

2008

Just Forms

Brevard Community College

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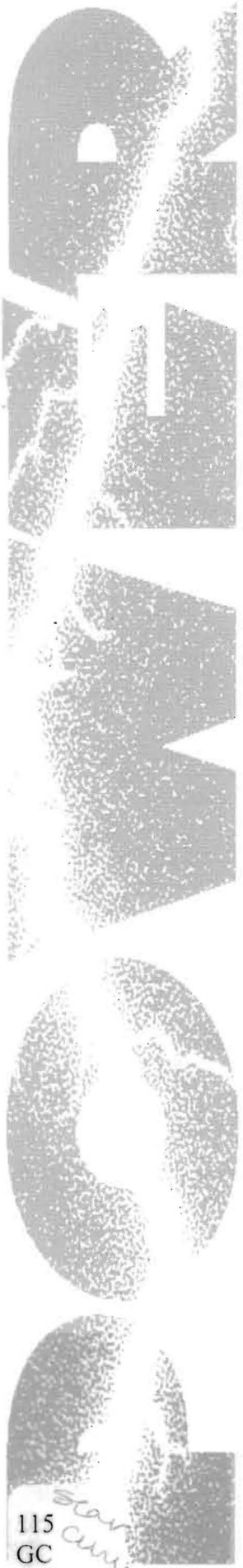
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JUST FORMS



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JUST FORMS

200810

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I. ASSESSMENT

A. Student Assessment

1. First Impressions



FIRST IMPRESSIONS

We would appreciate your impressions of your visit with us! To help us improve the Center for Service-Learning, kindly grade us.



Please circle: Poor = 1; Fair = 2; Good = 3; Excellent = 4

Helpfulness of staff	1	2	3	4
Friendliness of staff	1	2	3	4
Program information	1	2	3	4
Application process	1	2	3	4
Written materials	1	2	3	4

Campus Location:

Circle one: Cocoa Titusville Melbourne Palm Bay

How quickly were you able to contact your service site?

Circle one: 72 hours 1 week 2 weeks Not at all

Placement Site Choice(s):

Comments: (If more room is needed, please use the back of this page.)

2. Student Questionnaire/Survey



STUDENT QUESTIONNAIRE/SURVEY

Please take a few minutes to complete the following questionnaire. Your answers will remain confidential. You have the right to not answer all or any of the questions. Your responses will be confidential. You have the right to not answer all or any of the questions. Your responses will be extremely helpful for this course and the college. The results will be distributed in summary form only! Individual responses will remain confidential.

After completing the survey, please enclose it in the envelope provided and return it to your instructor. Thank you very much. We appreciate your input.

Part I. Please fill in the following information on your scantron form regarding your course number and section number.

Part II answer questions 1-9 on the scantron sheet provided.

<p>1. Class Standing</p> <p>A. Freshman</p> <p>B. Sophomore</p> <p>C. Dual Enrollment/Early Admission</p> <p>D. Vocational Certificate</p> <p>E. Other</p>	<p>2. Ethnic Group:</p> <p>A. Asian/Pacific Islander</p> <p>B. African American/African</p> <p>C. Hispanic</p> <p>D. European/Caucasian</p> <p>E. Other</p>
<p>3. Did you do service-learning volunteer work this semester?</p> <p>A. Yes</p> <p>B. No</p>	<p>4. Degree Pursued:</p> <p>A. Associate of Arts (AA)</p> <p>B. Associate of Science (AS)</p> <p>C. Post-secondary Adult Vocational Certificate</p> <p>D. University transient</p> <p>E. Other</p>
<p>5. Past Service-Learning volunteer experience:</p> <p>A. One semester</p> <p>B. Two semesters</p> <p>C. Longer</p> <p>D. None</p>	<p>6. Major:</p> <p>A. Math/Science/Computer Medical Allied Health</p> <p>B. Behavioral/Social Science</p> <p>C. Humanities (i.e., Art, Music Languages, English, etc)</p> <p>D. Professional (i.e., Education, Business Law, Criminal Justice, etc.)</p> <p>E. General AA/AS</p>
<p>7. Age Group:</p> <p>A. 19 or younger</p> <p>B. 20 — 25</p> <p>C. 26 — 35</p> <p>D. 35 — 29</p> <p>E. 49 – over</p>	<p>8. Income level:</p> <p>A. Under \$19,000</p> <p>B. 19,000 – 28000</p> <p>C. 29,000 – 37,000</p> <p>D. 38,000 – 47,000</p> <p>E. Over 47,000</p>
<p>9. Gender</p> <p>A. Male</p> <p>B. Female</p>	

Student Questionnaire/Survey Continued

Part III. Answer questions 10-43 on the scantron sheet provided:

Using the scale below please indicate the degree to which participation in **this course** has increased **or** strengthened your:

A. Not at all B. Slightly C. Moderately D. Quite a bit E. A great deal

10. Desire to stay in college or complete your degree
11. Skills in caring for others
12. Employment possibilities
13. Appreciation and understanding of people with diverse backgrounds and life situations
14. Sense of usefulness and satisfaction
15. Belief in becoming a better citizen
16. Sense of doing what's right
17. Ability to work or relate to others
18. Knowledge of other courses you need
19. Concern for the welfare of others
20. Life skills, e.g., communications, listening, assertiveness
21. Independent learning skills e.g., gathering information, analyzing, planning
22. Awareness of community resources
23. Awareness of community problems or social concerns
24. Positiveness toward Brevard Community College
25. Sense of worth or self esteem
26. Self motivation to learn
27. Sense of purpose or direction in life
28. Opportunity to explore a career
29. Your sense of personal achievement
30. Occupational skills
31. Your basic academic skills, e.g., writing and reading
32. Critical thinking skills, e.g., judgment, reasoning, problem solving and analysis
33. Knowledge of the subject matter
34. Ability to take risks to be open to new experiences
35. Belief that you can make a difference in your community or society
36. Sense of community or connectedness
37. Choice of academic major
38. Capacity to contribute to society
39. Ability to take responsibility for one's actions and/or behavior
40. Ability to apply knowledge gained in the classroom to real life situation
41. Intention to work on behalf of social justice
42. Insight into your personal strengths and weaknesses
43. Belief that helping others in need is one's social responsibility

Part IV: Answer question 44-50 on the scantron provided:

A. Not at all B. Slightly C. Moderately D. Quite a bit E. A great deal

44. Working toward equal opportunities for all U.S. citizens
45. Developing a meaningful philosophy of life
46. Becoming involved in a program to improve my community
47. Being very well off financially
48. Volunteering my time to help people in need
49. Giving three percent or more of my income to help those in need
50. Finding a career that provides the opportunity to be helpful to others or society.

3. Learning Objective Assessment/Accomplishments Log

Name		Program:	
LEARNING OBJECTIVE ASSESSMENT/ACCOMPLISHMENTS LOG			
Learning Objectives	Evidence of Achievement	Date of Completion	What I still Need to Accomplish

4. Student Summary of Self-Assessment for Service-Learning



Summary of Self-Assessment for Service-Learning

1. My reasons for wanting a service-learning experience:
For example: to help people, career related, broaden horizons, and personal growth

2. Service settings that would suit me best:
For example: health care, seniors, environmental, education, or other.

3. Skills and interests I can offer:
For example: play guitar, good at math, computer skills, communication skills, listening, other

4. Some things I'd like to learn:
For example: knowledge about a career, a specific skill such as drawing, teaching techniques, and enhance subject matter in psychology class

5. The people or stakeholder I would like to serve:
For example: children, peers, elderly, adults, youth with special needs, or animals

6. My logistical constraints:
For example: age, no automobile, work schedule, or class schedule

7. The time I have available:
For example: daily, weekends, or evenings

5. Student Mid-Semester Progress Report



**Student Community Service-Learning (Credit Hour Classes)
MID-SEMESTER PROGRESS REPORT**

Student Name: _____ Supervisor's Name: _____

Today's Date: _____ Supervisor's Signature: _____

Evaluation Period (Dates): _____ Community Partner/Service Site Name: _____

Service Hours to Date: _____ Community Partner/Service Site Telephone: _____



OVERALL PERFORMANCE:	Needs Help	Average	Good	Excellent	Cannot Rate
PUNCTUAL: Gets to work on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DEPENDABILITY: Prompt; trustworthy; follows directions; meets obligations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADAPTABILITY: Catches on fast; follows detailed instructions; can switch jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ABILITY TO GET ALONG: Cooperative; well mannered; social and emotional stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ATTITUDE: Enthusiastic; a good team worker; willing to cooperate; desires to improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INITIATIVE: Ability to work without supervision; self-motivating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACCEPTS SUGGESTIONS: Eager to improve; seeks assistance; follows through	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you think this individual is performing well at this stage of the program? Yes No

WRITTEN COMMENTS: (use back of paper if needed)

THANK YOU FOR HELPING EMPOWER OUR STUDENTS!

6. Student Final Report



FINAL REPORT

1. Did you fulfill your service-learning objectives? If not, why?
2. Identify the personal accomplishment that you are proudest of in your volunteer experience:
3. What was your happiest moment?
4. What was your angriest moment?
5. What was your greatest failure in your assignment?
6. Identify your saddest moment in your assignment:
7. Identify three (3) things you learned from your experience:
 - a.
 - b.
 - c.
8. Identify three (3) ways your assignment is important to others:
 - a.
 - b.
 - c.
9. Identify three (3) feeling words which describe your overall experience:
 - a.
 - b.
 - c.

10. What would you change to make your experience more valuable to you?
11. What would you change in your assignment that would make the experience more valuable to you or others?
12. List any questions you still have concerning any facet of your experience:
13. What did you learn to cause you to want to modify your experience, career plans or major?
14. Are any of the skills or knowledge you learned applicable to specific courses you have taken or intend to take? List skills and courses:
15. What skills have you learned which are applicable to your career or major?
16. Did the experience suggest future kinds of employment for you?
17. What other service-learning programs do you want to participate in to help yourself; academically, personally, or professionally?
18. Please rate yourself on a scale of 1 through 7 on the following:

	<u>Excellent</u>					<u>Poor</u>	
a. My satisfaction with program	1	2	3	4	5	6	7
b. My communication with others	1	2	3	4	5	6	7
c. My concern about my work	1	2	3	4	5	6	7
d. My utilization of time	1	2	3	4	5	6	7
e. My willingness to cooperate concern for others, and supervisory relationship	1	2	3	4	5	6	7
f. My initiative	1	2	3	4	5	6	7
g. My creativity	1	2	3	4	5	6	7
h. My eagerness to learn	1	2	3	4	5	6	7

7. Hour Report/Shoat Verification and Final Report

The second part of the Hour Report/SHOAT Verification form is the Final Student Evaluation section that the Community Partner Volunteer Coordinator completes before signing the documentation form.



COMMUNITY SERVICE-LEARNING
 HOUR REPORT/SHOAT VERIFICATION AND FINAL EVALUATION

Cocoa 433.7610 • Titusville 433.5016 • Melbourne 433.5610 • Palm Bay 433.5253

Please use this form to record the number of community service-learning hours per week. This report should be initiated weekly by your agency supervisor. At the end of your commitment, the placement site supervisor verifies total hours and completes the Student Evaluation. See bottom of form for distribution.

Student Name:			Student Number:			Faculty Instructor(s):		
Community Partner Name:			Partner Telephone #:			Supervisor's Name:		
Type of Activity:			<input type="checkbox"/> Human Service Experience (1 credit)			<input type="checkbox"/> Community Involvement (3 credits)		
			<input type="checkbox"/> Service-Learning Option			<input type="checkbox"/> Student Organization/Club (Service Activity)		
						<input type="checkbox"/> Field Study (1 credit)		
						<input type="checkbox"/> Internship		
						<input type="checkbox"/> Volunteer		

Date	M	T	W	R	F	S	S	Total # Hours	Supervisor's Initials	Date	M	T	W	R	F	S	S	Total # Hours	Supervisor's Initials

Final Student Evaluation (Organization/Placement Site completes)

OVERALL PERFORMANCE	NEEDS HELP	AVERAGE	GOOD	EXCELLENT	CANNOT RATE	OVERALL PERFORMANCE	NEEDS HELP	AVERAGE	GOOD	EXCELLENT	CANNOT RATE
Attendance:						Initiative:					
Dependability:						Attitude:					
Responsibility:						Cooperative:					

Overall Evaluation of Performance and Comments:

VERIFICATION: I certify that the above information and following total completed hours are correct: TOTAL HOURS

Community Partner Supervisor's Signature _____	Student's Signature _____
Date _____	Date _____

Official Use Only:
 Date Received: _____ Verbal Verification Date: _____ Input by: _____

CS-004 (2/2000) R0705 R0706 rpt NCR DISTRIBUTION: White (Faculty Member) Yellow (CSL) Pink (Student)

8. Student Service-Learning Questionnaire



STUDENT SERVICE-LEARNING QUESTIONNAIRE

DATE: _____

Please take a few minutes to answer. Your answers and comments will be anonymous. When completed, return to your instructor or the Center for Service-Learning Office on your campus. *THANKS for your feedback and involvement in service-learning!*

Community Volunteer Placement Site: _____

How long have you volunteered? One semester Two semesters More

Did your service-learning work have any effect on your major selection? Mark only one box.

Confirmed Selection Made me think about a new major Had no effect Changed my major selection

In what way did your service-learning experience affect your career plans? Mark only one box.

Questioned my previous choice Confirmed my plans Changed career plans No effect

My service-learning experience is (was)... Mark only one box.

- More educational than my classroom work
- Equally educational with my classroom work
- Less educational than my classroom work

Please rate the services provided by the Center for Service-Learning. Mark only one per row.

VS = Very Satisfied S = Satisfied D = Dissatisfied VD = Very Dissatisfied N= Not Applicable

	VS	S	D	VD	NA
1. Helpfulness of office staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Cooperation, friendliness of staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Amount, quality of communication with office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How well were you able to integrate your practical experience with your classroom work?

Not at all Somewhat Adequately More than Very Well

Please rate your experience at the volunteer site at which you participated. Mark only one per row.

	VS	S	D	VD	NA
1. Helpfulness of community partner site staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Adequate orientation/training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Adequate supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Meaningful tasks to perform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Over

Overall, how would you rate your experience as a service-learner/volunteer? (Mark only one.)

Excellent Good Fair Poor

Did your service-learning experience have at least a moderate effect on the following? Please mark as many as apply.

- a. Future course selection?
- b. Improved GPA?
- c. Positive attitude toward academic studies/other classes?
- d. Better relationships with faculty members?
- e. Desire to stay in college or complete degree?
- f. Acquisition of specific academic skills and knowledge?
- g. Positive attitude toward community involvement/citizenship?
- h. Positive attitude toward Brevard Community College?
- i. Improved self-confidence?
- j. Ability to work and learn independently
- k. Insight into your personal strengths and weaknesses
- l. Sense of personal achievement?
- m. Sense of social responsibility or commitment to public/human service?
- n. Ethical/moral development?
- o. Development of functional life skills, e.g., communication, assertiveness, problem solving?
- p. Development of occupational skills?
- q. Understanding of social/cultural differences
- r. Application of classroom knowledge?
- s. Enriched classroom learning
- t. Increased desire to help or care for others?
- u. Knowledge of your community?

If you have a disability, did it impact your ability to fulfill your service-learning experience?

Yes No If so, how?

What has your service-learning/volunteer experience meant to you?

B. Faculty Assessment

1. Service-Learning Start-Up Faculty Survey

- This is a sample survey used to start a Service-Learning Program
- A survey of Brevard Community College's undergraduate student participation in public/community service activities
- Volunteer, service-learning internship, field studies, practicum, study abroad, field research, experience-based classes/service options



Name:

Department/Office:

Address:

Telephone:

1. Do you currently involve students in public and community service activities?
Yes _____ No _____
2. If yes, how many are involved? _____
3. Briefly describe the public service activities:

4. What do you see as the benefits for students who participate in community service programs (career development, life skills, applies theory, citizenship, enhancement, broadening horizons, knowledge...etc?)

5. What you integrate service activities with course options or requirements?
Yes _____ No _____
6. Do you think are the prevailing opinions on campus of public/community service involvement?

7. Would you like to see more public/community service involvement?

Yes _____ No _____

8. What are the biggest problems to be addressed?

9. What kinds of assistance could you provide to enhance BCC's public/community service efforts?

10. Are you cognizant of any other faculty/staff who currently involve students in community service activities?

Yes _____ No _____

11. How can BCC better recognize and reward faculty or staff for involvement with public service activities?

12. Which of the following would be useful to you? Please check.

_____ Resource materials and technical assistance information

_____ Information on volunteer opportunities for BCC students

_____ Methods to link the curriculum to service initiatives

_____ Workshops/forums on public/community service program development and issues

_____ A college office to coordinate and enhance public/community service opportunities for students and faculty/staff

_____ A "how to" guide for college students who are involved in community service

_____ A faculty committee to explore ways to integrate service involvement with the curriculum

_____ Information on institutional issues and public/community service (credit policies, curriculum issues, incentives for faculty/students, administrative structure)

_____ Opportunity to share what you know with other faculty/staff

_____ Other comments/suggestions

Thank you for your valuable input!

2. Faculty Questionnaire



Please help the Center for Service-Learning improve its services and programs for your students by completing the following short questionnaire. Your feedback is valued and will make a difference. Rate the following activities/services provided by the CSL to you.

PLEASE CIRCLE ONE CHOICE:

(1) Poor (2) Fair (3) Good (4) Excellent (5) Can't Rate

- Placement and support services for your students
1 2 3 4 5
- Recognition for your efforts
1 2 3 4 5
- Recruitment activities, e.g., class speaking, brochures, video
1 2 3 4 5
- Communications from CSL to you
1 2 3 4 5
- Community service sites/projects for student service-learners
1 2 3 4 5
- Placements that are directly related to your academic coursework
1 2 3 4 5
- Resources, information, and workshops to incorporate the pedagogy of service-learning into your classes
1 2 3 4 5
- Materials to assess and monitor students who learn in a service mode, e.g., journals, placement confirmations and hour documentation forms
1 2 3 4 5
- Overall rating of office and staff
1 2 3 4 5

BRIEFLY ANSWER THE FOLLOWING QUESTIONS:

- What more can the CSL do to help you or your students?
- What would you change to improve your service-learning component/4th credit option?

3. Integrating Service and Academic Student Oral Survey Questionnaire



INTERGRATING SERVICE AND ACADEMIC STUDY
SERVICE-LEARNING TASK FORCE ● ORAL SURVEY QUESTION FORM

1. Are you aware of the concept or practice of service-learning?
2. Do you currently utilize service-learning in your courses to involve students in public/community service activities?
3. Would you be interested in making service-learning a part of a class?
4. What incentives would you recommend to increase faculty involvement in service-learning? (Show list.) (Please mention maintenance of continuing contract.)
5. How could (or how is) service-learning be incorporated into your classes?
6. How could (or how does) service-learning fit into your grading system?
7. Do you know other instructors who integrate service and academic study?
8. What should be the role of faculty in supporting students in public/community service activities: as a role model; as instructors in the formal curriculum; as a peer who volunteers; as facilitator/sponsor; as advisors; other?
9. What additional information or resources would you need to increase your understanding of the service-learning pedagogy?

Name: (optional) Service-Learning User/Non User: Discipline: Interviewer:
--

4. Faculty Community Service-Learning Evaluation
John Wallace, University of Minnesota

Course(s):

Community Partner Sites/Activities:

Required/Optional:

Alternative to Service:

Number of hours required for community service:

I. USING THE RATING SCALE, PLEASE INDICATE THE FOLLOWING:

Extensively	Quite a bit	Somewhat	Very Little	None
5	4	3	2	1

To what extent do you think that the service-learning has enable students in your course(s) to:

- Learn about a different culture(s)
- Critically reflect upon values and biases
- Improve written communication skills
- Improve critical thinking/analytical skills
- Improve problem solving skills
- Understand how communities and cities work or function
- Increase commitment to service after graduation

Comments:

II. COURSE RELATEDNESS:

1. What have you learned from adding a service component?
2. In general, how does the quality of learning with the service-learning option compare to what your students were learning previously? (circle the best response)

5	4	3	2	1
Much better	Better	About the same	Less	Much less

3. What are the most important concepts/ideas/learning (course related) which you think students derive from the service-learning experience?

4. What has the service-learning option replaced in the course?

5. Service-Learning Option Assessment/Feedback



TO:

FROM: Roger Henry

SUBJECT: Service-Learning Component Assessment/Feedback

Thank you for utilizing service-learning in your classes. We need your feedback to improve service-learning for your students and courses. Please answer the following questions and return to the Center for Service-Learning. Thanks.

1. What have you learned from adding a service component?
2. How are your students benefiting (personally, academically, and occupationally)?
3. How does the quality of learning with the community service option compare to traditional classroom learning?
4. What has the service-learning option replaced if anything in your courses?
5. What would you change to improve your service-learning option?
6. What criteria do you use to fulfill the service-learning option?
 - Service Documentation:
 - Written Work: (journal, essay)
 - Oral Presentation:
 - Other Reflection Methods:
 - Number of Hours:
 - Percentage of Grade:
 - Option or Extra Points:
7. What strategies or methods work well for you in incorporating service-learning into your courses?
8. What impediments or challenges exist for effective service-learning integration with your courses?
9. How can the CSL assist you in improving your service-learning component?

C. Community Partner Assessment

1. Community Partner Questionnaire



COMMUNITY PARTNER QUESTIONNAIRE

Service-Learning appreciates your use of Brevard Community College service-learning and volunteer students. To help us better serve you and our students, would you please complete the following questions as candidly as possible?

Please mark the following questions with the appropriate numbers:

1 — Strongly Agree

3 — Undecided

5 — Strongly Disagree

2 — Agree

4 — Disagree

6 — Not Applicable

- The students have augmented my organization's service delivery. The students do meaningful work!
- There has been enough communication between the Center for Service-Learning and our organization.
- Overall, the students have been dedicated and committed to their volunteer work.
- Volunteer/service-learners and staff have worked together effectively.
- Students generally stay long enough to help my organization.
- Students generally have enough skills/ability to fulfill volunteer tasks and responsibilities.
- Students are an important part of our volunteer program.
- I would like more Brevard Community College faculty/staff contact or participation.
- The amount of supervisory time/responsibility with students is about right.
- I would like to utilize more technical resources, information about effective use of student volunteers/service-learners.
- Overall, I am satisfied with Brevard Community College student volunteer/service-learners.
- Overall, I am satisfied with the Center for Service-Learning office at Brevard Community College.

D. EMPLOYEE SERVICE PROJECT

1. Employee Service Project Survey



1. Are you aware of BCC's Employee Service Project (ESP) where full-time employees can volunteer in the community for six hours a month or 1 ½ hours weekly with their supervisor's approval on the clock? _____yes/no
2. Are you currently volunteering? _____yes/no
3. If yes, where do you volunteer? _____
 - A. How many hours a month? _____
 - B. How do you benefit from your community volunteer efforts?

4. Did you participate in Community Connections at the In-service?
_____yes/no
 - A. If yes, did it have any effect on your desire to volunteer?
_____yes/no
 - B. If so, why? _____
5. Are you a full-time employee? _____yes/no
6. Would you like more information about ESP?
Name: _____
Department: _____
Bldg. /Room: _____

The feedback you provide will help us to better serve you!

THANKS FOR ALL YOU DO!

2. In-Service Evaluation Results



Inservice: Community Connections

Community Connections

EVALUATION RESULTS

351 evaluations submitted

5 = Excellent 4 = Very Good 3 = Fair 2 = Poor 1 = Unacceptable

1. Rate the overall experience

249 **88** **10** **3** **1**

2. Learning gained from the community site

238 **86** **22** **3** **1**

3. Would you like to participate in more community experiences like this in the future

211 **100** **30** **8** **2**

4. Because of this experience, would you consider volunteering in the community with this or another organization!

207 **100** **31** **7** **4**

476 participants on sign-in sheets as of 4/03/07
351 evaluations have been submitted as of 4/03/07

II. COMMUNITY PARTNER FORMS

A. Community Partner Checklist



COMMUNITY PARTNER CHECKLIST

1. Provide Job Description
2. Interview and select student candidate for service-learning placement
3. Check insurance and other community partner requirements
 - Confirm placement and set a mutual work schedule
 - Sign Student Service-Learning (triple ply) Placement Form (if community partner site needs a copy, please photocopy)
5. Provide orientation, clear instructions, and training
6. Provide written materials to supplement training
 - Request evaluation/assessment, hourly log, and other forms required by Brevard Community College
7. Keep file of contacts/college resource personnel

B. Community Partner Job Description

COMMUNITY PARTNER JOB DESCRIPTION



COMMUNITY PARTNER NAME:

DATE:

ADDRESS:

TELEPHONE:

NAME OF SUPERVISOR:

VOLUNTEER COORDINATOR:

TELEPHONE:

VOLUNTEER POSITION/JOB TITLE:



Qualifications:

Duties/Responsibilities:

Number of Students Needed:

Minimum Time Commitment:

Starting/Ending Date:

Training Requirement/Schedule:

Orientation/Schedule:

Comments/Benefits:

When completed, please mail to the above address:

Community College
CENTER FOR SERVICE-LEARNING

D. Community Partner Orientations (Sample)

COMMUNITY PARTNER ORIENTATION SCHEDULE FALL 2007 (October 9, 2007- Revision)		
Agency	Day, Date & Time	Place
Adult and Family Literacy Programs 635-7845 – Camile Johnson cjohnson@brev.org	Ongoing – <i>Call ahead to set up appointment</i>	Central Brevard Library and Reference Center 308 Forrest Avenue, 3rd Floor, Cocoa
Brevard Zoo 254-9453, ext. 218 – Claire Deroche cderoche@brevardzoo.org	Second Wednesday of each month @ 4:00	8225 North Wickham Road, Melbourne, FL Education Building
Florida Wildlife Hospital Sanctuary 254-8843 – Sue Small sue@floridawildlifehospital.org	S 8/25 – 11:00-1:00 Additional dates T.B.A.	4560 North U.S. Hwy #1 Melbourne, FL (1/2 mile south of Pineda Causeway)
Guardian Ad Litem 690-6823 – Patty Williams	<i>Must Attend Each Session</i> S 10/13 – 8:00-5:00 T 10/16 – 8:00-9:00 W 10/17 – 8:00-9:00 S 10/20 – 8:00-5:00 M 10/22 – 8:00-9:00	2825 Judge Fran Jamieson Way Viera, FL NOTE: Training consists of all days listed – 30 hrs.
Hacienda Girls Ranch 242-2570, ext. 231 – Candy Brooks	Ongoing – <i>Call ahead to set up appointment</i>	Hacienda Girls Ranch 326 Croton Road, Melbourne (south end of Croton across from weather station)
Harmony Farms (Horses for the Handicapped) 242-4929 – Pam Regan 631-9433 – The Barn 725-0858 –Faye Holden www.harmonyfarmsinc.com	S 9/8 – 9:30-11:30 Additional dates T.B.A.	5300 Stadium Parkway, Rockledge, FL At the barn
Holmes Regional Hospital 434-5210 – Bill McLellan bcmclellan@health-first.org	T 9/4 – 2:00-3:14 R 9/6 – 4:30-6:00 F 9/21 – 3:00-4:30	Multi-Purpose Room Multi-Purpose Room Multi-Purpose Room
Hospice of Health First, Inc. 952-0494 – Valerie Kenworthy	M 9/17– 9:00 – 3:00 W 10/10 – 9:00 – 3:00 R 10/11– 9:00 – 3:00	1900 Dairy Road, Melbourne Freedom 7 Center Cocoa Beach Country Club 5000 Tom Warriner Blvd., Cocoa Beach
Wuesthoff Health Systems 636-2211 ext. 1519 – Sandy Williams (Rockledge) sandy.williams@wuesthoff.org 752-1267 - Anthony Gabriel (Melbourne) anthony.gabriel@wuesthoff.org	F 9/14 – 9:00-12:00 or 1:00 – 4:00 Melbourne T 9/18 – 9:00-12:00 or 1:30 – 4:00 Rockledge	250 N. Wickham Road, Community Classrooms 110 Longwood Ave, Rockledge, Dining Room 1 & 2

E. Community Partner Review



**COMMUNITY DEVELOPMENT
Community Partner/Project Review**

Community Partner	Date:
Contact:	Email:
Telephone:	Facsimile (FAX):
Address:	Countywide: Yes <input type="checkbox"/> No <input type="checkbox"/>
Position(s) Available:	
Days and Times:	
Comments: (Environment, Concerns, Problems, Changes, Updates)	

*If addition space is needed for comments, add additional page.

Print Name:

Reviewed by:

Check one:

Site Visit

Phone Contact:

III. CREDIT HOUR

A. Teaching Qualifications for Service-Learning Classes



Campus Compact | National Center for Community Colleges

Mesa Community College
Downtown Center
145 North Centennial Way
Suite 201
Mesa, AZ 85201

Tel (480) 461-6280
Fax (480) 461-6218
www.mc.maricopa.edu/other/compact

June 4, 2003

Roger Henry, Director Center
for Service-Learning and Community
Service-Learning Curriculum Coordinator
Brevard Community College
3865 N. Wickham Road
Melbourne, Florida 32935

Dear Roger,

On behalf of the Campus Compact National Center for Community Colleges, I would like to thank you for the exemplar works you are implementing at Brevard Community College within the field of service-learning and civic engagement. In particular with regards to: ***Teaching Qualifications for Brevard Community College's Human Service Experience, Community Involvement Courses and Service-Learning Field Studies I courses.***

Nationally, we have witnessed a proliferation of community service or service-learning stand alone or "pure" courses. They are titled in a variety of ways including Community Involvement, Service-Learning, Volunteering in the Community, Community Service and Civic Responsibility, Motivated to Serve: Public Service Theories, Introduction to Service in Multicultural Communities and Field Studies. At Brevard Community College, these courses are housed in Social Sciences and numbered and titled as follows:

1. SOW 2054, Community Involvement
2. SOW 1051, SOW 1052, SOW 1053, Human Service Experience I, II, and III.

Another course, Service-Learning Field Studies I, is a one-credit hour elective taught in the instructor's discipline. The instructor integrates and relates the concrete community service experience with discipline concepts and principles. This course is offered in 40 subjects at Brevard Community College.

These interdisciplinary focused courses combine academic study and volunteer work while helping students achieve a wide range of cognitive, affective, behavioral and course content learning objectives. Usually, the course content features service-learning, volunteerism, civic engagement, community involvement or the interrelatedness of volunteer experience with regular course academic concepts and principles. In her nationally acclaimed book,

Fundamentals of Service-Learning Course Construction, Kerrissa Heffernan asserts that “many of these courses use a multidisciplinary approach to examine the philosophical, social, and intellectual underpinnings that support a historical or philosophical approach...” (Heffernan, 2001, p. 2) Shawnee State University has a Community Involvement Course Coordinator position that emphasizes the importance of interdisciplinary qualifications of applicants.

The qualified teaching candidate at a community college would have a Master’s Degree in one of the following disciplines (but would not be limited to): Social Work, Psychology, Education, Public Administration, Social Science, Sociology, Communications, English, Human Services, Counseling, Criminal Justice, Humanities, or Health Sciences.

Service-Learning Field Studies I courses are taught in the discipline in which they are offered. Instructors who are qualified to teach in the particular discipline are credentialed to teach these 4th credit options that are additional one-credit hour electives.

The ideal candidate would have a background or interest in Community Service-Learning programming or instruction; skills in developing interdisciplinary perspectives within a general education curriculum; demonstrated teaching ability; effective communication skills, and an appreciation of innovative approaches to education.

Brevard Community College’s Service-Learning Program, a nationally recognized model, provides ample support for prospective and active Community Involvement, Human Service Experience and Service-Learning Field Studies I instructors. The Director of Service-Learning /Curriculum Coordinator for Community Service-Learning and the Curriculum Coordinator for Social and Behavioral Sciences, screen prospective faculty members. In addition the Center for Service-Learning staff and experienced Community Service-Learning faculty members provide extensive resources, course materials, and effective orientations and training for teachers of these courses. Ample opportunities are provided for ongoing support, feedback, and assessment.

Again, congratulations for Brevard Community College’s fine work on this important matter of faculty academic and professional preparation for teaching “pure” service-learning courses.

Sincerely,



Lyvier Conss
Executive Director



B. Course Objectives and Plan, Community Involvement (SOW2054)

SOW 2054, COMMUNITY INVOLVEMENT

**BREVARD COMMUNITY COLLEGE
COURSE OBJECTIVES AND PLAN**

COURSE NO.: SOW 2054
1 ST OFFERED: 1991
CLOSED:
E.P.G. APPROVAL:
REVISIONS:

Signature: _____
Curriculum Coordinator Date

Curriculum Chair Date

Course Title: Community Involvement

Appropriate reading and writing scores on the entry
Prerequisite: level placement test. **Corequisite:** None **Lab fee:** None
(See Program advisors for other placement test scores)

College-Credit Hours:	03	Vocational-Credit Hours:	00	Contact Hours(per term):	24
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Course Description (maximum of 40 words for catalog use):
Provides the student with a unique opportunity to examine community service and citizenship in many different facets of our diverse community through both practice and critical reflection. This is a designated diversity infused course.

Course Objective(s): Each student will be able:
To develop a personal understanding of service and citizenship and an increased awareness of cultural diversity through critical reflection and action. To enable students to develop a commitment to full participation in the varied lives of their communities. To offer an interdisciplinary approach to put theories into practice.

Acceleration Mechanism(s) (method(s) of validating prior learning):
None

COURSE OBJECTIVES AND PLAN

MAJOR TOPICS	STUDENT CLOCK HOURS	
	Lecture	Lab
A. Introduction to service-learning	2	
B. Citizenship skills within a democratic community and valuing diversity	3	
C. Critical reflection methodology and tenets of good performance	1	
D. Assessing the needs of a diverse community and the role of effective communication.	1	
E. Issues in service and volunteerism	3	
F. Service outside the student's own social, economic, racial and cultural background	2	
G. To serve or not to serve	3	
H. Leadership and community service-learning	3	
I. Opportunities for community involvement and citizenship	3	
J. Integration of the experience with the rest of life	3	
K. The learning experience	<u>0</u> 24	<u>32</u> 32

COURSE OBJECTIVES AND PLAN	
STUDENT COMPETENCIES, SKILLS, KNOWLEDGE RELATIVE TO MAJOR TOPIC (MUST BE LISTED USING PERFORMANCE STATEMENTS)	EVALUATION METHODOLOGY
A. The student will delineate the forms, functions, roles, principles, benefits, history and theoretical frameworks of community service-learning	Completion of and quality of planning and reflective written instruments
B. The student will demonstrate a critical understanding of community, democracy and citizenship and cultural diversity	Class participation
C. The student will demonstrate competency in utilizing critical reflection self-learning skills and the ability to communicate to persons of various ethnic backgrounds and cultures	Oral presentation
D. The student will participate in a service learning opportunity that will expand their awareness of community diversity	Project essay and evaluations
E. The student will list the benefits and limits of community service	Documentation of service project
F. The student will list the reasons for and against mandatory service	
G. The student will learn the skills necessary for effective leadership in diverse community service settings	
H. The student will list the impacts of the service-learning experience on his/her life	
I. The student will estimate attainment of service and learning objectives/outcomes achievement through oral, written assignments, and documentation of service performance	

**C. Course Objectives and Plan, Honors Community Involvement
(SOW2054H)**

SOW 2054H, HONORS COMMUNITY INVOLVMENT

**BREVARD COMMUNITY COLLEGE
COURSE OBJECTIVES AND PLAN**

<p>COURSE NO.: SOW 2054H 1ST OFFERED: 2001 CLOSED: E.P.G. APPROVAL: REVISIONS:</p>

Signature: _____
 Curriculum Coordinator Date

 Curriculum Chair Date

Course Title: Honors Community Involvement
 Admission into
 BCC Honors Program

Prerequisite: _____ **Corequisite:** None
 (See Program advisors for other placement test scores)

College-Credit Hours:	<u>03</u>	Vocational-Credit Hours:	<u>00</u>	Contact Hours(per term):	<u>56</u>	Lab fee:	<u>Non e</u>
------------------------------	-----------	---------------------------------	-----------	---------------------------------	-----------	-----------------	--------------

Course Description (maximum of 40 words for catalog use):

Provides the Honors Program student with a unique opportunity to examine community service, citizenship, and leadership through both practice and critical reflection. Completion of this course will satisfy the community service requirement for those seeking an Honors Program Diploma

Course Objective(s): Each student will be able:

To develop a personal understanding of service, citizenship, leadership, and cultural diversity through critical reflection and action. Honors students will be guided to develop a commitment to full participation in the life of their communities and in determining their leadership roles in the community. The course will use the Honors Program "Distinguishing Characteristics" to offer an interdisciplinary approach in putting theories into practice.

Acceleration Mechanism(s) (method(s) of validating prior learning):

Instructor evaluation

COURSE OBJECTIVES AND PLAN

MAJOR TOPICS	STUDENT CLOCK HOURS	
	Lecture	Lab
A. Introduction to service-learning	3	
B. Assessing and researching community assets/needs	3	
C. Developing, implementing and evaluating community projects	3	
D. Issues in service and community diversity	3	
E. Information gathering and research methods	3	
F. Leading a community service project	3	
G. Opportunities for community involvement and citizenship	3	
H. Integration of the experience with the rest of life	3	
I. The community service project		
	<u>0</u>	<u>32</u>
	24	32

COURSE OBJECTIVES AND PLAN

STUDENT COMPETENCIES, SKILLS, KNOWLEDGE RELATIVE TO MAJOR TOPIC (MUST BE LISTED USING PERFORMANCE STATEMENTS)	EVALUATION METHODOLOGY
A. The student will delineate the forms, functions, roles, principles, benefits, history and theoretical frameworks of community service-learning	Completion of and quality of planning and reflective written instruments
B. The student will demonstrate a critical understanding of community mapping of assets and needs	Class participation
C. The student will demonstrate competency in developing and completing a community project	Oral presentations
D. The student will demonstrate and increased awareness of community diversity and service issues	Project essay and evaluations
E. The student will learn techniques to gather information through observation, recording, and communication skills	Documentation of service project
F. The student will learn the skills necessary for effective leadership of a community service project	
G. The student will list the opportunities for and obstacles to community involvement and responsibility	
H. The student will list the impacts of the service-learning project on his/her life	
I. The student will estimate attainment of service and learning objectives/outcomes achievement through oral, written assignments, and documentation of service project performance	

**D. Course Objectives and Plan, Human Service Experience
(SOW1051/52/53)**

HUMAN SERVICE EXPERIENCE I, II, III

**BREVARD COMMUNITY COLLEGE
COURSE OBJECTIVES AND PLAN**

COURSE NO.: SOW 1051 1 ST OFFERED: 1989 CLOSED: E.P.G. APPROVAL: REVISIONS:
--

Signature: _____
 Curriculum Coordinator Date

 Curriculum Chair Date

Course Title: Human Service Experience I

Prerequisite: None **Corequisite:** None **Lab fee:** None
 (See Program advisors for other placement test scores)

College-Credit Hours:	<u>01</u>	Vocational-Credit Hours:	<u>00</u>	Contact Hours(per term):	<u>24</u>
------------------------------	-----------	---------------------------------	-----------	---------------------------------	-----------

Course Description (maximum of 40 words for catalog use):
 Course provides students with a service-learning experience in a public/social service organization. Students will complete (20) hours of volunteer work. Evaluation based on service documentation, written reflective work, and seminar participation.

Course Objective(s): Each student will be able:
 To learn through service experience(s) to benefit academically, personally, civically, or occupationally.

Acceleration Mechanism(s) (method(s) of validating prior learning):
 None

COURSE OBJECTIVES AND PLAN

MAJOR TOPICS	STUDENT CLOCK HOURS	
	Lecture	Lab
A. Understanding volunteerism and service-learning	.5	
B. Service-Learning reflection methods	1.0	
C. Community organization/project perceptions and opportunities	.5	
D. The personal meaning of the service-learning experience	1.0	
E. Community issues/service paradigms	.5	
F. Integrating the experience with the rest of life	.5	
G. The service experience		20
STUDENT COMPETENCIES, SKILLS, KNOWLEDGE RELATIVE TO MAJOR TOPIC (MUST BE LISTED USING PERFORMANCE STATEMENTS)	EVALUATION METHODOLOGY	
<p>A. Explain service-learning and volunteerism</p> <p>B. Identify and utilize ways to reflect on the service-learning experience including: service-learning plans, journal writing, discussion methods</p> <p>C. Explain with accuracy the community service site setting</p> <p>D. List the benefits, outcomes, and contributions of the service-learning experience</p> <p>E. Demonstrate knowledge of key issues related to service</p> <p>F. Articulate how the service-learning experience relates to life, academic study, and community involvement</p>	<p>Successful participation in Seminars and final verbal presentation</p> <p>Completion and quality of service-learning plan, journal and final essay</p> <p>Documentation of service experience including hour report, placement agreement and confirmation, and performance evaluation by supervisor</p>	

E. Course Objectives and Plan, Field Studies I

BREVARD COMMUNITY COLLEGE COURSE OBJECTIVES AND PLAN SUMMARY

Course No.	PSY 2948
Closure Date	
CCC Approved	
Revisions	

Signature: _____
Curriculum Coordinator _____ Date _____

Curriculum Chair _____ Date _____

Faculty Discipline: Psychology _____ Faculty Credential Option: 1

Course Title: Service-Learning Field Studies I

Honors Course: No Repeatable: No

Effective Term: 98-4 Course Credits: 1 Clock Hours: _____ Type of Credit: Elective

Course Fees:

Lab Fee: None Special Course Fee: None

General Education Requirements:

- Communications
- Humanities
- Math
- Natural Science
- Social Science

Gordon Rule:

No

Grade Mode:

Regular

Suitable for Online: Yes

Degree Type:

- A.A. A.S.
- A.A.S. C.C.C. (PSV)
- A.T.D. P.S.A.V.

Prerequisites:

Corequisites:

Course Description (maximum of 40 words for catalog use):

This course gives the student the opportunity to understand the relationship of theory to practice through participation in a service-learning experience. Students are required to complete 20 hours of volunteer work, a service-learning contract, necessary oral and written reflection methods.

Primary Course Objective(s):

Gain experience in a public/human service setting that enables students to learn practical applications of the concepts taught in the classroom.

Acceleration Mechanism (method of validating prior learning):

None.

COURSE OBJECTIVES AND PLAN

Student Competencies, Skills, Knowledge Relative To Methodology MAJOR TOPICS (MUST BE LISTED USING PERFORMANCE STATEMENTS)	EVALUATION
<p>A. Explain and define service-learning</p> <p>B. Formulate measurable service-learning goals</p> <p>C. Demonstrate the interrelatedness of the volunteer/service field component with academic concepts and principles in (psychology or other discipline)</p> <p>D. Explain the meaning and benefits of service-learning for self, service setting and Society</p> <p>E. List and complete the necessary service experience documentation forms</p>	<p>Completion and quality of planning and reflection methods</p> <p>Successful participation in mandatory reflection seminar</p> <p>Documentation of the service-learning experience including hour report, and supervisor's performance evaluations of student</p>

COURSE OUTLINE

MAJOR TOPICS	STUDENT CLOCK HOURS	
	LECTURE	LAB
A. The concept of service-learning	.5	
B. Service-Learning goals/plans	1.0	
C. Synthesizing the field experience component and classroom learning	1.5	
D. The meaning, benefits, and impacts of community involvement	1.0	
E. The service-learning experience		20

F. Fourth Credit Option Contract



SERVICE-LEARNING CONTRACT 4TH CREDIT AND FIELD STUDY OPTION

SECTION I (Student Completes)	When Contract Section I, II, III are completed, give the white copy to instructor, yellow copy to the Service-Learning Office, and keep the pink copy for yourself.
Student Name: _____ Telephone #: _____ Student#: _____ STATE SERVICE AND LEARNING GOALS: SERVICE: What exactly do you expect to do? Briefly describe the nature of the volunteer service work and why you have chosen it. LEARNING: What do you expect to learn from this experience? (e.g. information and understanding about the elderly, people, environmental issues, teaching methods, etc.) SKILLS: What skills do you expect to develop and learn from this experience? (e.g. communication skills, writing, problem solving, teaching techniques, etc.) I agree to devote at least 20 hours this semester between the dates of _____ and _____ at (volunteer site/project) _____. I also agree to meet the academic or learning requirements that my professor has indicated in Section II in order to receive one hour of academic credit for this service-learning experience. Student Signature: _____ Date: _____	
SECTION II (Faculty Instructor Completes)	The student named above has my permission to engage in this 4th credit option service-learning experience to meet the requirement of _____ 2948. In addition to the 20 minimum of service hours required, the student will complete the following service-learning related assignments for the course.
REQUIREMENTS: 1. <input type="checkbox"/> Journal <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Final <input type="checkbox"/> Essay <input type="checkbox"/> Other _____ 2. One midterm reflection seminar arranged by the Center for Service Learning is required. (See Section III) 3. Community Service-Learning Questionnaire must be completed at the end of the assignment. 4. Elaboration of evidence or academic work needed: Faculty Member Signature: _____ Date: _____	
SECTION III (Center for Service-Learning Completes)	
<input type="checkbox"/> Registration Form Completed <input type="checkbox"/> Fees Paid <input type="checkbox"/> Service Documentation Forms Received Course and Section: _____ Site Selection: _____ Midterm Seminar Selection: Campus: _____ Date: _____ Time: _____ Room: _____ The Service-Learning student has been given the necessary forms, has completed a registration form, confirmation form, and has scheduled a reflection seminar. Service-Learning Staff Signature: _____ Date: _____	

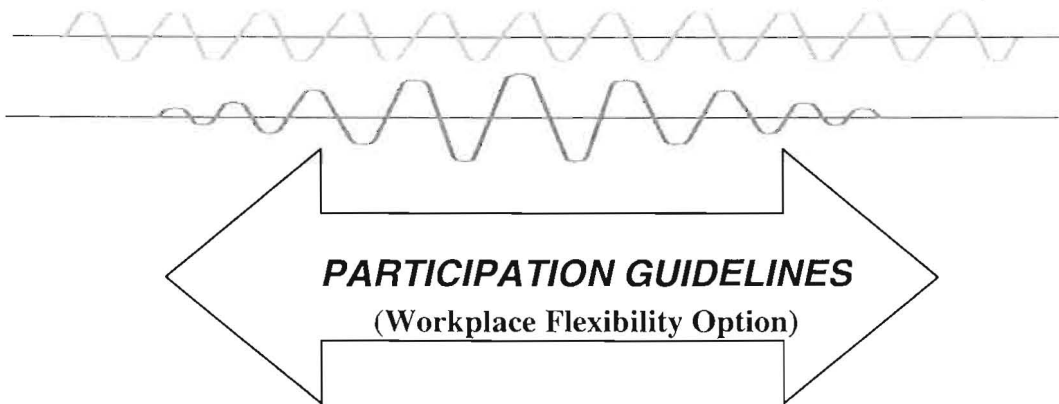
CS-07 0500 P0705 R0705 Distributor: White (Faculty Member) Yellow (CSL) Pink (Student)

IV. EMPLOYEE SERVICE PROJECT (ESP)

A. ESP Guidelines



EMPLOYEE SERVICE PROJECT (ESP)

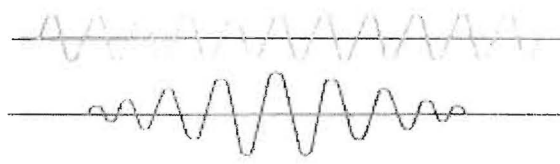


- ◆ Full-time employees are eligible to do community service for one and half-hours per week or six hours per month during regular work hours in lieu of the allotted time for exercise and wellness.
- ◆ An interested employee must get the permission of his/her supervisor to participate.
- ◆ Peak work cycles for some departments/offices will be considered in determining eligibility of employees.
- ◆ If the community service hours are performed before or after an employee's regular hours, the employee cannot get compensatory time.
- ◆ Placements are coordinated through the CSL on the employee's campus. The CSL will provide **ESP** information, a list of eligible best-fit service sites and organizations, appropriate documentation forms, and assist with logistical and follow-up components of the project.
- ◆ Although the CSL will recommend placement sites and assist the employee in obtaining an appropriate match with his/her interests, the organization/service site has the final authority and decision in accepting the employee as a volunteer.
- ◆ Service sites or projects, other than listed, need to be pre-approved by the CSL.
- ◆ If the BCC community service volunteer has problems or concerns with his/her service site, CSL staff should be notified as quickly as possible. If a volunteer wishes to change his/her site or project, or end the **ESP** assignment, CSL staff can assist with appropriate procedures.
- ◆ Please be careful and act with prudence while volunteering. Remember that you chose to volunteer and you are responsible for your actions and well being. If you become aware of any safety or programmatic concerns, the CSL should be contacted.



**Brevard Community College
Employee Service Project (ESP)**

EMPLOYEE INTEREST CARD



DATE: _____

NAME: _____

ADDRESS: _____ PHONE (WORK) _____ (HOME) _____
STREET CITY ZIP

E-MAIL ADDRESS: _____ DEPARTMENT/SUPERVISOR: _____

PREVIOUS VOLUNTEER/WORK EXPERIENCE: _____

ARE YOU INTERESTED IN: DIRECT SERVICE (1 1/2 HOURS WEEKLY): 3 HOURS BI-WEEKLY: 6 HOURS MONTHLY

LIST THE DAYS AND TIME YOU ARE AVAILABLE TO VOLUNTEER: _____

Community service choices:

1. _____ 2. _____

Office use only:

PROGRAM REFERRAL	STAFF INITIALS: _____	DATE _____
1. _____		
COMMENTS: _____		

C. Checklist



EMPLOYEE SERVICE PROJECT (ESP)

CHECK LIST

- Visit the CSL office on your campus
Cocoa 012-305; Titusville 003-125C; Palm Bay 001-120; Melbourne 010-213
- Complete Community Service application
- Peruse CSL service site directory (Link) or inform staff of service choice
- Talk with CSL staff person to match your interest with community needs
- Obtain agency referral
- Obtain Placement Confirmation Form, Hour Report/Verification
- Inform your supervisor that you are volunteering
- Attend agency appointment or orientation/training (if required)
- Returns completed Placement Confirmation Form to CSL and give a copy to your supervisor
- Give CSL feedback about your progress or concerns
- Inform CSL if you wish to terminate or change positions. Service-Learning will gladly help arrange a more suitable position for you
- Keep track of your hours on the Community Service Hour Report/Verification
- Return completed Hour Report/Verification Form to office and Supervisor when you complete your community service assignment
- Complete community service questionnaire at the end of assignment

D. Placement Confirmation



Cocoa, 433-7610; Melbourne 433-5610; Palm Bay 433-5253; Titusville, 433-5016

EMPLOYEE SERVICE PROJECT (ESP)

PLACEMENT FORM

Employee Name:		
Printed:		
Signature:		
Name of Organization:		
Address of Organization:		Telephone Number:
Agency Supervisor/Coordinator:		
Printed:		
Signature:		
Volunteer Duties:		
Day(s) and Hours to Work:		
Day: (MTWRF) Hours: (A.M./P.M)	Starting Date: (M/D/Y)	Ending Date: (M/D/Y)
BCC Supervisor Signature and Date:		

E. Hour Report



Brevard Community College
Center for Service-Learning
Employee Service Project (ESP)
HOUR REPORT AND VERIFICATION

ESP INFORMATION	
Employee Name:	ID# & Ext.:
Department:	Campus:
Supervisor:	Ext.:

COMMUNITY SERVICE INFORMATION							
Organization:				Address:			
Volunteer Coordinator:				Phone:			
Date: (M/D/Y)	Day: (S/M/T/W/R/F/S)	Hours: (Starting/Ending)	Supervisor's Initials:	Date: (M/D/Y)	Day: (S/M/T/W/R/F/S)	Hours: (Starting/Ending)	Supervisor's Initials:

FINAL REMARKS AND SIGNATURES	
Service Organization:	_____
	Signature
ESP Employee:	_____
	Signature

F. Thank You Letter



Dear ESP Participant,

The Center for Service-Learning staff deeply appreciates your community service efforts. Your involvement will not only resound in Brevard County but with our thousands of students who are service-learners and volunteers.

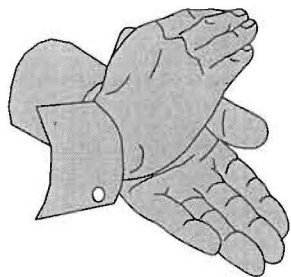
Your caring deeds help our community to be a little truer and a lot better.

If you have any questions, concerns, or wish to discuss your ESP project or assignment, please contact the CSL OR STOP BY THE OFFICE.

We thank you for your willingness to extend the college's resources in this most important manner!

Sincerely,

THE STAFF



AT THE CENTER FOR SERVICE-LEARNING

V. FACULTY

A. Faculty Service-Learning Checklist

- Call Center for Service-Learning (CSL) for information about incorporating service-learning options into your course(s), Cocoa and Titusville — 433-7610, Melbourne — 433-5610, Palm Bay — 433-5253
- Decision on best fit for your needs. Meet with CSL staff person.
- Preliminary planning: resources needed, time, logistics, service-learning overview materials, faculty packet.

PLANNING

(Before Semester — Week 1)

- Include in syllabus.
- Evaluate criteria: service hours required, documentation forms, reflective written work, feedback meetings or class presentations, percentage or extra points awarded.
- Secure proper forms/reflective instruments from CSL (or your own) for effective student service and learning experiences.
- Delineate amount of time for preparation, class time, and evaluative time. This differs depending on how service is integrated into your course. CSL has several examples, resources for your perusal.
- Logistics, considerations.

RECRUITMENT

(Week 1-4)

- Class speakers — CSL, student volunteers, video, (from 10 to 50 minutes)
- Panel of agency representatives
- Other _____

PLACEMENT

(Week 2-6)

- Distribute handouts (useful articles, resources)
- Get list of interested students (recruitment form)
- Refer students to CSL Office
- *Application (office)
 - *Site information, job descriptions, service documentation forms (office)
 - *Match student with placement or project (office). Of course if you have priority, suggestions, directory, your recommendations are vital). Call or e-mail
 - *Referral call, appointment set (office) or referral to orientation, student leader
 - *Service site visit (student)
- Placement Confirmation, Mutual Expectations Agreement turned in to you. Should be about 4th to 6th week of semester).
- Set deadline for students to begin assignment. (No later than 8th week)
- If a student is having difficulty being placed or assignment is not working, please refer him/her back to CSL for problem solving or reassignment.

FOLLOW-UP (Weeks 5-8)

- Service-Learning Status Form distributed for student completion (CSL will send to you at appropriate time)
 - *Status, progress calls (office)
 - *Thank you letters (office)
- Any problems, please call CSL office. We want to help
 - *Site visits — periodically by CSL staff and student leaders

ASSESSMENT MONITORING OF SERVICE-LEARNING (Weeks 4-15)

SERVICE

- Placement confirmations checked (4-5 weeks)
- Performance evaluations, around midterm and end of semester (if used), Hour report/SHOAT evaluation
- Feedback sessions per your needs
 - *Site visitations, periodically by CSL staff
 - *Feedback from site — usually CSL but useful if instructor participates

LEARNING

- Student completes service-learning plan (weeks 3-5). Optional but recommended.
- Journals, essays, reports, etc., turned in for assessment grade, a midterm, final, or times specified by instructor. Oral presentations: optional, but suggested.
- Other reflection: class discussion, essay, one-on-one conference.
If you are unsure of student service-learning accomplishments or need anything, please call.

DEBRIEFING, INTEGRATION WITH LIFE, COURSEWORK (Weeks 14-16)

- Individual feedback, group discussions
- All written work turned in (hour report, performance evaluations, and reflective written work)
- Other service opportunities (directory) refer to Center for Service-Learning
- CSL Questionnaire distributed to students, completed, and collected. Please forward to CSL.
- Refer student back to CSL for new or continued placement
- Give CSL feedback either a short summary or call so that we can better assist you and your service-learners
- Annually, complete short questionnaire to evaluate CSL and suggest how we can improve.
- Please contact CSL anytime with your suggestions. You are most important for student involvement and student success in service-learning

Thanks!

B. Student Service-Learning Recruitment Form



STUDENT RECRUITMENT FORM

Please distribute to students **interested** in a volunteer/service-learning experience. Return to CSL on your campus for follow-up and action! This will enhance our ability to place and to track your service-learners. THANK YOU!

CLASS

INSTRUCTOR/DATE

--	--

STUDENTS: Please fill out your name, address and telephone number and your academic major. We will be glad to help you! Please stop by our office on your campus so we can assist you.

C. Student Service-Learning Status Form



SERVICE-LEARNING STUDENT STATUS FORM

Please distribute to students who are participating or **interested** in a volunteer/service-learning experience. Return to CSL on your campus for follow-up and action! This will enhance our ability to place and to track your service-learners. **THANK YOU!**

CLASS	INSTRUCTOR/DATE

STUDENTS: Please fill out your name, phone number, the status of your placement (referred, unplaced, unsure, or placed) and the service/organization site in which you are working or would like to work. If you need a new referral or any assistance from our office, please let us know what we can do for you. We will be glad to help!

***If you haven't filled out an application please come to the Service-Learning Office ASAP.**

STUDENT NAME	COMMUNITY PARTNER SERVICE SITE	Please check appropriate box PLACEMENT STATUS		
		REFERRED	PLACED	NOT PLACED

D. Development Form

FOR INTEGRATING SERVICE-LEARNING/PUBLIC SERVICE INTO A COURSE/SEMINAR

James Madison University, Harrisonburg, Virginia

I. Course/Seminar:

Description:

II. Course/Seminar Objectives Related to Service-Learning/Public Service

1. Knowledge Objectives — What is the subject area and content that the students will master through this community based experience?

2. Skills Objectives — What skills will the students be expected to develop? Writing? Problem Solving? Critical thinking? Etc.

3. Attitudes/Values — What attitudes/values will the students be expected to develop?

4. Other Objectives — Emotional? Personal commitment? Leadership etc.?

III. Learning Activities - What learning activities and assignments will be required for awarding credit? Journal? Research Project? How will this information be integrated into the ongoing course/seminar? Reflection sessions? Class Presentations? (Note: Students should receive credit for learning and not just hours contributed.)

IV. Evaluation — How will service-learning/public service component of course/seminar be evaluated? What evidence and criteria will be used for awarding credit?

E. Service-Learning Option Development Contractual Guidelines

1. **Meet** with Center for Service-Learning (CSL) Director for guidelines/resources.
2. **If course option, decide on best fit for your courses:** evaluative criteria, service-sites or projects, number of service hours required and written or verbal reflection methods. What extra points or percentage of grade involved? In lieu of what?
3. **If reflection component enhancement** or development, what are reflection activities and the rationale for inclusion? How will activity increase or enhance learning through the community service experience?
4. **Include in your syllabus or promulgate as addendum. Please send a copy to the Center for Service-Learning.** Let us know what service documentation forms you want to offer.
5. If appropriate, **arrange for CSL staff person to speak in some of your classes about community** opportunities and other process information.
6. **Distribute status form** about week 5-6 and send back to CSL for appropriate action (*let us know how students are doing and if CSL staff can help).
7. If reflection component involved, include at least **one feedback session or debriefing session near the end of the students' assignments.**
8. **Complete the service-learning assessment form** and meet with the CSL Director.
9. **Distribute and collect student service-learning questionnaires** and forward to the Center for Service-Learning.
 1. **Share exemplary journal excerpts** with the Center for Service-Learning (of course, with student permission).

Guidelines are suggested for all instructors who utilize service-learning and are required for course development contracts or mini-grants.

F. Service-Learning Component Assessment/Feedback Memorandum



TO:

FROM: Roger Henry

SUBJECT: Service-Learning Component Assessment/Feedback

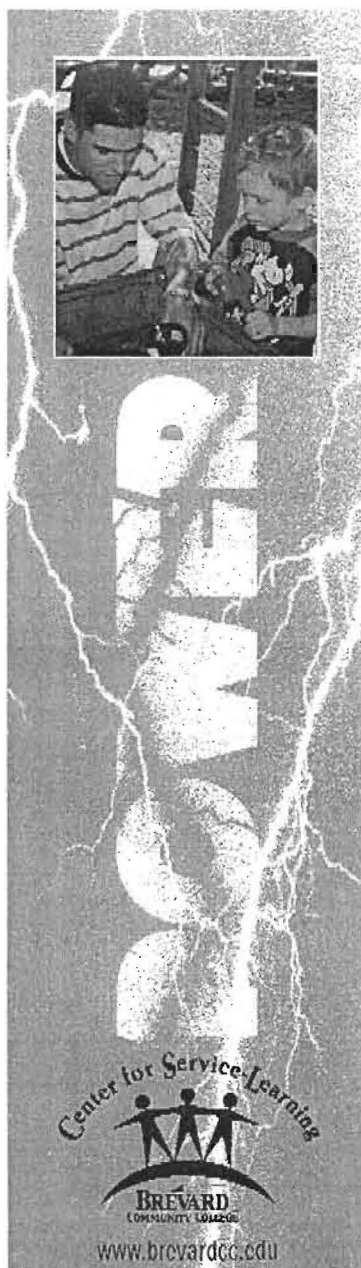
Thank you for utilizing service-learning in your classes. We need your feedback to improve service-learning for your students and courses. Please answer the following questions and return to the Center for Service-Learning. Thanks.

1. What have you learned from adding a service component?
2. How are your students benefiting (personally, academically, and occupationally)?
3. How does the quality of learning with the community service option compare to traditional classroom learning?
4. What has the service-learning option replaced if anything in your courses?
5. What would you change to improve your service-learning option?
6. What criteria do you use to fulfill the service-learning option?
 - Service Documentation:
 - Written Work: (journal, essay)
 - Oral Presentation:
 - Other Reflection Methods:
 - Number of Hours:
 - Percentage of Grade:
 - Option or Extra Points:
7. What strategies or methods work well for you in incorporating service-learning into your courses?
8. What impediments or challenges exist for effective service-learning integration with your courses?
9. How can the CSL assist you in improving your service-learning component?

V. MARKETING

A. Bookmarks

1. Service-Learning Power Bookmark



SERVICE-LEARNING:

A method by which people learn & develop through active participation in thoughtfully organized service experiences ...

- that meet community needs;
- that are coordinated in collaboration with the college and community;
- that are integrated into each person's academic curriculum;
- that provide structured time for a person to think, talk, and write about what he/she did and saw during the actual service activity;
- that provide people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities;
- that enhance what is taught at the college by extending student learning beyond the classroom;
- that help to foster the development of a sense of caring for others.

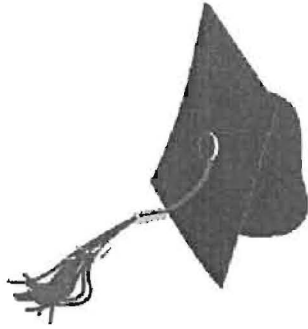
*Adapted from:
1993 Alliance for Service-Learning
in Education Reform*

Cocoa • 012-305 • 433.7610
Melbourne • 010-213 • 433.5610
Palm Bay • 001-129A • 433.5253
Titusville • 003-125C • 433.5016

2. Citizen Scholar Bookmark



Citizen Scholars' Program



Citizen Scholars'
Designation

Leadership Skills

Enriched Learning

Documented Experience

Skill Development

Critical Thinking Skills

Job Contacts, Skills

Broaden Horizons

Campus:

Cocoa • 433-7610 • 12-305
Titusville • 433-5016 • 03-125C
Melbourne • 433-5610 • 10-213
Palm Bay • 433-5253 • 01-129A

REQUIREMENTS:

- 300 community service hours
- On-going Reflective journal
- Three service-learning class components or 4th Credit Hour options
- Three credit hours of Community Service academic classes, i.e., SOW2054 Community Involvement or SOW1051/1052/1053 Human Service Experience I, II, III
- Integrative final essay prior to graduation
- 3.0 GPA

RECOGNITION:

Upon satisfactory completion of the requirements, the student will receive:

- Citizen Scholars' Certificate
- President Letter
- Recognition at CSL's Annual Volunteer Recognition Event
- Notation on College Transcript - Service Hours On Academic Transcript (SHOAT)
- Convocation acknowledgement on Graduation Program
- "Cord of Distinction" at graduation

BENEFITS:

Citizen Scholars will benefit by:

- Working closely with the CSL staff and faculty members
- Participating as an *active* learner
- Reflecting critically on experiences will increase academic, career, civic, and personal outcomes
- Entering the workforce or transferring with the knowledge and skills to make a difference academically and civically.
- Lifetime benefits
- Choosing appropriate courses
- Receiving concomitant recognition for attaining the status of "Citizen Scholar"
- Being motivated to make additional contributions to the community

B. Brochures

1. Civic Involvement Brochure

THE POWER OF COMMUNITY

Community Service-Learning Opportunities

- Community Development
- Literacy and Tutorial
- The Arts
- Health Care
- Government
- Education
- Animal Care
- Mentoring
- Drug Prevention
- Crisis Care
- Domestic Violence
- Mental Health
- Children Care
- Senior Services
- Youth Services
- Environmental
- Exceptional Adults & Children
- Corrections and Justice
- Family Services
- Recreation
- Government
- Homeless/Hungry

Brevard Community College
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Melbourne Campus 321.433.5610, 010-213
Palm Bay Campus 321.433.5253, 001-120
Titusville Campus 321.433.5616, 003-125C



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SERVICE-LEARNING & CIVIC INVOLVEMENT



**HIGHER
LEARNING
FOR ALL OF BREVARD**



James A. Drake
President
Brevard Community College

"...let us touch the heart and soul of building better communities while improving teaching and learning for faculty and students."

My students love the fact that I am learning through service with them. It truly aligns ALL of us to discuss the current educational trends and theory, and apply reality through our volunteer experiences. Susan Lanni-Merritt, Assistant Professor

INSIDE...

- What is Service-Learning
- Essential Elements
- Mission and Functions
- Benefits
- A Caring Continuum
- Special Projects
- The Power of Community

SPECIAL PROJECTS

- Employee Service Project (ESP)
- Citizen Scholars
- Service-Learning Dual Enrollment Partnership
- K-HE Partnerships
- Reach-Fly-Soar and Project Hope and Learn
- America Reads
- Service-Learning Leaders
- Faculty Development Opportunities
- Student, Faculty, Community Workshops
- Service Hours On Academic Transcript (SHOAT)
- "How to Do It" Publications and Resources
- Service-Learning Scholarships



Volunteering with Hospice in combination with taking courses at BCC, i.e., Community Involvement and Service-Learning classes has very much increased my academic experience in addition to my self esteem. I learned a lot about others and myself, and I recovered the side of my personality that I was missing at the beginning of this wonderful experience. Lisa Cepedes, Service-Learning Student

A CARING CONTINUUM

Enriched Opportunities

- Co-Curricular Community Service
- Class Related Community Assignments
- Volunteer Service
- Service-Learning Components in Regular Courses
- Service-Learning Field Studies I (4* Credit Option)
- Service-Learning Courses
- Immersion Service-Learning Experiences

Curricular Options

- Dual Enrollment Service-Learning
- Human Service Experience I, II, III
- Service-Learning Field Studies I (4th credit options)
- Community Involvement, Community Involvement Honors (General Education Core Course)
- Teacher, Student, Faculty, and Volunteer Leadership Workshops
- Student Reflection Seminars
- Service Hours On Academic Transcript (SHOAT) Program
- Honors Service Learning

"One of the benefits of the program for me was the realization of my potential to contribute to society despite being physically handicapped. A positive effect of this was a boost in my self-esteem. I also decided to change my major in pursuit of a more fulfilling career." Ashley McGrath, Service-Learning Student



MISSION AND FUNCTIONS

The Center for Service-Learning strives to make service an integral part of students' education to prepare them to be lifelong learners, responsible community members, and productive citizens.

Functions

- Coordinate volunteer and service-learning activities, programs, and support services
- Provide framework and methods to link service with the curriculum
- Provide information and resources on community service-learning opportunities
- Assist community partners with the development and enhancement of volunteer and service-learning programming
- Involve, coordinate, and support faculty who utilize the service-learning pedagogy and teach community service-learning courses
- Develop student and faculty/staff incentives for community involvement
- Partner with key Brevard County schools and organizations
- Document student Service Hours on Academic Transcript (SHOAT)
- Administer America Reads, Citizen Scholars and Service-Learning Leader Projects
- Coordinate Reach-Fly-Soar and Project Hope and Learn Grants

The experience that I gained personally and professionally from service-learning was and is the best knowledge I could get as a hands-on approach to learning. It enhances both classroom and textbook knowledge. Crucially, I believe it is the duty of all citizens to give back what they take from their community by serving the community. Arietta Harman, Service-Learning Student



WHAT IS SERVICE-LEARNING

Service-Learning is the blending of both service and learning goals and experiences that are enriched by each other and greater together than separate. Service-Learning is a teaching method and educational experience that helps students learn and develop through active participation in thoughtfully organized service experiences that provide structured time for reflections; and fosters academic learning, a sense of caring and civic responsibility.

ESSENTIAL ELEMENTS

Reciprocity

The service and learning must be worthwhile and valuable for both the student and the community. There must be reciprocity between the server and those served.

Reflection

Intentional, systematic reflection of the experience must take place to accomplish rational harmony in community service experiences.

Diversity

A priority is placed on involving a broad cross-section of students working in diverse settings with diverse populations in the community.

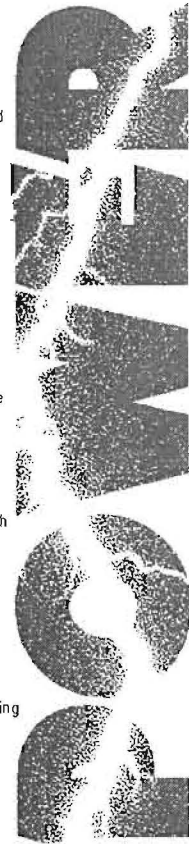
Developmental

Service-Learning occurs in different stages: serving to enabling to empowering; beginning to experienced to leadership.

Meaningful Service

Service tasks need to be worthwhile and challenging to strengthen students' critical thinking.

Mentoring plays a very important role in students' development in addition to providing more individual attention and role models. It also gives student extra time to improve academic performance and to receive feedback or redirection. Service-Learning Community Partner



BENEFITS OF SERVICE-LEARNING

For Students

- enrich and apply classroom knowledge
- explore career/major
- broaden horizons
- document experience
- chance to make a difference
- improve citizenship, life, self-learning, occupational, and critical thinking skills
- improve self esteem
- enjoyment
- community awareness
- ethical/moral development
- sense of social responsibility
- civic and cultural literacy

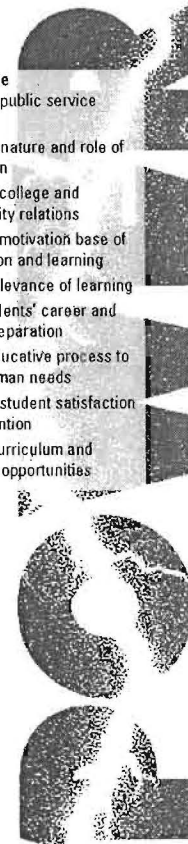
For Community

- augment service delivery
- participate in student education
- access to college resources
- develop future citizen support
- increase ability to hire good students
- establish new ideas to meet human needs
- offer mutually beneficial interactions
- provide new roles for supervisor

Over the years I have come to believe that service-learning is much more than a means to help cement and achieve career goals, but an extremely valuable educational tool." Robin Campbell, Professor

For College

- Improve public service delivery
- broaden nature and role of education
- improve college and community relations
- improve motivation base of instruction and learning
- check relevance of learning
- help students' career and major preparation
- orient educative process to meet human needs
- improve student satisfaction and retention
- enrich curriculum and learning opportunities



2. Get On Track Brochure



GET ON TRACK!

STEPS FOR INVOLVEMENT

- Visit the Service-Learning office or visit www.brevard.edu
- Find out if your instructor offers service-learning
- Complete short-term co-learning application
- Peruse the "Link Directory" for possible community sites or projects
- Receive service-learning documentation forms
- Speak with a service-learning staff member
- Visit service site and/or attend orientation
- Decide what service or project site is best for you!

BENEFITS

- Enriched Learning
- Documented Experience
- Transferable Credit
- Improved Self-Esteem
- Critical Thinking Skills
- Job Contacts, Skill Development
- Making a Difference
- Broader Horizons
- Improved Health, Vitality
- SHOAT (Service Hours On Academic Transcript)
- Citizen Scholars' Designation

"If the service-learning is to serve as the means by which my children learn to live their lives, I must not find a path they never thought they would take. I like my connection to the community as an educator, and want to take their service experiences from academically, socially, and personally."

— Martha Burdick, Professor, Psychology

SERVICE-LEARNING COURSE COMPONENTS

WHAT IS SERVICE-LEARNING?

Service-Learning is the blending of both service and learning goals and experiences that are enriched by each other and greater together than separate. Service-Learning is a teaching method and educational experience that helps students learn and develop through active participation in thoughtfully organized service experiences that provide structured time for reflection, and fosters a cadence to learning, a sense of caring and civic responsibility.

SERVICE-LEARNING COURSE OPTIONS

Service based learning in regular courses, usually 20-30 hours per semester, plus reflective writing, discussion for 5-40% of grade after in lieu of term paper, writing assignment, exam, or for extra points.

Examples:

Psychology – 20 hours of service and journal for an extra 10 points added to grade average.

Speech – at least 20 hours of related service, analytical journal, oral presentation for 60 additional points or in lieu of two speeches.

Statistics – Class or community project to replace lowest test score.

Disciplines:

Over 50 with opportunities in 136 courses including:

Biology	Math
Humanities	Nursing
Government	Economics
Psychology	Art
Criminal Justice	Honors
Sociology	Success Strategies
English	Education
Speech	Business
Chemistry	



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	010-213
Palm Bay Campus	321.433.5251
	001-120
Titusville Campus	321.433.5016
	003-1250

Hearing, Impaired:
1-800-955-8770 (Voice)
1-800-955-8773 (TTY)



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SERVICE-LEARNING COURSES

COMMUNITY INVOLVEMENT & COMMUNITY INVOLVEMENT HONORS

SOPE 2154 = 3 Credit Hours

Social Science General Education Option
A theoretical and practical course examining the principles and features of service-learning, civic engagement and diversity. Students develop a personal understanding of service and civic participation through action and reflection. Requirements: 24 hours of seminars and 32 hours of volunteer work. The 3,000 word Gordon Rule requirement is completed by journals, essays, or other reflective writing methods.

HUMAN SERVICE EXPERIENCE

SOPE 1451 = 1.052 = 1052 = 1 Credit Hour

Elective courses designed to provide students with a service-learning experience. Earn up to 3 credit hours. Minimum of 20 hours of service per credit plus critical reflection and 3 seminars.

FOURTH CREDIT OPTION

Service-Learning Field Studies I

Students can take an additional one credit hour elective in discipline or academic course in which they are enrolled. Requirements: 20 hours of service, service-learning contract, or a reflection seminar, journal or essay. Can be taken in three different disciplines. (Course number is 294-E with specific discipline prefix, e.g. PSY 294-E. See course list in CSL office in your campus).



GET ON TRACK!

GET ON TRACK! Service-Learning Academic Opportunities



HIGHER
LEARNING
FOR ALL OF BREVARD



www.brevard.edu



STUDENT EXCERPTS

- "The lessons I learned from this experience are priceless and I believe that every student could benefit through Service-Learning courses."
- "Service-Learning makes life challenging, gives me purpose, allows me to see what works in the class room, enables me to meet diverse people, enhances my self-confidence, and enabled me to network."
- "I really believe that volunteering promotes a powerful force for change for the volunteer and community."
- "I know it's an experience I will never forget and always treasure."
- "It has taught me to experience and apply what I learn in the classroom in the outside world."
- "I fully know and believe that if it was not for the Service-Learning program at BCC, I would not know right now what profession I wanted to pursue."



Benefits

For Employees:

- Make a difference
- Improve satisfaction, self-esteem
- Add to VIP portfolio for merit increases
- Increase understanding of community
- Enhance career, networking opportunities
- Document service activities
- Learn from a different setting
- Consideration for the Bob Craig Service Award

For College:

- Showcase employee expertise/capability
- Build a college community based on commitment and service
- Extend resources and "classrooms"
- Impact those who may attend BCC
- Improve college/community relations
- Increase satisfaction, motivation of employees
- Provide new learning opportunities

For Community:

- Infuse new ideas and options
- People, resources to address unmet needs
- Demonstrate community resources
- Improve community/college relations
- Develop volunteer leadership
- A better and truer community

Community Opportunities

- Tutoring/mentoring
- Senior citizens
- Health Care
- Children Services
- Physically Challenged
- Crisis Services
- Homeless/Hunger
- K-12 Schools
- Environment
- Domestic Violence
- Animal Care
- Criminal Justice
- Recreation
- Government

Steps for Involvement

- Choose an **ESP** Option
- Contact and/or visit the CSL office on your campus
- Obtain necessary documentation forms
- Receive approval to participate from your supervisor (workplace flexibility option)
- Begin your community service assignment
- Return completed placement confirmation
- Provide CSL feedback on your progress or concerns
- Inform CSL if you wish to change positions or end assignment
- Document your hours on Hour Report
- Return completed Hour Report/ Verification to CSL when you complete service project.

Brevard Community College
Center for Service-Learning
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Cocoa, FL 23922

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Service Works
Retrospective Evaluation
Kellogg Foundation

"Service Learning programs can play a significant role in promoting engaged higher education institutions and in strengthening their capacity for future work."



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Encouraging and supporting
Brevard Community College
employees in community
involvement and service

An Introduction

Brevard Community College (BCC) is deeply rooted in community. We are a college of the community and have a legacy of involvement exemplified by thousands of our students who annually service-learn and volunteer in hundreds of Brevard County organizations and projects. BCC also gives this opportunity to the college's other most important resource, its employees! The **Employee Service Program (ESP)**, was created in August 2000 and is coordinated by the Center for Service-Learning (CSL).

Today, many business and government entities are establishing workplace community service initiatives. In Florida, the Governor's mentoring initiative and the Cabinet's administrative rule that allows all State workers four paid hours monthly to tutor or mentor school children, are noteworthy examples. BCC, through its strategic planning devices, has recommended more faculty and staff community service opportunities.

One option of our **ESP** is a workplace flexibility venue that allows full-time employees one and a half-hours weekly or six hours monthly to do community service in lieu of the present allotted time for exercise. (Please see the following section for available options.)

Although many of us are already involved, hopefully, more BCC personnel can join our wonderful students who are leading by example.

Project Options

Option 1 - Workplace Flexibility: Community service opportunities in lieu of the allotted time for exercise or wellness, one and half hours weekly or six hours monthly. For example, mentor/tutor a child at an elementary school or help monitor the Indian River Lagoon for pollution.

Option 2 - Volunteer: Volunteer on your own in community service activities that fit with your interests. For example, help at your child's school, Girl Scouts, sports league, local soup kitchen or hospital.

Option 3 - Periodic, Short-Term: Pre-arranged periodic or short-term assignments facilitated by the CSL. For example, volunteer at Relay for Life, disaster relief projects or periodically volunteer at Daily Bread.

Option 4 - In-Service Day: Periodically participate in community service activities during our BCC In-Service days. For example, build a pavilion for an elementary school, do an activities day at a local nursing home, clean up the beach and log what is collected, build a Habitat for Humanity House.

Option 5 - K-HE Partnerships: Help with our K-HE Partnerships through on-campus and K-HE based service activities. For example, mentor a child at Clearlake Middle School, assist a teacher with science projects, and provide college based workshops or college days on campus.

Participation Guidelines (Work Flexibility Option)

- Full-time employees are eligible to do community service for one and half-hours per week or six hours per month during regular work hours in lieu of the allotted time for exercise/wellness.
- Full-time and Part-time employees can document hours to use for merit raise consideration to include as part of their Human Resource record.
- Full-time and Part-time employees can document service hours to be eligible to receive the Bob Craig Service Award.
- If the community service hours are performed before or after an employee's regular hours, the employee cannot get compensatory time - but can document hours.
- Placements are coordinated through the CSL on the employee's campus. The CSL will provide project or placement information, a list of eligible best-fit service sites and organizations, appropriate documentation forms, and assist with logistical and follow-up components of the project.
- Although the CSL will recommend placement sites and assist the employee in obtaining an appropriate match with his/her interests, the organization/service site has the final authority and decision in accepting the employee as a volunteer.
- Service sites or projects, other than listed, need to pre-approved by the CSL.
- If the BCC community service volunteer has problems or concerns with his/her service site, CSL staff should be notified as quickly as possible. If a volunteer wishes to change his/her site or project, or end the community service assignment, CSL staff can assist with appropriate procedures.
- Please be careful and act with prudence while volunteering. Remember that you chose to volunteer and you are responsible for your actions and well being. If you become aware of any safety or programmatic concerns, the CSL should be contacted.

**FOR OTHER OPTIONS (2-5)
CONTACT THE CSL OFFICE ON
YOUR CAMPUS**



3. Reach, Fly, Soar Brochure

SOAR... with the BENEFITS

BENEFITS

- Self Efficacy
- Enriched Learning
- Career Exploration
- Improved Self Esteem
- Critical Thinking Skills
- Employment Contacts, Skills
- Making a Difference
- Broaden Horizons
- Learning through Experience
- Helping Others in the Community
- Hours on Transcript
- Civic Engagement

"One of the benefits of the program for me was the realization of my potential to contribute to society despite being physically handicapped. A positive effect of this was a boost in my self-esteem. I also decided to change my major in pursuit of a more fulfilling career. Volunteering at several service sites increased my network of people who may help me obtain a job by giving me advice, introducing me to potential employers, and being references. The amount of learning that I gained from participating in the program is quite invaluable."

-BCC Service-Learning Student

Brevard Community College
Center for Service-Learning
Office for Students with Disabilities
3865 North Wickham Road
Melbourne, FL 32935

Center for Service-Learning

Cocoa Campus	321.433.7610 012-305
Melbourne Campus	321.433.5610 010-213
Palm Bay Campus	321.433.5255 001-120
Titusville Campus	321.433.5016 003-1250

Office for Students with Disabilities

Cocoa Campus	321.433.7295 003-108
Melbourne Campus	321.433.5650 010-233
Palm Bay Campus	321.433.5172 002-159
Titusville Campus	321.433.5017 003-124

Hearing Impaired:
1-800-955-8770 (voice)
1-800-955-8771 (TTY)



BREVARD COMMUNITY COLLEGE

Thomas E. Gamble, President

BOARD OF TRUSTEES

James W. Handley • C.R. "Rick" McCort III

Janet Theriault • Kimberly Tammoussi • Albert K. Wilson

Brevard Community College is an equal opportunity institution.



REACH...

Working Hand in and Hand

The Reach-Fly-Soar Project is a joint endeavor of Brevard Community College's Office for Students with Disabilities and the Center for Service-Learning. The Reach-Fly-Soar project is sponsored by the American Association of Community Colleges and funded by the Corporation for National and Community Service.

Reach-Fly-Soar involves and supports students with disabilities in engaging in civic and service activities while enhancing coursework. Through Reach-Fly-Soar, students assist with tutoring, mentoring and teacher support in the Brevard County School District and participate with other community partners including Daily Bread, Central and South Brevard Sharing Centers, Harmony Farms, Inc., and the Second Harvest, Food Bank.

Student Service-Learning Leaders, some with disabilities, are an integral part of the Reach-Fly-Soar and serve as liaisons with community partners, or assist in the Center for Service-Learning and the Office for Students with Disabilities.

FLY...

Service Opportunities

COURSE COMPONENTS

SERVICE-LEARNING COURSE OPTIONS

Service based learning in regular courses, usually 20-30 hours per semester, plus reflective writing/discussion for 5-40% of grade often in lieu of term paper, writing assignment, exam, or for extra points.

Although students can take a variety of service-learning course options, the primary courses utilized for the project are: Education, Psychology, College Success Strategies, Preparatory Ready, Preparatory Writing, Social Science, and Community Service-Learning.

SERVICE-LEARNING COURSES

COMMUNITY INVOLVEMENT

SOW 2054 • 3 Credit Hours

Social Science General Education Option

A theoretical and practical course examining the principles and features of service-learning and community involvement. Students develop a personal understanding of service and civic participation through action and reflection. Requirements: 24 hours of seminars and 32 hours of volunteer work. The 3,000 word Gordon Rule requirement is completed by journals, essays or other reflective writing methods.

HUMAN SERVICE EXPERIENCE

SOW 1051 • 1052 • 1053 • 1 Credit Hour

Elective courses designed to provide students with a service-learning experience. Earn up to 3 credit hours. Minimum of 20 hours service per credit plus critical reflection and 3 seminars.

FOURTH CREDIT OPTION

Service-Learning Field Studies I

Students can take an additional one credit hour elective in discipline or academic course in which they are enrolled. Requirements: 20 hours of service hours, service-learning contract, one reflection seminar, journal or essay. Can be taken in three different disciplines. *Course number is 2948 with specific discipline prefix, e.g., PSY 2948. (See course list in CSL office on your campus.)

FLY through the STEPS

- Contact the Office for Students with Disabilities
- Visit the Center for Service Learning
- Complete a Service-Learning Application
- Examine the LINK Directory for Placement and Partner Sites
- Choose a Partner Site
- Talk with staff for referral and placement
- Contact Service Learning Leader or partner site coordinator
- Attend orientation and/or training
- Start your Service and Enjoy!



www.brevardcc.edu

C. Flyers

1. Fourth Credit Option/Field Studies

Combine Service & Learning

Earn an additional one elective credit hour in selected courses by taking...

The Fourth Credit Option

Service-Learning Field Studies I

(Offered only in Fall and Spring Semesters)

REQUIREMENTS

- Perform a minimum of 20 hours of community service-learning
- Attend a mid-semester reflection seminar
- Complete a service-learning contract Complete a journal or essay or other reflection tools
- Document your service on appropriate Center for Service-Learning (CSL) forms
- Complete a Community Service-Learning Questionnaire at the end of assignment



STUDENT CHECKLIST

- Discover which instructors and courses offer the extra elective one credit option. Ask your instructor or Center for Service-Learning staff.
- Fill out registration form and pay fees for course. **DEADLINE TO SIGN UP FOR COURSE IS FIFTH WEEK OF THE TERM** (CSL office has forms). The course is XXX 2948 Service-Learning Field Studies I. For example, if you are taking Psychology and your instructor offers this option, the course would be PSY 2948.
- Visit the Center for Service-Learning to identify appropriate service sites/agencies and pick up necessary service documentation forms.
- Pick up the student service-learning contract and complete.
- Obtain signatures from course professor and CSL staff person.
- Turn in contract to the CSL by the 5th week of the semester or as soon as possible.
- Provide the professor and community contact or supervisor with a copy of the contract.
- Experience and Learn
- Attend a mandatory late semester reflection seminar arranged by the CSL on your campus. (Get time, place, and date from CSL). Some instructors arrange their own seminar.
- Complete a Community Service-Learning Questionnaire at the end of your experience.
- Provide documentation of service to faculty member and CSL.
- Turn in written reflection work (journal or essays) to instructor.
- Notify the CSL if you discontinue your service or have any difficulties.
- Thank you for your involvement.



For more information contact: The Center for Service-Learning

Cocoa Campus, 433-7610, Building 12 — Room 305
Melbourne Campus, 433-5610, Building 10 — Room 213
Palm Bay Campus, 433-5253, Building 1 — Room 120
Titusville Campus, 433-5016, Building 3 — Room 125C

2. Remember-Remember



REMEMBER / REMEMBER
2007-2008
Service-Learning Course Deadlines

FALL 2007

- Community Involvement (SOW 2054)
Friday, August 31
- Human Service Experience (SOW 1051, 1052, 1053)
Service-Learning Field Studies I (Fourth Credit Option)
Friday, October 5
- Service-Learning OPTIONS in regular classes
Friday, October 19

SPRING 2008

- Community Involvement (SOW 2054)
Friday, January 18
- Human Service Experience (SOW 1051, 1052, 1053)
Service-Learning Field Studies I (Fourth Credit Option)
Friday, February 29
- Service-Learning OPTIONS in regular classes
Friday, March 14

IMPORTANT

- Student Service-Learners must do the requisite number of service hours for each service-learning option, or service-learning course. For example:

Psychology	20 hours
Service-Learning Field Studies I	20 hours
Community Involvement	<u>32 hours</u>
	72 TOTAL hours

Seventy-two hours of community service are required to meet all three commitments.

- Although faculty, CSL set minimum service hour requirements, community partners have their own requirements (please check with CSL staff or community contact).
- Orientation/training hours/club meetings are not counted for service hour requirements (some flexibility exists).

3. Service Hours On Academic Transcript (SHOAT)



SHOAT CRITERIA FOR TRANSCRIPT SERVICE HOURS

Service Hours must meet a recognized community need through a nonprofit agency, group, or organization, assist an individual person in need, or provide needed service to the college. All placements or projects must be approved by the Center for Service-Learning (CSL). All allowable service hours must be documented on the requisite forms provided by the CSL. They are to be turned in at the end of each semester.

Community Service activities may include:

Direct Service:	Tutoring, visiting senior citizens, helping the hungry, care for the sick, environmental
Indirect Service:	Drives, fundraisers, clean-ups, public relations for a nonprofit, organizing volunteer projects
Advocacy:	Lobbying, policy development, AIDS awareness
Community Organizing:	Assist community groups with solving community problems or issues, voter registration drive, crime watch programs, community garden

- Service hours which are a part of student service organizations or clubs do count if the hours are for direct service activities or for organizing and planning events which entail advocacy or community service. *Hours for attending club meetings, which are purely administrative and not related to service, are outside the SHOAT criteria.*
- *Work sponsored by a profit making organization where the goal is to make a profit not to meet human needs is outside the SHOAT criteria.* Service to meet human needs, i.e., hospital emergency room, pediatrics volunteer, is eligible for SHOAT.
- *Pure observational or practicum hours which are a part of curriculum requirements or capstone courses which are not tied to the goal of civic or social responsibility, i.e. nursing practicum, education course observation requirements which have no service components are outside the SHOAT criteria.* Community site job descriptions will be used to determine if physical therapy or educational settings are eligible for SHOAT.
- *Service must be performed without an hourly wage or compensation i.e., work-study, stipends or scholarship and is outside the SHOAT criteria.*
- *Service hours benefiting a religion or fraternal organization is encouraged and can be valuable; they are outside the SHOAT criteria.*
- *Mandated community service hours as related to court ordered sentencing are not connected with service-learning and are outside the SHOAT criteria.*

4. Table Tent Sample

Table tents are utilized at peak recruitment times. Table tents are printed on card stock and displayed on tables in prime student areas, i.e., Student Services, Financial Aid, Cashier, cafeteria, library, etc.

Center for Service-Learning
Cocoa, Building 12, Room 305 • 433.7610
Melbourne, Building 10, Room 213 • 433.5610
Palm Bay, Building 1, Room 120 • 433.5253
Titusville, Building 3, Room 125a • 433.5016

Animals; Arts; Child Care; Community Development; Crisis Care; Drug Prevention; Education; Environmental; Family Services; Government; Health Care; Justice System; Media; Mental Health; Physically Concerned; Recreation; Senior Services; Special Adults/Children; Subsistence Services; Youth Services

AREAS OF INVOLVEMENT

Registration OPEN until September 3, 2007

Social Sciences General Education Option: Develop a personal understanding of service and civic Participation through action and reflections: 24 hours of seminars and 32 hours of volunteer work. Journals, essays, or other reflective writing methods complete the 3,000 word Gordon Rule requirement.

Community Involvement

SOW 2054 • 3 Credit Hours



Community Involvement

SOW 2054 • 3 Credit Hours

Social Sciences General Education Option: Develop a personal understanding of service and civic Participation through action and reflections: 24 hours of seminars and 32 hours of volunteer work.

Journals, essays, or other reflective writing methods complete the 3,000 word Gordon Rule requirement.

Registration OPEN until September 3, 2007

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Animals; Arts; Child Care; Community Development; Crisis Care; Drug Prevention; Education; Environmental; Family Services; Government; Health Care; Justice System; Media; Mental Health; Physically Concerned; Recreation; Senior Services; Special Adults/Children; Subsistence Services; Youth Services

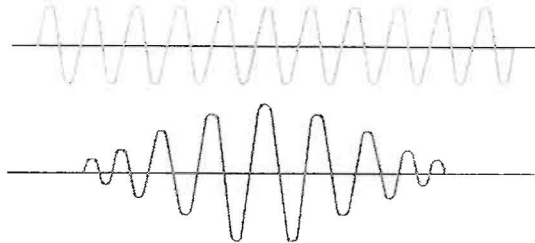
Center for Service-Learning

Cocoa, Building 12, Room 305 • 433.7610
Melbourne, Building 10, Room 213 • 433.5610
Palm Bay, Building 1, Room 120 • 433.5253
Titusville, Building 3, Room 125a • 433.5016

5. Employee Service Project Flyer Options



EMPLOYEE SERVICE PROJECT (ESP)



ATTENTION: FACULTY AND STAFF



ESP PROJECT OPTIONS



Option 1 - Workplace Flexibility: Community service opportunities in lieu of the allotted time for exercise or wellness, one and half hours weekly or six hours monthly. For example, mentor/tutor a child at an elementary school or help monitor the Indian River Lagoon for pollution.

Option 2 – Volunteer: Volunteer on your own in community service activities that fit with your interests. For example, help at your child’s school, Girl Scouts, sports league, local soup kitchen or hospital.

Option 3 - Periodic, Short-Term: Pre-arranged periodic or short-term assignments facilitated by the Center for Service-Learning. For example, volunteer at Relay for Life, disaster relief projects or periodically at Daily Bread.

Option 4 - In-service Day: Participate in community service activities during our SPRING In-service day. For example, build a pavilion for an elementary school, do activities day at a local nursing home, clean up the beach and log what is collected, build a Habitat for Humanity House.

Option 5 - K-HE Partnerships: Help with our K-HE Partnerships through on-campus and K-HE based service activities. For example, mentor a child at Clearlake Middle School, assist a teacher with science projects, and provide college based workshops or college days on campus.

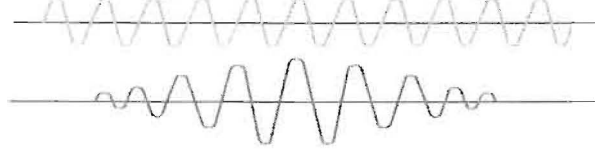
Contact the Center for Service-Learning:

Cocoa/Titusville Extension 7610, Melbourne/Palm Bay Extension 5610

6. Employee Service Project Flyer Why How and Now



Employee Service Project (ESP)



Brevard Community College full-time employees can volunteer 1 1/2 hours per week **during working hours** at a Center for Service-Learning specified community service site.

WHY

- ◆ A chance to make a difference
- ◆ Sense of satisfaction
- ◆ Career development (add to VIP portfolio for merit increases)
- ◆ Enhance career, networking opportunities
- ◆ An opportunity to work in collaboration with BCC students
- ◆ A chance to provide direct service
- ◆ A chance to learn from new environs

HOW

- ◆ Call or stop by the CSL office on your campus
- ◆ Complete a short application and get appropriate documentation forms
- ◆ Choose an organization or site listed in the CSL directory
- ◆ Inform your supervisor
- ◆ Keep track of your hours
- ◆ Give CSL staff feedback as you progress

NOW

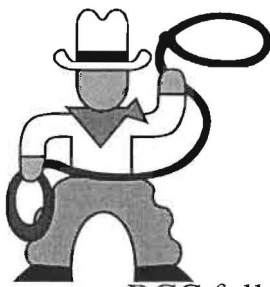
◆ **Just Do It:**

For more information, contact the Center for Service-Learning

Cocoa, 012-305, 433-7610 Titusville, 003-125C, 433-5016

Melbourne, 010-213, 433-5610 Palm Bay, 001-120, 433-5253

7. Employee Service Flyer – Make My Day



Join BCC's **ESP** (Employee Service Project)

BCC full-time employees can volunteer during working hours in Center for Service-Learning specified community organizations and service sites for 1 1/2 hours per week in lieu of hours currently allotted for exercise!

Thousands of BCC students serve scores of projects and organizations every year! Now we have no excuse to not join them! Serve in direct service, indirect service or leadership roles!

Call the Center for Service-Learning on **your** campus to get involved. Hundreds of service sites are available. Youth Service...Education...Health Care...The Environment...Criminal Justice...Child Care...Government...Senior Services...The Arts...Community Development...Animal Care...Exceptional Children/Adults, etc., etc.

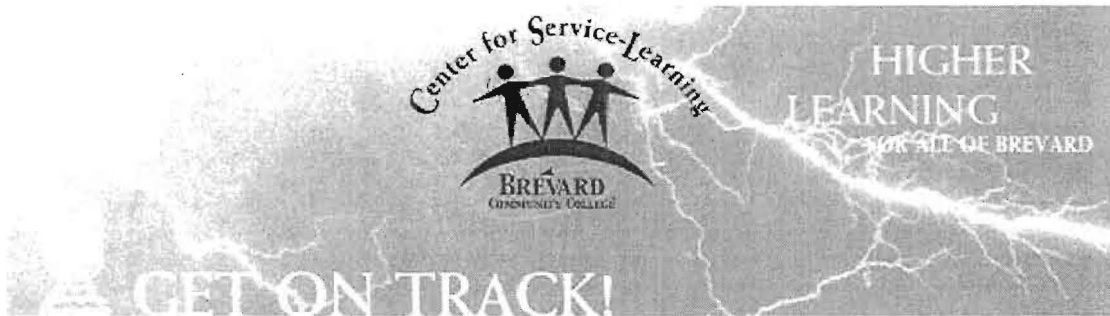
Call the Center for Service-Learning Office on your campus:



Cocoa, 012-305, 433-7610
Melbourne, 010-213, 433-5610
Palm Bay, 001-120, 433-5253
Titusville, 003-125C, 433-5016

D. Posters

1. Human Service-Experience



HUMAN SERVICE EXPERIENCE

SOW 1051, 1052, 1053

An elective one (1) credit hour course to:

- Enrich your learning and life
- Improve your communication, learning skills
- Help you explore a career or major
- Make a difference in your community
- Improve your self-esteem and personal growth.

PROGRAM AREAS:

- Literacy/Tutorial
- Youth Services
- Education
- Justice/Corrections
- Government
- Drug Prevention
- Special Children Services
- Environmental
- Health Care
- Crisis Care
- Recreation
- Community Development
- Senior Services
- The Arts
- Animal Care
- Family Services
- Special Children
- Homeless
- Child Care
- Physically Concerned
- Mental Health
- Mentoring

CONTACT THE CENTER FOR SERVICE-LEARNING

Cocoa012-305	433.7610
Melbourne	..010-213	433.5610
Palm Bay	...001-129A	433.5253
Titusville	...003-125C	433.5016

www.brevardcc.edu

2. Community Involvement



COMMUNITY INVOLVEMENT

SOW 2054 • 3 CREDITS

SOCIAL SCIENCE GENERAL EDUCATION CORE OPTION

A theoretical and practical course examining the principles and features of service-learning: Students develop a personal understanding of service and civic participation through action and reflection.

24 hours of Seminars (8 meetings)

32 hours of Community Service

BENEFITS:

- Enriched Learning
 - Documented Experience
 - Skill Development
 - Hands-on Experience
 - Transferable Credit
 - Critical Thinking Skills
 - Broader Horizons
 - Job Contacts, Skills
 - Making a Difference
 - Improved Self-Esteem
 - Improved Health, Vitality
 - Books Supplied
- Service Hours On Academic Transcript (SHOAT)

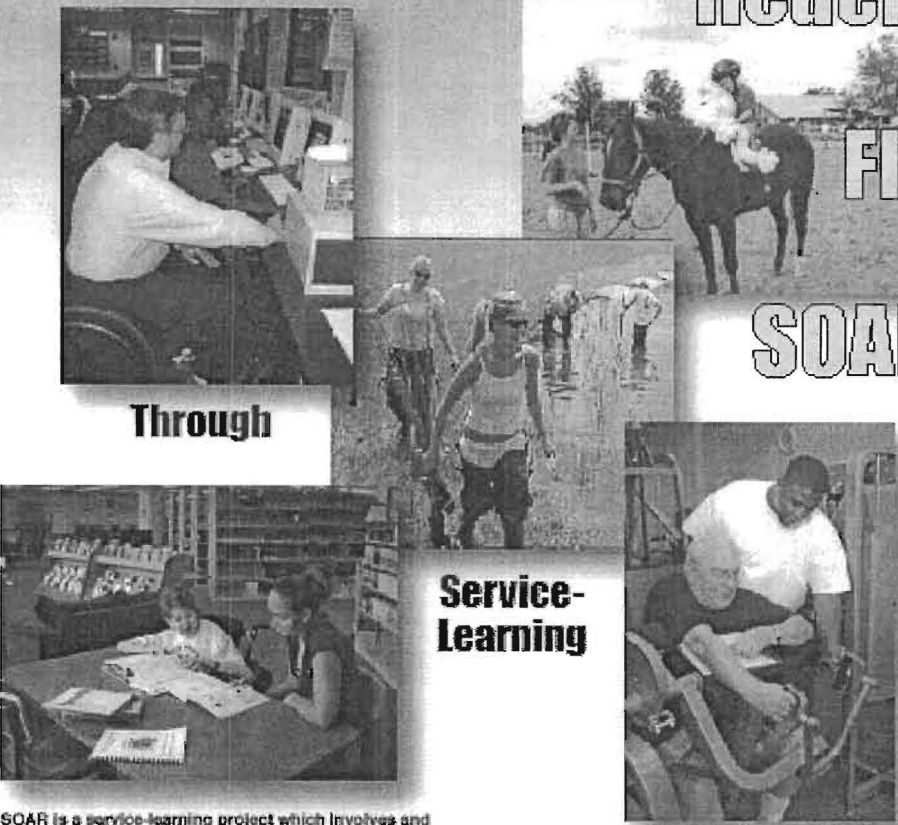
CONTACT THE CENTER FOR SERVICE-LEARNING

Cocoa012-305 433.7610
Melbourne ..010-213 433.5610
Palm Bay ...001-129A 433.5253
Titusville ...003-125C 433.5016

www.brevardcc.edu

3. Project Reach, Fly, Soar

If YOU have a disability ... you may want to Reach Fly SOAR



Through Service-Learning

SOAR is a service-learning project which involves and supports students with disabilities in service-learning activities.
 SOAR is a joint endeavor between the Office for Students with Disabilities (OSD) and the Center for Service-Learning (CSL)

Benefits:

- Make a Difference
- Improve Self Esteem
- Explore Careers
- Enrich Learning
- Document Service Hours on Transcript

Priority Sites:

- Daily Bread
- Brevard Zoo
- Harmony Farms
- Brevard County Schools
- The Sharing Center

Contact Office for Students with Disabilities
 433-7295 (C), or 433-5850 (M), 433-5172 (PB), 433-5017 (T)

Contact Center for Service Learning
 433-7610 (C), 433-5610 (M), 433-5253 (PB), 433-5016 (T)

AGC
 AMERICAN GOUTHERN COLLEGE
 UNIVERSITY PARK, TEXAS

NATIONAL & COMMUNITY SERVICE

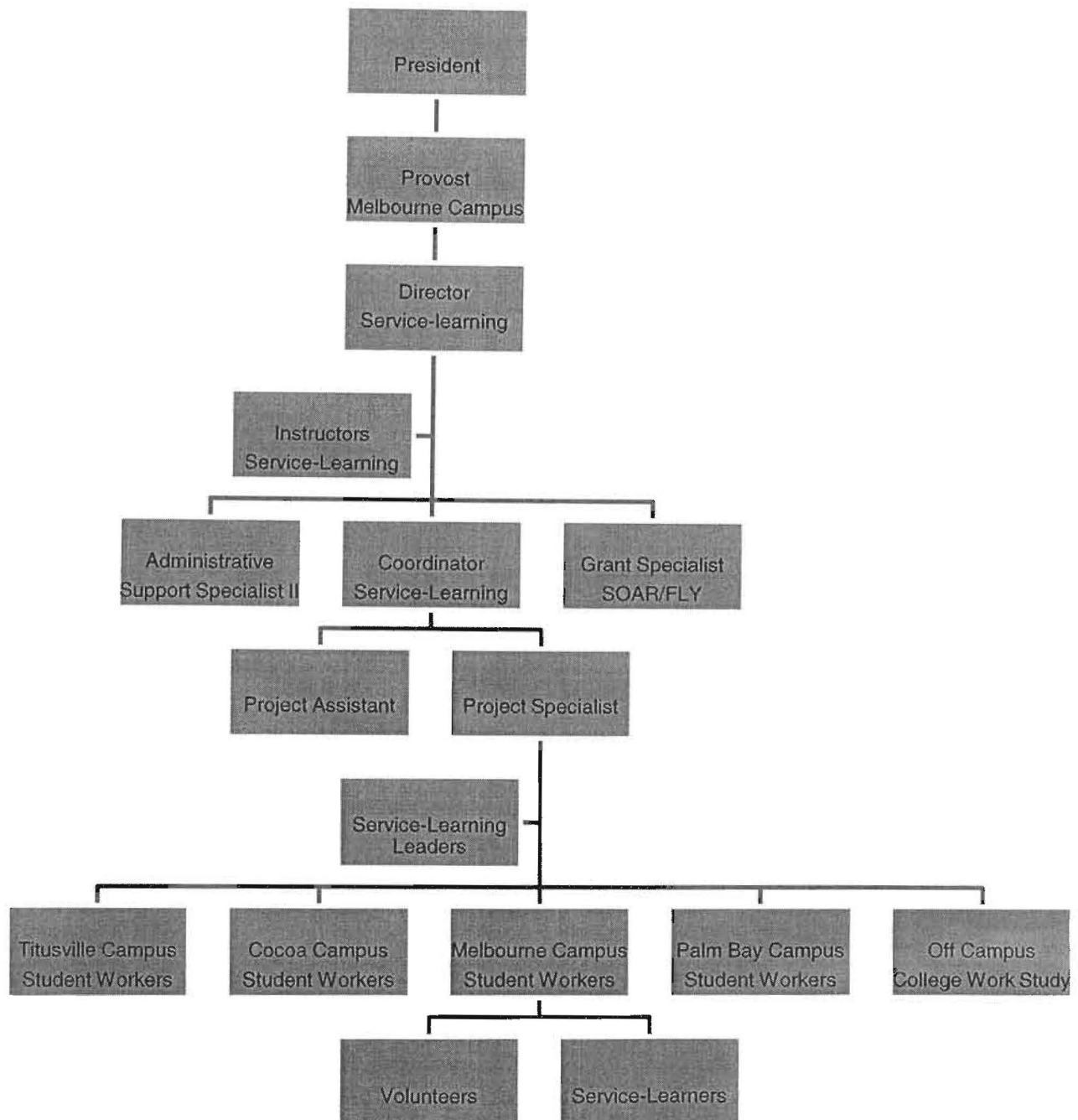
"Be the change you want to see in the world." - Gandhi

VI. OFFICE

A. Organization Chart



Organization Chart Academic Year 2007-2008



B. Job Descriptions

1. Service-Learning Director

Brevard Community College Job Descriptions

POSITION TITLE: Director, Center for Service-Learning	*GS RATING:
DEPARTMENT/DIVISION: Service-Learning	*CLASSIFICATION:
* GS Rating and Classification to be completed by Human Resources.	

JOB CONCEPT:

Direct and provide overall administrative support for Brevard Community College's comprehensive service-learning program. This position creates, enhances, and directs service-learning initiatives for students, faculty, staff, and community organizations.

ESSENTIAL FUNCTIONS:

1. Provide the framework and guidelines to link service with the curriculum.
2. Plan, coordinate, and direct the Center for Service-Learning to meet its goals and objectives.
3. Provide direct supervision to professional and administrative staff of the Center for Service-Learning.
4. Assist in employing, training, and evaluating Center staff.
5. Provide for recruitment, placement, and support of student service-learners and volunteers.
6. Maintain records, reports, and documentation of Center services and constituent impacts.
7. Provide for budget and resource allocation for effective program/office operations.
8. Assist faculty with utilization of the service-learning pedagogy, placement and support of service-learners.
9. Provide leadership for college academic and institutional policies that encourage and support service-learning.
10. Coordinate institutional service-learning planning and implementation activities.
11. Assist community organizations/agencies with the development and enhancement of service-learning opportunities for students.
12. Promote and market BCC's Service-Learning program, locally, statewide, and nationally.
13. Respond to initiatives from President of the college and supervisor.
14. Coordinate and schedule service-learning courses and faculty.

ADDITIONAL DUTIES AND RESPONSIBILITIES:

1. Act as a clearinghouse for information on campus concerning community and public service opportunities.
2. Promote and publicize service-learning to constituents.
3. Act as liaison with the local school district and other community partners on service-learning.
4. Develop and implement technical assistance and professional development activities for faculty, staff, students, and agency personnel.

5. Act as liaison with local, national, state organizations and related community service-based initiatives including Campus Compact, Florida Campus Compact, and the National Society for Experiential Education.
6. Maintain a resource center to provide technical assistance on service-learning to colleges, universities, and organizations.
7. Advise, counsel, and provide programmatic assistance to student service-learners.
8. Seek funds to augment and expand service-learning initiatives.
9. Provide oversight to all CSL programs including service pay, Service Hours on Academic Transcript (SHOAT), special projects, Service-Learning Leaders, Citizen Scholars, America Reads.
10. Assist college in developing incentives for student and faculty involvement in service-learning.

SUPERVISION:

Reports to Executive Vice President

EDUCATION AND EXPERIENCE:

1. Masters Degree, preferably in student personnel, higher education, or human services field.
2. Prefer a minimum of 5 years experience in public/community service-learning programming, especially on college or university campus.
3. Ability to relate to diversity of constituents.
4. Administrative, management, and community relation skills.
5. Superb communications skills including speaking, writing, and the ability to do professional presentations.
6. Ability to analyze, problem solve, and be flexible in service delivery.
7. Ability to write and execute grants.
8. Ability to work independently with little supervision.
9. Ability to administer day-to-day activities of a Service-Learning Center and program.

This job description in no way states or implies that these are the only duties to be performed by this employee. He or she will be required to follow any other instructions and to perform any other reasonable duties requested by his or her supervisor.

2. Service-Learning Coordinator
Service-Learning Coordinator

Brevard Community College Job Description

POSITION TITLE: Project Coordinator	*GS RATING:
DEPARTMENT/DIVISION: CSL	*CLASSIFICATION:
* GS Rating and Classification to be completed by Human Resources.	

JOB CONCEPT: Coordinate activities of the Center for Service-Learning and is responsible for several key projects. Provides administrative support for the Director, Center for Service-Learning.

ESSENTIAL FUNCTIONS:

- ◆ Assists with the recruitment, placement, and support of student service-learners
- ◆ Coordinates and implements K-14 and America Reads Brevard Deeds (ARBD) programs/events
- ◆ Coordinates special needs and short term projects
- ◆ Assists in coordination and administration of the off campus College Work-Study Program (CSL & ARBD)
- ◆ Assists with the development and dissemination of publicity and recruitment materials
- ◆ Acts as liaison with community agencies and service sites
- ◆ Supervises student workers, VISTA coordinators, and service-learning leaders
- ◆ Assists with special events and projects
- ◆ Assists faculty who utilize service-learning as pedagogy
- ◆ Assists in employing, training, and evaluating program staff
- ◆ Assists with coordination of general CSL office tasks and student assignments

ADDITIONAL DUTIES AND RESPONSIBILITIES: Other duties as assigned

SUPERVISION: Coordinator, Center for Service-Learning

EDUCATION AND EXPERIENCE:

- ◆ AA Degree minimum
- ◆ Excellent communication/writing skills
- ◆ Organizational and administrative skills
- ◆ Ability to relate to diversity of constituents including faculty, staff, students, and agency personnel
- ◆ Community service-learning program knowledge/experience
- ◆ Experience in working with local public/human service community
- ◆ Knowledge of computers
- ◆ Self motivation and enthusiasm

This job description in no way states or implies that these are the only duties to be performed by this employee. He or she will be required to follow any other instructions and to perform any other reasonable duties requested by his or her supervisor.

3. Project Specialist

**Brevard Community College
Job Descriptions**

POSITION TITLE:	Project Specialist	*GS RATING:
DEPARTMENT/DIVISION:	Center for Service-Learning	*CLASSIFICATION:
N:		N:
*GS Rating and Classification to be completed by Human Resources.		

JOB CONCEPT: Coordinate activities of the Center for Service-Learning and is responsible for several key projects. Provides administrative support for the Director, Center for Service-Learning.

ESSENTIAL FUNCTIONS:

- ❖ Assists with the recruitment, placement and support of student service learners
- ❖ Coordinates and implements K-14 and America Reads Brevard Deeds (ARBD) programs/events
- ❖ Coordinates special needs and short term projects
- ❖ Assists in coordination and administration of the off campus College Work-Study Program (CSL & ARBD)
- ❖ Assists with the development and dissemination of publicity and recruitment materials
- ❖ Acts as liaison with community agencies and service sites
- ❖ Supervises student workers, VISTA coordinators, and service-learning leaders
- ❖ Assists with special events and projects
- ❖ Assists faculty who utilize service-learning as pedagogy
- ❖ Assists in employing, training, and evaluating program staff
- ❖ Assists with coordination of general CSL office tasks and student assignments

ADDITIONAL DUTIES AND RESPONSIBILITIES: Other duties as assigned

SUPERVISION: Coordinator, Center for Service-Learning

EDUCATION AND EXPERIENCE:

- ❖ AA Degree minimum
- ❖ Excellent communication/writing skills
- ❖ Organizational and administrative skills
- ❖ Ability to relate to diversity of constituents including faculty, staff, students, and agency personnel
- ❖ Community service-learning program knowledge/experience
- ❖ Experience in working with local public/human service community
- ❖ Knowledge of computers
- ❖ Self motivation and enthusiasm

This job description in no way states or implies that these are the only duties to be performed by this employee. He or she will be required to follow any other instructions and to perform any other reasonable duties requested by his or her supervisor.

4. Administrative Support Assistant

**Brevard Community College
Job Descriptions**

POSITION TITLE:	Administrative Support Assistant II	*GS RATING:
DEPARTMENT/DIVISION:	Service-Learning	*CLASSIFICATION:
* GS Rating and Classification to be completed by Human Resources.		

JOB CONCEPT: Administrative support to the Center for Service-Learning Director and CSL staff in planning, record keeping, and office management

ESSENTIAL FUNCTIONS:

- Chief liaison with student volunteers/service-learners
- Assist with Community Service-Learning/4th Credit Option course schedule and faculty contracts
- Perform clerical functions including supply monitoring, form preparation, record keeping, fiscal matters, computer/database, and web applications
- Provide for office coverage coordination and scheduling
- Assist with office personnel matters such as student worker and service-learning leader supervision
- Assist with special projects including, Care Fairs, K-12 partnerships, Employee Service Project (ESP), and faculty/community partner workshops
- Interview, place, and supports service-learners/volunteers
- Assist director and staff with service-learning recruitment, placement, support, evaluation and recognition
- Assist service-learning faculty and community partners with logistical support

ADDITIONAL DUTIES AND RESPONSIBILITIES: Other duties as assigned

SUPERVISION: Director for Service-Learning

EDUCATION AND EXPERIENCE:

- Excellent communication and high school graduate skills
- Self motivation and ability to work independently and as a team member
- Good organization skills and attention to detail
- Knowledge or experience in volunteerism, service-learning, and civic engagement
- Ability to relate to college and community diversity
- Ability to be flexible in service delivery and supervise college students
- Ability to perform simultaneous tasks
- Clerical, word processing abilities, and computer and web application skills

MISSION STATEMENT:

To engage our diverse population in quality, accessible learning opportunities which successfully meet individual and community needs.

VISION STATEMENT:

To be our community's center for quality teaching and lifelong learning.

This job description in no way states or implies that these are the only duties to be performed by this employee. He or she will be required to follow any other instructions and to perform any other reasonable duties requested by his or her supervisor.

Center for Service-Learning Job Description

STUDENT WORKER

POSITION TITLE: Student Assistant and College Work Study

DEPARTMENT/DIVISION: Center for Service-Learning

JOB CONCEPT:

Provide clerical and administrative support to the Center for Service-Learning

ESSENTIAL FUNCTIONS:

- Assist in recruitment and placement of student service-learners
- Assist with follow-up status on student service-learners
- Assist with promotional activities (recruitment and outreach tables, etc.)
- Assist and be a CSL liaison with students, faculty, staff, and community sites.
- Assist with dissemination of CSL program information to students, faculty, staff, and community sites
- Assist with bulletin board display
- Assist in coordinator of office tasks
- Perform clerical functions, i.e., typing, filing, supplies, forms, record keeping

EDUCATION AND EXPERIENCE:

- Enrolled as a Brevard Community College student
- Ability to relate to college, students and community diversity
- Good communication skills, verbal and written
- Good telephone skills
- Basic clerical skills
- Some knowledge and experience in volunteering
- Self motivation and ability to work independently

This job description in no way states or implies that these are the only duties to be performed by this employee. He or she will be required to follow any other instructions and to perform any other reasonable duties requested by his or her supervisor

D. Guidance Forms

1. Center for Service-Learning Calendar



Academic Calendar 2007 • 2008

FALL 2007 SEMESTER:

August — October	Volunteer/Service-Learning Recruitment
August 20	Fall Term Begins
August 20 — October 31	Placement/Orientation of Student Volunteers
August 31	Last Day to Enroll – SOW 2054, <u>Community Involvement</u>
September — November	Follow-up/Student Feedback
September 3	Labor Day Holiday
October 12	Last Day to Enroll in SOW 1051/52/53 & 4 TH Credit Options
October 26	Deadline for S-L Options
October 22 — October 26	Midterm Evaluations/Seminars — SOW 105/52/53
October 31	Withdrawal Date
November 12	Veterans Day Holiday
November 12 -18	Mandatory Reflection Seminars — 4 th Credit Option
November 26 – 30	Final SOW 1051/52/53 Evaluations/Student Debriefings
December 8 — 14	Final Examinations
December 14	End of Term
December 24 – January 1	Holiday – Winter Break, College Closed

SPRING 2008 SEMESTER:

January — February	Volunteer/Service-Learning Recruitment
January 14	Spring Term Begins
January 14 — March 21	Placement/Orientation of Student Volunteers
January 21	Holiday – Martin Luther King, Jr. birthday
January 25	Last day to Enroll – SOW2054 <u>Community Involvement</u>
February — April	Follow-up/Student Feedback
February 29	Last Day to Enroll in SOW 1051/52/53 & 4 TH Credit Options
March 3 — 14	Midterm Evaluations/Seminars – SOW 1051/52/53
March 14	Deadline for S-L Options
March 24	Withdrawal Date
April 7 — 13	Holiday — Spring Break, College Closed
April 14 — 18	Mandatory Reflection Seminars — 4 th Credit Option
April 28 – May 2	Final SOW 1051/52/53 Evaluations/Student Debriefings
May 3 — 9	Final Examinations
May 9	End of Term
May 9	20 th Annual Recognition Event

SUMMER 2008 TERM I — Extended:

May 19	Summer Extended Term Begins
May 31	Last Day to Enroll for SOW2054 <u>Community Involvement</u>
May 26	Memorial Day Holiday
July 3	Last Day to Withdraw from Classes – Term I Extended
June 13	Last Day to Enroll for SOW 1051/52/53
August 4	Final Examination Day & Summer Term I Ends

SUMMER 2008 TERM II – General:

June 4	Summer General Term Begins
July 10	Last Day to Withdraw from Classes – Term II General
July 21 — 25	Final SOW 1051/52/53 Evaluations/Student Debriefings
August 1	Final Examination Day & Summer Term II Ends

2. Application Procedure



Application Procedure

1. MATCHING

- Student completes Application.
- Student looks through Directory/Guide to get information about community partner service/volunteer opportunities.
- Student applicant peruses program packets for more specific information about possible community partner service (brochures, job descriptions, flyers).
- Student is interviewed to match his/her interests and qualifications with specific community needs.
- Student chooses tentative community partner site or top choices.
- Student is given necessary forms, resource packet, and referral card.

2. PLACEMENT

- Staff person calls partner site choice to introduce student and set appointment.
OR
- Refers student to program orientation.
OR
- Refers student to Service-Learning Student Leader.
- If partner site or project cannot be contacted while student is in office, call student after site has been contacted. Have student also call service site.
- When talking with partner service site staff person or volunteer coordinator, please get FEEDBACK on present or past placements/projects.
- If placement or appointment is agreed upon by student and partner service site, please note on bottom of application in Referral Section and on Contact Log.
- If partner service site cannot utilize any more community service-learners/volunteers, staff member notes and informs other staff members.
- Place student application in file. After placement/assignment verified, application(s) will be filed alphabetically.)

3. PLACEMENT/ASSIGNMENT

- Call back to check on progress of student and note if student began his/her community service experience. Are there any problems, concerns, needs? Logistics? Initial impressions? Please NOTE if placed on contact log. Record important comments.
- Thank student for his/her involvement and encourage student to give us feedback either positive OR negative about the placement/or project.
- Encourage student to reflect on experience (journal, service-learning plan, essay, critical incident writing, etc.). Student can get examples of reflective learning methods at the CSL office.
- Remind student to turn in Placement Confirmation/Mutual Expectations Agreement to the instructor and office.
- Encourage both student and partner site supervisor to meet periodically to monitor student service-learning progress. (Refer to feedback sheet.)
- If a problem needs to be addressed by CSL staff (regarding student/site relation), a conference should be arranged after feedback from both parties is completed.
- After student has started, CSL sends thank you and/or calls to express appreciation.
- Put in database to trigger staff actions, e.g., birthday card.
- Call monthly to check on progress.

4. END OF ASSIGNMENT

- Student completes service-learning/volunteer questionnaire.
- Hour Report/SHOAT Verification, performance evaluations, reflective written work are turned into instructor (if class related) and copy of documentation forms to CSL.
- Talk with student about experience and ascertain future possible involvement and status (continuing/completed) for CSL Note for Community Service-Learning Award or Certificate of Appreciation.
- Help student reflect on service experience and integrate with personal, academic, career plans.



Service-Learning Student Process

STEP #1: WELCOME PROCESS

1. Student completes S-L application.
2. Student peruses the S-L directory (Link) for placement opportunities.
 - If additional information is needed, agency brochure(s), flyers, and job descriptions can be viewed in the agency files.
3. Staff interviews student.
 - Review student's top choices.
 - If class option, make sure placement site matches class/course curriculum, i.e., Environmental, marketing, etc.
 - If student is already placed, go to #2 in the "**Placement Process**" below.

STEP #2: REFERRAL PROCESS

1. If student is already placed at a site:
 - Make sure the site is a non-profit, government or community related.
 - Make sure the site is a non-salaried site.
 - Make sure placement site fits the class/course curriculum.
 - If in doubt, refer student to CSL staff member and faculty member
 - Skip to #6 below.
2. If student needs placement:
 - Call placement site to set up an interview or start date.
 - Refer student to Service-Learning Student Leader (liaison)
 - If agency has orientations on schedule, explain and write date, address on referral card.
3. If placement source is not available (no answer, busy, or phone mail):
 - Leave message with student's name and telephone number, etc.
 - Staff or student can follow-up and/or contact placement site at a later time.
4. Complete "Referral Card" with contact name, address, and telephone number and appointment or orientation information.
5. Give student the S-L Portfolio and explain contents.
6. Invite student to call or come back to the Service-Learning Office for further assistance, questions and concerns. "Service-Learning has an 'Open Door' policy and is willing to help at any time."

STEP #3: RECORD KEEPING PROCESS

1. Complete Contact Card (pink student card).
 - Name, address, telephone number, etc., (ink)
 - *Status Line* (pencil) at top right hand side (faculty member, class or option(s))
 - Mark appropriate boxes (pencil) in *Status Box* on left side, i.e., pending, referred, portfolio
 - Complete Date, Action Taken/Remarks and Initial.
2. File Contact Card in the "Pending" or "Referred" file tub.
 - Within the first week, call and check student progress.
 - If student is waiting for orientation date, call to remind and/or to confirm attendance.
3. Student Contact Card can be placed in the following filing systems:

PENDING

Student has not made a selection

REFERRED

Student selected a site
Student has interview appointment
Student has orientation date

PLACED

Student attended appointment
Student scheduled to start work
Student started to volunteer
Student turned in confirmation form

COMPLETED

Student completed committed hours

CLOSED

Student volunteered one or more hours and cannot complete full commitment.

CANCELLED

Student decided not to volunteer

4. If student is placed:
 - Type labels and send thank-you letter
 - Enter in Data Base
 - File pink contact card in Placed tub.

For further instructions, refer to "Student Follow-Up - Telephone Instructions."



TELEPHONE QUE CARD Opportunities

The Center for Service-Learning (CSL) places Brevard Community College (BCC) students in community service-learning positions and projects throughout Brevard County. Students are able to learn through service to help the community, to solidify their major or career, and to network and gain valuable job experience. The CSL has a directory, The Link, which lists over 350 countywide agencies with brief job descriptions. Students may volunteer/service-learn at listed or unlisted sites throughout the county.

HOW IS SERVICE-LEARNING OFFERED AT BCC?

1. SERVICE-LEARNING STAND ALONE COURSES

SOW 1051/52/53 Human Service Experience I, II, III (1 credit hour each)

SOW 2054 Community Involvement (3 credit hours)

XXX 2948 Service-Learning Field Studies I, (1 credit hour each in three different disciplines)

SOW 1051/52/53 Human Service Experience

Elective courses designed to provide students with a service-learning experience. Earn up to 3 credit hours. Minimum of 20 hours service per credit plus critical reflection and 3 class seminars. Some faculty members request a Service-Learning Plan, daily Journal or essay, a reflective paper, and/or an oral presentation

XXX2948 Fourth Credit Option, S-L Field Study

Students can take an additional one credit hour elective in discipline or academic course in which they are enrolled. Requirements: 20 hours of service, service-learning contract, one reflection seminar, journal or essay. Field Studies can be taken in three different disciplines.

Course number is 2948 with specific discipline prefix, e.g. PSY 2948. (See course list.)

SOW 2054 Community Involvement (Social Sciences General Education Option)

A theoretical and practical course examining the principles and features of service-learning and community involvement. Students develop a personal understanding of service and civic participation through action and reflection. Requirements: 24 hours of seminars and 32 hours of volunteer work. The 3,000 word Gordon Rule requirement is completed by journals, essays, or other reflective writing methods.

2. SERVICE-LEARNING COURSE COMPONENTS

Over 110 faculty members campuswide offer service-learning as an option in their curriculum. Each instructor offers this in a creative manner, e.g., in lieu of one test grade, 10 percent extra credit towards earned grade, an extra credit project to fulfill the Gordon Rule writing requirement. The CSL has a listing/flyer of the above faculty members and classes.

3. VOLUNTEER SERVICE

All BCC students can volunteer to help the community, gain experience, solidify academic major, network, and gain valuable job experience. Hours completed and verified will be put on official transcript – SHOAT (Service Hours On Academic Transcript)

TELEPHONE QUE CARD

Student Follow-Up Calls

All calls are informal, relaxed, and casual. Identify yourself, office, and college.

PENDING

- ◆ **Waiting contact/appointment with agency of choice**
- ◆ **Need time to make decision on agency or agencies**
- ◆ **Waiting for next semester**
- ◆ **Waiting for orientation date to be set**

1. Just checking to see if you still wanted to volunteer/or do service-learning.
2. We would be happy to help. Would you like an appointment to discuss volunteer/service-learning opportunities?
3. **(CAN'T VOLUNTEER THIS SEMESTER)** Would you like us to retire your file?
4. If you decide to volunteer next semester, please come in.

REFERRED

- ◆ **Contact with an agency or agencies**
- ◆ **Scheduled for orientation**

1. Did you meet with agency/go to orientation?
2. How did it go?
3. **(Couldn't make appointment/orientation)** Were you able to notify agency? Do you have another appointment? If you need help, call CSL.
4. **(Did Make appointment and didn't like the environment, etc.)** Trouble Shoot: Do you want to try another agency? Would you like to view LINK again? Would you like an appointment to discuss other opportunities?
5. If **PLACED**:
 - Great, how do you like volunteering/service-learning?
 - When did you start?
 - How many times/hours a week? If student is doing extra hours, make sure student is aware of Sow class opportunities. If time frame allows, student can register for additional credit hours. (Refer to SOW Class Schedule)
8. If you need any help, information, etc., don't hesitate to contact office.

PLACED

- ◆ **Volunteering/Service-Learning**
- ◆ **Completed orientation**
- ◆ **Interviewed and scheduled to volunteer**
- ◆ **Completed Placement Confirmation Form**

1. Are you still volunteering/service-learning?
2. How do you like volunteering/service-learning?
3. How many times/hours a week? Note on contact log for recognition.
4. **(Doesn't like agency)** Trouble shoot: What is the problem? Can we help? Would you like to try another agency? Would you like to make an appointment to discuss this problem?

5. Office Tasks



Student Workers • Student Service-Learning Volunteers

Office Tasks

Welcome! The Service-Learning office has a myriad of miscellaneous tasks to accomplish. Never a dull moment! At peak times, it is extremely busy with the processing of student service-learners. There is always something to do! Please refer to the list below for guidance:

1. **Student recruitment and placement** of Service-Learning volunteers
2. **Student Phone Calls** (see telephone cue card)
 - Pending (every 10 days) ● Referred (every 10 days) ● Placed (twice a semester)
3. **Student Follow-up Letters** (pending/referred have been contacted 3 times w/no response)
4. **Student Thank You Letters** ● Print letters ● Color letters ● Type labels ● Send letters
5. **Student Birthday Letters**
 - Prepare labels per month (envelopes) ● Print letters ● Color letters ● Send letters
6. **Prepare Student Packets** (Service-Learning Portfolios)
7. **Student Hours - SHOAT**
 - Match w/student file ● Call Agency to verify hours ● Recall if necessary (7 days)
 - Once verified, enter on SHOAT List ● File for Banner input ● Update log card status
 - file (completed or placed)
8. **Agency Contact** ● Courtesy calls ● # Volunteers needed ● Orientation dates ● Link updates
9. **Typing**
 - Database Input ● Agency Comments from Hourly Log (SHOAT forms)
 - Questionnaire quotes (student, ARBD, agency, faculty) ● Miscellaneous
10. **Create/Prepare** ● bulletin boards ● flyers ● promotional materials ● S-L information table
11. **Compute** ● Questionnaires (student, ARBD, agency, faculty) ● First Impressions Cards
12. **Distribute** ● Posters campus-wide ● brochures ● table tents ● promotional materials
13. **Organize** ● office desks ● files ● supplies and materials
14. **Have FUN!**

D. Workshop Checklist

1. General Workshop



WORKSHOP CHECKLIST

Workshop Title:	Dates(s):
<p><u>PREPARATION:</u></p> <p><input type="checkbox"/> Announcements</p> <p><input type="checkbox"/> Panel Contact/Confirmation</p> <p><input type="checkbox"/> Speaker(s) Contracts</p> <p><input type="checkbox"/> Flyer/Brochure</p> <p><input type="checkbox"/> Agenda</p> <p><input type="checkbox"/> Confirmation/Maps</p> <p><input type="checkbox"/> Travel Arrangements</p> <p><input type="checkbox"/> Travel Vouchers</p> <p><u>HANDOUTS/PACKETS:</u></p> <p><input type="checkbox"/> Packets</p> <p><input type="checkbox"/> Name Tags</p> <p><input type="checkbox"/> Evaluation Forms</p> <p><u>RECEPTION AREAS:</u></p> <p><input type="checkbox"/> Sign-In Sheets</p> <p><input type="checkbox"/> Writing Pads</p> <p><input type="checkbox"/> Pens</p> <p><input type="checkbox"/> Pencils</p> <p><input type="checkbox"/> Stapler</p> <p><input type="checkbox"/> Scotch Tape</p> <p><input type="checkbox"/> Masking/Package Tape</p> <p><input type="checkbox"/> Paper Clips</p> <p><input type="checkbox"/> Magic Markers</p> <p><input type="checkbox"/> Highlighters</p> <p><input type="checkbox"/> Straight Pins/Tacks</p>	<p><u>HOTEL:</u></p> <p><input type="checkbox"/> Contract</p> <p><input type="checkbox"/> Refreshments</p> <p><input type="checkbox"/> Reception Tables(s)</p> <p><input type="checkbox"/> Display Tables(s)</p> <p><input type="checkbox"/> Computer</p> <p><input type="checkbox"/> Video Equipment</p> <p><input type="checkbox"/> Overhead Projector</p> <p><input type="checkbox"/> Screen</p> <p><input type="checkbox"/> Chalkboard/Chalk/Eraser</p> <p><input type="checkbox"/> Easel/Pad/Marker</p> <p><input type="checkbox"/> Podium/Microphone</p> <p><u>REFRESHMENTS (IN HOUSE):</u></p> <p><input type="checkbox"/> Coffee Pot</p> <p><input type="checkbox"/> Cups</p> <p><input type="checkbox"/> Napkins</p> <p><input type="checkbox"/> Can Opener</p> <p><input type="checkbox"/> Measuring Container</p> <p><input type="checkbox"/> Utensils</p> <p><input type="checkbox"/> Coffee</p> <p><input type="checkbox"/> Filters</p> <p><input type="checkbox"/> Tea</p> <p><input type="checkbox"/> Sugar</p> <p><input type="checkbox"/> Cream</p> <p><input type="checkbox"/> Pastries</p> <p><u>DEBRIEFING:</u></p> <p><input type="checkbox"/> Evaluation Assessment</p> <p><input type="checkbox"/> Thank You Letters</p> <p><input type="checkbox"/> Contracts Paid</p>

2. Recognition Event Pre-Preparation Checklist



Recognition Event PRE-PREPARATION CHECKLIST

(One of Three Checklists)

PRESENTERS	NAME	CONFIRMATION	LETTER
Introduction			
Guest Speaker			
Welcome			
Community Spotlight			
Student Awards (1)			
Student Awards (2)			
Partner Awards			
Faculty Awards			
Special Awards			
Bob Craig Award			
Reach-Fly-Soar Award			

SPECIAL AWARDS	NAME	LETTER
Humanitarian Scholarship		
On-Campus Scholarship		
Student Humanitarian		
Faculty S-L		
Outstanding Teaching/Svcs		
Rookie of the Year		
Bob Craig		
Project Reach		
Make A Difference		
Super As Educator		
School Partnership		
Volunteer Leadership		
CSL		
4x6 Wall Plaques		

MISCELLANEOUS GIFTS	Number Needed
Citizen Scholar Plaques	
4/6 S-L Wall Plaques	
Paperweights	

MISCELLANEOUS	
Funding Account #'s	
Reserve Site	
Menu Selection & Cost	
Dessert Donation	
Decorations	
Handouts	

3. Recognition Event Preparation & Work Checklist



**Recognition Event
PREP & WORK CHECKLIST
(Two of Three Checklists)**

INVITATION(S):

- | | |
|---|--|
| <input type="checkbox"/> Invitations | <input type="checkbox"/> School Partner Labels |
| <input type="checkbox"/> RSVP Insert | <input type="checkbox"/> BCC Admin Labels |
| <input type="checkbox"/> Meal Tickets | <input type="checkbox"/> Faculty Labels |
| <input type="checkbox"/> Student Labels | <input type="checkbox"/> Special Guest Labels |
| <input type="checkbox"/> Agency Labels | |

PRINTING:

Certificates

- Community Service-Learning Award
- Teaching for Service Award
- Supervisor As Educator Award
- Citizen Scholar Award

Citizen Scholar:

- "Within My Power"

AWARD PLAQUES OR GIFTS:

- | | |
|---|---|
| <input type="checkbox"/> Outstanding Stu/Humanitarian | <input type="checkbox"/> Outstanding Super/Educator |
| <input type="checkbox"/> On-Campus/Com/Svc | <input type="checkbox"/> School Partnership |
| <input type="checkbox"/> Student Humanitarian | <input type="checkbox"/> Bob Craig |
| <input type="checkbox"/> Faculty S-L Award | <input type="checkbox"/> Make a Difference |
| <input type="checkbox"/> Outstanding Teaching/Svc | <input type="checkbox"/> CSL (office) |
| <input type="checkbox"/> Rookie of the Year | <input type="checkbox"/> Reach, Fly, Soar |
| <input type="checkbox"/> Volunteer Leadership | <input type="checkbox"/> Citizen Scholar Frames |

MISCELLANEOUS:

- Dessert Donations
- Decorations
- Handouts

4. Recognition Event Final Checklist



**Recognition Event
FINAL CHECKLIST**
(Final of Three checklists)

STAFFING:

Student Tables
Faculty & Staff Table
Partner Table

SIGNS:

___ Student (Alpha)
___ Faculty & Staff
___ Community Partner
___ Awards Breakdown

AWARDS:

___ Community S-L Award Certificates	___ Backup Blank Award Certificates
___ Faculty Award Certificates	___ Special Awards/Plaques
___ Partner Award Certificates	___ Citizen Scholar Gifts
___ Citizen Scholar Award Certificates	

HANDOUTS:

___ Programs
___ Meal Tickets

SUPPLIES:

___ Pens/Pencils	___ Scotch Tape
___ Felt Tips	___ Package Tape
___ Highlighters	___ Blank Paper
___ Stapler	___ Camera

MISCELLANEOUS:

___ Decorations
___ Payment — Check

VII. RECOGNITION

A. Annual Recognition Award Invitation Letter

*Brevard Community College
Center for Service-Learning*

NINETEENTH ANNUAL RECOGNITION EVENT

Dear Service-Learning Community,

*We invite you to join us on Friday, May 11, 2007 from 11:45 a.m. — 2:00 p.m.
for the
CENTER FOR SERVICE-LEARNING'S
NINETEENTH ANNUAL RECOGNITION EVENT
as we celebrate
service-learning at Brevard Community College and in our community.*

*The Recognition Event, held at The Tides, Patrick Air Force Base, SR AIA,
is an opportune time to come together with many others who have made our community
a little better through both action and reflection during the 2006-2007 academic year.*

*It is most important that we honor all those who contribute to service and learning,
students, faculty, staff and community partners
in this most intentional way.
If we cannot recognize those who make our college
and society better, then who can we recognize?*

Recognition Program to Include:

- * Introduction & Welcome Remarks from James Drake,
President, Brevard Community College*
- * Overview of the Year in Service-Learning, Amy Hendricks,
Provost, Cocoa Campus*
- * Lunch*
- * Community Spotlight
American Cancer Society*
- * Presentation of Awards, Roger Henry, Lynette Kearns, CSL Staff and
College Administrators
Introduction & Welcome Remarks from James Drake,
President, Brevard Community College*

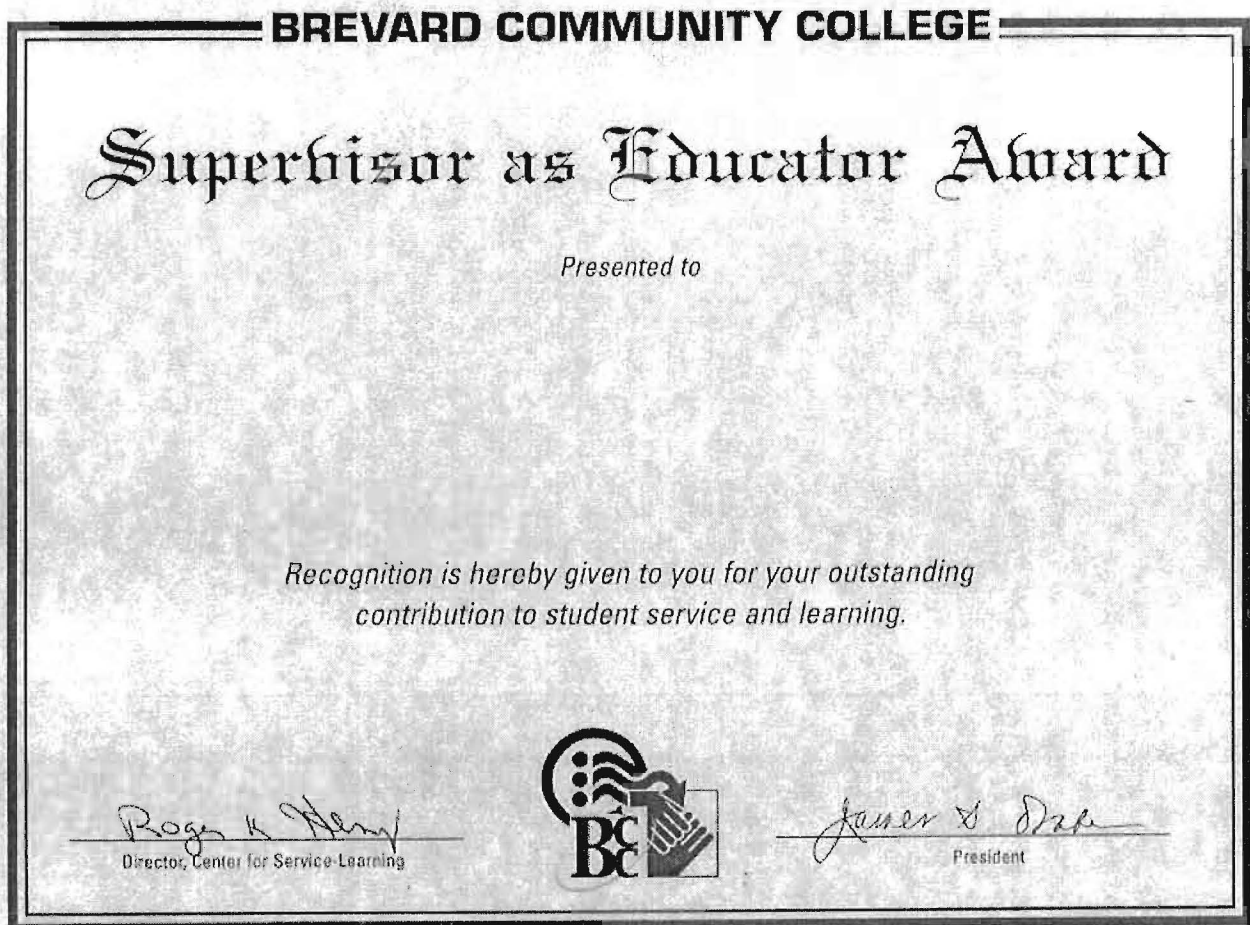
*To RSVP, please return the enclosed card
or call 433-7610, or 433-5610 before Friday, May 4.
Invitees requiring reasonable accommodations
should contact the above number.*

B. Certificates and Awards

1. Community

a. Supervisor As Educator Award Certificate

Preferred Community Partner sites are selected to receive the Supervisor as Educator Award. A blue ribbon and gold seal are attached to the awards. The recipients are recognized and presented the award at the Service-Learning Annual Recognition Event.



b. Outstanding Supervisor As Educator Award Plaque

Annually, the Center for Service-Learning asks the exemplary community partner site of the year to co-host the service-learning Recognition Event. By co-hosting the event, the community partner appears on the program and has a ten minute spotlight presentation to highlight their program. When the special awards are presented, the spotlighted community partner receives the Supervisor As Educator Award.

(7x9 Plaque Black/Brass with Engraving)

Brevard Community College
CENTER FOR SERVICE-LEARNING

OUTSTANDING SUPERVISOR AS EDUCATOR AWARD
(Academic year)

(Name)
(Community Partner Site Name)

**FOR YOUR OUTSTANDING CONTRIBUTIONS
TO STUDENT SERVICE AND LEARNING**

c. School Partnership Award/Plaque

The School Partnership Award is presented from one of the many K-12 schools in Brevard County. The selected school is recognized for their positive hands on approach to Brevard Community College, community, and Brevard Community College students. The recipient is recognized and presented a plaque at the Service-Learning Annual Recognition Event.

7x9 Plaque Black/Brass with Engraving)

Brevard Community College
CENTER FOR SERVICE-LEARNING

SCHOOL PARTNERSHIP AWARD
(Academic year)

(Name)
(Community Partner Site Name)

**FOR MAKING SERVICE-LEARNING EXTRAORDINARY FOR
BREVARD COMMUNITY COLLEGE
AND BREVARD COUNTY SCHOOL DISTRICT**

d. Volunteer Leadership Award/Plaque

A community leader is selected for outstanding coordination, leadership, and service initiatives that have impacted Brevard countywide. The recipient is recognized and presented a plaque at the Service-Learning Annual Recognition Event

(7x9 Plaque Black/Brass with Engraving)

Brevard Community College
CENTER FOR SERVICE-LEARNING

VOLUNTEER LEADERSHIP AWARD
(Academic year)

(Name of faculty or staff recipient)

**IN RECOGNITION OF OUTSTAND CONTRIBUTIONS WHICH
HAVE MADE A SIGNIFICATN DIFFERENCE IN THE LIVES OF
SO MANY. FOR VISION, JUDGMENT, WISDOM AND CARING!**

2. Faculty and Staff

a. Bob Craig Award/Plaque

The Center for Service-Learning established the **Bob Craig Service Award** in 1996. The award represents the dedication, zeal, and contribution for service to our community which Bob so aptly demonstrated while working at the college. The recipient is recognized and presented a plaque at the Service-Learning Annual Recognition Event.

(7x9 Plaque Black/Brass with Engraving)

Brevard Community College
CENTER FOR SERVICE-LEARNING

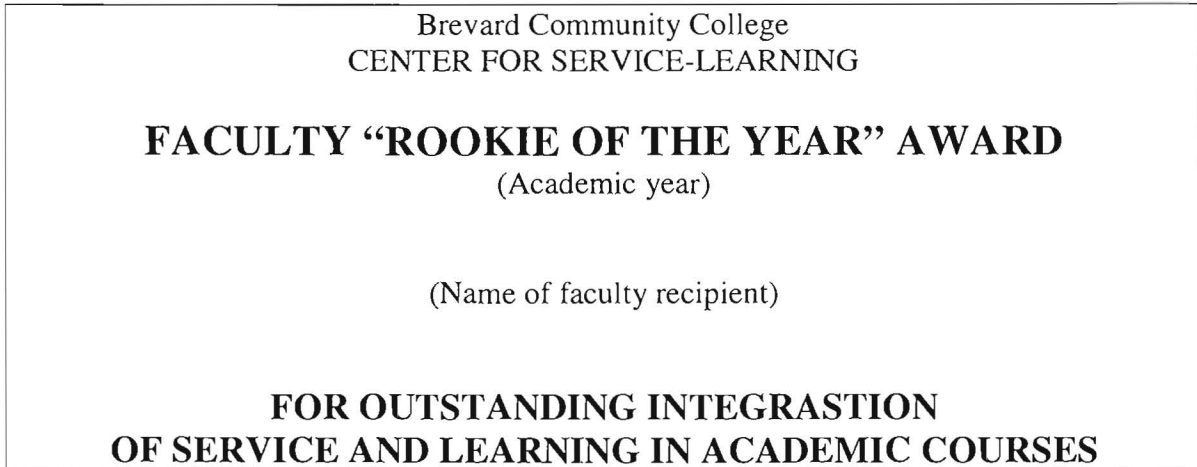
BOB CRAIG SERVICE AWARD
(Academic year)

(Name of faculty or staff recipient)

**FOR YOUR DEDICATION, ZEAL, AND CONTRIBUTIONS FOR
SERVICE TO OUR COMMUNITY**

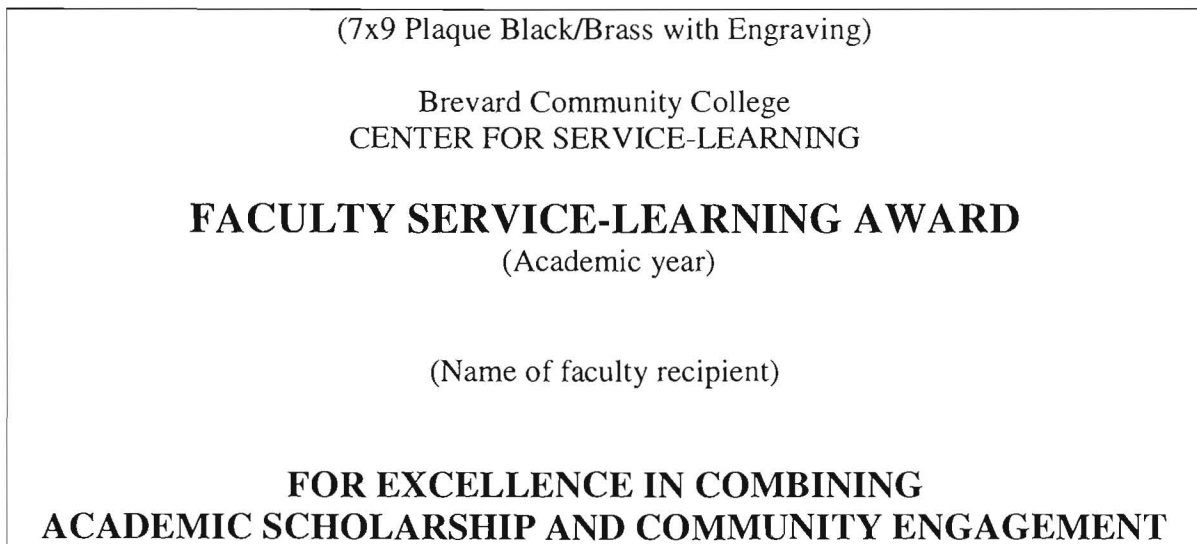
b. Faculty Rookie Award/Plaque

The standout service-learning faculty newcomer (Rookie) is recognized and presented a plaque at the Service-Learning Annual Recognition event.



c. Faculty Service-Learning Award/Plaque

This community engagement award is presented to the Service-Learning faculty member whose service-learning effort in both the classroom and community is exemplary. The recipient is recognized and presented a plaque at the Service-Learning Annual Recognition Event



d. Make A Difference Award/Plaque

This recognition award for collegewide contribution to service-learning is presented to a faculty or staff member at the Service-learning Annual Recognition Event. The recipient is recognized and presented a plaque at the Service-Learning Annual Recognition Event

(7x9 Plaque Black/Brass with Engraving)

Brevard Community College
CENTER FOR SERVICE-LEARNING

MAKE A DIFFERENCE AWARD
(Academic Year)

(Name of faculty or staff recipient)

**IN RECOGNITION OF EXTRAORDINARY COLLEGEWIDE
CONTRIBUTIONS TO SERVICE-LEARNING**

e. Outstanding Teaching for Service Award/Plaque

The best of the best service-learning faculty member is recognized for exemplary use of academic service-learning. The recipient is recognized and presented a plaque at the Service-Learning Annual Recognition Event.

(7x9 Plaque Black/Brass with Engraving)

Brevard Community College
CENTER FOR SERVICE-LEARNING

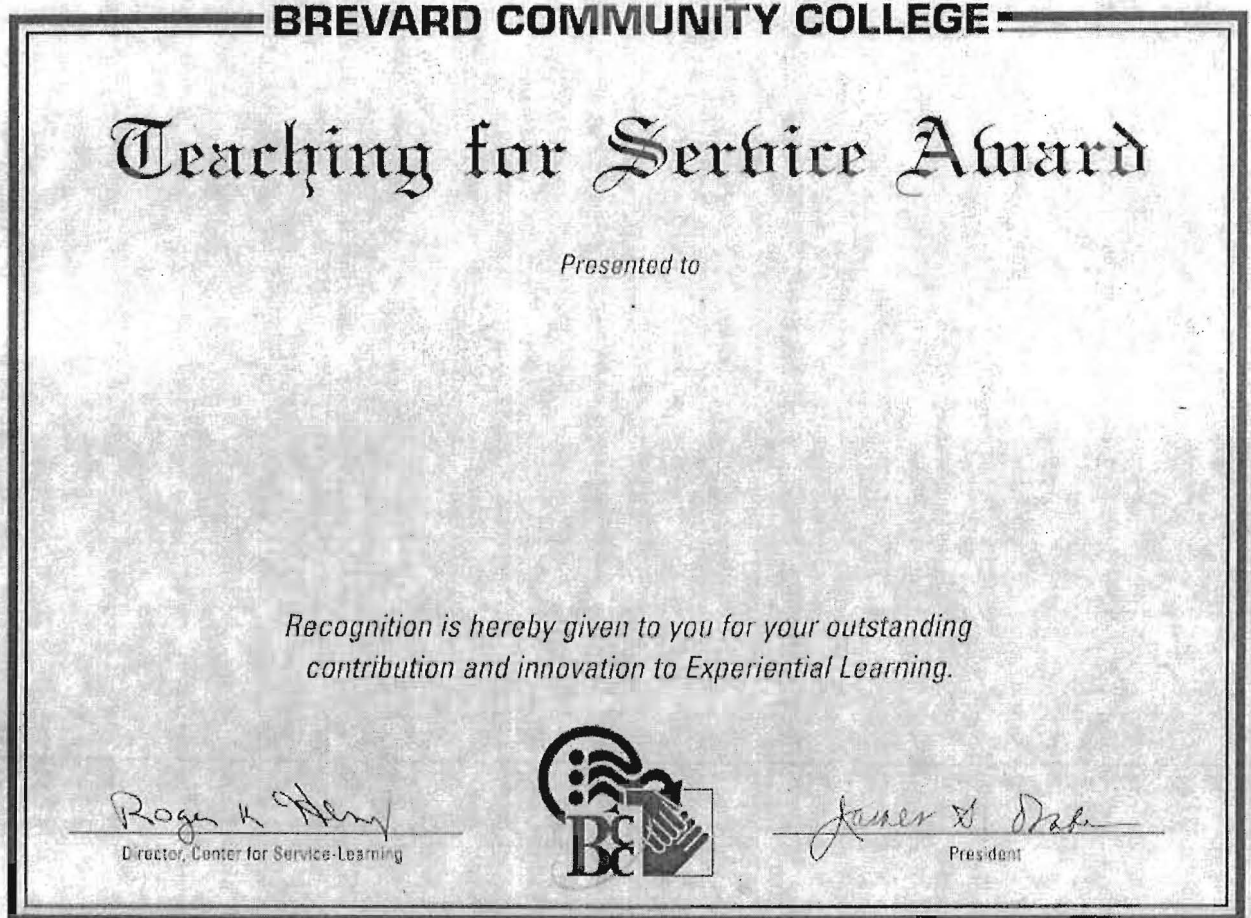
OUTSTANDING TEACHING FOR SERVICE AWARD
(Academic Year)

(Name of Instructor)

FOR EXEMPLARY USE OF ACADEMIC SERVICE-LEARNING

f. Teaching for Service-Award Certificate

Service-Learning Faculty members that are selected to receive awards at the Annual Recognition Event receive the Teaching for Service Award. A blue ribbon and gold seal is attached to the award. The recipient is recognized and presented a plaque at the Service-Learning Annual Recognition Event.

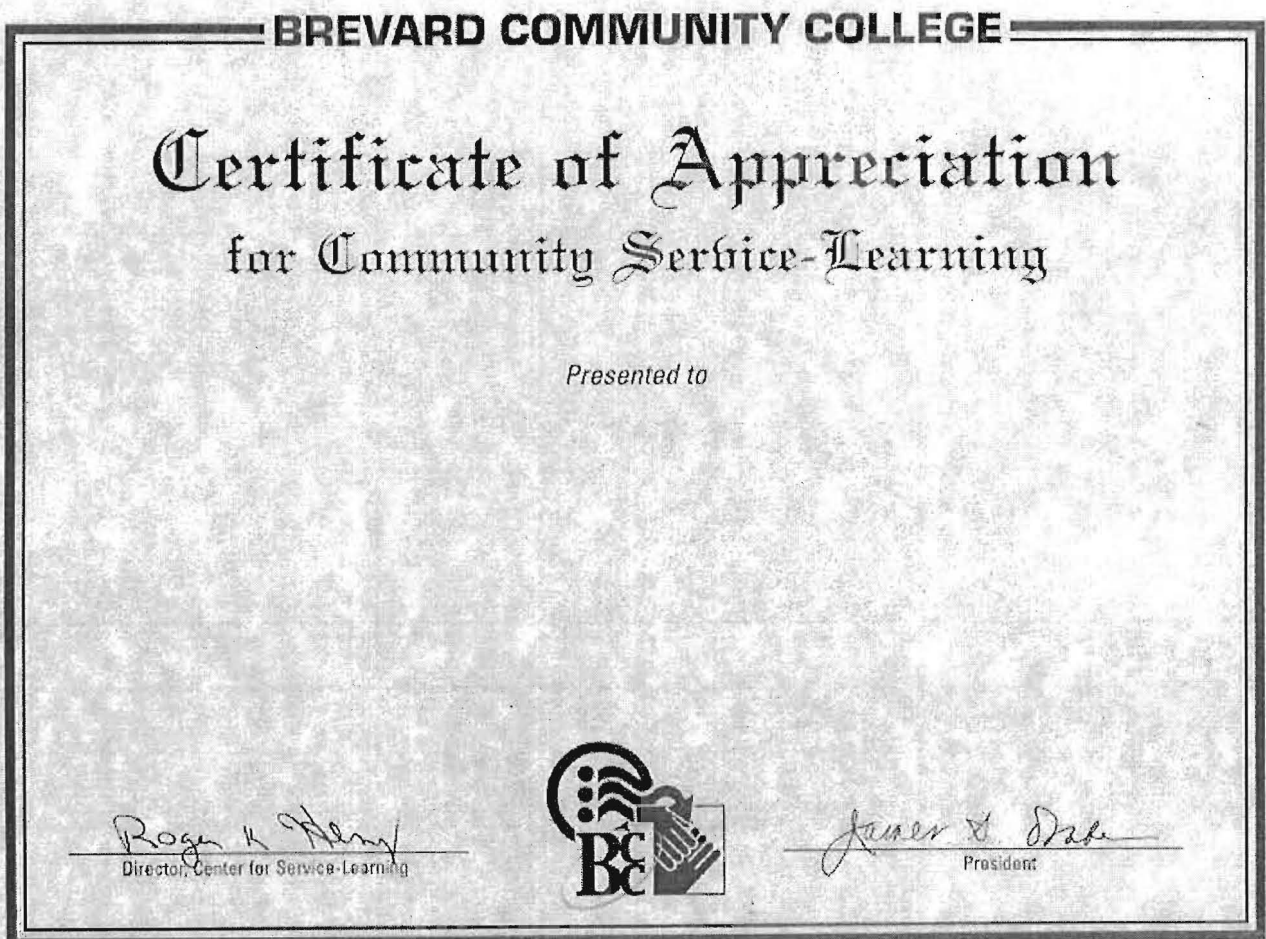


2. Students

The Center for Service-Learning recognizes all students who perform service-learning and submit documentation forms that subsequently are verified.

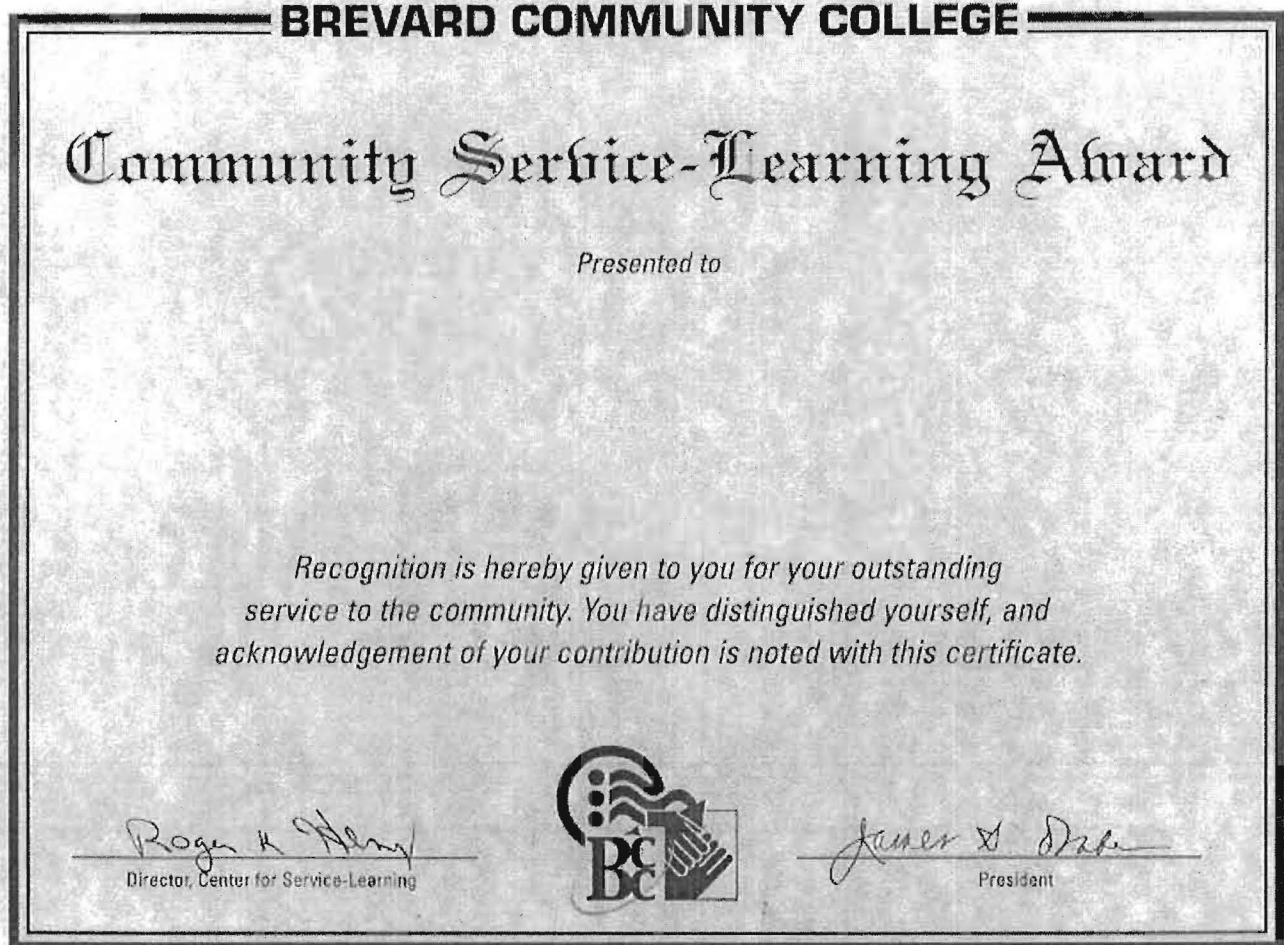
a. Certificate of Appreciation

During the summer months, all service-learning students who completed service during the academic year receive a letter of thanks with the enclosed Certificate of Appreciation. A blue ribbon and gold seal is attached to the award.



b. Community Service-Learning Award

Approximately ten percent of the 3,000 service-learning students are invited to attend the Annual Recognition Event to receive this prestigious award. The students recognized at this event can be nominated by service-learning faculty, service-learning staff, and/or the community partners.



c. Citizen Scholar Award

BCC students can graduate as a Citizen Scholar if they meet the criteria. One part of the recognition is a Citizen Scholar Award. A blue ribbon and gold seal is attached to the award certificate. The recipient is recognized and presented a plaque at the Service-Learning Annual Recognition Event

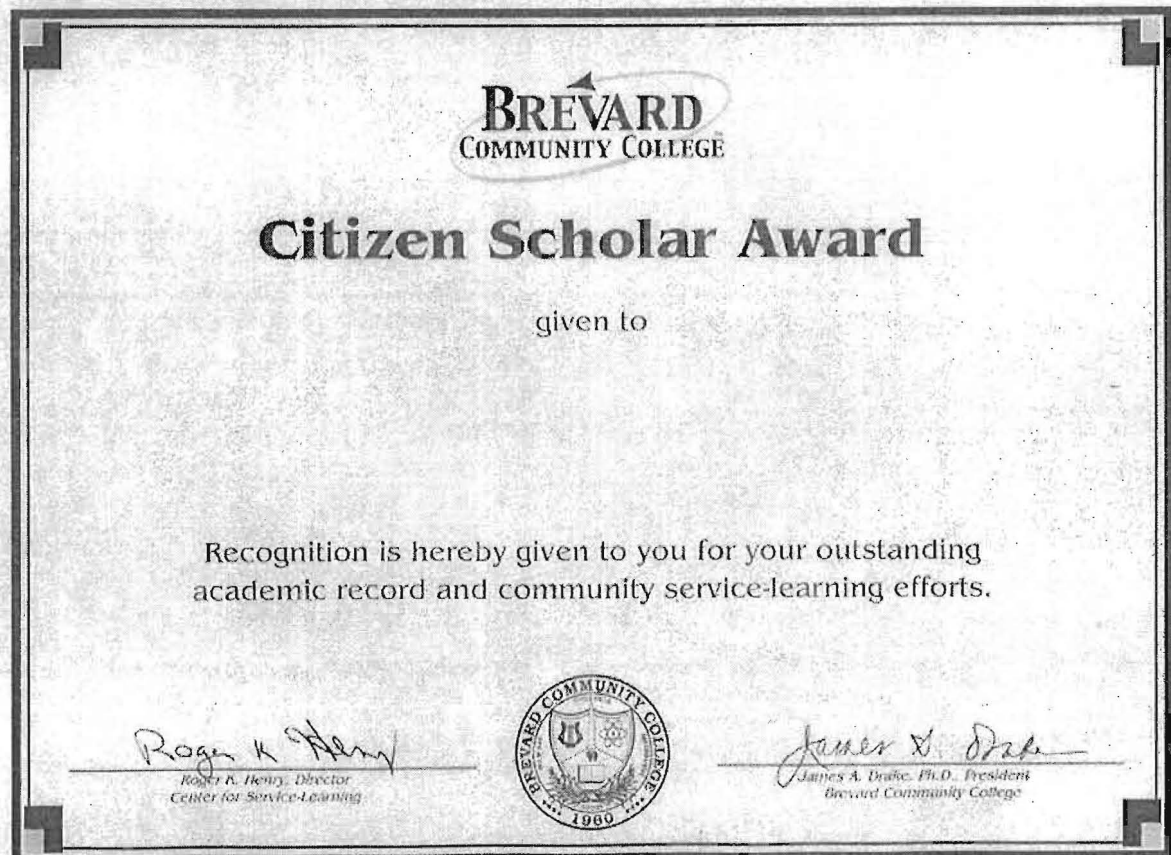
Criteria:

- Complete 300 hours of community service-learning.
- Keep an on-going reflective journal on your service efforts.
- Complete three regular courses, which have service-learning components or 4th credit options.
- Complete SOW 2054 Community Involvement (3 credits) or SOW 1051, SOW 1052, SOW 1053 Human Service Experience (three one credit hour electives).
- Complete an integrative service-learning final essay prior to graduation.
- Possess at least a 3.0 grade point average while a student at Brevard Community College.

Recognition:

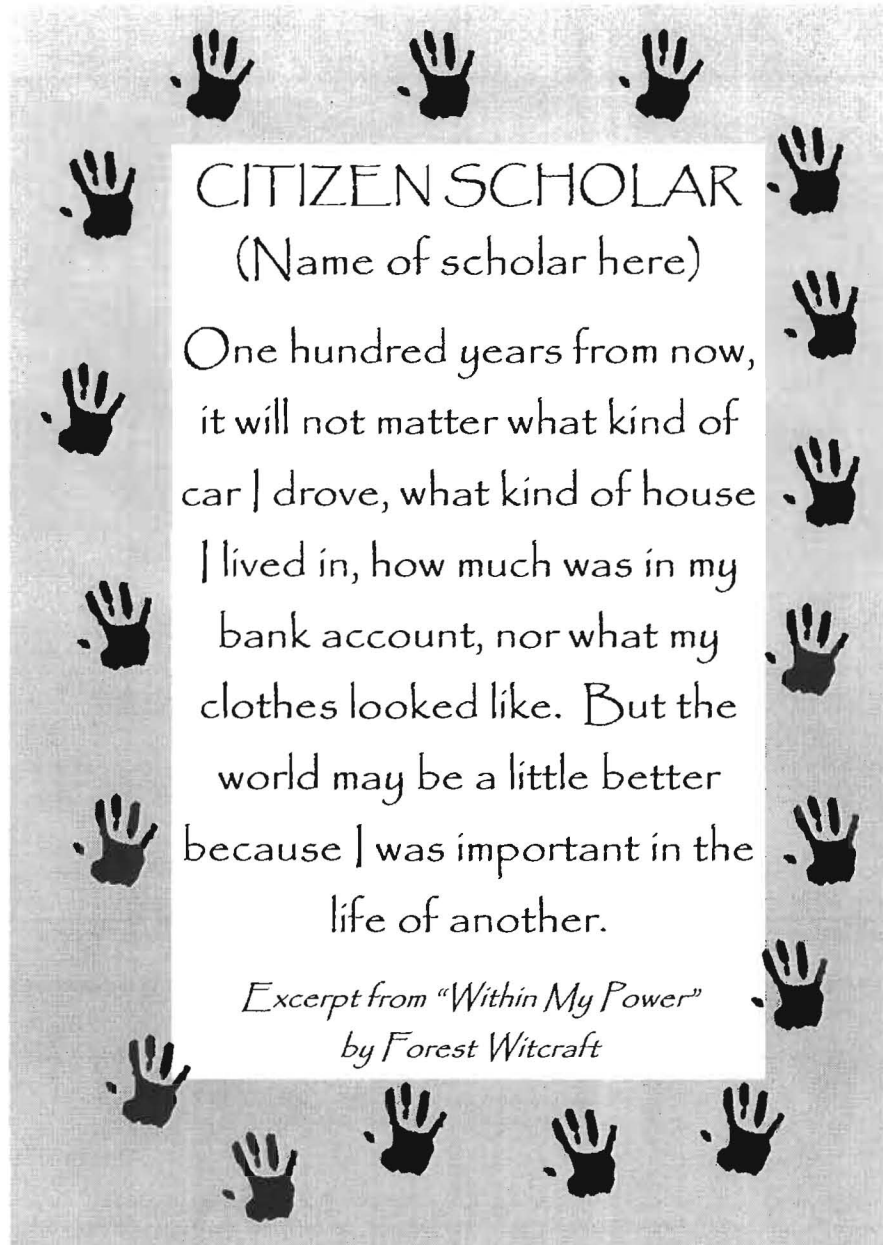
Upon satisfactory completion of the requirements, the student will receive:

- A Citizen Scholars' Certificate
- Recognition at the Service-Learning's Annual Volunteer Recognition Event
- An acknowledgement letter from the district president
- A transcript notation designation as Citizen Scholar
- Convocation program acknowledgement
- A cord of distinction at graduation



d. Citizen Scholar Memento

In addition to receiving the Citizen Scholar Award certificate, the scholars receive the gift of an additional framed plaque for their contribution to the college and community.



e. Center for Service-Learning Award/Plaque

The Center for Service-Learning selects a student worker/leader/volunteer that has been exemplary throughout the academic year. The recipient is recognized and presented a plaque at the Service-Learning Annual Recognition Event.

(7x9 Plaque Black/Brass with Engraving)

Brevard Community College
CENTER FOR SERVICE-LEARNING

CENTER FOR SERVICE-LEARNING AWARD
(Academic year)

(Name of student)

**FOR DEDICATION, ZEAL AND CONTRIBUTIONS
TO THE SERVICE-LEARNING OFFICE**

f. On Campus Community Service-Learning Award Scholarship/Plaque

Sponsored by Brevard Community College Foundation and Center for Service-Learning, this award of \$400 for tuition recognizes an outstanding contribution by a student involved “on-campus” (Cocoa, Titusville, Melbourne, or Palm Bay) for a humanitarian cause. This scholarship is to be utilized at BCC the next academic year and not transferable to other colleges. In addition to receiving a notification letter, the recipient is recognized at the Service-Learning Annual Recognition Event and presented a plaque.

(7x9 Plaque Black/Brass with Engraving)

Brevard Community College
CENTER FOR SERVICE-LEARNING

**ON-CAMPUS COMMUNITY SERVICE AWARD
SCHOLARSHIP**
(Academic year)

(Name of student)

**FOR MAKING A DIFFERENCE
AT BREVARD COMMUNITY COLLEGE**

g. Outstanding Student Humanitarian Award/Plaque

Sponsored by Brevard Community College Foundation and Center for Service-Learning, this award of \$1,000 for tuition recognizes an outstanding contribution by a student involved in humanitarian cause. This scholarship is to be utilized at BCC the next academic year and not transferable to other colleges. In addition to receiving a notification letter, the recipient is recognized at the Service-Learning Annual Recognition Event and presented a plaque.

<p>(7x9 Plaque Black/Brass with Engraving)</p> <p>Brevard Community College CENTER FOR SERVICE-LEARNING</p> <p>(7x9 Plaque Black/Brass with Engraving)</p> <p>OUTSTANDING STUDENT HUMANITARIAN AWARD SCHOLARSHIP (Academic year)</p> <p>(Name of student)</p> <p>FOR EXCEPTIONAL HUMANITARIAN SERVICE</p>

h. Project Reach Award/Plaque

The Center for Service-Learning and the Office with Student with Disabilities choose a student for their humanitarian contributions. The recipient is recognized and presented a plaque at the Service-Learning Annual Recognition Event

<p>(7x9 Plaque Black/Brass with Engraving)</p> <p>Brevard Community College CENTER FOR SERVICE-LEARNING</p> <p>PROJECT REACH AWARD (Academic year)</p> <p>(Name of student)</p> <p>FOR ATTAINING NEW HEIGHTS IN HUMANITARIAN CONTRIBUTIONS TO THE COMMUNITY</p>

i. Student Humanitarian Award Scholarship/Plaque

The President recognizes and nominates a Brevard Community College student annually for national competition. This program is designed to recognize and honor students' outstanding contribution to public service and to support them in implementing a project to address social needs within a community. If the student is selected by Campus Compact (nationally) \$1,500 is given to student for utilization in further humanitarian activities. In addition, the recipient is recognized at the Service-Learning Annual Recognition Event and presented a plaque.

(7x9 Plaque Black/Brass with Engraving)

Brevard Community College
CENTER FOR SERVICE-LEARNING

STUDENT HUMANITARIAN AWARD SCHOLARSHIP

(Academic year)

(Name of student)

**FOR OUTSTANDING PUBLIC
AND COMMUNITY SERVICE EFFORTS**

A. Scholarship Forms

1. On Campus/Community Service Scholarship



ON-CAMPUS/COMMUNITY SERVICE SCHOLARSHIP

established by: Center for Service-Learning • Brevard Community College

funded by: Brevard Community College Foundation

APPLICATION

Name: _____ Telephone: _____

Address: _____ Social Security Number: _____

Graduation Date: _____ GPA: _____

OUTSTANDING COLLEGE/COMMUNITY SERVICE:

PLEASE SUBMIT THE FOLLOWING ITEMS WITH THIS APPLICATION:

1. Brevard Community College transcript.
2. Two letters of reference, including one from the college/service site where you performed your service effort.
3. A brief essay (250 words) entitled "My On-Campus/Community Service."

Name: _____ Date: _____

PLEASE RETURN THIS COMPLETED APPLICATION WITH OTHER REQUESTED INFORMATION TO:
Brevard Community College • Center for Service-Learning
1519 Clearlake Road • Cocoa, FL 32922

FOR MORE INFORMATION, PLEASE CALL:
Center for Service-Learning
Cocoa • 012-305 • 433.7610 Melbourne • 010-213 • 433.5610
Palm Bay • 001-129A • 433.5253 Titusville • 003-1250 • 433.5016

ON-CAMPUS/COMMUNITY SERVICE SCHOLARSHIP CRITERIA

Brevard Community College will offer the successful candidate a tuition scholarship for tuition at Brevard Community College. Annually, this award will honor and recognize a student for an outstanding "on-campus sponsored" community service contribution during the preceding twelve month period. This scholarship is made available through the BCC Foundation.

ELIGIBILITY

- A. The applicant must be a Brevard County resident.
- B. The applicant must be a full or part-time Brevard Community College student.
- C. The applicant must have a minimum 2.50 overall grade point average.
- D. The applicant must have submitted current year FAFSA. (Applicant does not have to qualify for Financial Aid, just have applied.)
- E. The applicant must attend school for the next academic year.

TERMS

- A. The tuition scholarship of \$400 is to be utilized in one academic year (\$200 Fall Semester and \$200 Spring Semester) at Brevard Community College.
- B. The candidate must complete an application, which includes a brief essay to describe a significant on-campus/community service and how it benefited the applicant, community, and college.
- C. The recipient must maintain a 2.50 GPA at Brevard Community College to be eligible for the second semester's scholarship.
- D. If the recipient fails to complete the semester, he/she must repay the full amount of the scholarship award.
- E. The recipient will receive the award at the Center for Service-Learning (CSL) Annual Volunteer Recognition Event.

SELECTION OF RECIPIENT

- A. The selection of the recipient shall be based upon evidence of the applicant's significant on-campus/community service efforts during the preceding twelve months and the quality and insightfulness of the essay.
- B. Applicants will be recommended by faculty, staff, or college service site personnel.
- C. Finalists will be interviewed by Center for Service-Learning staff and may appear before the Center for Service-Learning's Advisory Committee.
- D. The decision of the Center for Service-Learning Advisory Committee will be final.

APPLICATION INFORMATION

- A. Deadline is April 15.
- B. Applications are to be mailed to:

Brevard Community College
Center for Service-Learning
1519 Clearlake Road
Cocoa, FL 32922

2. Outstanding Student Humanitarian Scholarship



OUTSTANDING STUDENT HUMANITARIAN SCHOLARSHIP

established by: Center for Service-Learning • Brevard Community College
funded by: Brevard Community College Foundation

APPLICATION

Name: _____ Telephone: _____

Address: _____ Social Security Number: _____

Graduation Date: _____ GPA: _____



OUTSTANDING HUMANITARIAN SERVICE:

PLEASE SUBMIT THE FOLLOWING ITEMS WITH THIS APPLICATION:

1. Brevard Community College transcript.
2. Two letters of reference, including one from the agency/service site where you performed your humanitarian effort.
3. A brief essay (250 words) entitled "My Humanitarian Service."

Name: _____ Date: _____

PLEASE RETURN THIS COMPLETED APPLICATION WITH OTHER REQUESTED INFORMATION TO:

Brevard Community College • Center for Service-Learning
1519 Clearlake Road • Cocoa, FL 32922

FOR MORE INFORMATION, PLEASE CALL:

Center for Service-Learning
Cocoa • 012-305 • 433.7610 Melbourne • 010-213 • 433.5610
Palm Bay • 001-129A • 433.5253 Titusville • 003-125C • 433.5016

OUTSTANDING STUDENT HUMANITARIAN SCHOLARSHIP CRITERIA

Brevard Community College will offer the successful candidate a tuition scholarship for tuition at Brevard Community College. Annually, this award will honor and recognize a student for an outstanding “on-campus sponsored” community service contribution during the preceding twelve month period. This scholarship is made available through the BCC Foundation.

ELIGIBILITY

- A. The applicant must be a Brevard County resident.
- B. The applicant must be a full or part-time Brevard Community College student.
- C. The applicant must have a minimum 2.50 overall grade point average.
- D. The applicant must have submitted current year FAFSA. (Applicant does not have to qualify for Financial Aid, just have applied.)
- E. The applicant must attend school for the next academic year.

TERMS

- A. The tuition scholarship of \$400 is to be utilized in one academic year (\$200 Fall Semester and \$200 Spring Semester) at Brevard Community College.
- B. The candidate must complete an application, which includes a brief essay to describe a significant on-campus/community service and how it benefited the applicant, community, and college.
- C. The recipient must maintain a 2.50 GPA at Brevard Community College to be eligible for the second semester’s scholarship.
- D. If the recipient fails to complete the semester, he/she must repay the full amount of the scholarship award.
- E. The recipient will receive the award at the Center for Service-Learning (CSL) Annual Volunteer Recognition Event.

SELECTION OF RECIPIENT

- A. The selection of the recipient shall be based upon evidence of the applicant’s significant on-campus/community service efforts during the preceding twelve months and the quality and insightfulness of the essay.
- B. Applicants will be recommended by faculty, staff, or college service site personnel.
- C. Finalists will be interviewed by Center for Service-Learning staff and may appear before the Center for Service-Learning’s Advisory Committee.
- D. The decision of the Center for Service-Learning Advisory Committee will be final.

APPLICATION INFORMATION

- A. Deadline is April 15.
- B. Applications are to be mailed to:

Brevard Community College
Center for Service-Learning
1519 Clearlake Road
Cocoa, FL 32922

3. Service-Learning Leader Scholarship



Service-Learning Leader Scholarship
(Tuition Credit Hours)

Established by
Center for Service-Learning ♦ Brevard Community College

APPLICATION

NAME	TELEPHONE
-------------	------------------

ADDRESS	SOCIAL SECURITY NUMBER
----------------	-------------------------------

GRADUATION DATE	GPA
------------------------	------------

CREDIT HOURS ENROLLED THIS SEMESTER	CUMULATIVE HOURS AT BCC
--	--------------------------------

PREVIOUS VOLUNTEER OR SERVICE-LEARNING EXPERIENCE:

PLEASE SUBMIT THE FOLLOWING ITEMS WITH THIS APPLICATION:

1. Brevard Community College transcript
2. Essay on volunteer or service-learning experience (250 words)
3. One letter of recommendation from agency/service site where you volunteered.

**PLEASE RETURN THIS COMPLETED APPLICATION
WITH OTHER REQUESTED INFORMATION TO:**

*Brevard Community College ♦ Center for Service-Learning
3865 N. Wickham Road, Melbourne, FL 32935*

Or

1519 Clearlake Road, Cocoa, FL 32922

FOR MORE INFORMATION, PLEASE CALL:

CENTER FOR SERVICE-LEARNING ♦ (321) 433-7610 or (321) 433-5610

SERVICE-LEARNING LEADER SCHOLARSHIP CRITERIA

Brevard Community College will offer the successful candidate a scholarship for tuition at Brevard Community College. This award will recognize students who coordinate or lead service-learning projects.

ELIGIBILITY

- A. The applicant must be a Brevard County resident.
- B. The applicant must be a full-time or part-time Brevard Community College student.
- C. The applicant must have a minimum 2.5 overall grade point average.

TERMS

- A. The tuition scholarship of six credit hours per semester is to be utilized for at least two semesters.
- B. The candidate must complete an application, which includes a brief essay to describe a volunteer/service-learning experience.
- C. The recipient must maintain a 2.5 GPA at Brevard Community College and be **active** as a Service-Learning Leader to be eligible for the second semester's scholarship.
- D. If the recipient fails to complete the semester as a Service-Learning Leader, he/she must repay the full amount of the scholarship award.
- E. The recipient must submit current year FAFSA to qualify for scholarship. Student does not have to qualify for Financial Aid, just have applied and be on record in the Financial Aid Office

SELECTION OF RECIPIENT

- A. The selection of the recipient shall be based upon evidence of the applicant's past experience and ability to coordinate a service project with the Center for Service-Learning.
- B. Applicants will be recommended by faculty, staff, or community service agency personnel.
- C. Students will be interviewed by the Center for Service-Learning staff and approved by the Director, Center for Service-Learning.



APPLICATION INFORMATION

A. Deadline depends on particular agency need and Center for Service-Learning positions available. For application information contact Lynette Kearns or Roger Henry at the Center for Service-Learning.

B. Applications are to be mailed to:

Brevard Community College
Center for Service-Learning
Building 10, Room 213
3865 N. Wickham Road
Melbourne, FL 32935

Or

Brevard Community College
Center for Service-Learning
Building 12, Room 305
1519 Clearlake Road
Cocoa, FL 32922

VIII. STUDENT

A. Application Procedure and Placement Forms

1. Community Service-Learning Application



CENTER FOR SERVICE LEARNING STUDENT APPLICATION

(Please print and fully complete)

Date: _____

Name: _____ Student Number: _____ Birthday (Day/Month): _____

Address: _____
Street City State Zip E-Mail Address Phone: () _____
Area Code

OPTIONAL:

The following information is important to match/place volunteer/service-learning students with community service sites, i.e., some service sites have minimum age requirements or gender specific requests:

Gender: Male Female Age: 15-17 18-20 21 and over
Ethnic Group (for reporting purposes only): Asian/Pacific Islander Native American/Alaskan Native Black (Not Hispanic Origin) Hispanic White (Not Hispanic Origin) Other

Academic Major/Career Intent: _____ Date of BCC Graduation (expected): _____

Class Level/Education: Freshman (0-29 credit hours) Sophomore (30 or more credit hours) Dual Enrollment Early Admission A.A. A.S. B.A. Masters Other

Are you volunteering to satisfy academic credit end/or course options? Yes No

Name of Course(s): _____ Instructor(s): _____
_____ Instructor(s): _____

Indicate reason why you are volunteering: _____

How did you learn about volunteering with the Center for Service-Learning:

Friend/Volunteer Instructor Staff Recruitment Table Newspaper Poster/Flyer Agency Other

Previous volunteer work or skills and interests: _____

Are you interested in: Direct Service (2-3 hours weekly) Short Term (one shot assignment)

List the days and times you are available to volunteer: _____

Where would you like to volunteer, in order of choice:

1. _____ 2. _____

Office use only:

PROGRAM REFERRAL			
1st	_____	2nd:	_____
Staff Initials	Date	Staff Initials	Date
Comments:	_____	Comments:	_____

CS-001 04000 P0605 R0605

BCC IS AN EQUAL ACCESS/EQUAL OPPORTUNITY INSTITUTION.

3. Volunteer Insurance Enrollment Record

VOLUNTEER INSURANCE ENROLLMENT RECORD

I volunteer my service through the Center for Service-Learning (CSL) and understand that I am not an employee of Brevard Community College (BCC).

Date: _____ Signature of Volunteer: _____

Person to notify in an emergency

Relationship _____ Place of work: _____ Phone _____

If you will be driving to perform your volunteer work, please complete the following:

I, the CSL volunteer, understand that if I use my personal automobile in my volunteer service, I will arrange to keep in effect automobile insurance equal to the minimum limits required by our state.

Yes ___ No

Current Driver's License Number _____ Issue Date _____

Expiration Date _____ Signature _____

DESIGNATION OF BENEFICIARY

Name(s) _____ Relationship _____

Address _____

Place of employment _____ Phone _____

Enrollment forms should be signed and application completed to enroll you as a prospective volunteer. Student volunteers do not receive benefits until their application is completed and the enrollment form signed.

**INSURANCE COVERAGE FOR
COMMUNITY SERVICE-LEARNING VOLUNTEERS**

The CSL Volunteer Program has secured personal liability insurance coverage for our volunteers. Insurance coverage is provided to complement the insurance coverage already available to students of BCC and the state. This insurance is valid only while actually performing your volunteer duties. In no way is this insurance intended to replace your current insurance coverage. If you need any more information or have questions, please contact Roger Henry, Center for Service-Learning, 010-213, Melbourne Campus or call 632-1111, extension 33150.

4. Student Referral Form

The referral form is formatted as a large bookmark. The front side is promotional and motivational. The flip side has the Community Partner information for student use, i.e., Community Partner location and contact information in addition to the orientation or appointment dates, etc.



REFERRAL FORM

Agency/Organization _____
Contact Person _____ Telephone # _____
Address _____
Notes _____

Referred by _____

**Brevard Community College
CENTER FOR SERVICE-LEARNING**

Cocoa (321) 433-7610 • 012-305 Melbourne (321) 433-5610 • 010-213
Titusville (321) 433-5016 • 003-125C Palm Bay (321) 433-5264 • 129A

5. Student Checklist

STEPS FOR INVOLVEMENT ~ A SERVICE-LEARNER'S CHECKLIST

1. **LEARN MORE ABOUT SERVICE-LEARNING!** Stop by the Center for Service Learning (CSL) or call a staff member: Cocoa Campus, 012-305, 433-7610; Melbourne Campus, 010-213, 433-5610; Titusville Campus, 003-125C, 433-5016; Palm Bay Campus, 010-120, 433-5253. VISIT the CSL web-site on BCC's Home Page—Under Common Links, click on Center for Service-Learning.
2. Find out if your instructor(s) offer service-learning options in their courses.
3. Peruse information about service opportunities in the "*THE LINK*"--- directory of service-learning community opportunities.
4. Complete a short application. CSL will supply you with a service-learning portfolio, including a Student Packet, documentation forms, reflection materials and other program resources.
5. Talk with a staff person or Service-Learning Leader to match your interests with community opportunities.
6. Arrange dates and times for a community partner visitation/appointment, or orientation.
7. Visit the community partner or program of your choice.
8. Attend an orientation session (some sites have excellent training programs.)
9. Decide what project or service site is best for you.

NOW YOU BEGIN

10. When you have accepted a service-learning position/project, complete the Placement Confirmation and Mutual Expectations Agreement with your service site supervisor and return it to the CSL office and your instructor.
11. Devise a short plan of your service and learning goals for your service-learning placement/project
12. Choose your reflective methods (written and oral) that are required by your instructor.
13. Give CSL feedback about your progress and concerns.
14. Monitor and assess your service-learning progress.
15. Alert us if you are having any difficulties with your service-learning experience
16. Inform CSL if you wish to terminate or change positions. CSL will gladly help arrange a more suitable position for you.
17. Complete hourly time sheets and a final performance evaluation that are to be turned in to your instructor at the required times and the CSL to be verified and put on your academic transcript.
18. Complete the Community Service-Learning Questionnaire at the end of each semester. This is critical feedback for us so we can assess the impacts of service-learning and improve the program.
19. Let us know if you are going to continue! Ask us about other service-learning academic options.
20. Enjoy your service-learning experience

B. Documentation Forms

1. Placement Confirmation and Mutual Expectations Agreement



PLACEMENT CONFIRMATION

Cocoa 433.7610 • Titusville 433.5016 • Melbourne 433.5610 • Palm Bay 433.5253

Student Name: (printed) _____
Community Partner Placement Site: (printed) _____
Supervisor or Coordinator: (printed) _____
Duties: _____ _____
Days and Hours: _____
Starting Date: _____ Ending Date: _____
Student is working as Community Service-Learner/Volunteer: <input type="checkbox"/> Yes <input type="checkbox"/> No

MUTUAL EXPECTATIONS AGREEMENT



I. COMMUNITY PARTNER/PLACEMENT SITE - We commit to the following:

- To provide an adequate position description, orientation/training, and assistance to the student service-learner or volunteer
- To provide supervision, feedback, and evaluation on student performance
- To respect the individual and learning needs of the student
- To provide meaningful tasks related to skills, interests and learning objectives
- To provide appreciation and recognition of the student's contributions
- To provide a safe and appropriate working environment

II. COMMUNITY SERVICE-LEARNER - I commit to the following:

- To perform my respective duties to the best of my ability
- To adhere to the organizational rules, procedures and policies including the confidentiality of organization and client information
- To be open to supervision with mutual feedback which will facilitate service learning growth
- To meet time and duty commitments or if I cannot attend, to provide adequate notice so that alternative arrangements can be made

III. AGREED TO:

Community Partner Placement Site Signature: _____ Date: _____

Community S-L Student Signature: _____ Date: _____



Brevard Community College • Center for Service-Learning

MULTIPLE PLACEMENT SITE HOUR REPORT AND SHOAT VERIFICATION

Student Name: <small>(Printed or typed)</small>		Student Number:	Student Telephone:
Type of Activity:		<input type="checkbox"/> Field Study (4th Credit Option)	<input type="checkbox"/> Community Involvement
		<input type="checkbox"/> Service-Learning Class Option	<input type="checkbox"/> Human Service Experience
		<input type="checkbox"/> Student Organization/Club (Service Activity)	<input type="checkbox"/> Volunteer Service
		<input type="checkbox"/> Internship	
Organization and/or Event Name <small>(Printed or typed)</small>	Organization Supervisor Name:	Agency Telephone:	
Services Provided:			
We (organization and student) certify that the following hours are correct.			Dates or Time Frame:
Organization Supervisor Signature and Date:			Total Hours:
Student Signature and Date:			
Organization and/or Event Name <small>(Printed or typed)</small>	Organization Supervisor Name:	Agency Telephone:	
Services Provided:			
We (organization and student) certify that the following hours are correct.			Dates or Time Frame:
Organization Supervisor Signature and Date:			Total Hours:
Student Signature and Date:			
Organization and/or Event Name <small>(Printed or typed)</small>	Organization Supervisor Name:	Agency Telephone:	
Services Provided:			
We (organization and student) certify that the following hours are correct.			Dates or Time Frame:
Organization Supervisor Signature and Date:			Total Hours:
Student Signature and Date:			
Official Use Only: Date Received _____ Verbal Verification Date: _____ Input by _____			

3. Multiple Placement Site Hour Report and SHOAT Verification

4. Mid-Term Evaluation



**Student Community Service-Learning (Credit Hour Classes)
MID-SEMESTER PROGRESS REPORT**

Student Name: _____ Supervisor's Name: _____

Today's Date: _____ Supervisor's Signature: _____

Evaluation Period (Dates): _____ Community Partner/Service Site Name: _____

Service Hours to Date: _____ Community Partner/Service Site Telephone: _____



OVERALL PERFORMANCE:	Needs Help	Average	Good	Excellent	Cannot Rate
PUNCTUAL: Gets to work on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DEPENDABILITY: Prompt; trustworthy; follows directions; meets obligations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADAPTABILITY: Catches on fast; follows detailed instructions; can switch jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ABILITY TO GET ALONG: Cooperative; well-mannered; social and emotional stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ATTITUDE: Enthusiastic; a good team worker; willing to cooperate; desires to improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INITIATIVE: Ability to work without supervision; self-motivating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACCEPTS SUGGESTIONS: Eager to improve; seeks assistance; follows through	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you think this individual is performing well at this stage of the program? Yes No

WRITTEN COMMENTS: (use back of paper if needed)

THANK YOU FOR HELPING **EMPOWER OUR STUDENTS!**

CS-005 07/50 P0805 R0705 3pt NCR Distributor: White (Faculty Member) Yellow (CSL) Pink (student)

5. 4th Credit Contract



SERVICE-LEARNING CONTRACT FIELD STUDIES I (4TH CREDIT OPTION)

SECTION I (Student Completes)	When Contract Section I, II, III are completed, give the white copy to instructor, yellow copy to the Service-Learning Office, and keep the pink copy for yourself.
Student Name: _____ Telephone #: _____ Student#: _____ STATE SERVICE AND LEARNING GOALS: SERVICE: What exactly do you expect to do? Briefly describe the nature of the volunteer service work and why you have chosen it. LEARNING: What do you expect to learn from this experience? (e.g. information and understanding about the elderly, people, environmental issues, teaching methods, etc.) SKILLS: What skills do you expect to develop and learn from this experience? (e.g. communication skills, writing, problem solving, teaching techniques, etc.) I agree to devote at least 20 hours this semester between the dates of _____ and _____ at (volunteer site/project) _____. I also agree to meet the academic or learning requirements that my professor has indicated in Section II in order to receive one hour of academic credit for this service-learning experience. Student Signature: _____ Date: _____	
SECTION II (Faculty Instructor Completes)	The student named above has my permission to engage in this 4th credit option service-learning experience to meet the requirement of _____ 2948. In-addition to the 20 minimum of service hours required, the student will complete the following service-learning related assignments for the course.
REQUIREMENTS: 1. <input type="checkbox"/> Journal <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Final <input type="checkbox"/> Essay <input type="checkbox"/> Other _____ 2. One midterm reflection seminar arranged by the Center for Service Learning is required. (See Section III) 3. Community Service-Learning Questionnaire must be completed at the end of the assignment. 4. Elaboration of evidence or academic work needed: Faculty Member Signature: _____ Date: _____	
SECTION III (Center for Service-Learning Completes)	
<input type="checkbox"/> Registration Form Completed <input type="checkbox"/> Fees Paid <input type="checkbox"/> Service Documentation Forms Received Course and Section: _____ Site Selection: _____ Late Term Seminar Selection: Campus: _____ Date: _____ Time: _____ Room: _____ The Service-Learning student has been given the necessary forms, has completed a registration form, confirmation form, and has scheduled a reflection seminar. Service-Learning Staff Signature: _____ Date: _____	

C. Correspondence Forms

4. Thank You Letters

Both thank you letters are printed on Brevard Community College letterhead. Service-Learning student workers/volunteers/leaders draw artwork on the letter with multi colored felt tips and signatures are done in multicolored pen.

a. First Thank You Letter



November 29, 2007

Dear

You are the **POWER** behind service-learning. Your dedication to providing quality service to the community makes a significant difference. In the last eighteen years, thousands of Brevard Community College students have given their time and talents to make Brevard County a better place to live. What YOU do does matter.

*"Love cannot remain by itself – it has no meaning.
Love has to be put into action and that action is service."
Mother Theresa*

Hopefully, your service experience will be beneficial both personally and academically. If you have any questions, concerns, or wish to discuss anything about your assignment, please call us or stop in. We utilize your input to enhance the program, and we value your constructive feedback so that the Center for Service-Learning will continue to improve.

We appreciate your willingness to reach out to build a stronger, caring community.

Sincerely,

**The Staff
of the
Center for Service-Learning**

District Administration
1518 Clearlake Road
Cocoa, Florida 32922
321/632-1111
Fax: 321/433-7565

Cocoa Campus
7510 Clearlake Road
Cocoa, Florida 32922
321/632-1111
Fax: 321/433-7565

Melbourne Campus
5865 N. Wickham Road
Melbourne, Florida 32926
321/632-1111
Fax: 321/433-5655

Palm Bay Campus
250 Community College Pkwy
Palm Bay, Florida 32909
321/632-1111
Fax: 321/433-5655

Titusville Campus &
Virtual Campus
1311 North U.S. 1
Titusville, Florida 32795
321/632-1111
Fax: 321/433-5135

Health Sciences Campus
1518 Clearlake Road
Cocoa, Florida 32922
321/632-1111
Fax: 321/433-7565

Spaceport Center
Mail Code: SPAGE1EG
Kennedy Space Center
Florida 32919
321/730-3128
Fax: 321/433-7234

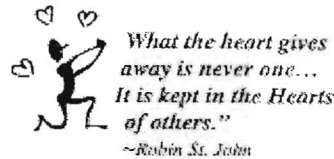
Website: www.brevardcc.edu

1. Second Thank You Letter

The second thank you letter is used for students who have previously volunteered and already received the first thank you letter.



November 29, 2007

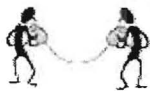


Dear

The Center for Service-Learning staff thanks you for reaching out to build a stronger community and a better society. Your continued involvement as a volunteer service-learner makes you among the best of Brevard Community College students.



We deeply value your commitment, caring, and compassion. Please let us know how you are doing, and how we can improve service-learning to assist you in your efforts.



Your time and generosity make a world of difference!

Warmest Regards,

Center for Service-Learning

District Administration
1519 Clearlake Road
Cocoa, Florida 32922
321/632-1111
Fax: 321/433-7005

Cocoa Campus
1519 Clearlake Road
Cocoa, Florida 32922
321/632-1111
Fax: 321/433-7005

Melbourne Campus
3995 N. Wickham Road
Melbourne, Florida 32936
321/632-1111
Fax: 321/433-5820

Palms Bay Campus
250 Community College Pkwy.
Palm Bay, Florida 32909
321/632-1111
Fax: 321/433-6205

Titusville Campus &
Virtual Campus
1211 North US-1
Titusville, Florida 32796
321/632-1111
Fax: 321/433-5195

Health Sciences Campus
1519 Clearlake Road
Cocoa, Florida 32922
321/632-1111
Fax: 321/433-7589

Sportsport Center
Mail Center SPAC118-C
Kennedy Space Center
Ft. Pierce 32909
321/736-1000
Fax: 321/476-4200

Website: www.brevardcc.edu

2. Follow-Up and Feedback Letter

When the Service-Learning Office is unable to contact students by telephone over a period of six weeks and the student has not submitted Placement Confirmation form, a Follow-Up letter is sent along with a post paid envelope and a First Impressions Survey (see student assessment section page 1).



November 29, 2007

Utilize the **POWER** of Service-Learning

Dear _____

The Center for Service-Learning (CSL) staff is concerned about your service-learning placement. We are here to help! The office has attempted to contact you by phone. If you need, we would like to help you obtain a smooth process of placement. At the same time, we know your time is precious and, sometimes, commitments and situations change.

We would appreciate you taking a few moments of your valuable time to complete the bottom portion of this letter and the enclosed First Impressions Survey. Please return in the enclosed postpaid envelope or drop off at the Service-Learning office on your campus.

Thanking you in advance,

The Center for Service-Learning

Name: _____ Campus: _____

#Error

Yes, I am volunteering at _____
(Please drop off the yellow copy of your placement confirmation form.)

I am having trouble reaching the contact person at _____.

No, I have not started my service. I will begin _____.

Sorry, I cannot volunteer this semester.

Additional comments or suggestions:

District Administration
1519 Clearlake Road
Cocoa, Florida 32922
321-632-1111
Fax: 321-433-7000

Cocoa Campus
1519 Clearlake Road
Cocoa, Florida 32922
321-632-1111
Fax: 321-433-7000

Melbourne Campus
3815 N. Wickham Road
Melbourne, Florida 32936
321-632-1111
Fax: 321-433-5828

Palm Bay Campus
250 Community College Pkwy.
Palm Bay, Florida 32909
321-632-1111
Fax: 321-433-5325

Titusville Campus &
Virtual Campus
1311 North U.S. 1
Titusville, Florida 32796
321-632-1111
Fax: 321-632-5415

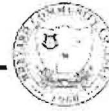
Health Sciences Campus
1519 Clearlake Road
Cocoa, Florida 32922
321-632-1111
Fax: 321-433-7000

Spaceport Center
Mail Stop: 19PAC2 111
Kennedy Space Center
Florida 32899
321-720-1600
Fax: 321-476-6326

Website: www.brevardcc.edu

3. Birthday Letter

The Center for Service-Learning's data base is programmed to print birthday letters monthly. Service-Learning student workers/volunteers/leaders draw artwork on the letter with multi colored felt tips and signatures are done in multicolored pen.



November 29, 2007

Dear

We hear that you will soon be celebrating a birthday on

Service-Learning wants to make sure to say:



Congratulations from us to you, with many thanks for all you do!
So blow out your candles and enjoy your day, and know that
the Service-Learning Staff is sending birthday wishes your way!

District Administration 1512 Clearlake Road Cocoa, Florida 32907 321.632.1131 Fax: 321.632.7522	Cocoa Campus 1512 Clearlake Road Cocoa, Florida 32907 321.632.1111 Fax: 321.633.7065	Melbourne Campus 3825 N. Wickham Road Melbourne, Florida 32935 321.492.1111 Fax: 321.493.9820	Palm Bay Campus 250 Community College Pkwy Palm Bay, Florida 32909 321.623.1111 Fax: 321.433.9229	Titusville Campus & Virtual Campus 1311 North U.S. 1 Titusville, Florida 32796 321.622.1111 Fax: 321.423.6110	Health Services Campus 1512 Clearlake Road Cocoa, Florida 32907 321.632.1111 Fax: 321.632.7522	Spaceport Center Mail Code: 32943-7140 Kennedy Space Center Ft. Huachuca, FL 32902 321.733.9120 Fax: 321.427.5335
--	---	--	--	--	---	---

Website: www.brevard.edu

4. Fourth Credit Option/Field Study Reminder

When enrolled in a field study class, it is mandatory to attend a reflection seminar. A courtesy reminder letter is sent to all students with the enclosure of the campus seminar schedule.



November 29, 2007

4th CREDIT OPTION REMINDER

Dear

In order to meet the requirements to fulfill your Service-Learning 4th Credit Option, it is mandatory that you attend one mid-semester seminar. The seminar is a one hour group session that will follow up your overall service experience through discussion and a brief questionnaire.

Please see the enclosed schedule. We know that your time is precious and have selected several choices for your convenience. If you have any questions or concerns, please contact a Service-Learning office at one of the following locations:

Cocoa: Building 12, Room 305, 433-7610
Titusville: Building 3, Room 125C, 433-5016
Melbourne: Building 10, Room 213, 433-5610
Palm Bay: Building 1, Room 120, 433-5253

Thanks for all you do!

The Service-Learning Staff

District Administration 1519 Clearlake Road Cocoa, Florida 32922 321/632-1111 Fax: 321/433-7065	Cocoa Campus 1519 Clearlake Road Cocoa, Florida 32922 321/632-1111 Fax: 321/433-7065	Melbourne Campus 2915 N. Wickham Road Melbourne, Florida 32935 321/632-1111 Fax: 321/433-5839	Palm Bay Campus 250 Community College Pkwy. Palm Bay, Florida 32909 321/632-1111 Fax: 321/433-6235	Titusville Campus & Virtual Campus 1511 North U.S. 1 Titusville, Florida 32796 321/632-1111 Fax: 321/433-5115	Health Sciences Campus 1519 Clearlake Road Cocoa, Florida 32922 321/632-1111 Fax: 321/433-7598	Spaceport Center Mail Code: SPAGT 11C Kennedy Space Center Huntsville 32603 321/730-1620 Fax: 321/476-6536
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Website: www.brevardcc.edu

5. Scholarship Letter

To encourage service-learning students to apply for the Service-Learning scholarships, this letter and reminder is posted annually late February or early March.



Dear

Spring is almost upon us and you might already be planning for next Fall and Spring classes. The Center for Service-Learning would like to make you aware of two scholarship opportunities.

Outstanding Student Humanitarian Scholarship - \$1000

(\$500 per semester)

Annually, this award recognizes and honors a student who has performed exceptional humanitarian service during the preceding twelve-month period. This scholarship is made available through BCC Foundation and is not transferable to another college. (Placement sites include non-profit, government and approved sites.)

On-Campus/Community Service Scholarship - \$400

(\$200 per semester)

Annually, this award honors and recognizes a student for an outstanding "on-campus sponsored" community service contribution. This scholarship is made available through the BCC Foundation and is not transferable to another college. (For on-campus BCC only endeavors, i.e., Faculty research/aid, Rotaract, Student Government, Student Ambassador, student clubs & organizations, special events, i.e., Voting Awareness, Aids Awareness, Relay for Life – American Cancer Society.)

Criteria

- (A) Must be a Brevard County resident
- (B) Must be full or part-time student
- (C) Must have a minimum of 2.50 overall grade point average
- (D) Must attend school for the next academic year
- (E) Scholarship applications are due Friday, April 14, 2006. All applications should be turned into the Service-Learning office located on your campus.

Please stop by the Service-Learning Office for scholarship forms. If you have any questions or concerns, contact the Service-Learning Office on your campus listed below:

Cocoa:	Building 12, Room 305	433-7610
Titusville:	Building 03, Room 125C	433-5016
Melbourne:	Building 10, Room 213	433-5610
Palm Bay:	Building 01, Room 120	433-5264

Thanks for all you do!

The Center for Service-Learning

District Administration
1519 Clearlake Road
Cocoa, Florida 32922
321/433-1111
Fax: 321/433-7055

Cocoa Campus
1519 Clearlake Road
Cocoa, Florida 32922
321/433-1111
Fax: 321/433-7055

Melbourne Campus
3055 N. Wickham Road
Melbourne, Florida 32935
321/433-1111
Fax: 321/433-5820

Palm Bay Campus
250 Community College Way
Palm Bay, Florida 32909
321/433-1111
Fax: 321/433-5325

Titusville Campus &
Vestal Campus
1311 North U.S. 1
Titusville, Florida 32796
321/433-1111
Fax: 321/433-5115

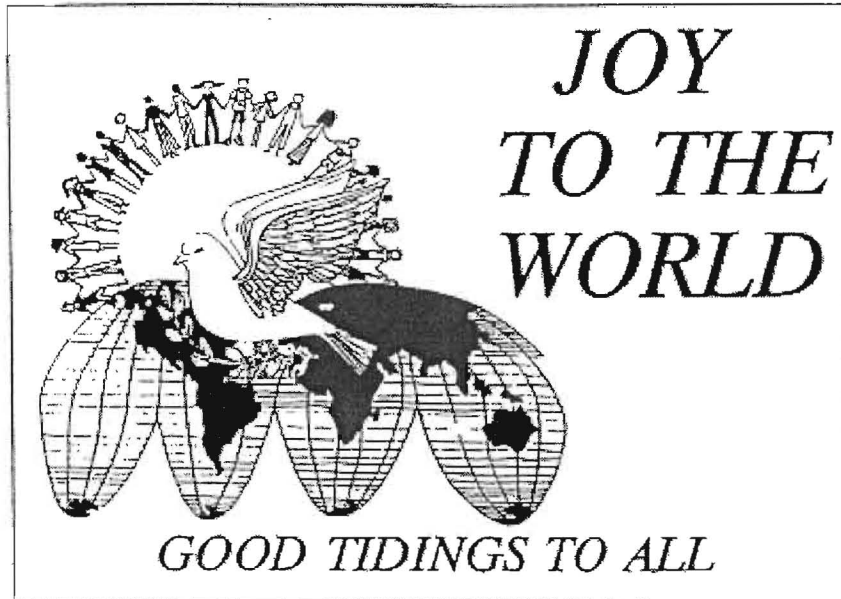
Health Sciences Campus
1519 Clearlake Road
Cocoa, Florida 32922
321/433-1111
Fax: 321/433-7055

Spaceport Center
Mid Tech 321433-1111
Kennedy Space Center
Florida 32899
321/732-1635
Fax: 321/433-5335

Website: www.brevardcc.edu

6. Holiday Greetings Post Card

Holiday greetings are sent to service-learning student, faculty, administrators, and community partners are sent a holiday greeting. Service-Learning staff, student workers, student leaders, and staff volunteers sign the card (first name only).



BREVARD COMMUNITY COLLEGE
CENTER FOR SERVICE-LEARNING
1519 CLEARLAKE ROAD
COCOA FL 32922

Non-Profit Org.
U. S. Postage
PAID
Cocoa, Florida
Permit No. 81

*BEST WISHES FOR THE COMING YEAR
THE CENTER FOR SERVICE-LEARNING*

7. Recommendation Verification

The recommendation and verification format can be expanded or personalized to fit students need.



November 30, 2007

To Whom It May Concern:

It is my pleasure to recommend *Marykate Lally*. *Marykate* not only believes in citizenship, she believes in active hands-on civic responsibility.

At Brevard Community College, *Ms. Lally* has an excellent academic record and maintained a 3.34 GPA. *Marykate* augmented her education with volunteering and service-learning experiences at Jefferson Middle School. *Ms. Lally* possesses good communication and leadership skills and is entirely self-motivated. Because of her abilities, experiences, and strong character attributes, she will be an asset to any organization.

I recommend *Marykate Lally* with no reservations. She is not only deserving but also reflective of today's concerned, conscientious, and talented leaders.

Sincerely,

District Administration
1519 Clearlake Road
Cocoa, Florida 32922
321.433-1111
Fax: 321.433-7066

Cocoa Campus
1519 Clearlake Road
Cocoa, Florida 32922
321.433-1111
Fax: 321.433-7065

Melbourne Campus
3805 N. Wickham Road
Melbourne, Florida 32905
321.433-1111
Fax: 321.433-6820

Palm Bay Campus
250 Community College Pkwy
Palm Bay, Florida 32909
321.433-1111
Fax: 321.433-5325

Titusville Campus &
Vero Beach Campus
1211 North U.S. 1
Titusville, Florida 32796
321.433-1111
Fax: 321.433-5115

Health Sciences Campus
1519 Clearlake Road
Cocoa, Florida 32922
321.433-1111
Fax: 321.433-7500

Spaceport Center
Mail Code: SPADETEC
Kennedy Space Center
Florida 32899
321.730-1101
Fax: 321.730-5209

Website: www.brevardcc.edu

D. Guidance Forms

I. Student Planning Guide

Brevard Community College
CENTER FOR SERVICE-LEARNING

STUDENT PLANNING GUIDE

I. My volunteer service-learning choices:

AGENCY	PHONE NUMBER	CONTACT PERSON
--------	--------------	----------------

II. Major learning objectives:

III. Important dates:

	MONTH/DAY	TIME	PLACE
--	-----------	------	-------

Volunteer Project:	start	_____	_____
	finish	_____	_____
	hours/weekly	_____	_____

Orientation: _____

Training: _____

Placement Confirmation due: _____

Mid-Term Performance Evaluation: _____

Final Performance Evaluation: _____

Hour Report Due: _____

Seminars/Feedback Sessions: _____

Written Reflective Work Turned In: _____

Center's Questionnaire Completed: _____

IV. My service-learning reflective choices:

WRITTEN	NON WRITTEN
_____ Service-Learning Plan	_____ Instructor/Class Seminars
_____ Report Book	_____ Feedback from Agency Supervisor
_____ Journal	_____ Group Meeting(s)
_____ Essay	_____ Center/Service-Learning Sessions
_____ Critical Incidents	_____ Oral Presentation
_____ Other	

2. Steps for Involvement – Service-Learner’s Checklist



STEPS FOR INVOLVEMENT A SERVICE-LEARNER'S CHECKLIST

- 10. **LEARN MORE ABOUT SERVICE-LEARNING!** Stop by the Center for Service Learning (CSL) or call a staff member: Cocoa Campus, 012-305, 433-7610; Melbourne Campus, 010-213, 433-5610; Titusville Campus, 003-125C, 433-5016; Palm Bay Campus, 010-120, 433-5253. VISIT the CSL web-site on BCC's Home Page—Under Common Links, click on Center for Service-Learning.
- 11. Find out if your instructor(s) offer service-learning options in their courses.
- 12. Peruse information about service opportunities in the “*THE LINK*”--- directory of service-learning community opportunities.
- 13. Complete a short application. CSL will supply you with a service-learning portfolio, including a Student Packet, documentation forms, reflection materials and other program resources.
- 14. Talk with a staff person or Service-Learning Leader to match your interests with community opportunities.
- 15. Arrange dates and times for a community partner visitation/appointment, or orientation.
- 16. Visit the community partner or program of your choice.
- 17. Attend an orientation session (some sites have excellent training programs.)
- 18. Decide what project or service site is best for you.

NOW YOU BEGIN

- 19. When you have accepted a service-learning position/project, complete the Placement Confirmation and Mutual Expectations Agreement with your service site supervisor and return it to the CSL office and your instructor.
- 20. Devise a short plan of your service and learning goals for your service-learning placement/project
- 21. Choose your reflective methods (written and oral) that are required by your instructor.
- 22. Give CSL feedback about your progress and concerns.
- 23. Monitor and assess your service-learning progress.
- 24. Alert us if you are having any difficulties with your service-learning experience
- 25. Inform CSL if you wish to terminate or change positions. CSL will gladly help arrange a more suitable position for you.
- 26. Complete hourly time sheets and a final performance evaluation that are to be turned in to your instructor at the required times and the CSL to be verified and put on your academic transcript.
- 27. Complete the Community Service-Learning Questionnaire at the end of each semester. This is critical feedback for us so we can assess the impacts of service-learning and improve the program.
- 28. Let us know if you are going to continue! Ask us about other service-learning academic options.
- 29. Enjoy your service-learning experience

Your involvement in community service-learning throughout your Brevard Community College experience can be verified and recorded by completing the information on this form.

**Brevard Community College
Community Service Learning Activity Profile**

These cards enable you to use the Center for Service Learning as a reference.

Many employers and higher education institutions view public and community service experience as an important factor in selecting students. When building a resume, use CSL as a reference!

THANKS FOR YOUR INVOLVEMENT!

"To leave the world a bit better, whether by a healthy child, a garden patch or a redeemed social condition, to know even one life has breathed easier because you have lived; this is to have succeeded".

by Ralph Waldo Emerson

Center for Service-Learning
(407) 632-1111, ext. 6-2410, 3-3150

Student's Name _____

Address _____ P.O. Box _____

Phone # _____

Type of Activity (check one):

- | | |
|---|---|
| <input type="checkbox"/> Service-Learning Club Activity | <input type="checkbox"/> Short Term Project |
| <input type="checkbox"/> Volunteer Service | <input type="checkbox"/> Work Study/Service |
| <input type="checkbox"/> Independent Study/Service | <input type="checkbox"/> Internship |
| <input type="checkbox"/> Community Involvement Course | <input type="checkbox"/> Human Service Experience Course |
| <input type="checkbox"/> Service-Learning Option in Class | <input type="checkbox"/> Student Organization (Rotaract, PTK, Terraphila, etc.) |

Total Service Hours: _____ Dates: _____ Phone#: _____

Organizations where service was performed: _____

Supervisor's name printed: _____

Supervisor's signature verifying hours: _____

Please describe your service project. (What did you do? Who did you serve? What did you learn?)

1519 Clearlake Road
Cocoa, FL 32922



BREVARD COMMUNITY COLLEGE

James A. Drake, Ph.D., President

BOARD OF TRUSTEES

James Theriac, Chair

Alberta K. Wilson, Vice Chair

C.R. "Rick" McCotter III

James H. Richey

Dixie N. Sansom

*Brevard Community College is an
equal access/equal opportunity institution.*