greater clarity to students about what is acceptable and unacceptable. Some classes routinely use team assignments and encourage collaboration for projects, labs, or homework. Yet at other times of the term, students are expected to work independently. Be very clear about your expectations for each assignment.
3. Students should be told prior to – and as part of – the instructions on each test what is acceptable in terms of notes, phones, calculators, etc. From class to class our practices vary widely so, here again, it’s important to be very clear in your expectations.
4. Define penalties that will be enforced for academic dishonesty. One example might be:

“Incidents of academic misconduct in this course will be addressed by the course instructor and referred to the Office of Student Rights and Responsibilities (OSRR) for review at the university level. Any violation of course policies as it relates to academic integrity will result minimally in a failing or zero grade for that particular assignment, and at the instructor’s discretion may result in a failing grade for the course. In addition, all incidents of academic misconduct will be forwarded to OSRR, where university penalties, including removal from the university, may be considered.”

1. At a minimum, if you penalize a student’s grade by deducting points, report the instance of scholastic dishonesty using the [OSRR reporting form](https://cm.maxient.com/reportingform.php?PurdueUniv&layout_id=10). Reporting all incidents helps to ensure consistent treatment both at the course level and across the institution. Staff members from OSRR are available to consult on an individual basis. Their office is in B50 of Schleman Hall, and their phone is 765-494-1250.
2. While faculty and instructors have raised concerns about student academic integrity, students have indicated that some instructors appear reluctant to uphold academic standards. Be clear in your syllabus on the steps you will take in your class to uphold academic integrity. *In addition, students should be made aware that they can report issues of academic integrity that they observe, and may do so anonymously, through the OSRR by calling 765-494-8778 or emailing* [*integrity@purdue.edu*](mailto:integrity@purdue.edu)*.*

## Appendix B- Emergency Preparedness face-to-face

1. Prior to the first day of class, obtain a copy of the building emergency plan for each building in which you will be teaching. Note the evacuation route and assembly area, as well as the shelter in place locations. BEPs are located on the [Emergency Preparedness website](https://www.purdue.edu/ehps/emergency_preparedness/emergency/building-plan.html).
2. On the first day of class, the following information is required to be presented to students:
3. As we begin this semester, I want to take a few minutes and discuss emergency preparedness. While COVID-19 is currently a major focus of our campus health and safety preparations, we must also take time to be prepared for other possible emergencies as we would in any semester. Purdue University is a very safe campus and there is a low probability that a serious incident will occur here at Purdue. However, just as we receive a “safety briefing” each time we get on an aircraft, we want to emphasize our emergency procedures for evacuation and shelter-in-place incidents. Our preparedness will be critical IF an unexpected event occurs!
4. Emergency preparedness is your personal responsibility. Purdue University is actively preparing for natural disasters or human-caused incidents with the ultimate goal of maintaining a safe and secure campus. Let’s review the following procedure
   * + For any emergency text or call 911.
     + There are more than 300 Emergency Telephones (aka blue lights) throughout campus that connect directly to the Purdue Police Department (PUPD). If you feel threatened or need help, push the button and you will be connected right away.
     + If we hear a fire alarm, we will immediately evacuate the building and proceed to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (location). Do not use the elevator. Go over the evacuation route (see specific Building Emergency Plan).
     + If we are notified of a Shelter in Place requirement for a tornado warning we will stop classroom or research activities and shelter in the lowest level of this building away from windows and doors. Our preferred location is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
     + If we are notified of a Shelter in Place requirement for a hazardous materials release, we will shelter in our classroom shutting any open doors and windows.
     + If we are notified of a Shelter in Place requirement for an active threat such as a shooting, we will shelter in a room that is securable preferably without windows. Our preferred location is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
     + **(NOTE: Each building will have different evacuation & shelter locations. The specific Building Emergency Plan will provide specific locations and procedures)**

Attached to the syllabus is an “Emergency Preparedness for Classrooms” sheet that provides additional preparedness information. Please review the sheet and the Emergency Preparedness website for additional emergency preparedness information.

1. Hefferman, K. *Fundamentals of Service-Learning Course Construction.* Campus Compact. Providence, RI. 2001. [↑](#footnote-ref-1)