

2006

Center for Service-Learning Faculty Packet

Brevard Community College

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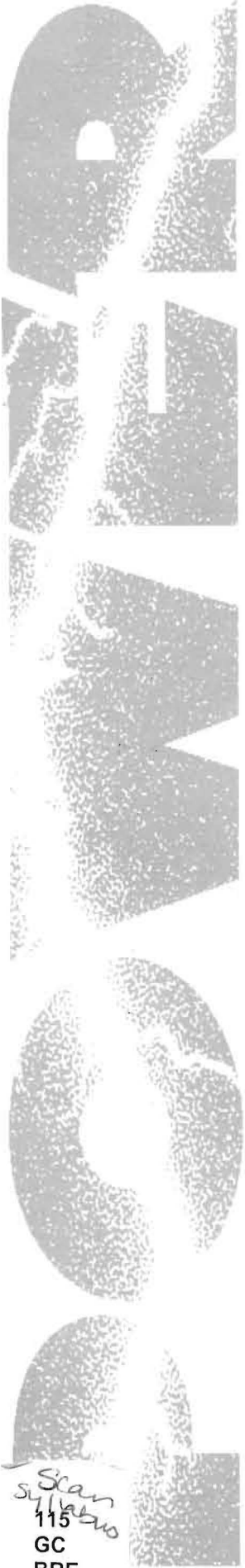
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FACULTY PACKET



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Invitation

Service-Learning is an effective teaching method that is extensively used across the country. Service-Learning has proven benefits to the community, college, and especially our students. At Brevard Community College (BCC), over 100 faculty members integrate service with academic study. Many have commented about the significant benefits of service-learning for students' personal, civic, career, and academic growth. Many instructors have indicated that their classrooms have been enriched by students' real life experiences.

The staff at the Center for Service-Learning really believes you are at the center of service-learning. You are the best recruiter of BCC's service-learning students and you provide many academic strategies to enable students to harvest meaning from their community experiences.

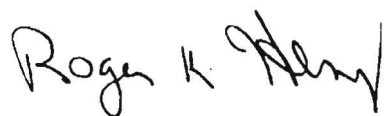
The Center can help you develop and utilize service-learning effectively. We have hundreds of community partner placements and projects available, and can tailor service projects to your specific academic needs. We also have developed an intricate student placement and support system that enables you to concentrate your efforts on assessing students' learning from their community based reciprocal experiences.

Recent studies have demonstrated that service-learning works best when done over time and when students' service experiences are meaningful to them. Perhaps the most important success factor is critical reflection opportunities when students talk and write about their experiences. You are well positioned to facilitate this powerful teaching pedagogy.

This faculty packet is designed to help you incorporate service-learning into your courses or improve an existent service-learning component. Most importantly, the packet contains examples of service-learning syllabi from other BCC faculty and information about reflection methodology.

Any suggestions to improve this packet are most welcome.

All the best!



Roger K. Henry



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“Because of my service-learning experience, I was able to take the longest journey of my life, 18 inches, from my mind to my heart, from intellect to feeling.” ~ *Brevard Community College Service-Learning Student* ~

I. INTRODUCTION

A. CENTER FOR SERVICE-LEARNING

Brevard Community College developed the Center for Service-Learning to systematically involve and support students in educational and important public service experiences. Since its inception in 1988, the Center has involved over 38,000 students who served about 1,400,000 hours. Today, the Center is recognized and respected as one of the best service-learning programs in the United States.

Volunteer and service-learning experiences are reciprocally beneficial for both the community and students. For many community organizations, students augment service delivery, meet crucial human needs and provide a basis for future citizen support. For students, community service is an opportunity to enrich and apply classroom knowledge; explore careers or majors; develop civic skills; enhance personal growth and self-image; develop job links; and most of all foster in students a concern for social responsibility and commitment to human service.

The Center assists in recruiting and placing student with hundreds of community partners while providing support services to enhance student learning and service, i.e., orientation, supervision, recognition, evaluation, assessment, and monitoring of learning.

Additionally, the project provides the framework and methods to link service with the curriculum. The curriculum through its faculty is the most important means to enhance learning through service and increase scholarly attention to social responsibility, citizenship, ethics, and student development. Service-Learning is a powerful pedagogy that makes study immediate and relevant, and supports and improves service. The Center facilitates the development of service-learning coursework and options while assisting faculty in the placement and support of service-learners.

The opportunities are as unique and diverse as the people who desire them; therefore, the experiences require various degrees of time, commitment, prior experience, and skills. Program areas include: literacy, community development, the arts, subsistence services, health care, government, education, animal care, mentoring, drug prevention, crisis care, mental health, child care, senior services, youth services, the environment, special children and adults, corrections/justice, family services, recreation, and physically challenged.

B. SERVICE-LEARNING STAFF

2006-2007 STAFF

- **Roger Henry**, Director
- **Lynette Kearns**, Service-Learning Coordinator
- **Evelyn Young**, Project Specialist
- **Alanna Haley**, Administrative Support Specialist
- **Schronie Woods-Allen**, Project Assistant
- **Barbara Baird**, Curriculum Specialist

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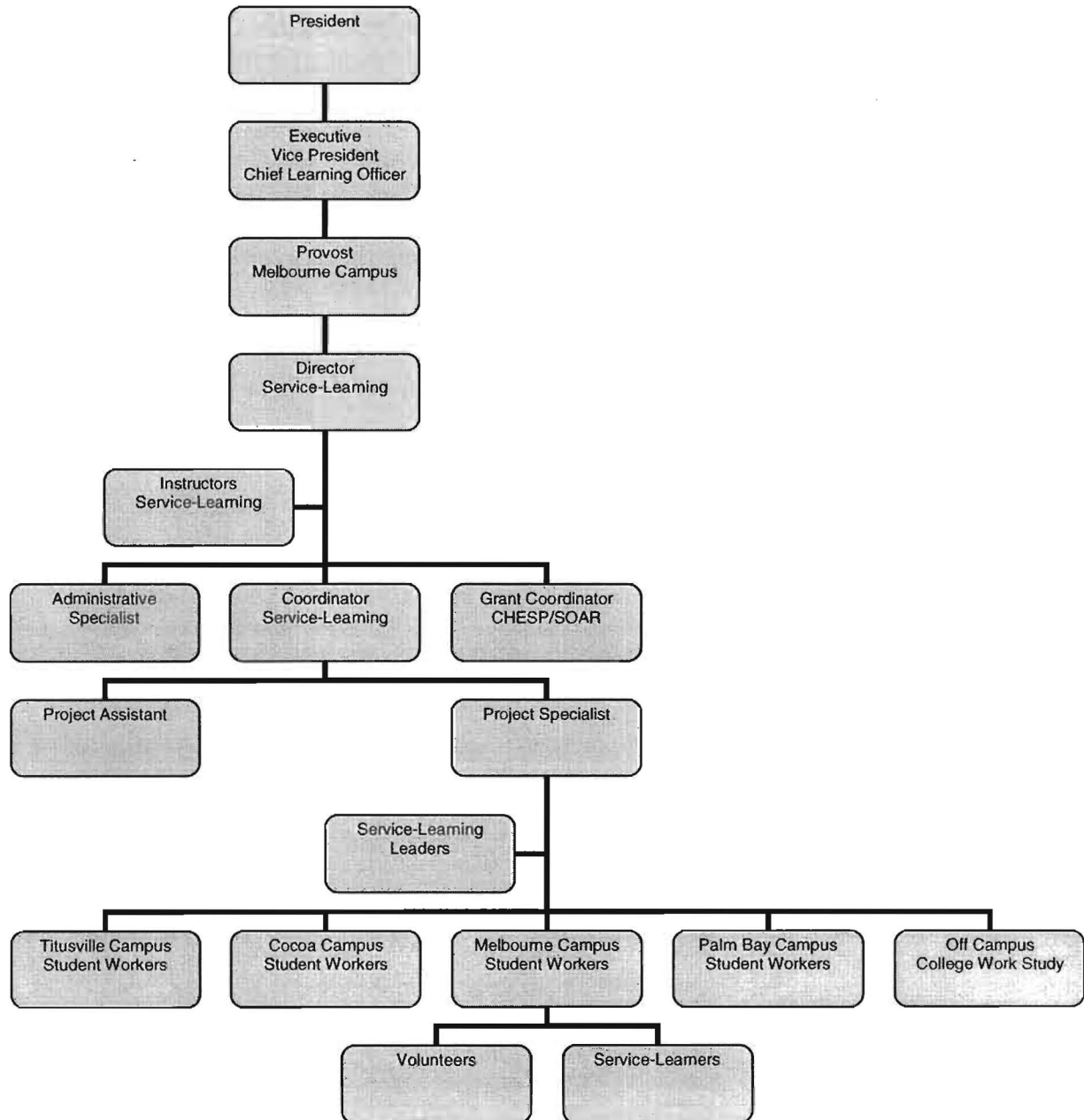
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PALM BAY

Building 001, Room 120
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C. ORGANIZATION CHART

Academic Year 2006-2007



D. FOCUS IN • FACT SHEET



1. THE MISSION

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.

2. FUNCTIONS

- Coordinate volunteer and service-learning activities, programs, and support services
- Provide the framework and methods to link service with the curriculum
- Assist the community with the development and enhancement of volunteer and service-learning programming
- Administer grant projects: REACH-FLY-SOAR, CHESP, and Learn and Serve Special Initiatives
- Involve, coordinate, and support faculty who utilize the service-learning pedagogy and teach community service-learning
- Provide information and resources on community service-learning opportunities
- Develop student and faculty incentives for community involvement
- Partner with key Brevard County schools, organizations, agencies, and projects
- Document student Service Hours on Academic Transcript (SHOAT)
- Provide for employee community service opportunities (ESP)
- Administer America Reads, Citizen Scholars, and Service-Learning Leaders projects
- Continue to link BCC resources with community needs and resources through partnerships and service-learning placement service sites
- Collaborate with the Brevard County School system and other key partners

3. STRATEGIES TO MEET COLLEGE/PROGRAM

OBJECTIVES (2006/07)

- Expand data base capability to run needed service-learning reports to make program information more efficient and expeditious
- Place at least 70% of student service-learners and volunteers in community settings that provide educational opportunities for students to experience cultural, ethnic, racial, age, physical, health, and other differences
- The Service-Learning program will continue to be viewed as a national model, leader, and resource in the field of service-learning
- Continue to imbed service-learning and civic engagement in the planning processes of the institution by advocating for and developing recommendations for more inclusion in the college's mission, college and curriculum core abilities and indicators, goals and objectives of the college
- Involve and support at least 100 instructors in using service-learning
- Provide meaningful and educational service-learning experiences for over 3,000 students that will result in over 55% of students who complete CSL surveys indicating that they: stayed in college or desired to complete their degree; and were impacted positively academically, civically, personally, or occupationally because of their service-learning experiences
- Recruit and involve students from varied backgrounds in service-learning who reflect a cross-section of the student body
- Continue to link BCC resources with community needs/assets through service-learning

E. ROLES OF THE CENTER FOR SERVICE-LEARNING

1. CENTER FOR SERVICE-LEARNING

- Compiles list of projects/placements
- Arranges initial contact orientation for student and present in classes
- Handles background check, insurance, etc.
- Coordinates paperwork to document hours
- Provides Student follow-up and support
- Provides problem resolution
- Evaluates student performance and success
- Provides faculty Service-Learning resources, incentives, and information to use Service-Learning pedagogy
- Provides recognition for students and faculty

2. FACULTY

- Confers with CSL about appropriate placements for their class
- Determines credit to be assigned for service
- Receives and evaluates student paperwork, including journals
- Conducts reflection seminars

F. HOW SERVICE-LEARNING IS UTILIZED AT BREVARD COMMUNITY COLLEGE

Service-Learning Courses	Course Component
<ul style="list-style-type: none">• SOW 2054, Community Involvement (3 credits)• SOW 1051, 1052, 1053, Human Service Experience (1 credit)• XXX 2948, Fourth Credit Option (Additional 1 credit course in discipline)	<ul style="list-style-type: none">• Assignment• An option to replace an assignment• Extra credit

G. SERVICES TO THE FACULTY

- Delivers classroom presentations and handouts related to course topics
- Provides information and technical resources about service-learning and opportunities for student involvement
- Tailors, if possible, placements to course requirements/options
- Prepares resource packets for utilization
- Circulates relevant information/literature on service-learning
- Provides placement, follow-up, monitoring, evaluation, and recognition of students
- Provides performance evaluation documents: Placement Confirmation Form, Hour Report, Performance Assessment sheets, Status Update Form
- Communicates regularly with service sites and informs instructors of student status, successes, problems, etc.
- Provides professional development and travel opportunities for faculty who wish to teach for service
- Provides resources: books, newsletters, journals, and articles to improve service-learning effectiveness
- Offers information/guides for student and faculty participation in local, statewide, national, and international service settings
- Assists with problem solving and conflict resolution for students
- Provides forms, periodic assessments/surveys for faculty feedback and input
- Coordinates service-learning courses, assignments, schedules of classes, and develops new courses
- Provides reflective learning tools and suggests feedback formats to maximize learning through service
- Distributes student questionnaires to evaluate service and learning outcomes
- Does the routine work to free faculty for assessment of student learning
- Recognizes outstanding faculty contributions to service-learning
- Offers Maintenance of Continuing Contract units for service-learning activities



GET ON TRACK!

WITH ...

- Service-Learning Course Components
- Community Involvement, SOW 2054
- Human Service Experience, SOW 1051, SOW 1052, SOW 1053
- 4th Credit Option, Service-Learning Field Studies I
- Honors Service-Learning
- Dual Enrollment Service-Learning

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
- SHQAT (Service Hours On Academic Transcript)
- Citizen Scholars' Designation

What service-learning is to me is the means by which my students often reach their 'aha' moment and find a path they never thought they would take. I like my connection to the community as an educator, and most of all I like to watch my students grow intellectually, socially and personally...

— Marina Bazarian, Professor, Psychology



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GET ON TRACK!
Service-Learning
Academic Opportunities



**HIGHER LEARNING
FOR ALL OF BREVARD**



SERVICE-LEARNING COURSE COMPONENTS

CLASS RELATED, SERVICE ASSIGNMENTS

Usually short term, 1-6 hours for points, percentage of grade. Students are oriented to service settings, societal concerns.

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.

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 135 courses:

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

See Service-Learning Curriculum Guide



GET ON TRACK! FOR SERVICE



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, 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

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, 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).

CITIZEN SCHOLARS

BE ONE - GRADUATE AS ONE

A program to deepen civic involvement that recognizes a combination of students outstanding academic records and community service-learning efforts.

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 classroom, 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."

II. SERVICE-LEARNING OVERVIEW

A. KEY DEFINITIONS

COMMONLY USED TERMS IN THE SERVICE FIELD

Adapted from James and Pamela Toole, National Youth Leadership Council, 1992

VOLUNTEERISM - Most people are familiar with the term volunteerism. We typically use it to refer to people who, of their own free will and without pay, perform some service or good work (such as with charitable institutions or community agencies). Many of you may have volunteered through Scouting, 4-H, church youth groups, or other organizations.

COMMUNITY SERVICE - Strictly defined, community service simply means volunteering in the community. If students are said to be doing community service, this connotes that they are volunteering somewhere outside of the regular school campus. In reality, many community service projects occur within the school/college itself (peer tutoring, assisting immigrant students, or working with students who are physically challenged.)

COMMUNITY-BASED LEARNING - Community-based learning is a term for any learning experience which occurs in the community (it does not necessarily involve service). Common forms of community-based learning are internships and apprenticeships, which, although they may have no formal service purpose, offer important experiences for students to master skills within a real life setting or after they have completed requisite courses.

STUDY SERVICE - Some people who do service-learning programs think that the term does not sound academic enough, so they use the term study service (which is popular in England).

YOUTH SERVICE - Youth service is the umbrella or general title for all of the above programs. It can include community service, peer helping, service-learning, etc. When people talk about the "youth service movement," they are referring to all approaches which utilize youth as resources.

SERVICE-LEARNING - Service-Learning is initially a difficult concept for people to understand. That is because people have many personal experiences with, and prior knowledge about, community service and volunteerism which stress service. They immediately think of service-learning as volunteerism (and get excited about the developmental benefits of such a program -- empathy, an ethic of service, moral development, etc.). There is indeed a distinction between community service and service-learning.

Service-Learning is the blending of both service and learning goals in such a way that both occur and are enriched by each other. Service-learning projects emphasize both sets of outcomes - the service and the learning - and design the projects accordingly. Most prominently, programs that emphasize learning always include a strong reflective component where students utilize higher order thinking skills to make sense of and extend the formal learning from the service experience.

B. COLLEGE DEFINITION OF SERVICE-LEARNING

COLLEGE DEFINITION OF 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 education experience that helps students learn and develop through active participation in thoughtful, organized, service experiences that: meet community needs; are coordinated collaboratively with college and community; are integrated into each person's academic curriculum; provide structured time for reflection; and foster academic learning and a sense of caring and civic responsibility.

C. WHAT IS SERVICE-LEARNING

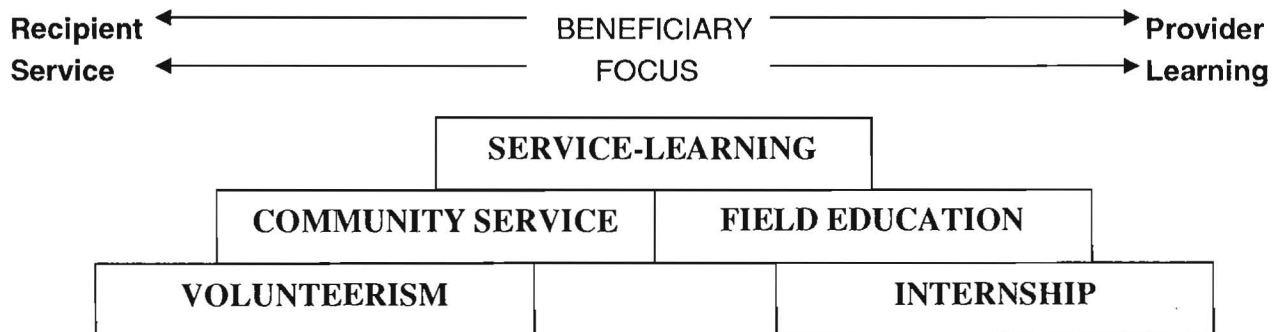
What most people miss is that service-learning is the blending of both service and learning goals in such a way that both occur and are enriched by each other. Service-Learning projects emphasize both sets of outcomes - the service and the learning - and design the projects accordingly.

Service-Learning A Balanced Approach To Experiential Education

By ANDREW FURCO

FIGURE 1: A SERVICE AND LEARNING TYPOLOGY (Sigmon, 1994)

Service-LEARNING:	Learning goals primary; service outcomes secondary
SERVICE-learning:	Service outcomes primary; learning goals secondary
Service-learning:	Service and learning goals completely separate
SERVICE-LEARNING:	Service and learning goals of equal weight and each enhances the other for all participants.

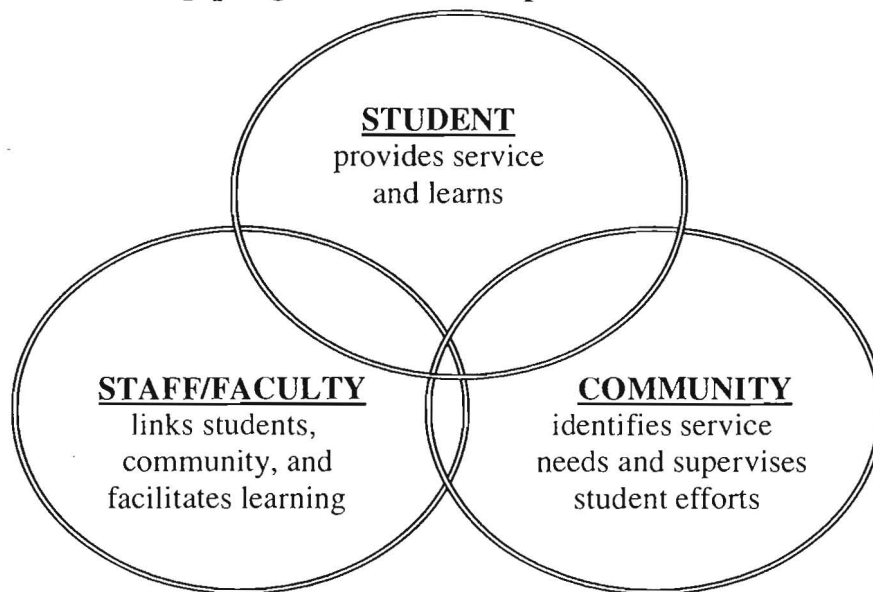


D. TWO CONDITIONS

1. Is activity focused on meeting a basic human need?
2. Have you specified what is to be learned? How will learning be assessed, evaluated and documented?

E. THREE SERVICE-LEARNING ROLES

All service-learning programs are composed of the following roles:



F. ESSENTIAL ELEMENTS

- RECIPROCALITY.** 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 in order to accomplish rational harmony in community service experiences. Reflection within the context of the volunteer experience encourages introspective examination of other aspects of the students' life.
- DEVELOPMENT.** Service-learning occurs in different stages: serving to enabling to empowering; observation to experience to leadership.
- MEANINGFUL SERVICE.** Service tasks need to be worthwhile and challenging in order to strengthen students' critical thinking.
- DIVERSITY.** A priority is placed on involving a broad cross-section of students working in diverse settings and with a diverse population within the community.

G. BENEFITS OF SERVICE-LEARNING

1. STUDENTS:

- Enriched learning
- Documented experience
- Skill development
- Transferable credit
- Improved self esteem
- Critical thinking skills
- Job contacts
- Making a difference
- Broader horizons
- Improved health, vitality
- Application of classroom knowledge
- Civic literacy and skills

2. COLLEGE:

- Improved public service delivery
- Broadened conception of educational role
- Increased learning opportunities
- Monitored relevance of learning
- Improved motivational base of instruction and learning
- Improved linkages to community
- Reoriented educative process to meet human needs
- Improved community college relations
- Improved student satisfaction and retention
- Improved student preparation for work and transfer to senior institutions

3. COMMUNITY:

- Augmented service delivery
- Increased human resources for problem solving
- Better career selection choices for students
- Increased access to college resources
- Improved college-community relations
- Increased ability to hire good students
- Increased contributions to meet human needs
- Increased future citizen support/commitment
- Expanded roles for student supervisors

H. PRINCIPLES OF GOOD PRACTICE (PRAXIS)

PRINCIPLES OF GOOD PRACTICE IN COMMUNITY SERVICE-LEARNING PEDAGOGY

Excerpted from PRAXIS I: A Faculty Casebook on Community Service-Learning, Jeffrey Howard

The field of community service-learning has a number of outstanding sets of principles of good practice, most notably the Johnson Foundation/Wingspread "Principles of Good Practice for Combining Service and Learning." However, these sets of principles have mostly focused on non-curricular community service-learning programs. And though these prior principles have application to community service-learning courses, they are insufficient for developing and implementing what is for many faculty a new kind of course. Therefore, we offer the following set of principles of community service-learning to be fully integrated with, and utilized on behalf of, course learning.

The 10 principles below are derived from a host of sources, most notably the models depicted in this book, my 16 years of involvement with curriculum-based service-learning, and the candid responses of 10 University of Michigan academic leaders as part of the evaluation of our Kellogg Foundation grant.

None of these 10 principles is antithetical to, or inconsistent with, previously disseminated principles of good practice, and none of these will compromise the service that students provide in the community. On the contrary, these principles not only complement previously generated lists, but a number of them enhance the student's capacity to be of service in the community.

Principle 1: Academic Credit is for Learning, Not for Service

Credit in academic courses is assigned to students for the demonstration of academic learning. It should be no different in community service-learning courses. Academic credit is for academic learning, and community service is not academic in nature. Therefore, the credit must not be for the performance of service. However, when community service is integrated into an academic course, the course credit is assigned for both the customary academic learning as well as for the utilization of the community learning in the service of the course learning. Similarly, the student's grade is for the quality of learning and not for the quality (or quantity) of service.

Principle 2: Do Not Compromise Academic Rigor

Academic standards in a course are based on the challenge that readings, presentations, and assignments present to students. These standards ought to be sustained when adding a community service-learning component. Though experience-based learning is frequently perceived to be less rigorous than academic learning, especially in scholarly circles, we advise against compromising the level of instructor expectation for student learning. The additional workload imposed by a community service assignment may be compensated by an additional credit, but not by lowering academic learning expectations. Adding a service component, in fact, may enhance the rigor of a course because, in addition to having to master the academic material, students must also learn how to learn from community experience and merge that learning with academic learning, and these are challenging intellectual activities that are commensurate with rigorous academic standards.

Principle 3: Set Learning Goals for Students

Establish learning goals for students to which all courses ought to be accountable. Not only should it be no different with community service-learning courses, but in fact it is especially necessary and advantageous to do so with these kinds of courses. With the addition of the community as a learning context, there occurs a multiplication of learning paradigms (e.g., inductive learning, synthesis of theory and practice) and learning topics (e.g., the community, the population). To sort out those of greatest priority in the service of the course goals, as well as to best take advantage of the rich bounty of learning opportunity offered by the community, require deliberate planning of the course learning goals.

Principle 4: Establish Criteria for the Selection of Community Service Placements

To optimally utilize community service on behalf of course learning requires more than merely directing students to find a service placement. Faculty who are deliberate about establishing criteria for selecting community service placements will find that the learning that students extract from their respective service experiences will be of better use on behalf of course learning than if placement criteria are not established.

We offer three criteria as essential in all community service-learning courses. First, the range of service placements ought to be circumscribed by the content of the course; homeless shelters and soup kitchens are learning appropriate placements for a course on homelessness, but placements in schools are not. Second, the duration of the service must be sufficient to enable the fulfillment of learning goals; a one time two-hour shift at a hospital will do little for the learning in a course on elementary school education.

We also offer three guidelines regarding the setting of placement criteria. First, responsibility for insuring that placement criteria are established that will enable the best student learning rests with the faculty. Second, the learning goals established for the course will be helpful in informing the placement criteria. And, third, faculty who utilize the volunteer services office on campus or in the community to assist with identifying criteria-satisfying community agencies will reduce their start-up labor costs.

Principle 5: Provide Educationally-Sound Mechanisms to Harvest the Community Learning

Learning in any course is realized by the proper mix and level of learning formats and assignments. To maximize students' service experiences on behalf of course learning in a community service-learning course requires more than sound service placements. Course assignments and learning formats must be carefully developed to both facilitate the students' learning from their community service experiences as well as to enable its use on behalf of course learning. Assigning students to serve at a community agency, even a faculty approved one, without any mechanisms in place to harvest the learning, therefore is insufficient to contribute to course learning. Experience, as a learning format, in and of itself, does not consummate learning, nor does mere written description of one's service activities.

Learning interventions that instigate critical reflection on and analysis of service experiences are necessary to enable community learning to be harvested and to serve as an academic learning enhancer. Therefore, discussions, presentations, and journal and paper assignments that provoke analysis of service experiences in the context of the course learning and that encourage the blending of the experiential and academic learnings are necessary to help insure that the service does not underachieve in its role as an instrument of learning. Here, too, the learning goals set for the course will be helpful in informing the course learning formats and assignments.

Principle 6: Provide Supports for Students to Learn How to Harvest the Community Learning

Harvesting the learning from the community and utilizing it on behalf of course learning are learning paradigms for which most students are under prepared. Faculty can help students realize the potential of community learning by either assisting students with the acquisition of skills necessary for gleaning the learning from the community, and/or by providing examples of how to successfully do so. An example of the former would be to provide instruction on participant-observation skills; an example of the latter would be to make accessible a file containing past outstanding student papers and journals to current students in the course.

Principle 7: Minimize the Distinction between the Student's Community Learning Role and the Classroom Learning Role

Classrooms and communities are very different learning contexts, each requiring students to assume a different learner role. Generally, classrooms provide a high level of learning direction, with students expected to assume a largely learning-leader role. Though there is compatibility between the level of learning direction and the expected student role within each of these learning contexts, there is incompatibility across them.

For students to have to alternate between the learner-follower role in the classroom and the learning-leader role in the community not only places yet another learning challenge on students but it is inconsistent with good pedagogical principles. Just as we do not mix required lectures (high learning-follower role) with a student-

determined reading list (high learning-leader role) in a traditional course, so, too, we must not impose conflicting learner role expectations on students in community service-learning courses.

Therefore, if students are expected to assume a learner-follower role in the classroom, then a mechanism is needed that will provide learning direction of the students in the community (e.g., community agency staff serving in an adjunct instructor role); otherwise, students will enter the community wearing the inappropriate learner-follower hat. Correspondingly, if the students are expected to assume a learner-leader role in the community, then room must be made in the classroom for students to assume a learning-leader role; otherwise, students will enter the classroom wearing the inappropriate learning-leader hat. The more we can make consistent the student's learning role in the classroom with her/his learning role in the community, the better the chances that the learning potential within each context will be realized.

Principle 8: Re-Think the Faculty Instructional Role

Regardless of whether they assume learning-leader or learning-follower roles in the community, community service learning students are acquiring course-relevant information and knowledge from their service experiences. At the same time, as we previously acknowledged, students also are being challenged by the many new and unfamiliar ways of learning inherent in community service learning. Because students carry this new information and these learning challenges back to the classroom, it behooves service-learning faculty to reconsider their interpretation of the classroom instructional role. A shift in instructor role that would be most compatible with these new learning phenomena would move away from information dissemination and move toward learning facilitation and guidance. Exclusive or even primary use of the traditional instructional model interferes with the promise of learning fulfillment available in community service learning courses.

Principle 9: Be Prepared for Uncertainty and Variation in Student Learning Outcomes

In college courses, the learning stimuli and class assignments largely determine student outcomes. This is true in community service-learning courses too. However, in traditional courses, the learning stimuli (i.e., lectures and readings) are constant for all enrolled students; this leads to predictability and homogeneity in student learning outcomes. In community service-learning courses, the variability in community service placements necessarily leads to community less certainty and homogeneity in student learning outcomes. Even when community service-learning students are exposed to the same presentations and the same readings, instructors can expect that the content of class discussions will be less predictable and the content of student papers will be less homogeneous than in courses without a community assignment.

Principle 10: Maximize the Community Responsibility Orientation of the Course

If one of the objectives of a community service-learning course is to cultivate students' sense of community and social responsibility, then designing course learning formats and assignments that encourage a communal rather than an individual learning orientation, will contribute to this objective. If learning in a course is privatized and tacitly understood as for the advancement of the individual, then we are implicitly encouraging a private responsibility mindset; an example would be to assign papers that students write individually and that are read only by the instructor. On the other hand, if the learning is shared amongst the learners for the benefit of corporate learning, then we are implicitly encouraging a group responsibility mentality; an example would be to share those same student papers with the other students in the class. This conveys to the students that they are resources for one another, and this message contributes to the building of commitment to community and civic duty.

By subscribing to this set of 10 pedagogical principles, faculty will find that students' learning from their service will be optimally utilized on behalf of academic learning, corporate learning, developing a commitment to civic responsibility, and providing learn

III. SERVICE-LEARNING AND COURSE DEVELOPMENT

A. SERVICE-LEARNING OPTION DEVELOPMENT 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.
10. **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.

B. SERVICE-LEARNING CURRICULAR DESIGN WORKSHEET

Course Title:

Learning Objectives:

Service-Learning Course Design:

1. Which course learning objectives could be integrated into service-learning?
2. What do you want your students to gain from the experience?
3. What types of service would be appropriate for the course (be specific, e.g., nursing homes, homeless shelters....etc.)?
4. How many hours will students do? How will it be incorporated (required, primary option with “undesirable alternative,” “optional/extra credit”...)?

How will you assess and evaluate Service-Learning?

1. What types of academic assignments (reflections) will you use (readings, journals, class discussions, presentations, etc.)?
2. How will they be graded?
3. How will you ensure that 1) grades are given for demonstrated learning (not for hours of service), and 2) your students’ awareness of civic responsibility is enhanced? (Remember the service-learning goals: to enhance classroom learning; to meet community needs; and to foster civic responsibility.)

C. 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?

D. 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!

E. 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, 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?

F. 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:

1. What more can the CSL do to help you or your students?

2. What would you change to improve your service-learning component/4th credit option?

IV. MAINTENANCE OF CONTINUING CONTRACT

A. ACTIVITIES LIST

Activities List for Maintenance of Continuing Contract

Individuals desiring in-service units for the following activities (with the exception of on-campus workshops) must apply for in-service units using the Maintenance of Continuing Contract Request Form according to the specified timetable. Each proposed activity must have a specific product outcome associated with it and must have the approval of the specified officials so indicated on the application form.

- I. In the event it is necessary to assign a faculty member the responsibility for development of new courses, making major revisions of existing courses, or developing a manual, video, service-learning component or other educational support materials for use by the college, the immediate supervisor will obtain approval for consideration of in-service units for the activity. Once all the necessary approvals are obtained, an appropriate faculty member will be offered the opportunity to contract for the work.

	ACTIVITY	IN-SERVICE UNITS	CRITERIA
II.	A. Completion of on-campus workshop as a participant.	Eased on 1 unit = 32 hours	Workshop will require a minimum of 8 hours
	B. Participant in Intensive Training Seminar/Program.	1/4 – 1 per seminar	Faculty should emerge with a specific measurable competency as a result of having completed the seminar or program.
III.	Only three units may be earned from each area of Section III during the six-year period of renewal.		
	A. Publication, e.g., books, professional journals.	Maximum of one unit per published journal article; maximum of two units per 6-year period for journal publications.	Publication must be in faculty discipline area or in the area of teaching methodology. Books must be published by a nationally recognized publishing house and payment must be received.
	B. Faculty Exchange Program.	Maximum of three units per exchange.	Exchange must be at least one semester 16 weeks in length, and be a teaching assignment in a discipline related to their teaching assignment.
	C. Conference presentation/on-campus workshop delivery related to instructional assignment.	Conference presentation not to exceed one unit/year.	Individual must make a major presentation involving considerable research and preparation. Should not be material from course plans.
	D. Upgrade skills through work in industry.	1 unit = 32 hours (maximum of three units per six-year period).	Must be within individual's teaching area or one in which the college is requesting cross-training.
	E. Continuing Education Courses.	Maximum of 3 units (9.6 CEUs) per contracting period. (A CEU is defined as ten contact hours).	Must be in teaching area in which the college requests cross-training in or in the area of teaching methods. Transcript or CEU certification must be presented upon completion.
	F. Visual Fine Arts Exhibition.	Juried exhibition - 1 unit; Group exhibition - 1 unit; Invitational exhibition - 2 units; Solo exhibition - 2 units. Maximum 2 units per 6 year period for professional exhibition.	Exhibition must be in faculty discipline area and be of sufficient international, national or regional significance to merit units. Work must be produced outside normal college responsibilities.
	G. Performance Fine Arts Exhibition.	Performance of authored or arranged piece - 1 unit; Group performance - 1 unit; Guest solo performance - 2 units; Solo performance - 2 units. Maximum 2 units per 6 year period for professional performance.	Performance must be in faculty discipline area and be of sufficient international, national or regional significance to merit units. Performance must be outside normal college responsibilities.
	H. Upgrade knowledge/skills through faculty service-learning participation (or) through leading a community service project with BCC students	1 unit = 32 hours (maximum of two units per six-year period)	All participation must be certified through Center for Service-Learning. Faculty participation must be in approved new service-learning experience. Faculty/student project must be related to teaching discipline

B. APPROVAL PROCESS

SERVICE-LEARNING ACTIVITIES FOR MAINTENANCE OF CONTINUING CONTRACT

APPROVAL PROCESS

Complete Maintenance of Continuing Contract Request Form

**Complete Center for Service-Learning, Service-Learning Activities for
Maintenance of Continuing Contract Request Form/Verification with
appropriate signatures**

Complete project summary/analysis

**Get Department Chair or Dean's signature on Maintenance of Continuing
Contract Request form**

C. REQUEST FORM

SERVICE-LEARNING ACTIVITIES FOR MAINTENANCE OF CONTINUING CONTRACT

REQUEST FORM (VERIFICATION)

TYPE OF ACTIVITY:

III. H. Upgrade knowledge/skills through faculty service-learning participation (or) through leading a community service project with BCC students (maximum of two units per 6-year period).

Service-Learning participation

Leading community service project with BCC students

IN-SERVICE UNITS REQUESTED:

DOCUMENTATION OF ACTIVITY

Hours Spent: _____

Contact Hours: _____

Product Developed:

Project Summary Completed: _____ Date: _____

Faculty Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

CSL Approval: _____ Date: _____

D. PROJECT SUMMARY/ANALYSIS

SERVICE-LEARNING ACTIVITIES FOR MAINTENANCE OF CONTINUING CONTRACT

PROJECT SUMMARY/ANALYSIS

TITLE OF ACTIVITY/PROJECT

DATES OF ACTIVITY

Please describe what you learned from your activity or experience? How did your service-learning activity augment your knowledge/skills in your discipline? What are the overall benefits and impacts of your activity/project for yourself, students, or other participants?

E. CONTRACT REQUEST



MAINTENANCE OF CONTINUING CONTRACT REQUEST FORM

This form must accompany any request for maintenance of continuing contract action. After decision by the College Learning Council the original is to be sent to Human Resources and copies retained by the Requester, Campus Committee Chair, and Campus Provost.

Requester Name: _____ Date of Course/Activity: _____

This is a request for: Proposed Course/Activity Recently Completed Course/Activity

Academic Course: _____ Credit Hours: _____ Semester Quarter

Course Number: _____ Title: _____

Institution Name: _____

Authorized Activity *(See page 2 below):*

Contact Hours: _____ Outside hours for product development: _____ Units Requested: _____

Area of Request: _____

Title: _____ *(i.e. Publication, Intensive Training Seminar)*

Faculty Signature: _____ Date: _____

Campus Committee Meeting Date: _____ Recommended Not Recommended

Campus Committee Chair Signature: _____ Date: _____

Comments: _____

Campus Provost Signature: _____ Date: _____

Recommended Not Recommended

College Learning Council (CLC) Meeting Date: _____ Approved Not Approved

Course Credit(s): _____ or Inservice Unit(s): _____

CLC Chair Signature: _____ Date: _____

Comments: _____

The faculty member will be given written notice of approval or disapproval (with an explanation in the event of disapproval) within 14 working days after submitting the request to the Campus Provost.

Request must be qualified according to Activities List for Maintenance of Continuing Contract (see page 2) for nature, type of activity, number of contact hours. Product outcome must be specified and tangible. Projects jointly authored should be processed at the same time. The Campus Provost shall verify that the requested data is correct, i.e., University course number and title are current and shall insure that this request is not a duplication of previous work. It is the responsibility of the faculty member to have official transcripts sent directly to Human Resources from the granting institution.

For prior approved inservice activities, this section is to be completed by the Campus Provost certifying the acceptance of the completed product.

This is to certify that I have accepted the above activity previously approved by the College Learning Council.

Campus Provost Signature: _____ Date: _____

V. COMMUNITY SERVICE-LEARNING STAND ALONE COURSES

A. SERVICE-LEARNING CLASS DESCRIPTIONS

1. Community Involvement

SOW 2054

3 Credit Hours

Social Science General Education Option

A theoretical and practical course examining the principles of 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 writing requirement is completed by journals, essays, or other reflective writing methods.

2. Human Service Experience I, II, II

SOW 1051, 1052, 1053

One (1) Credit Hour

Elective courses designed to provide students with a service-learning experience.

Earn up to three (3) credit hours. Minimum of 20 hours service per credit plus critical reflection and three (3) seminars.

3. Fourth Credit Option

Service-Learning Field Studies I

One (1) Credit Hour

Students can take an additional one (1) 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. Course can be taken in three different disciplines – total three (3) credit hours. Course number 2948 with specific discipline prefix, e.g., PSY 2948, POS 2948, HUM 2948, etc.

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	
A. Explain service-learning and volunteerism	Successful participation in Seminars and final verbal presentation	
B. Identify and utilize ways to reflect on the service-learning experience including: service-learning plans, journal writing, discussion methods	Completion and quality of service-learning plan, journal and final essay	
C. Explain with accuracy the community service site setting	Documentation of service experience including hour report, placement agreement and confirmation, and performance evaluation by supervisor	
D. List the benefits, outcomes, and contributions of the service-learning experience		
E. Demonstrate knowledge of key issues related to service		
F. Articulate how the service-learning experience relates to life, academic study, and community involvement		

B. COURSE PLANS

1. SOW 1051

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>
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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

2. SOW 2054, COMMUNITY INVOLVEMENT

BREVARD COMMUNITY COLLEGE COURSE OBJECTIVES AND PLAN

COURSE NO.: SOW 2054
1ST 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 level placement test. **Prerequisite:** _____ **Corequisite:** None **Lab fee:** None
(See Program advisors for other placement test scores)

College-Credit Hours:	Vocational-Credit Hours:	Contact Hours(per term):
03	00	24

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>	<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, 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	

3. SOW 2054H, HONORS COMMUNITY INVOLVEMENT

BREVARD COMMUNITY COLLEGE COURSE OBJECTIVES AND PLAN

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

Signature: _____

Curriculum Coordinator _____ Date _____

Curriculum Chair _____ Date _____

Course Title: Honors Community Involvement

Admission into
BCC Honors

Prerequisite: Program _____ **Corequisite:** None _____ **Lab fee:** Non e

(See Program advisors for other placement test scores)

College-Credit Hours: 03 **Vocational-Credit Hours:** 00 **Contact Hours(per term):** 56

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> 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 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	

4. SERVICE-LEARNING 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	<u>STUDENT CLOCK HOURS</u>	
	<u>LECTURE</u>	<u>LAB</u>
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

C. SERVICE-LEARNING FIELD STUDIES - STUDENT GUIDELINES

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, 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 seminars.
- 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 essay) to instructor.
- Notify the CSL if you discontinue your service or have any difficulties.
- Thank you for your involvement.

D. FIELD STUDIES FACULTY TIP SHEET

SERVICE-LEARNING FIELD STUDIES TIP SHEET

- ◆ **Students must do at least 20 hours of service/volunteer work.**
- ◆ **The deadline for enrollment is usually the end of the sixth/seventh week of classes.**
- ◆ Set a **deadline** for students to get placement confirmation and service-learning contract to you.
- ◆ **Only** students enrolled in instructor's regular courses are eligible to register for the Service-Learning Field Studies I. **Students have to pay the normal fee for the one-credit hour course.**
- ◆ Students must attend a late term reflection seminar (one hour) scheduled by the Center. Seminars are scheduled in Fall semester during the 2-3 week of November and in Spring semester during the 2-3 week of April. If students cannot attend a seminar, they can complete seminar with their regular course instructor. Instructors can facilitate planned seminars with their own thoughts.
- ◆ Students can take this **elective** one credit hour course up to **three** times for credit (only one credit in (3) different disciplines).
- ◆ The instructor determines eligible community service/partner sites and extent of classroom and experience synthesis activities.
- ◆ The course number is XXX 2948, which will be preceded by discipline prefix. For example, World Religions would be REL 2948, Criminal Justice is CCJ 2948.
- ◆ **A student receives a separate grade for this elective one credit hour course.** It is possible that his/her grade will differ from his/her regular course grade.
- ◆ **If a student is having difficulty attaining the required 20 community service/volunteer hours or there are other concerns, please contact your campus Service-Learning office.**

E. CREDENTIAL LETTER FOR SERVICE-LEARNING COURSES AND FIELD STUDIES



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





CENTER FOR SERVICE-LEARNING STUDENT APPLICATION

(Please print and fully complete)

Date: _____

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

Address: _____ Phone: (____) _____

Street City State Zip E-Mail Address 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

Will you need any accommodations with your service-learning placement because of a disability? Yes No

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 and/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 Community Partner Site 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: _____	

B. RECRUITMENT FORM

The Student Service-Learning Recruitment form is for optional use.



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.

STUDENT NAME

MAILING ADDRESS

TELEPHONE

ACADEMIC MAJOR

STUDENT NAME	MAILING ADDRESS	TELEPHONE	ACADEMIC MAJOR

D. PLACEMENT CONFIRMATION FORM



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: Yes 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: _____

E. MID-TERM EVALUATION FORM



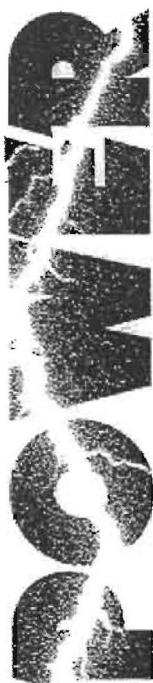
Student Community Service-Learning (Credit Hour Classes) MID-SEMESTER PROGRESS REPORT

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 (J750 P0705 P0706)

Distribution: White (Faculty Member) Yellow (CSL) Pink (student)



**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"/> Human Service Experience <input type="checkbox"/> Service-Learning Class Option <input type="checkbox"/> Volunteer Service <input type="checkbox"/> Internship <input type="checkbox"/> Student Organization/Club (Service Activity)		
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. Organization Supervisor Signature and Date: Student Signature and Date:		Dates or Time Frame: Total Hours:
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. Organization Supervisor Signature and Date: Student Signature and Date:		Dates or Time Frame: Total Hours:
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. Organization Supervisor Signature and Date: Student Signature and Date:		Dates or Time Frame: Total Hours:
Official Use Only: Date Received _____ Verbal Verification Date: _____ Input by _____		

H. SHOAT CRITERIA FLYER



SHOAT CRITERIA FOR TRANSCRIPT SERVICE HOURS



***Observation hours need to be combined with active volunteer participation for the observation hours to count toward SHOAT**

Ride-A-Longs: Only 12 hours will be counted for each semester

Fire Department:

Training/pre-training hours do NOT count UNLESS training entails DOING at least Partial SERVICE for the community

Education Students:

In order for OBSERVATION hours to count, the hours **MUST** be combined with ACTIVE PARTICIPATION

SGA/PTK or other student organization:

Hours only count 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 SHOAT CRITERIA*

Concentrated activities (FIELD TRIPS):

Such as camping, sporting events, Boy Scout/Girl Scout outings and special activities-- Please see CSL staff before starting to discern ALLOWABLE service hours for transcript purposes

Physical Therapy (PT):

Observation and volunteer hours that count for entrance into Physical Therapy field or program must be a combination of observation & ACTIVE PARTICIPATION

Professional Shadowing experiences (Doctors' Offices, Veterinarian Clinics, etc.): Must be public service related and include meaningful tasks

Working with **Businesses for Profit** does NOT count for SHOAT purposes— unless the site is public-service related and meets community needs

***SHOAT (Student Hours On Academic Transcript)
Program began in 1996-- NO hours will
count for SHOAT prior to Fall 1996***

NO SHOAT Hours are ALLOWABLE for providing service to family members. Working under the auspices of a family member is permissible, i.e. school classroom, etc., **IF** the supervisor's signature is other than the family member's

No Overtime: Hours are accrued on an hour per hour basis for transcript notation
NO "time and a half" or "double time" accepted

Church Activities CANNOT involve PROSELYTIZING: Service related activities only

I. STUDENT SERVICE-LEARNING QUESTIONNAIRE



STUDENT SERVICE-LEARNING/VOLUNTEER 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.

How long have you volunteered?

- One semester Two semesters More

Name of Community Partner Volunteer/Service Site(s) you have volunteered with this semester.

1. _____ 2. _____
3. _____ 4. _____

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

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

Was your service-learning work recommended or required by any academic unit or professor?

- Yes No

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

Did you receive enough help, support and guidance from?

	YES	NO
The Center's Staff?	<input type="checkbox"/>	<input type="checkbox"/>
Faculty Sponsor?	<input type="checkbox"/>	<input type="checkbox"/>
Community partner Supervisor?	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

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. Service documentation and reflection materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Adequate orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Application process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Cooperation, friendliness of staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Amount, quality of communication with office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Project, agency information provided	<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?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>
5. Acceptance and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Recognition for my efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> 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 “experiential” programs like this one?
- h. Positive attitude toward community involvement/citizenship?
- i. Positive attitude toward Brevard Community College?
- j. Improved self-confidence?
- k. Ability to work and learn independently?
- l. Insight into your personal strengths and weaknesses?
- m. Sense of personal achievement?
- n. Sense of social responsibility or commitment to public/human service?
- o. Ethical/moral development?
- p. Development of functional life skills, e.g., communication, assertiveness, problem solving?
- q. Development of occupational skills?
- r. Understanding of social/cultural differences?
- s. Application of classroom knowledge?
- t. Enriched classroom learning?
- u. Increased desire to help or care for others?
- v. 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?

THANK YOU FOR MAKING A DIFFERENCE!

VII. REFLECTION INFORMATION

A. REFLECTION IN HIGHER EDUCATION SERVICE-LEARNING

Corporation for
**NATIONAL &
COMMUNITY
SERVICE** ★★ ★



National Service-Learning Clearinghouse

< [Back to Site](#)

Reflection in Higher Education Service-Learning

Source: Kara Connors and Sarina D. Seifer, *Community-Campus Partnerships for Health*, September 2005

Introduction

The process of reflection is a core component of service-learning. Service-learning practitioners and researchers alike have concluded that the most effective service-learning experiences are those that provide "structured opportunities" for learners to critically reflect upon their service experience. Structured opportunities for reflection can enable learners to examine and form their beliefs, values, opinions, assumptions, judgments and practices related to an action or experience, gain a deeper understanding of them and construct their own meaning and significance for future actions (Moon 1999). Reflection "facilitates the student's making connections between their service and their learning experience" and indeed the hyphen in the phrase "service-learning" can have been interpreted as representing this connection (Eyler and Giles 1999). This fact sheet provides an overview of reflection in higher education service-learning and links to helpful resources.

The Theory Behind Reflection

Service-learning is deeply rooted in the action-reflection theories of John Dewey and David Kolb, who both describe the importance of combining individual action and engagement with reflective thinking to develop greater understanding of the content being studied (Crews 1999). Kolb is widely cited for providing a scientific interpretation of reflection (Olson 2000). Kolb illustrates the process of reflection in the Experiential Learning Cycle (Figure 1). The process begins with a defining and sharing of the "What?" of the student's experience and follows a continuous cycle towards "So What?" and "Now What?". Answers to the what, so what and now what questions are tied together to form a comprehensive and integrated discovery and learning cycle for the student throughout the duration of a service-learning experience (Eyler 1999).

The Experiential Learning Cycle

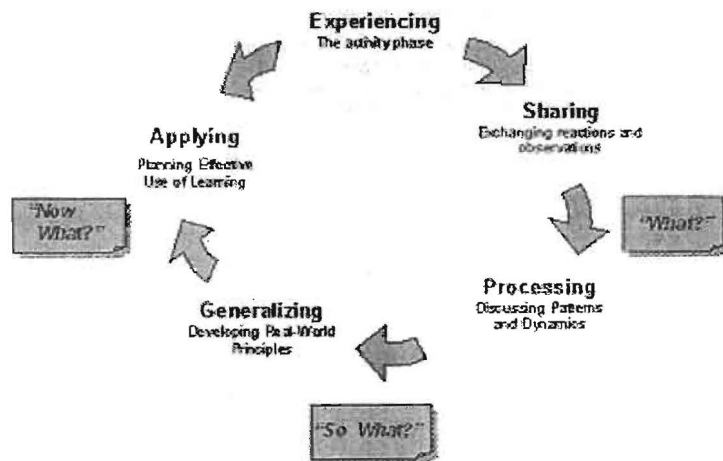


FIGURE 1

Strategies for Fostering Reflection

Effective strategies for fostering reflection are based on four core elements of reflection known as "the four C's" (Eyler and Giles 1999). These elements are described below:

Service Learning: Reflection in Higher Education Service-Learning (Printable Version)

Core Element	Definition
Continuous	The reflective process is implemented and maintained continuously before, during and after the service-learning experience.
Connected	The service experience is directly linked, or connected, to the learning objectives of the course or activity and allows for "synthesizing action and thought."
Challenging	Learners are challenged to move from surface learning to deeper, critical thinking through the use of thought provoking strategies by the instructor or community facilitator. Since learners may encounter uncomfortable feelings, it is important that the students feel they are in a safe and mutually respectful atmosphere where they can freely express their opinions, ideas and thoughts.
Contextualized	Reflection is contextualized when it "corresponds" to the course content, topics and experience in a meaningful way.

When developing opportunities for reflection in service-learning, it is important to consider students' diverse learning styles. The most effective reflective practices will appeal to and meet the needs of different student's learning styles. Having students complete Kolb's Learning Style Inventory (described at <http://www.coe.iup.edu/jl/instruction/cm150/selfinterpretation/kolb.htm>) can help to inform an instructor's selection and design of reflection activities.

Eyler's reflection map template, below, can be a helpful tool for thinking through the various options for incorporating reflection into a service-learning course or program (Eyler 2001). A slide presentation that describes the reflection map is available at http://depts.washington.edu/ccph/pdf_files/Reflection.ppt.

	Before Service Activity	During Service Activity	After Service Activity
Alone			
With Fellow Students			
With Community Partners			

There are a wide range of meaningful reflective practices and strategies that can be incorporated into service-learning, including the frequently used approaches listed below. The list below was adapted from those developed by The Career and Community Learning Center at the University of Minnesota (www.servicelearning.umn.edu). They are included here to jump-start your own brainstorming about reflection strategies for your service-learning course or program:

- Discuss and/or have a speaker on a certain issue that relates to the students' service experiences.
- Have guided discussion questions in large or small groups that challenge students to critically think about their service experiences.
- Find events in the community that students can attend together and debrief about afterwards.
- Find articles, poems, stories or songs that relate to the service students are doing and create and discuss questions around relevant social issues. Or, ask students to write or bring in such items and describe how it is relevant to or reflects their service experience.
- Use case studies or scenarios for students to act out and discuss something they did not know how to handle during their service in the community. Have the students role play appropriate and inappropriate responses to the situation.
- Ask students to create a map that shows how their service-learning experience connects to larger issues at the state/national/global level and where community involvement and citizenship fit in.
- Have student view a video or documentary to elicit discussion about critical issues that relate to their service experiences.
- Write letters-to-the-editor or to government officials that address issues important to the community organizations with which they are working and that can help inform the general public.
- Have students make a collage to express how they view their service site and their service.

Have students maintain a print or electronic reflective journal. Writing in journals is widely used by service-learning programs to promote reflection. Journaling exercises are most meaningful when instructors pose key questions for analysis and description concerning their opinions before and after the service-learning experience. This website provides an example of journal instructions from a service-learning course at Michigan State University. <http://www.msu.edu/~gordon46/SLWPRreflect.html>

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Reflection Activities. The reflection strategies described in this online document are based on Robert Bringle

and Julie Hatcher's "Reflection in Service Learning: Making Meaning of Experience" (1999) as well as examples from community college faculty around the country.

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(top)

For additional resources on this and other service-learning topics, visit Learn and Serve America's National Service-Learning Clearinghouse website at www.servicelearning.org or call the Clearinghouse Toll-Free at 1-866-245-SERV (7378).

Printed from: http://servicelearning.org/resources/fact_sheets/the_facts/the_reflection/index.php

B. CONSCIOUS, INTENTIONAL CRITICAL THINKING

David Sawyer, Berea College

Reflection engages students in conscious, intentional and critical thinking for the examination of their service experiences.

REFLECTION PROVIDES OPPORTUNITIES TO:

- Connect the service experience with course learning objectives
- Develop critical thinking skills
- Gain a better understanding of self, service site, societal problems
- Strengthen civic literacy and citizenship skills
- Foster an appreciation of diversity
- Examine personal, academic and occupationally related issues

BRIDGING THE GAP BETWEEN SERVICE AND LEARNING:

- Will a service experience necessarily teach students about:
 - Course content
 - Civic Responsibility
 - Demands of Democratic Citizenship Value of Service
 - Societal/Community Partner/Agency issues

SERVICE IS...

- Requirement for a grade
- A job
- A stepping stone to a career...
- Getting things done without contemplating connections/meaning

SERVICE BY ITSELF DOESN'T LEAD TO CONNECTIONS!

Reflection is what makes service SERVICE-LEARNING!

A Service action does not automatically become service attitude. The depth of reflection determines the quality of the attitude, and the quality of the action.

CLASSROOM REFLECTION TECHNIQUES

- Journals
 - Personal, dialogue
 - Highlighted
 - Key phrase
 - Double entry
 - Critical incident
 - Three part journal
- Reflective Essays
- Directed Writing
- Experiential Research Paper

- Service Learning Contracts and Service Logs
- E-mail Discussion Groups
- Ethical Case Studies
- Service-Learning Portfolios
- Personal Narrative
- Class Presentations
- Photo Essay
- Structured Class Discussion

PROCESSING A SERVICE-LEARNING EXPERIENCE:

1. WHAT?

DESCRIBE: What happened at the service site? What service was performed? Who did you interact with? What were their roles? Etc.

2. SO WHAT?

EXAMINE: What was the significance of the service? What did it mean to you personally? What are your feelings about the experience? What did you learn that enhances your classroom instruction? What skills and knowledge learned in the classroom did you use/apply? What skill or knowledge did you lack? What did you learn about the people at your service site and the community issues they face?

3. NOW WHAT?

CONTEMPLATE: What impact might your service have on your lifelong learning process? What impact did the experience have on your everyday life? What insights did you gain that might assist you in your major or career choice? What is the connection of this experience to your future? What did this experience teach you about community involvement, citizenship, and civic responsibility? How can you best use what you have learned?

C. MEANINGFUL DIALOGUE

QUESTIONS to Stimulate Meaningful Dialogue

- Can you talk more about that?
- What do you think happens?
- What evidence do you have about that?
- What does this remind you of?
- Do you see a connection between this and...?
- How else could you approach that?
- What do you want to happen?
- How could you do that?

Chalklines

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Reflecting on Diversity: Service-Learning and the Common Good

We are often inclined to think that racism is no longer a problem in the United States. Yet everywhere we look in academia or the workplace, there's a seminar on diversity or a lecture on multiculturalism. So why are these topics so prevalent? Could it be because racism is still prevalent? True, there are many places where people of various races and ethnic backgrounds live and work together. It's also true that racially motivated crimes are no longer the norm, and when such crimes are committed, the offender is more likely to be prosecuted and imprisoned today versus thirty years ago. On the other hand, we still witness racial injustices in hiring practices, education, healthcare, job promotions, arrests, incarceration, and other areas. It's quite evident that some of us, practically three decades beyond the Civil Rights Movement, still don't get it.

It is more important than ever that we all "get it," because the population of the United States is changing. In the essay "Culturally Diverse Volunteers," L.G. Nestor states that by the year 2001 one in every three Americans will be Latino, African-American, Asian/Pacific Islander, or Middle Eastern (in *Managing Volunteer Diversity: A Rainbow of Opportunities*, eds. S. Vineyard and S. McCurdy, Downers Grove, IL, Heritage, pp. 5-11). It is inevitable that as our society becomes more diverse, we must learn to live together by embracing our differences if we are to be content. Yet many of the present attitudes toward diversity are still reactive in nature, revealing prejudice, minimal understanding, and simple intolerance. Because of the continuing ignorance that pervades our culture, it is up to us as educators to teach our students to value diversity and embrace multiculturalism. We must persuade students to become proactive, fostering acceptance and appreciation of differences.

In order for our society to become truly multicultural, we must find ways to educate and eliminate barriers. One such avenue is through experiential learning, or service-learning. In the article "Multicultural Service-Learning: Challenges, Research, and Solutions for Assisting Students," M. Dunlap defines service-learning as experiential learning that encour-

ages critical observation of, reflection upon, and analysis of real world interactions and experiences and their connection to courses and self-concept (*American Association of Community Colleges*, pp. 27-34). Service-learning includes setting aside and using time for reflecting on one's own background, experiences, and observations and experiences within the service-learning context and connecting all of this to course concepts and issues. We can begin to promote diversity by simply getting students involved in service-learning projects in all of our classes, whatever our academic subjects may be.

Assignments for service-learning options in courses should contain a reflection component. Within that component, students should be led to discuss a diversity of problems, including poverty, racism, aging, and other community/societal topics. Courses in a variety of disciplines encompassing math, science, liberal arts, social science, business, and technology can all offer successful service-learning options. The reflective assignment should encourage students to ask tough questions of themselves, each other, and instructors. Reflection should cause students to consider their own insecurities, their purpose in society, and how and why things happen in the real world. Diversity is a real life issue, it's already here, and we should face it by choice today rather than by force tomorrow.

This sample service-learning assignment, which may be used as an optional assignment or extra credit, is easy to incorporate into any class. The assignment requires the individual student to reflect upon the meaning of his/her service-learning experience. You should always remember it is the instructor's responsibility to guide the students through the reflective process. By providing your students with guided reflection, you can bring up issues concerning diversity and encourage them to analyze their observations, thoughts, feelings and reactions. To make the assignment coincide with your course, you should include subject-related information in the reflective paper:

Each student has an opportunity to participate in a service-learning project. Service-learning provides an avenue for

students to gain real-world experience, learn about the community, and serve their community. The assignment requires:

1. 20 hours of volunteer/service-learning in a non-profit agency that provides service for some area of human interest
2. a reflective paper that must include the following:
 - a. A detailed explanation of the non-profit agency, including the services provided and types of clients served (homeless, single-parent families, low-income families, children, the elderly, disabled, etc.)
 - b. A detailed description of your service-learning/volunteer duties
 - c. Your first impressions of the site and the people you worked with
 - d. Your first impressions of the people that you served
 - e. An overview of your experience, including (but not limited to)
 - i. Your best moments
 - ii. Your worst moments
 - iii. A discussion of your exposure to people of different economic status, race, ethnicity, religion, sexual orientation, age, or physical ability; include your thoughts of that group before and after your service-learning experience
 - f. A discussion of your thoughts and feelings about your overall experience, including what you learned, how the experience has changed or affected you, and what you would change about the experience.
 - g. Any discipline specific information included by the instructor.

Based on my reading of reflective responses resulting from the above assignment, I have found that students do tend to learn about diversity from their service-learning experiences, even if they initially didn't expect to. Here's an excerpt from a student who volunteered at Space Coast Early Intervention Center: "Today is my first day at the Intervention Center. I'm going to be helping a teacher who works with four and five year olds. She seems very nice. The children are on the playground. As we go out, I'm nervous and feeling shy at the same time. . . . Around 9:30 it was time to go into the class. That's when I noticed that each of the students has some kind of handicap. . . . Today is my last day at the Intervention Center and I'm proud to say, I had fun. This has been a real learning experience. It was neat to see these students find ways to do whatever they wanted, most of the time without assistance." As the excerpt illustrates, this student has learned that people with disabilities have a determination that she may not have ever noticed before. She now knows that a disability does not change the desires of a person; it only means a person finds unique ways to achieve them.

Here's another journal entry of a student who volunteered at Daily Bread: "As I pulled up to the location I had envisioned a depressing, dark, and gloomy place with a long line of

starving people. . . . This place however, was unlike that. . . . I have learned a great deal about myself and how society can destroy people or aid them. My main objective was to help the less fortunate, but in a way I have been able to allow myself to grow in ways I never would have imagined. When I see how little others have, it makes me realize and value how much I have and to be thankful that God has given it to me. I would never want to be in the financial situations I've seen or heard some people get into. But I'm glad to know that there are organizations like Daily Bread that are willing to help people. I've learned that helping people extends far beyond just giving them food. It's listening to their thoughts, responding to their questions, and just flat out caring about their existence." What did this student learn? Everybody wants to be valued. The student has learned not to prejudge people based on his stereotypes and misconceptions. He realizes that feeding the hungry is a wonderful thing, but treating the hungry like human beings is a lot more valuable.

These student responses bear out the findings of a 1998 study, entitled "Cultural Diversity Beyond the Classroom: Fact or Fiction?" and completed by University of Central Florida professor Dr. Maria Lavooy and colleagues, that shows students with service-learning experiences have more positive attitudes about diversity than students without those experiences. These findings also suggest that the effects of service-learning last an extended amount of time. Therefore, service-learning students are participating in activities that can create life-altering and attitude-changing experiences. The variety of settings where students can be placed as service-learners should offer them the opportunity to volunteer in areas where they are exposed to people and situations that are unlike their own. For example, our own BCC Center for Service-Learning has over 200 agencies available for student placement and involvement. Those agencies include positions where students can work with immigrants, the elderly, the disabled, the homeless, recovering drug addicts, abused women and children, juvenile offenders, and children of multicultural backgrounds. The diversity of placement sites is paramount to the quality of the experience that students receive. M. Dunlap states that students exposed to service-learning with clientele of various ethnic and/or socioeconomic backgrounds experienced guilt and anger when they witnessed prejudice, racism, or systematic oppression. These same students became more aware of their own privilege when comparing themselves to less fortunate clientele.

In conclusion, service-learning is a powerful learning tool to advance the goal of multiculturalism and diversity. Service-learning can have tremendous influence on college campuses and in communities if used for the common good. We must understand that we are all different. We look different, act different, feel different, and have different ideals. But those differences don't make us better or worse. They just make us who we are.

— Denise West
Business Instructor
Melbourne Campus



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E. JOURNAL WRITING

“...a journal entry can create as graphically descriptive a picture as a photograph; it can capture the essence of a moment as effectively as a tape recording; and it has the ability of a souvenir to trigger a remembrance. But the journal entry can do even more. First, it can capture you, your personality, and your thoughts, rather than just your image as in a photograph. Second, it can provide detailed information of a kind that evades a camera, tape recorder, or souvenir.” (Adelstein, M. E. and Pival, J. G. The Writing Commitment. Chicago: Harcourt, Brace, and Jovanovich, 1976, p. 14)

The journal, as a form of writing and as a mode of reflection and expression, has been used for many different purposes by many different writers. Albert Camus, F. Scott Fitzgerald, Lewis and Clark, Anne Morrow Lindberg, Leonardo de Vinci, Anne Frank, Anis Nin, and James Boswell were all journal writers. While we don't expect that your journal will become a literary masterpiece (although you never know), we do expect that it will serve as the camera, tape recorder, and souvenir of your service-learning experience. The journal can also be a forum for the analysis and synthesis of your learning from your field experience or volunteer work.

Your journal can take many different forms; however, a few ingredients are essential. Probably the most important advice to journal writers is that you do not edit as you write. Instead, you should write your thoughts freely, without regard for syntax, spelling, or punctuation. Editing can be done later, if you wish. The point is not to stop the flow of your thoughts. Other requirements of journal writing are candor and keen use of your senses and observation skills. Not only will your writing be more interesting as you develop your senses and observational powers, but your experience will be enhanced as well.

Remember, it is important that you not think of your journal as a work log in which you itemize and record events, tasks, and statistics. Your journal, as a reflective and analytical activity, allows you to grapple with problems and frustrations as well as identify your accomplishments and other positive learning experiences. The journal is your means of daily charting your growth and development both academically and personally.

You will find the journal less of a chore if you take a few minutes at the end of each day to review your learning objectives and reflect upon your experiences of the day.

F. JOURNAL FORMAT

- Date
- What I did: A Brief Description
- Thoughts/Learning/Feelings
- Impact: Personal, Organization or Project, Societal
- Relate to Learning Objectives
- Relate Experience to Class Discussion and Readings
- Plans for Next Volunteer Experience

G. REFLECTIVE JOURNAL GUIDELINES – ONE



1. BASICS

- Length at least one-half page for every daily service experience.
- Please type or write neatly.
- Keep your journal in the service-learning portfolio folder that is provided by the Center for Service-Learning.

2. INGREDIENTS/TIPS

Written reflection is a powerful way to analyze, enhance, and guide your service-learning experience. An effective journal can capture the moment like a beautiful picture and help you view your experience through various lenses.

The journal will be an important instrument to document your learning and enhance your community service experience.

- Pick a comfortable regular time period to "draw your picture."
- You do not have to edit your initial entries. You can do it at a later date.
- Do write analytically and thoroughly about your thoughts, feelings, challenges, peak experiences, learnings, etc.
- Do not just list a chronology of activities for your entry. Use chronological activities only to pique understandings, insights, and feelings.
- Concentrate your writings on the different significant components of your experience:
 1. Impacts, effects on yourself
 2. Analysis of service site
 3. Relationship to larger societal issues.
- Relate your reflective writings to your learning objectives on the service-learning plan.
- Demonstrate when possible the relationship of your community service experience to the concepts covered in class, readings, exercises, or discussions.
- Refer to Reportage and Service-Learning: A Guide for College Students for additional journal writing tips.

3. SUGGESTED FORMAT OF THE DAILY JOURNAL

- Include a brief description of your activities or "job" for the day or week.
- What "stood out," the best or worse thing that happened to you. What did you learn from this happening?
- What did you learn about yourself, the people around you, the service site, or how your experience related to your classroom work or larger issues in society?

- List any new insights about the service-learning project or how you have been impacted personally, academically, or occupationally.
- What would you do differently or change in your experience? Were you satisfied with your experience? Why or why not?
- Relate your service experience to your learning objectives. Did you meet your learning objectives or are you progressing in meeting your objectives?

4. FINAL ESSAY

At least a two page summary which includes some of the following:

- What were the benefits of your service-learning experience?
- What did you learn overall about yourself? About the community? About your service site?
- What would you change to improve your service-learning experience?
- How did your experience relate to the class readings, discussion, and activities?
- Would you recommend this service-learning experience to other students? Why? Why not?
- How have your perceptions changed from your first impressions of the service-learning experience?
- What stands out about your experience, either good or bad? What did you learn from that particular situation?
- Write a two sentence headline which summarizes your service-learning experience this semester.

H. DIRECTED JOURNAL WRITING EXAMPLES

1. SPC 2022 – Fundamentals of Speech Communication

Marina Parnell

Merely having an experience does not assure learning. We must think about what we are doing and reconstruct it in terms of our current level of understanding. We must reflect upon our activities in order to derive meaning and value. One powerful way to reflect is writing, since this activity forces us to consciously focus, examine, and verbalize what happened to us personally and intellectually. By writing about an experience, we harvest it for knowledge and meaning.

Keep a notebook for your service experience. Write in your journal after each time period that you work at your service. While a journal is a personal document and a highly individualistic expression, I do expect certain minimal results. First, briefly describe the situation; then, use the following as a guide:

- What kinds of communication or lack of communication did you observe in others? Mention co-workers and supervisors as well as the people you are helping. Your description should include all nonverbal types (eye contact, body language, vocal nuances, etc.) as well as listening skills (paraphrasing and empathy) and the use of language (purposeful, clear, appropriate, etc.).
- Describe any characteristics or actions of people that you found interesting.
- What kinds of communication or lack of communication did you observe in yourself? Was your communication effective? Why? Why not?
- What can you do to improve your communication skills for your next service time?
- Describe any activities that you found particularly challenging or dull.
- What was the most important contribution you made during this service episode?

Your journal should not be just a “play by play” chronicle. The “color” dimension is what I am interested in. Keeping field notes will help you to remember your experiences.

The journal will be turned in to me by the last Friday of classes. You may, however, turn it in any time earlier. If you want me to read a sample entry, I will be glad to do so. You may want to have me read your first or second entry just to make sure that you are on the right track.

2. PSY 2012 – Psychology

Leanne Ostrowsky-Leonard

Participants will keep a journal detailing their service. This journal must include at **least one page entry, double space** for every volunteer session and should be reflective in nature (thoughts, feelings, challenges, peak experiences/learning, course connections, etc.). Do not simply include a chronology of activities, but rather, write analytically and thoroughly reflect your experience. Consider the following when writing journal entries:

1. Events that occurred during the session
2. Feelings about the day's activities-what you learned, how you benefited, how someone else benefited, etc.
3. Impact of the day's experiences, positive or negative, on you and the volunteer site
4. Relationship of the experience to larger issues (societal, personal, etc.)
5. Course connections

Be creative with your journal. You may include illustrations, photos, or anything else you believe may help express your participation and how you felt about your experience. You may even choose to do an interview with someone you are working with and write a conceptualization on that person.

Journals must be typed, at least one-page per entry, double-spaced. Journals are due on the date specified on your syllabus including a five minute presentation of your experience to the class.

In addition, students must also compose a **final reflection paper (3-5 pages, typed, double-spaced)** in which you reflect upon the service experience as a whole, its value, positive/negative qualities, etc. Address the following questions regarding your volunteerism in your paper: Include other aspects that you come up with as well that relates to you and your experiences. Due on the date specified on your syllabus.

1. Where did you volunteer and why?
2. What was your impression of the agency?
3. How was the experience similar/different from what you expected?
4. What things stand out most in your mind?
5. What have you learned about yourself through this experience?
6. How have you benefited overall?
7. How did the agency/community benefit from your participation?
8. How did your experience relate to your classroom work?
9. What insights did you gain that may assist you in future decisions about career, family, etc.?
10. How can you best use what you've learned?
11. What would you change about the experience, if anything, and why?
12. Would you participate in a similar experience again, why or why not?

All written material (journal, reflection paper, and oral presentation) is due by the deadline reflected in your syllabus.

Please let the instructor and Service Learning know if you have any questions, comments, or concerns about your agency, or what is required of you.

I hope that you find volunteering in your community is as rewarding for you as it is for me.

3. POS 2112 – American National Government & State and Local Government

Amy Hendricks

Participants will keep a journal detailing their service. This journal must include **at least one page entry, double space** for every volunteer session and should be reflective in nature (thoughts, feelings, challenges, peak experiences/learning, course connections, etc.). Do not simply include a chronology of activities, but rather, write analytically and thoroughly reflect your experience. Consider the following when writing journal entries:

- A. Events that occurred during the session
- B. Feelings about the day's activities-what you learned, how you benefited, how someone else benefited, etc.
- C. Impact of the day's experiences, positive or negative, on you and the volunteer site
- D. Relationship of the experience to larger issue (societal, personal, etc.).
- E. Course connections

Be creative with your journal. You may include illustrations, photos, or anything else you believe may help express your participation and how you felt about your experience. You may even choose to do an interview with someone you are working with and write a conceptualization on that person.

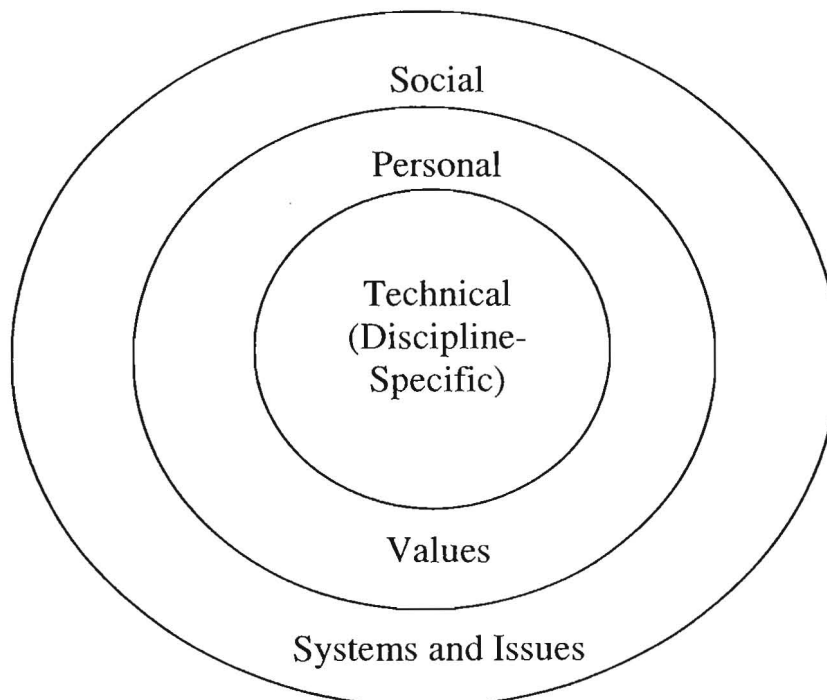
Journals must be typed, at least one-page per entry, double-spaced. Journals are due on the date specified on your syllabus including a five minute presentation of your experience to the class.

I. DAILY JOURNAL

WHAT I DID TO ACHIEVE OR NOT TO ACHIEVE OBJECTIVE(S)	
Events (content)	Affective (feelings)
<p>My behavior and that of others which was observable, important things that happened, what I did.</p> <p>The things that stood out the most were:</p> <p>What did I learn from today's experience?</p> <p>A. About myself:</p> <p>B. About the people I work with:</p> <p>A. About my program:</p> <p>How does your service work relate to your academic work:</p> <p>A. Did you meet your daily learning or service objectives?</p> <p>Why?</p>	<p>Underlying feelings, thoughts, subjective reactions, emotion, peak experiences.</p> <p>I felt:</p> <p>The worst emotion I had:</p> <p>The best emotion I had:</p> <p>Three feeling words that best describe my experience (happy, confused, upset, afraid):</p> <p>Your strong points?</p> <p>Your weak points?</p> <p>Rate your level of satisfaction with your project for today: Lowest = 1, Highest = 5</p> <p>1 2 3 4 5</p>

J. PYRAMID OF REFLECTION AND THE LEVELS OF REFLECTION

An informational exercise to enable students to reflect on various critical components of the service-learning experience: Students can concentrate on each level as they progress through their service experience. Self or directed questioning can be utilized to help students frame their day to day service experience or anchor their written reflective work and oral presentations. This can examine the importance of all three levels in analyzing the impacts of service-learning.



K. REFLECTION SEMINAR DEBRIEFING QUESTIONS

Student Name: _____ 4th Credit Instructor: _____
Date: _____

Reflection Seminar – Debriefing Questions

1. What were your first impressions of the service site?
2. How was setting similar or different from what you expected?
3. Discuss your experience working with people of different economic status, ethnicity, race, religion, age, sexual orientation, physical ability, or health status. How has your perspective changed because of your service-learning experience?
4. What was most challenging or difficult? What did you learn from the experience?
5. What changes would you recommend in your service placement/project?
6. How have you benefited overall?
7. How does your service experience relate to your course or classroom work?
8. Has this service-learning experience changed your concept of civic responsibility and your desire to help others? How?

Seminar Facilitator Signature: _____

L. SIXTEEN CANDLES

QUESTIONS/MANY ANSWERS A SERVICE-LEARNING DEBRIEFING EXERCISE

1. Describe what you learned and felt on your service project in two minutes or in two sentences.
2. Two feeling words which exemplify your service-learning experience.
3. Draw a picture which summarizes your experience.
4. What was the worst or most difficult thing that happened to you? (Tell what you learned about the experience.)
5. What was the best thing that happened? (Tell what you learned from that experience.)
6. Rate yourself from 1 to 10 for your performance. Why?
7. How have you benefited from your service experience: personally; academically; occupationally?
8. What have you learned about yourself from your service-learning experience?
9. What changes would you recommend in how your service site operates? How the service-learning program operates?
10. Name five things that you can do to better society.
11. How does your service experience relate to your academic work or courses?
12. Select a person you admired while doing your service-learning experience. Explain what you found admirable about this person.
13. Because of my service-learning experience, I am ... (Complete this sentence)
14. Compare or contrast your service experience with anything you've previously experienced, read about or imagined.
15. The college is proposing to require all students to do a 20-hour service-learning experience. Please list the pros and cons for this proposal from both a student perspective and a community agency perspective.
16. Add your own questions.

M. INNER CIRCLE/OUTER CIRCLE

An effective means of service-learning reflection is to do a fishbowl feedback technique. Students who are service-learners form the inner circle and talk about their service experiences utilizing directed questioning by faculty/staff member, e.g., hierarchy of questions (Bloom's Taxonomy), learnings/feelings relatedness to course. Students in the outer circle are asked to listen intently, especially for what students are saying about learnings, feelings, trends, principles.

Twenty – thirty minutes is enough time. This is an excellent means to incorporate more reflection into S-L options in regular classes. Both circles can participate. This activity can serve as tremendous awareness experience and recruitment method for non service-learners.

Another adaptation is for service-learners to give short oral presentations about their experiences and then do a small group exercise.

Also, an effective strategy is to have students write out responses to specific debriefing questions that span the range of Bloom's Taxonomy. Then, they utilize their answers to inform their group or with oral presentations.

SAMPLE QUESTIONS FOR IN-CLASS DEBRIEFING:

1. What were your first impressions of the service site?
2. How was the setting similar or different from what you expected?
3. How has volunteering changed your perspective?
4. What was most challenging or difficult? What did you learn from the experience?
5. What changes would you recommend in your service site?
6. How have you benefited overall?
7. How does your service experience relate to your course or classroom work?
8. Summarize your experience in one or two sentences.
9. Two feeling words which exemplify your service experience.

VIII. SERVICE-LEARNING SYLLABI EXAMPLES

The following section has syllabi samples from the following faculty members:

VIII. BREVARD COMMUNITY COLLEGE SERVICE-LEARNING SYLLABI

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A. HISTORY

AMH 2210, United States History 1 – U.S. History to 1877: A survey of the social, political, economic, geographic, and cultural development of the American people through the Reconstruction. Emphasis is placed on enabling students to understand and appreciate their heritage.

AMH 2220, United States History 2 – U.S. History since 1877: American history since 1877. Emphasize the social, political, and economic factors instrumental in the rise of the US to a position of world leadership. Enable student to better understand the problems of the present

Project Guidelines: *Choose ONE of the following options to complete in fulfillment of the course's "Gordon Rule" writing requirement:*

OPTION A—RESEARCH PAPER:

Each student is required to choose a topic relating to American History up to 1877 and, after thorough research, write a ten-page paper on the subject. The topic of the paper is up to the student. You may choose a particular event in the period (such as the Boston Tea Party), a theme (change, for instance), or a specific person (Elizabeth Cady Stanton, for example). Your text provides many good topic suggestions, or you may explore the library, and even the worldwide web, for potential subject matter. Choose a topic you like! There is nothing worse than having to research and write a paper on a subject you hate. Believe me, I know!

Make sure the topic is not too broad. For instance, the student will find that writing a ten-page paper covering the entire Civil War is impossible. A paper on one aspect of the war, however, such as the Battle of Vicksburg, may be more manageable. On the other hand, make sure the topic is not so narrow in focus that source material is lacking.

Writing is an exercise in persuasion. Assume, therefore, that the reader is unfamiliar with the topic and write to demonstrate your mastery of the subject. Indicate a thesis statement of your research problem/topic at the beginning of the paper. Why are you writing the paper? Why is it important to American history and this course? What conclusions have you made about your topic? Do not be content with a simple description of what you read. Use your sources as a lens through which you may examine part of the historical era. A strong introduction to the topic, prior to jumping into the narrative, is vital to a successful paper, as is a strong conclusion to "wrap things up."

Each paper must be written in clear, concise English, and in a proper, literate style. The paper should be typed, double-spaced, and have margins no more than one inch. Please include a cover page that includes the title of the paper, your name, the course number, and date. **You must utilize a minimum of three sources.** Examine a variety of primary and secondary sources in your research, including not just books but journal articles as well. You may even use as a primary source an interview with someone who lived through the event and/or has firsthand knowledge of the topic. Technology has opened up a whole new avenue for student research. Therefore, feel free to gather source material from the Internet/worldwide web. Please note that an encyclopedia is NOT to be included as one of your sources, nor is any textbook.

Edit, edit, edit for content, spelling and style. Are you saying what you want and mean to say? Are you sticking to your topic, or digressing from the subject at hand? Check your paper carefully before handing it in.

OPTION B—BOOK REVIEWS:

OPTION C—SERVICE LEARNING:

History is not just about the “old dead white guys,” as a graduate professor used to say, or a grocery list of dates floating in space for that matter. It is about ordinary people who, through the course of living their lives, made history. What better way, then, to learn history than to live it through service to the community in which one lives? Instead of a formalized research paper or book reviews, students may choose to participate in a Service Learning experience. Through interaction and reflection, you will learn to apply knowledge and interact with the “real” world, as well as exercise critical thinking skills (a key component in the practice of history in general), develop self-learning and helping skills, societal knowledge, and sensitivity to the diverse world around you.

Students who choose to engage in this Service Learning option must complete a **minimum of 20 hours of volunteer service, keep a journal** detailing their service experience, **meet with the instructor at least twice** during the term to discuss the experience, and **write a formal 3-5 page reflection paper** relating the value of the experience to the course itself and how their service affected them individually.

Each student is required to register through the Center for Service Learning (CSL) on the Cocoa campus. The Center will facilitate volunteer placement and provide paperwork through which documentation of place, time, and performance will be reflected. Students are encouraged to volunteer with an agency which relates in some way to history or the historical experience (a museum or historical society for instance, or a nursing home where students might interact with individuals who “lived” history); though other agencies not directly related to the pure study of American history may be used. Remember, your service hours may be reflected on your transcript under Community Service Hours if you complete a SHOAT (Service Hours on Academic Transcript) form, which can be obtained at the CSL.

Students must confirm their placement by the 2nd week of class by meeting individually with the instructor. **A second meeting will take place at the end of the term** during which time student and instructor reflect on the experience as a whole.

Participants will keep a journal detailing their service. This journal must include at least one **½ page entry for every volunteer session** and should be **reflective** in nature (thoughts, feelings, challenges, peak experiences/learning, course connections, etc.). Do not simply include a chronology of activities, but rather, write analytically and thoroughly reflect your experience. Consider the following when writing journal entries:

1. events that occurred during the session
2. feelings about the day’s activities—what you learned, how you benefited, how someone else benefited, etc.

3. impact of the day's experiences, positive or negative, on you and the volunteer site
4. relationship of the experience to larger issues (societal, personal, etc.)
5. course connections

Be creative with your journal. You may include illustrations, photos, or anything else you believe may help express your participation. For instance, if you are working with elderly Americans, you may wish to interview them on topics raised in. Include their reflections, and perhaps a photo of the individual, in the journal as an example of the connection between past and present. Write with candor and use your senses and observational skills to chart your growth and development, both academically and personally. Include events, people, feelings, striking thoughts/insights, dreams, etc. Your journal need not be typed, but should be readable and coherently organized.

Students must compose a **final reflection essay (3-5 pages, typed, double-spaced)** in which you reflect upon the service experience as a whole, its value, positive/negative qualities, etc. Address the following questions regarding your volunteerism in the course of the narrative:

1. Where did you volunteer and why? Why service learning in general?
2. What was your impression of the agency?
3. How was the experience similar/different from what you expected?
4. What things stand out most in your mind?
5. What have you learned about yourself through this experience?
6. How have you benefited overall?
7. How did the agency/community benefit from your participation?
8. How did your experience relate to your classroom work?
9. What insights did you gain that may assist you in future decisions about career, family, etc.?
10. How can you best use what you've learned?
11. What would you change about the experience, if anything, and why?
12. Would you participate in a similar experience again, why or why not?

All written material (journal and reflection essay) is due by the project deadline as reflected in your syllabus. Students who anticipate volunteering more than 20 hours may wish to consider registering for a Service Learning Fourth Credit Option.

Students must choose which project option they will be completing by the 2nd week of class. If you have any further questions or comments, or are having difficulty choosing an option, topic, review book, or service agency, let me know. Good luck, and have fun!!

B. EDUCATION

EDG 2005, Introduction to Education: An orientation of the teaching profession and an overview of the historical, sociological, and philosophical issues affecting teachers and schools. This course has a required 15-hour direct field experience component and is mandatory for any student considering a career in any area of professional education.

COURSE REQUIREMENTS & EVALUATION

- A. Attendance and Participation:
- B. Chapter Presentation.
- C. Direct Field Experience
At least 10 hours of documented observation/*active involvement* with a Brevard County Public School is *mandatory* for this course. I urge you to volunteer in a variety of teacher's classes. A total of 10 hours of observation/active involvement will be spent in any two of the following three levels: elementary school, a junior high/middle school, or a high school. I want you to volunteer the majority of hours at the level of school where you think that you will ultimately be teaching. To fulfill this requirement, you must choose either Sherwood Elementary School (Melbourne) or Explorer Charter School (West Melbourne). Please register through the Center for Service Learning Office, located in building 10, room 213, phone 632-1111, ext. 33150.
- D. Direct Field Experience Observation Summary.
You must have a completed observation summary for four (4) observations. The goal is for you to see as many different teachers and their techniques as possible. During or after your observation, you will complete an observation summary. When you have *completed* your direct field experience, turn in your summaries, and your Service Learning Verification form, all stapled together. This assignment will NOT be accepted late.
*You may use the same hour report/short verification form for direct field experience and tutoring. BUT you must color code (highlight) the two areas in different colors. A one page typed summary of your overall observation experience must be included.
- E. Tutoring Experience and Journal Sheets.
Each student is required to complete 5 hours of tutoring in the Brevard County Public School system at any chosen level. Tutoring may be completed at one site with the same student, or it may be completed with any number of students at one site. It is best to make arrangements for this when you are completing your observations. Initials documenting the tutoring are to be included on the Service Learning Verification form. To fulfill this requirement, you must choose either Sherwood Elementary School or Explorer Charter School. Please register through the Service Learning Center Office, located in building 10, room 213, phone 632-1111, ext. 33150. All tutoring is to be done within the presence of a certified Brevard County School Board teacher. A Tutoring Confirmation/Journal Sheet will be completed on only 2 tutoring sessions. See Guidelines for Tutoring Journal for more specific directions. When you have completed your tutoring experience, turn in your tutoring confirmation/journal sheets along with the

Service Learning Verification form. Staple all of these together. *You may use the same hour report/short verification form for direct field experience and tutoring. BUT you must color code (highlight) the two areas in different colors. A one-page typed summary of your overall tutoring experience must be included

OR: F and G ARE OPTIONS FOR BOTH DIRECT FIELD EXPERIENCE AND TUTORING EXPERIENCE.

- F. America Reads, Brevard Deeds (ARBD) **“OPTIONAL”**
Connect with ARBD and join this exciting adventure and journey to improve and to enhance the reading skills of the youth in grades K-6. When you have completed your tutoring experience, turn in your tutoring journal sheets along with Service Learning Hour Verification form. Staple all of these together. Students are required to complete at least 20 hours of reading tutoring in the Brevard County Public School system. Numerous training sessions will be scheduled during this semester. You are required to attend a training/workshop session if you choose to tutor primary students in reading. The training received is useful at all grade levels, and will enhance your educational training techniques
- G. BBBS School-Based Mentoring (BIGS in Schools) **“OPTIONAL”**
Big Brothers, Big Sisters is now partnering with BCC to promote quality tutoring/mentoring. This is a minimum commitment of 20 hours for the semester. The ultimate goal would be for you to continue tutoring/mentoring this younger student for the entire year. Volunteers are required to attend an orientation session and training before they can be matched with a child. I urge you to explore this option, especially if you will be taking Teaching Diverse Populations or Introduction to Exceptional Education next semester.
- H. Supplemental Assignments.
- I. Portfolio
- J. Teacher Interviews.
- K. Educational Resource File and Presentation.
- L. Educational Journal Articles.
- M. Mid-Term Exam – Chapters 1 – 8
- N. Final Exam (**Cumulative**)

C. SERVICE-LEARNING FIELD STUDIES, EDUCATION

EDG 2948, Service-Learning Field Studies I: Provides students the opportunity to understand the relationship of theory to practice through participation in a service-learning experience. Through the interaction of experience and reflection students will learn to apply knowledge and skills in community service settings, understand service-learning, develop service-learning goals, learn about the interrelatedness of the volunteer experience with course concepts and principles, and examine the meaning and benefits of service-learning. Each student must complete 20 hours of volunteer work for this one credit hour elective.

Course Requirements

1. **Service Commitment:** 20 hours of volunteer work.
2. **Service-Learning Contract:** Complete Section I of contract, articulating service and learning goals, expectations, and skills. (from Center for Service-Learning)
3. **Documentation of Service Hours:** Placement Confirmation Form completed; Community Service-Learning Hour Report completed, and Final Evaluation Form completed.
4. **Community Service-Learning/Volunteer Questionnaire:** Completed at end of the semester.

Academic Requirements/Reflection Analytical Instruments

A. **Reflection Seminar:** Attendance at one late-term reflection seminar arranged by Center for Service-Learning or instructor. Students will complete a written reflection/debriefing exercise.

B. **Weekly Journal Entries:** are to be written after each volunteer experience in a journal notebook. Write or type one-half page of an 8" x 11" page for each time spent at the site where you volunteered. The following items should be included in each entry:

- A **brief listing** of the events that occurred during that day of volunteer experience
- A **description** of your feelings and learnings about these happenings (benefits, difficult things, organization insights, etc.)
- A **discussion** of how the events of the day impacted you personally, academically, occupationally.
- An **analysis** if those daily events enabled you to attain your service and learning goals.
- A **discussion** of how your experience relates to educational concepts, principles, or ideas presented in class.

C. **Final Essay:** This minimum two-page typed, double spaced essay serves as the culmination of your service-learning experience. It provides you with an opportunity to **reflect** upon your experiences and write about the benefits you have derived from volunteering as well as any problems you encountered during the experience. The essay allows you to express how this experience has changed your life, career plans, commitment to community participation, or influences on you personally. The essay also gives you the opportunity to list ways that your experience augmented or enriched course content in Introduction to Education. This is due the week before your final examinations.

Oral Presentation: Each student must give a 5-10 minute presentation about the overall service experience including what you learned from **your** service-learning work, how it has impacted you, and how it related to concepts presented in class.

D. ENGLISH

ENC1101, Communications 1: The first of two courses in writing teaches principles of pre-writing, organizing, revising and editing essays - includes basic research and documentation methods. By state mandate, students must write a minimum of 6,000 words in this course. This is a general education diversity infused course.

ENC 1101, Communications 2: Emphasizes writing literary analysis using different rhetorical strategies. Selections include the short story, essay, novel, poetry, drama, or film which provides the basis for advanced essay writing, research, and practice. This is a general education diversity infused course.

Service Learning/Extra Credit Opportunity

BCC offers an opportunity for its students to gain volunteer hours to help their community, as well as gaining extra credit for a course, and life experience to document in job placement/scholarship files. Students will be trained and placed by the Service Learning Center located on the 3rd floor in Bldg. 12 (library). While a fourth college credit option exists with the college, I will not make that a requirement to get the extra course credit.

To get the extra credit, a student **MUST** complete all three requirements:

- Perform *minimum* of 20 hours in volunteer work (25 pts.) in an Elementary School
- Write self-reflective journal (min. 4 formal entries) submitted to me at end of term (25 pts.) **and**
- Select Option A, B, or C (value as noted)

Option A: At the end of the term, write a 500 word essay detailing your experience to replace your lowest essay grade with an A (plus extra credit pts. towards final grade.)

Option B: At the end of the term, write an 800 word essay detailing your experience in lieu of your mid-term and final exams (plus extra credit pts. towards final grade.)

Option C: Perform an additional 5 hours of volunteer work instead of taking Mid-term and Final Exam (extra credit pts only.)

I prefer that all students perform tutoring at **Osprey Elementary School (Mrs. Proctor's 1st grade class) in Rockledge**; however, you may volunteer at any Elementary School and class you desire. There is much room for flexibility in this project. You will arrange a suitable schedule and job description with the Service Learning Center and your volunteer location. *If you do NOT wish to tutor, but want to take advantage of this opportunity, please see me to develop a suitable program contract in conjunction with the Service Learning Center.*

Self-Reflection Journal

This journal is to help you to think critically about your experience. You should analyze, synthesize, assimilate and evaluate your experiences as you volunteer. The overall

goal is to reflect on how your volunteerism impacts the community (students and school), your education, and/or your life/self-identity.

You should make notes after each volunteer session, then after every 5 hours write a formal entry. Each formal entry should be a minimum of 100 words. Use self-reflective questions and your session notes to stimulate your thinking.

Sample Session Notes:

Hour One: Worked on “ah” sounds and “ing” verbs. 10 min. just on reading for story comprehension! Book too hard for 1st grade! Timmy gave me a picture he drew for me—large robot with lasers—is this a good thing or a strange thing? Man, am I tired!

Sample self-reflective questions:

1) How did I feel about going to volunteer today? Example: “I’m so tired and I haven’t done my laundry, so driving to the elementary school to tutor seems like a waste of time” or “I am so excited to be working with my child. I can literally see her learn in front of me!”

2) What did I do with the child today? Did I try anything new? Example: We read the book Green Eggs and Ham. I explained how letters sound phonetically to him.

3) Do I feel like my time with my child was successful? In what way did the child exhibit signs of progress or signs of little progress? Example: The child became quite excited when he could read the word *fox* by himself. He struggled with it last week, but he mastered it this week. I’m happy that just two hours of my time help him get a reading star badge!

4) How did I feel after I completed my work today? Example: “Because I was tired to begin with, I felt tired when I was done and I don’t think I ever want to work with small children again” or “Seeing her learn the word *fox* makes me very happy inside. I never thought a task this small could make me feel so good.”

I have read and understand this addendum _____ (initials)

No, I am NOT interested at this time and waive my right to participate.

Yes, I want to participate in the Service Learning opportunity for extra credit. I select Option _____.

Name: _____ Date: _____

Course: _____ Semester: _____

Signature: _____

E. HONORS ENGLISH

ENC 1101H, Honors Communications 1: (*Prerequisite – Appropriate placement test scores and admission to the Honors Program*) A course designed to fulfill the objectives of ENC 1101 in a setting of intensified study, discussion and analysis of a wide variety of written work.

ENC 1102H, Honors Communications 2: (*Prerequisite – ENC 1101 or ENC 1101H and admission to the Honors Program*) Continuation of ENC 1101 or ENC 1101H with emphasis on writing about literature. Selections from the areas of the short story, essay, novel, poetry, or drama provide the basis for advance essay writing, research, and practice in literary analysis.

Community Service — (Alternate Writing Assignment or Extra Credit)

As you are aware, 20 hours of community service are required of honor students working toward an honors diploma. You may accumulate those hours in a variety of ways. The options you have in this class will provide a great opportunity to give service to our community and to fulfill this portion of your program requirements.

The Alternate Writing Assignment requires you to register with the Center for Service Learning (Building 10, room 213). CSL will provide you a listing of agencies at which you could serve. They will also provide you the paperwork you will need to document your hours of service. Verification of your service **hours is required for this project.**

NOTE: You may not do this project simply for extra credit.

[You may not use this assignment to replace any activity worth fewer than 50 points.]

Requirements:

- **25 hours** of volunteer service
- An **essay** discussing your volunteer experience.

The essay you produce should be at least a full three pages (of text) in length and **based on one of the rhetorical strategies we have discussed in class.** If you wish, you may include outside sources in your essay; however, the outside sources should be used only to support your ideas, not as the basis of the essay, and should not provide more than 15% of the essay's content.

The essay will be due _____ and there is no provision for late papers. These will be submitted electronically and labeled **“Alternate Writing Assignment — Replacement for (name of assignment being replaced).”**

ALSO . . .

- You **may** use this assignment to attempt to better an existing score.

•You **may not** rework this exercise into a research paper, but you may use elements of the replacement exercise in your research paper as long as those elements constitute no more than 25% of the entire research paper.

Community Service — Honors Communications Extra Credit Option

Another option for using community service in this course is for extra credit.

For this option, begin as you would with the Alternate Writing Assignment: contact the CENTER FOR SERVICE LEARNING in the Student Center, Building 10, Room 213, Melbourne Campus, 433-5610. Be sure to complete all the paperwork involved because in order to get the extra credit, your service **MUST** be registered (and verified) through the Center for Service Learning. **NO OTHER DOCUMENTATION WILL BE ACCEPTED.**

Requirements: Minimum 10 hours of volunteer service and **1-page (minimum) typed, double-spaced** reflective essay which includes a description of your experience and the benefits you received (submitted via Blackboard.com)

Benefits: For each hour you volunteer, you will receive **2** points, to a maximum of **20** points of **extra credit**, (regardless of the number of hours you work beyond 10).

Volunteering is a two-pronged project. Not only does it provide you with experiences in an agency, field, or organization into which you may eventually enter for a career, but also it allows you the opportunity to give something, "service," back to the community.

F. HUMANITIES



HUM 2211, Humanities Survey: Ancient through Byzantine Culture: (*Prerequisite: Test score requirement same as ENC 1101*). Meets Gordon Rule and General Education requirements. An integrated course designed to increase the student's understanding and appreciation of the creative process in cultures through the study of representative artifacts in literature, music, philosophy, religion, social history, architecture and visual arts from prehistory into the Byzantine era. This is a general diversity infused course. Gordon Rule Required: 3000 words.

SERVICE LEARNING OPTIONS:

Students may earn extra credit by volunteering with a local community agency through the CENTER FOR SERVICE LEARNING (CSL) at extension 5610 or 5614. *You may earn 100 extra credit points and exemption from one in-class essay by volunteering for 20 hours and writing a short essay (minimum of 500 words using a format provided by the instructor) and sharing your experiences with the class in an informal presentation. By volunteering an additional 20 hours you may also earn a 4th credit in humanities; Or you may choose to do the 4th credit option and not the extra credit option. If you are interested in either option please see me and contact the CSL at the extensions listed above or you may visit them on the second floor of Building 10. You must document your work and complete the appropriate paperwork through the Center for Service Learning in order to earn the extra credit. All service learning hours become a part of your BCC transcript. Students who complete 300 hours of service while earning their degree are recognized as Citizen Scholars at commencement as well as on the transcript.

G. MATHEMATICS

MAC 1140, Precalculus Algebra: (*Prerequisite: MAC 1105 with a “C” or better or equivalent.*) An in depth course in algebra which provides the algebra skills necessary for calculus. Topics include properties and graphs of polynomial, rational and other algebraic functions; polynomial and rational inequalities; exponential and logarithmic functions, their properties and graphs; piecewise defined functions, conic sections; matrices and determinants; sequences and series, mathematical induction; the binomial theorem; applications.

MATHEMATICS SERVICE LEARNING OPTION

You may replace one of your lowest test grades with a **100%** by volunteering 20 hours of service within our community. There is no better way to increase your understanding of major mathematical concepts than to teach and explain it to someone else. The public schools and surrounding community desperately need volunteers. Teachers often have oversized classes and it is sometimes difficult for students to get individualized help in a class of 30 or more students. **YOU CAN MAKE A DIFFERENCE!** Research shows that helping others is good for your heart and mind; it strengthens your immune system. It helps improve your self-image and confidence. It can help develop life skills and occupational training.

It is an excellent way to develop career exploration and a major. It may even be a way of getting your foot in the door for future employment opportunities. It will definitely be an eye opener! You will do this through the Center for Service Learning. The Center will make the placement and conduct the record keeping. **The number of hours volunteered now appears on your college transcripts.** For purposes of this class, the following options are available:

- 1) Tutor mathematics students in any area high school or junior high school. Tutoring Pre-Algebra, Algebra I or II, or any advanced classes is required to replace one of your lowest test scores.
- 2) Tutor algebra in adult education classes.

THE DEADLINE FOR APPLYING FOR THE PROGRAM IS THE TENTH WEEK OF CLASS.

H. MASS COMMUNICATIONS

MMC 1100, Writing for Mass Communication: (Prerequisite: ENC 1101) Introduction to the various media of mass communication with emphasis on the gathering and writing of news, stories, and features. The value of editorials, cartooning, and photojournalism included. Guest speakers from the media.

“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that has.”

Margaret Mead

Service-learning is a method by which students learn and develop through active participation in thoughtfully organized service experiences that enhance what is taught at the college by extending student learning beyond the classroom.

According to a Purdue University survey of corporate recruiters, the little things definitely count on your resume. After experience and education resume “extras” – like volunteer work and athletic interests – often make the difference in hiring decisions. (*Self*, p. 141, 1996)

Assignment - A **minimum** of ten (10) hours of service in an approved agency. This experience will serve as a springboard for your final writing assignment which will be due in April

Extra Credit - Option* Ten to twenty (10 – 20+) hours of service with an analytical journal can be used for extra credit points which will be applied at the end of the semester. The number of points will vary depending on hours served and journal insight.

Please adhere to the following instructions:

- ✓ Go to the Center for Service-Learning and complete the paper work. (Building 10, Room 213)
- ✓ Please give me your completed **Placement Confirmation Form** (white) **as soon as you begin your service**. You retain the pink copy and the SERVICE-LEARNING office gets the yellow copy. The placements must be completed and documented by February 1, 2007.
- ✓ I will give you the journal format that you are to follow as soon as you give me your placement form. (This applies *only* if you are doing the extra credit option.)
- ✓ Your **Hour Report/SHOAT Verification and Final Evaluation Form**, completed and signed by the agency, will be due the *last Thursday of Classes* this semester or earlier.

Most students who have participated in service-learning projects have reported great personal satisfaction. I hope that you take advantage of this opportunity to improve your communication skills and enrich your life.

Name _____
Date due _____

All of you have been involved in a service-learning project this semester. Many, if not most, of you have already completed the requisite hours with your agency. Now you are to translate that experience into a feature article. Your feature should follow the guidelines given in **Chapter 5**, "Features for Media," and Chapter 6 "Magazine Articles."

Your topic can be anything related to your experience, e.g., a personality profile, a persuasive commentary, personal reflection piece, an opinion/editorial article, etc. Use human drama for your centerpiece and evolve your feature accordingly.

Your tone is important too. You, as the writer, may be serious, humorous, sarcastic, or any combination of these. Your subject may be one that is heavy with emotion or lighter and whimsical.

The article must be typewritten, double-spaced and at least two pages in length. Check and recheck grammar, punctuation and style. Along with the article you will be turning in two other items. Use the check list below as a reminder.

- _____ The article written by you
- _____ Completed Student Volunteer Questionnaire
- _____ The signed and completed Hour Verification form with **POWER** in the left-hand corner

***Use this cover sheet for the entire packet of material that you will hand to me.**

MMC 1100
Special-Interest Groups
Dr. Arnett

Field Reporting Assignment

Your group or organization _____
Oral report due date _____

For this assignment, you are to investigate the special interest group that you are performing service for and to present the information to the class. You can visit the facility first-hand or do preliminary telephone work. Use the following questions and suggestions as guidelines for your oral report.

1. What is the primary function or philosophy of the group? (Why does it exist?)
2. What are any secondary purposes of the group?
3. Who uses their services and why?
4. Bring in any prepared written materials that the organization distributes to show to the class.
5. How is the group funded?
6. What perceptions do you have of the group, their services, and their membership?
7. What will you be doing for the agency? Why did you select this organization?

Remember, you are representing Brevard Community College. Be prepared, friendly, open, and above all professional.

I. POLITICAL SCIENCE

POS 2112, State and Local Government: (*Prerequisite: Appropriate test scores in reading and writing*) An in-depth student of the structure, functions, and responsibilities of state and local government executives, legislatures, and judicial officials in the context of a diverse culture. This is designated diversity infused course.

SERVICE LEARNING REQUIREMENTS

If you are participating in Service Learning for extra credit in this class, you may complete *either* or *both* of the following options:

Option 1: Service Learning Extra Credit

For **three points** of extra credit on the final grade, students must:

- complete 15 hours of volunteering at an approved site
- complete paperwork with the Center for Service Learning
- turn in a 3 page (750 word) typewritten journal detailing his or her experience (see description below).

If requirements are partially fulfilled, partial credit or no credit may be assigned, at the discretion of the instructor.

Option 2: Fourth Credit Option

For an extra hour of elective credit in social science, students must:

- register for the class POS 2948 80M and pay tuition for one credit hour
- complete 20 hours of volunteering at an approved site
- complete paperwork with the Center for Service Learning
- participate in a mid-semester seminar on the Service Learning experience
- turn in a 5 page (1250 word) typewritten journal for a grade.
- Make a brief class presentation on your experience

If requirements are only partially fulfilled, the student's grade for the fourth credit (which is factored into the GPA like any other grade) will reflect the deficiency.

Guidelines for writing a Service Learning Journal:

Journal must be typewritten

Minimum 750 words for extra credit

Minimum 1250 words for Fourth Credit Option

*If completing both extra credit and FCO, one journal of 1250 words will fulfill requirements

May use informal tone and first person ("I"); no footnotes or other documentation necessary

1. Begin by describing your volunteer site. Is it a government agency, a nonprofit, or a political campaign? If it is a government, what level is it (national, state, or local)? What branch

(legislative, executive, judicial)? Who is in charge of the organization? What is its mission (providing counseling, educating children, inspecting factories, etc.)?

2. Next, describe what you were asked to do. What were your assigned responsibilities? Describe your typical day. Were you busy, or was the pace relaxed? Did you interact with the public? You might want to describe some interesting or funny experiences you had while volunteering.
3. Assess whether the agency is doing a good job. If you are volunteering with the police force, for instance, assess whether the department is effectively enforcing the law. If you are working for a politician, critique his or her performance in office or on the campaign. If you could change one thing about the agency, what would you change?
4. Finally, reflect on what you got out of the experience. For some, the volunteer experience influences career choice, awareness of an issue, or political opinions. Did your experience have an effect on you?

Journals may be turned in through the last day of class (NOT finals week). Please see me with any questions.

J. PSYCHOLOGY

PSY 2012, General Psychology 1: A survey of scientific field of psychology including learning, motivation, emotion, human development, personality, psychopathology and therapy techniques.

Service Learning Option: If the student elects to do the Service Learning Option, the grade he/she receives from fulfilling this option will replace the lowest test score; however you must take both the mid-term and final exam, thus giving the student an extra chance to increase his or her grade and be exempted from the second response paper. If student chooses to do the Service Learning Option then the student needs to let the instructor know **No later than the first week of classes in February for Confirmation of Placement.** If student chooses to participate in Service Learning later in the semester he/she will not be able to have the option of replacing the lowest test grade, but extra credit points would be available.

SERVICE LEARNING OPTION:

Requirements: If student chooses to participate in Service Learning Students must confirm their placement by the first week of classes in February to be eligible to replace their lowest test grade and be exempted from the second response paper. However if student chooses to participate for Service Learning after the deadline, extra credit will also be offered, but you will not be eligible for the option to drop your lowest test grade. Participating in volunteering in your community is strongly encouraged. Students will be required to bring their journals on the designated days listed on the syllabus for a spot check, discussion, and answer any questions that you might have. Also; the student will also be required to talk about their experiences during those days to the class as well so everyone may benefit from your experience and meet a few times during the semester with your instructor during advisement hours to talk about your experience.

Students who choose to engage in this Service Learning option must complete a minimum of 25 hours of volunteer service a semester, keep a typed journal detailing their service experience each day they are volunteering, meet with the instructor at least twice during the term during my advisement hours to discuss their experience in more detail. Additional information and visuals of your agency, people, animals that you interacted closely with during your experience is encouraged to share and to include.

In addition in keeping a journal of their experiences the student must also write a formal typed 3-5 page reflection paper relating the value of their experience to the course and how their service affected them individually.

Each student is required to register through the Center for Service Learning (CSL) on the Cocoa campus (Student Center third floor in library). The Center will facilitate volunteer placement and provide paperwork through which documentation of place, time, and performance will be reflected. Students are encouraged to volunteer with an agency which relates to working with others. Participation must be direct person/animal contact. Including in your journal and paper experiences you had working with others, and relating it to the field of Psychology from what we learn and discuss in class.

Remember, your service hours may be reflected on your transcript under Community Service Hours if you complete a SHOAT (Service Hours on Academic Transcript) form, which can be obtained at the CSL.

Your first meeting with the Instructor will be as soon as the paperwork and placement of your agency is confirmed, to discuss any questions or concerns you may have. Please see instructor to set up a time to meet. The other two meetings are required throughout the semester mid-point and at the end of the term. Please see instructor to schedule an appointment in addition to the journal checks and five minute presentations of your experiences to the class throughout the semester.

Participants will keep a journal detailing their service. This journal must include at **least one page entry, double space** for every volunteer session and should be reflective in nature (thoughts, feelings, challenges, peak experiences/learning, course connections, etc.). Do not simply include a chronology of activities, but rather, write analytically and thoroughly reflect your experience. Consider the following when writing journal entries:

1. events that occurred during the session.
2. feelings about the day's activities-what you learned, how you benefited, how someone else benefited, etc.
3. impact of the day's experiences, positive or negative, on you and the volunteer site.
4. relationship of the experience to larger issues (societal, personal, etc.).
5. course connections

Be creative with your journal. You may include illustrations, photos, or anything else you believe may help express your participation and how you felt about your experience. You may even choose to do an interview with someone you are working with and write a conceptualization on that person.

Journals must be typed, at least one-page per entry, double-spaced. Journals are due on the date specified on your syllabus including a five minute presentation of your experience to the class.

In addition, students must also compose a **final reflection paper (3-5 pages, typed, double-spaced)** in which you reflect upon the service experience as a whole, its value, positive/negative qualities, etc. Address the following questions regarding your volunteerism in your paper: Include other aspects that you come up with as well that relates to you and your experiences. Due on the date specified on your syllabus.

1. Where did you volunteer and why?
2. What was your impression of the agency?
3. How was the experience similar/different from what you expected?
4. What things stand out most in your mind?
5. What have you learned about yourself through this experience?
6. How have you benefited overall?
7. How did the agency/community benefit from your participation?
8. How did your experience relate to your classroom work?
9. What insights did you gain that may assist you in future decisions about career, family, etc.?
10. How can you best use what you've learned?
11. What would you change about the experience, if anything, and why?
12. Would you participate in a similar experience again, why or why not?

All written material (journal, reflection paper, and oral presentation) is due by the deadline reflected in your syllabus.

Please let the instructor and Service Learning know if you have any questions, comments, or concerns about your agency, or what is required of you.

I hope that you find volunteering in your community is as rewarding for you as it is for me.

K. HUMAN SERVICE EXPERIENCE

SOW 1051, 1052, 1053, Human Service Experience: Opportunity for service-learning experience in a public/human service organization. Through the interaction of experience and reflection the student learns to apply knowledge and skills in the “real” world, exercises critical thinking, develops self learning and helping skills, develops societal knowledge and sensitivity, and enhances personal development.

LEARNING OUTCOMES: Articulation of the meaning of service-learning and social responsibility, knowledge of human service settings and relationship to society, identification of skill competencies and needs, understanding the relationship between theory and practice and concomitant benefits to help community, identification of ways to integrate service with life.

SEMINAR ONE: Class introduction, course/student expectations, service-learning discourse, placement possibilities, journal writing.

*Registration for class (if not pre-registered) and Service-Learning Application/Packet

*Documentation forms distributed

*Service-learning plan examples distributed

WEEK 4/5 – NO FORMAL CLASS MEETING: Placement/project site selected and confirmation form turned in to instructor by Friday of 4th / 5th week of term.

*Service-Learning Plan completed and submitted for instructor approval

SEMINAR TWO: Discussion of service-learning experience and setting, relationship of theory and practice, levels of reflection, debriefing questions.

*Mid-term performance evaluations due and review of journal and other written work

SEMINAR THREE: Integration of experience with rest of life. Short presentation about personal meaning and value of one’s service.

*Complete CSL questionnaire

*Turn in written work

*Turn in final performance evaluation/volunteer hour report

*Debriefing questions completed

EVALUATION CRITERIA:

	Points
Service Experience: Twenty service hours for each credit hour documented by hour report and performance evaluations.	35
Seminars: Participation and attendance in all scheduled sessions (3). A final presentation about your service-learning experience	25
Written Work: Completion and quality of service-learning plan and journal/final essay, and debriefing questions	40

L. COMMUNITY INVOLVEMENT

SOW 2054, COMMUNITY INVOLVEMENT: (*Prerequisite: Appropriate reading and writing scores on the entry level placement test.*) 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 Activities/Topics

August 23

Introduction to Course and Self

To Do: Review course criteria
Mutual expectations
Service opportunities/choices
Documentation forms

Read: Service-Learning: A Vital Link
Journal Guidelines and Format
Service-Learning Plan
Examples

Community: Definitions

For next class- Read : The Power(overview of service-learning)
The Moral Equivalent to War, p28-32
Write: One page critique of Moral Equivalent

VISIT SERVICE-LEARNING OFFICE: application, choose volunteer site/project

August 30

Introduction to Service-Learning

To Do: Discuss Service-Learning Basics
Discuss Moral Equiv. of War/Hand In Critique (dq. # 1)
Examine Journal Writing

Community: Define Service-Learning; Why Service Site Choice?

For next class- Read: The Garden Party, p16-26 and Community,p27
Reflection section
Write: Mansfield, questions 1, 4, & 5, (dq. # 2)

NOTE: dq = Discussion Questions or written assignments to be turned in for 15 points each

VISIT THE CSL TO COMPLETE APPLICATION, CHOOSE SITE

September 6

Getting the Most from Your Experience

To Do: Discuss Garden Party, turn questions in
Discuss Reflection Methods information
Practice: Service-Learning Plans

Community: Form communities and Define COMMUNITY

For next class- Read: Basic Guidelines for your Performance
Write: Opening Impressions: real or imagined

September 13

Be the BEST that YOU/WE Can Be

To Do: Placement Confirmation, SL Plan Status
Discuss Tenets of Good Performance
Discuss Rights/Responsibilities, Common Concerns
Community: Opening Impressions: Sharpen those Colombo Skills
For next class- Read: Assessing Community Needs
Communication Skills
Write: Service-Learning-Plan completion,
Communication self assessments
Study: Exam I

September 20

Reciprocal Helping and Communication Skills

To Do: Helping skills Practice/Assessments
Journal check, sample turned in

PLACEMENT CONFIRMATION DUE

How diverse is your site?

EXAM I

Community: Journal Entry Experience: Compare with others
For next class: Read: Jane Addams and Mother Teresa articles
Write: Addams, questions 1, 2, & 4 (dq. #3)
Teresa, questions 2, 3, & 5 (dq. #4)

September 27

Community Involvement Issues

To Do: Discuss Jane Addams, turn questions in
Discuss Mother Teresa, turn questions in
Exam I results discourse

SERVICE-LEARNING PLAN DUE

Discuss Charity to Justice Intro: Where Do You Stand?
Mandatory SL Community Paper/ Dialogue Guide
Community: Mandatory SL Task Discussion
For next class: Research Articles on Mandatory Service-Learning
Meet with community members
Write: Joint Community Position Paper
Prepare Debate Presentation

October 4

Community Gatherings to Prepare for Great Debate

NO FORMAL CLASS How is your journal? Are you meeting your learning objectives?

October 11

To Serve or Not to Serve? That is the Question.

To Do: The great debate on mandatory service
Turn in community position paper
For next class: Complete seminar debriefing questions p36
Refer to Presentation Guidelines, p167

October 18

NO CLASS: COLLEGE PROFESSIONAL DEVELOPMENT DAYS

October 25

STUDENT PRESENTATIONS

PRESENTATIONS To Do: 3-5 minute presentation about your service-learning experience! Use debriefing questions as guidelines.

For next class: Read: So What? Does Service-Learning Really Foster Social Change

Bill of Rights in Action: Free Speech and Gandhi

Write: So What? Does Service-Learning Really Foster Social Change? Agree or disagree? Why?

One page critique (dq. # 5)

Bill of Rights: answer questions to EITHER Free Speech or Gandhi articles (dq. #6)

OCTOBER 31: LAST DAY TO WITHDRAWAL WITH GRADE OF "W"

November 1

To Serve or Not to Serve?----- Continued

To Do: Journal check

MID-TERM PERFORMANCE EVALUATIONS DUE

Discuss So What? Turn in Critique

Discuss Free Speech/ Gandhi, turn in questions

Study for Exam II

Community: Charity to Justice, debriefing #2,
Charity to Justice Continuum

For next class: Read: Charity to Justice Case Study #2
Everyone Can Make A Difference
Wheels of Involvement

November 8

Community Involvement Opportunities

To Do: Discuss: Everyone Can Make a Difference
and Social Change Wheels

EXAM II

Community: Charity to Justice: Case Study #2

For next class: Read: Leader and Service, Levels, Philosophy,
Leader/Non-Leader Characteristics, 4-V Model
Write: Why I AM a Leader? One page self portrait
(dq. #7)

November 15

Leadership and Community Involvement

To Do: Discuss: Self Portraits of Leadership, turn in portrait
Leadership and Service Link, 4-V Model, Exam II

Community: Most Important Characteristics of a Leader
Core Values Exercise

Profile of an Admirable Individual, p145-146

For next class: Read: Kozol, Savage Inequalities and
Cole, Filtering People

Valuing Similarity and Diversity, notes-Whittmer
Write: Kozol, questions 2, 3, 4 & 5 (dq. #8)
Coles, Filtering exercise questions, (dq. #9)

November 22

Valuing Unity and Diversity

To Do: Discuss Kozol article, turn in questions
Discuss Coles article, turn in questions
Discuss Valuing Similarity and Diversity
Community: Personal/Social Distance Exercise
For next class: Read: What Can One Person Do?
Civic Participation Skills, New Student
Politics, Become a Voice Not an Echo
Write: What does the article: *Become a Voice,*
Not an Echo, mean to YOU (dq. #10)

November 29

Citizenship Skills and Involvement

To Do: Discuss and complete parts of Civic Literacy Quiz
Discuss Become a Voice Not an Echo
Discuss the Skills of Citizenship

Course Evaluations

Community: What makes a good citizen?
For next class: Read: Final Presentation Guidelines
Do: Prepare for 5-8 minute Oral Presentation

CHECK POINT: JOURNAL and FINAL ESSAY

COMPLETE ALL SERVICE DOCUMENTATION FORMS

December 6

The Final Harvest: Part I

To Do: FINAL PRESENTATIONS

December 13

The Final Harvest: Part II

To Do: FINAL REPORT EXAM
Turn in Journal, Final Essay, Hour Report and
Final Performance Evaluation
Community: The Box
Service-Learning Questionnaire Completed
Course Feedback

REMEMBER

If the world was a town of 1,000 people: There would be 564 Asians, 210 Europeans, 86 Africans, 80 South Americans, 60 North Americans. In this town there would be approximately 100 gay men/lesbian women. And in this town, 700 would be illiterate and 500 would be hungry.

FACT SHEET

THANKS FOR YOUR INVOLVEMENT!

1. Seminar Attendance

Class attendance is a vital component of this course. This class meets for **90** minutes each week.

The BCC policy is that an instructor may assign an "F" grade if you miss over 15% of the class time, therefore, if you miss over THREE classes in this course you could hurt your chances for a good grade.

In case of emergency, **students can make up one class** by making arrangements with the instructor.

2. Service-Learning Experience

Students are required to complete 32 hours of volunteer work at a placement site of their choice. The Center for Service-Learning, 10-213, will handle your placement and give you the needed service documentation forms. If you do not or cannot complete the requisite 32 service hours, an incomplete grade will be given to you if you have passed the other grading criteria.

3. Gordon Rule

There is a 3,000 word writing requirement for this course. Journal entries, classroom writing activities, debriefing exercises, and answers to discussion questions will all count toward meeting this requirement.

4. Reflective Written Work

Reflection, especially in writing, is a key component of "harvesting" your service experience. Your personal "painting" of your service-learning experience will not be shared with others unless you choose to do so. Detailed guidelines for successfully writing your journal and summary essay ARE INCLUDED in your **Readings Booklet**. Reflection samples of journals and service-learning plans are also included.

5. Withdrawals

The student is responsible if he or she wants to withdraw from the course. Failure to do so will result in an "F" grade being assigned. Last day to withdraw is **OCTOBER 31, 2006.**

6. Incompletes

An incomplete will be assigned if a student has completed the **majority** of required work and seminars but has to quit attending near the end of the term for personal, medical emergency or other extenuating circumstances.

7. Service-Learning Portfolio

Please store your journal, final journal essay, and documentation of service forms in the **PORTFOLIO** folder provided by the CSL. Be sure to bring the portfolio and **Readings, Ramblings, Handouts Booklet to class**

SCORE SHEET
COMMUNITY INVOLVEMENT
STUDENT ACHIEVEMENT OF LEARNING OBJECTIVES AND EVALUATION

STUDENT NAME: _____ PHONE: _____

PROJECT:

SEMESTER:

SUMMARY OF LEARNING OBJECTIVES (take these from the Service-Learning Plan)

EVIDENCE OF CHIEVEMENT:

COMMENTS:

<p>POSSIBLE POINTS</p> <div style="border: 1px solid black; width: 60px; text-align: center; margin: 5px auto; padding: 2px;">350</div> <p style="margin-top: 20px;">ATTAINED POINTS</p> <div style="border: 1px solid black; width: 60px; height: 25px; margin: 5px auto;"></div>	<p><u>THE SERVICE EXPERIENCE:</u> <u>SCORE:</u></p> <p>1. Hours Completed/ (200) _____ Volunteer Hour Report</p> <p>2. Mid-term Performance (75) _____ Evaluation</p> <p>3. Final Performance (75) _____ Evaluation</p>										
<p>POSSIBLE BONUS POINTS</p> <div style="border: 1px solid black; width: 60px; text-align: center; margin: 5px auto; padding: 2px;">10</div> <p style="margin-top: 20px;">ATTAINED POINTS</p> <div style="border: 1px solid black; width: 60px; height: 25px; margin: 5px auto;"></div>	<p><u>BONUS BOX</u></p> <p>_____ CSL Questionnaire (last seminar) [10 points]</p>										
<p>TOTAL POSSIBLE POINTS</p> <div style="border: 1px solid black; width: 60px; text-align: center; margin: 5px auto; padding: 2px;">1,360</div> <p style="margin-top: 20px;">ATTAINED POINTS</p> <div style="border: 1px solid black; width: 60px; height: 25px; margin: 5px auto;"></div>	<p><u>GRADE:</u> _____</p> <p><u>COMMENTS:</u></p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">1,224+</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">A</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">1,088+</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">B</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">952+</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">C</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">816+</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">D</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">815-</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">F</td> </tr> </table>	1,224+	A	1,088+	B	952+	C	816+	D	815-	F
1,224+	A										
1,088+	B										
952+	C										
816+	D										
815-	F										

M. HONORS COMMUNITY INVOLVEMENT

SOW 2054H, Community Involvement Honors: (*Prerequisites: Appropriate test scores in reading and writing and admission into BCC Honors Program.*) 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.

Required Texts: Service-Learning: A Guide for College Students and Reportage, provided by CSL for registered students. Education for Democracy, Battistoni and Barber (selected readings).

Supplemental Texts: Readings to supplement service-learning experience (books, periodicals, articles, etc.) as well as classroom discussions and activities. Instructor will provide copies of these readings.

This course will examine volunteerism, community service-learning and citizenship from theory to reality. It is unique in that it is learning and student centered. Class members will have significant input in the curriculum from an experiential and research perspective.

Students are required to participate in a service-learning experience for a minimum of 32 hours at a placement site. The Center for Service-Learning will handle placement and provide the necessary documentation forms. Failure to complete the requisite 32 hours will result in an incomplete grade if other grading criteria have been met.

This is a Gordon Rule class that has a 3,000 word writing requirement.

Course Objectives:

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.

Evaluation Criteria:

1. Documentation of service experience
2. Completion of and quality of planning and reflective written instruments
3. Class participation and verbal reflection

Grading: Grading is based on a point system. There will tentatively be 890 points available this semester. Your grade will be based on how many points you earn out of 840. For example, if you earn 730 out of 890 then your grade will be 82% or a “B”.

Course Evaluation		
The Service Experience		250 points
1. Service Hours completed		200
2. Final Performance evaluation		50
Reflective Written Work and Verbal Reflection		640 points
1. Journal		150
2. Needs assessment survey (group work)		50
3. Needs assessment report (group report)		100
4. Responses to readings/ related assignments		140
5. Final presentation of findings		100
6. Client interview		50
6. Class participation/attendance		50
TOTAL (tentative)*		890

*There is the possibility of the addition of a few small assignments or some of the above assignments may be deleted.

Written responses for readings may be in ink. All other written work should be typed.

Specific guidelines and grading criteria for survey, needs assessment report, client interview and final presentation will be provided and discussed at a subsequent class date: . **It is important to note that late work, with the exception of the final journal, will not be accepted.** A 10% deduction will be taken each day the journal is late.

Withdrawals – The student is responsible if he or she wishes to withdraw from the course. Failure to do so will result in an “F” grade being assigned. Last day to withdraw is 3/21/2006.

COURSE OUTLINE/TOPICS

Week 1 – INTRODUCTION TO SERVICE-LEARNING

Course overview/requirements

Identification of community project

Week 2- THE COMMUNITY SERVICE PROJECT

Brainstorm/discuss various methods of assessing community needs

Work Plan/ Service-Learning Plan for group

Placement through the Center for Service-Learning

Week 3 - INFORMATION GATHERING AND RESEARCH METHODS

Week 4 - ASSESSING AND RESEARCHING COMMUNITY ASSETS AND NEEDS

Week 5 - EFFECTIVE LEADERSHIP SKILLS

Week 6 - EFFECTIVE LEADERSHIP SKILLS CONTINUED

Week 7 - REFLECTION/ASSESSING

Week 8 - OPPORTUNITIES FOR COMMUNITY INVOLVEMENT AND CITIZENSHIP

Week 9 - OPPORTUNITIES FOR COMMUNITY INVOLVEMENT AND CITIZENSHIP

Week 10 - OPPORTUNITIES AND OBSTACLES TO COMMUNITY INVOLVEMENT

Week 11 - ISSUES IN SERVICE AND COMMUNITY DIVERSITY

Week 12- ISSUES IN SERVICE AND COMMUNITY DIVERSITY

Week 13 - INTEGRATION OF THE EXPERIENCE WITH THE REST OF LIFE

Week 14 - DEVELOPING, IMPLEMENTING, AND EVALUATING COMMUNITY PROJECTS

Week 15 - DEVELOPING, IMPLEMENTING, AND EVALUATING COMMUNITY PROJECTS

Week 16 - THE COMMUNITY SERVICE PROJECT AND ITS FUTURE

*This schedule is tentative due to the unique, evolving nature of the course. A more detailed schedule will follow once a class service project has been selected.

JOURNAL OF COMMUNITY INVOLVEMENT INTEGRATING YOUR EXPERIENCE WITH LIFE

The 32 hours that you devote to community service will hopefully be very meaningful to you. As an instructor, the only way I can measure what you received from this experience is by you describing it for me. A personal journal serves as an excellent measurement tool. As you volunteer your time and document your experience, please use the following guidelines to write the final draft of your journal.

1. The CSL's guidebook can provide useful journaling tips.
2. Try to document your thoughts, impressions, and actions etc. within 24 hours of having worked at your site. It is very difficult if not impossible to remember details of events and thoughts a week or more after they have occurred.
3. Whenever the class has a guest speaker or a fieldtrip be sure to journal what was learned through the experience.
4. Upon completing your 32 hours, prepare a 1,500 *word* paper based on your experience with your site. This paper should include the following:

PART A:
Cover page:

NAME
COMMUNITY INVOLVEMENT (SOW 2054 JOURNAL)
NAME OF YOUR SERVICE-LEARNING SITE
ADDRESS OF SITE
DATE PAPER IS SUBMITTED

PART B: In introduction to your journal, describe the purpose of your service site. For example what are its goals? What community needs does it meet and who does it serve? Explain how the classes' community project goals fit in with this agency. Also address what your PERSONAL, service, leadership and citizenship goals are by your participation in this organization.

PART C: This section of your paper should be a daily (dated) description of your duties, thoughts, actions, experiences and feelings about your volunteer experience.

PART D: The conclusion of your paper should be devoted to integrating your experience into your life. Please address the following:

- A. Do you feel that the goals of the class project were achieved? Why or why not and give examples.
- B. How have you changed because of this experience? Please address this from the following perspectives:
 - as a citizen
 - as a leader
 - as a person
- C. How do you feel that the class could be structured or improved for future classes so that students can maximize their experience?
- D. How do you feel you that you have made a difference in the community?

**SOWH 2054
JOURNAL EVALUATION**

*See instruction sheet in syllabus for greater explanation of these criteria.

1. Introduction addresses :
 - Purposes and goals of service site
 - Community needs
 - Integration of your site with class community project _____ 30 Points
 2. Dated daily log of duties, thoughts, experiences, etc _____ 40 Points
 3. Conclusion addresses:
 - A. Your belief regarding achievement of class project goal
 - B. Personal change as a citizen, leader and as a person
 - C. Improvement suggestions for future classes
 - D. Personal contribution to community _____ 50 Points
 4. Spelling, grammar, format, & word count _____ 25 Points
 5. Other _____ 5 Points
- _____ 150 Points

N. SPEECH

SPC 2600, Fundamentals of Speech Communications: A basic course in effective oral communication concentrating on improvement of speaking and listening through individual and group speech activities. This is a general education diversity infused course.

Service-Learning

Option A: A minimum of fifteen to twenty hours of service with an analytical journal can be used as a replacement for one of the following speeches: informative, demonstration, or persuasive.

Service learning is a method by which students learn and develop through active participation in thoughtfully organized service experiences that enhance what is taught at the college by extending student learning beyond the classroom.

According to a Purdue University survey of corporate recruiters, the little things definitely count on your resume. After experience and education, resume “extras” – like volunteer work and athletic interest – often make the difference in hiring decisions. (*Self*, p. 141, 1996)

Option B: Fourth Credit Option – Complete a minimum of twenty (20) hours of service along with an analytical journal for an additional one (1) credit hour elective. You must register separately from this class.

Option C: Complete Options A and B and a minimum of 35 hours of service in lieu of one speech and also receive the additional elective credit. A journal is also required.

If you elect to do one of these options, please adhere to the following instructions:

- Go to the Center for Service-learning and complete the paperwork
- Please give me your completed Placement Confirmation Form (white copy) as soon as you begin your service. You retain the pink copy and the SL office gets the yellow copy. The Service-Learning option decisions and placements must be completed and documented by the sixth week of class. Also indicate which option you have selected (A, B or C).
- I will check your journal anytime during the semester if you want my feedback. (This is optional.)
- Your completed and signed Student Volunteer Hour Report, journal, and final evaluation by the agency will be due April 25th or earlier.

It is critical that you have the journal format instruction before you begin your writing. Every instructor requests something different.

Most students who have participated in service-learning projects have reported great personal satisfaction. I hope that you take advantage of this opportunity. It will not only improve your communication skills, but also enrich your lives.



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