COMMUNITY PARTNER GUIDE

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# COMMUNITY PARTNER GUIDE

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I. OVERVIEW

Brevard Community College’s Center (CSL) for Service-Learning invites your organization or project to participate in our service-learning program. The Center provides various opportunities for student involvement with the community. Since our inception in 1988, the Center has involved over 61,433 students who have given over 2.2 million hours to hundreds of projects and service sites. More importantly, have been the mutual benefits realized to shape a truer and better society.

You are an integral part of our program and students’ education. Without your involvement and support, our program would not exist. Community Partner sites provide many resources to enrich the college and students but most importantly your commitment of time and effort to supervise and provide students meaningful service opportunities is deeply appreciate.

We hope that this Community Partner packet about service-learning will assist you in realizing your goals and those of our students and program. This packet is about a way to developing a better partnership to benefit us both! Please peruse the contents of the packet, which contains valuable information on service-learning, working with students, student service documentation forms, and the operations of the CSL.

We appreciate your support on our journey in partnership for community!
II. SERVICE-LEARNING

A. COLLEGE DEFINITION OF SERVICE-LEARNING

<table>
<thead>
<tr>
<th>COLLEGE DEFINITION OF SERVICE-LEARNING</th>
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<tr>
<td>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.</td>
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B. 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 emphasizes 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.

SERVICE-LEARNING
A BALANCED APPROACH TO EXPERIENTIAL EDUCATION

By ANDREW FURCO

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

<table>
<thead>
<tr>
<th>Service-LEARNING:</th>
<th>Learning goals primary; service outcomes secondary</th>
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<tr>
<td>SERVICE-learning:</td>
<td>Service outcomes primary; learning goals secondary</td>
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<tr>
<td>Service-learning:</td>
<td>Service and learning goals completely separate</td>
</tr>
<tr>
<td>SERVICE-LEARNING:</td>
<td>Service and learning goals of equal weight and each enhances the other for all participants</td>
</tr>
</tbody>
</table>

Recipient | BENEFICIARY | Provider
--- | --- | ---
Service | FOCUS | Learning

SERVICE-LEARNING
COMMUNITY SERVICE | FIELD EDUCATION
--- | ---
VOLUNTEERISM | INTERNSHIP
C. 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?

D. THREE SERVICE-LEARNING ROLES

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

- **STUDENT** provides service and learns
- **STAFF/FACULTY** links students, community, and facilitates learning
- **COMMUNITY** identifies service needs and supervises student efforts
E. ESSENTIAL ELEMENTS

**RECIPIROCITY.** 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 student's 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.
F. WINGSPREAD PRINCIPLES OF GOOD PRACTICE FOR COMBINING SERVICE AND LEARNING

In May, 1989, a small advisory group met at the Johnson Foundation’s Wingspread Conference Center to compose the preamble and language of the following ten principles of good practice. They reflect the thinking of more than 70 organizations involved in this type of work.

AN EFFECTIVE PROGRAM:

1. Engages people in responsible and challenging actions for the common good.

2. Provides structured opportunities for people to reflect critically on their service experience.

3. Articulates clear service and learning goals for everyone involved.

4. Allows for those with needs to define those needs.

5. Clarifies the responsibilities of each person and organization.

6. Matches service providers and service needs through a process that recognizes changing circumstances.

7. Expects genuine, active and sustained organizational commitment.

8. Includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.

9. Insures that the time commitment for service and learning is flexible, appropriate, and in the best interest of all involved.

10. An effective program is committed to program participation by and with diverse populations.

National Youth Leadership Council and Compass Institute, 1993
G. BENEFITS FOR 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
   - Check 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
   - More contributions to meet human needs
   - Increased future citizen support/commitment
   - Expanded roles for student supervisors
H. SERVICE-LEARNING CYCLE

CYCLE OF SERVICE

Recruitment → Orientation

TESTING CONCEPTS → SERVICE EXPERIENCE

SYNTHESIS → REFLECTION

Closure & Follow-Up Training → On-going Training
III. COMMUNITY PARTNER

A. COMMUNITY PARTNER RESPONSIBILITY: WHAT IS EXPECTED OF YOU

In order for your service-learning experience to be a successful one, you will want to be certain that all those involved within affected partner site program areas are aware of the student's presence and assignments. Some specific areas of site responsibility are enumerated below.

1. **Assessment and Planning**: You will want to be certain you know your needs so that the tasks assigned to student volunteer/service-learners are meaningful to the students as well as to your program. Plan for tasks or positions which carry some degree of responsibility. Positions which can develop increasing amounts and types of responsibilities are ideally suited to utilization of service-learning volunteers. A fresh needs assessment engaging key members of your staff will help you determine how you can effectively incorporate the service-learning volunteer within the framework of your community partner site.

2. **Commitment to the project**: Commit to volunteer/service-learners and to your role as an educator. It is essential that the student, as well as other placement site personnel, recognize your support and your willingness to take time to provide guidance.

3. **Realistic expectations**: Expecting the student volunteer/service-learners to take over a previously-paid position or to quickly become as accomplished as full-time professionals can only lead to disappointment. Start small, using only as many service-learning volunteers as you or your personnel can effectively train and manage. Anticipate that problems occasionally will arise and be aware of warning signs. Expect to spend a considerable amount of time initially with the student volunteer and to communicate routinely with him/her.

4. **Volunteer/Service-Learner selection**: Although you will receive names of potential volunteers/service-learners, **the final selection must be made by you**. Choosing volunteer/service-learners whose areas of interest are in harmony with the objectives of your community partner site or program will help ensure a successful experience.

5. **Training**: You will be expected to provide the level of training appropriate to the level of responsibility anticipated.

6. **Evaluation**: It is expected you will take on the role of an educator as you become involved with the service-learning program. The volunteer/service-learners that come into your program will look to you not only for guidance, but also for feedback in the form of an honest assessment of their performance in this important professional role. The college program also needs to know whether the student is serving as anticipated and how well he or she is fitting into the chosen position. Personnel from the Center for
Service-Learning will provide a form for the student to return at various stages of the process.

7. **Patience!** There are some aspects of a student volunteer/service-learning program which render it self-limiting. Students follow the school calendar; thus, the student working in your program may go on holiday breaks at seemingly inopportune times. Additionally, schedule conflicts sometimes arise when exams or special projects come due.

It is expected that your partner site will act in a supervisory role and that you will provide accurate and comprehensive information about the position and your expectations. The service-learning personnel at the college ask you to be responsible for the following *specific* activities:

- An interview with the student prior to placement
- Notification of student's placement status. In most cases, a form will be provided for you to complete and return.
- An orientation and specific training for specific tasks
- An accurate, specific job description for each student assignment made
- Provision of necessary resources (i.e., uniforms, supplies, office space, etc.), so that the student will have opportunity to successfully complete the assignment.
- Appropriate feedback, including appreciation and recognition, of the student's contributions
- A short mid-term and final performance evaluation

**LIABILITY**

In regard to liability and other legal issues, the college asks that you recognize the service-learning experience is an extension of the educational experience and that certain guidelines apply just as they would at the college or university.

**LIABILITY FOR ACCIDENTS AND/OR INJURY**

It is likely that your organization already has good insurance coverage for volunteers if you use volunteers on a regular basis. You may wish to check your policy, as well as the college contact to determine what coverage exists and if there are constraints placed upon the amount or nature of work which may be performed by student volunteer/service-learners.

**AFFIRMATIVE ACTION; SEXUAL HARASSMENT; DRUG-FREE WORKPLACE**

The federal government has guidelines set by law, policy, or executive order related to each of the above issues. If your organization currently receives any federal or state grants, you are bound by federal guidelines. You are guided by federal law regarding sexual harassment and equal opportunity regardless of funding sources used. The college also has policies which prohibit discrimination, sexual harassment, and the use of drugs in the workplace. It is hoped the policies will be in concert with one another and that if questions arise, you will not hesitate to communicate your concerns to the college contact.
B. STUDENT'S ROLE: WHAT TO EXPECT

The following is a listing of what the community partner/agency can reasonably expect from the student volunteer. It has been developed taking into consideration past experiences, site feedback, and assessments of work site evaluations.

1. **TIME AND EFFORT.** It is anticipated the student will make every effort to satisfy the time commitment he/she has made and to adhere to scheduled work hours as agreed upon.

2. **COMMITMENT AND RELIABILITY.** The partner should be able to count on the student volunteer/service-learner just as it would count on any other community helper. Part of the educational value of this experience is the learning of time management skills.

3. **ATTENDANCE AT ORIENTATION AND TRAINING SESSIONS.** Students should inform you directly and promptly of any conflicts regarding orientation or training dates.

4. **RESPECT FOR THE COMMUNITY PARTNER, PROGRAMS AND CLIENTS.** Upon learning of the mission of the partner site and its programs, students are usually quite anxious to explore options regarding their roles within that structure. Your program becomes as important to the student as it is to your employees and other volunteers. You have the right to expect respect, and the clients or co-workers within the partner site can feel secure in entrusting their cases and concerns to the student volunteer/service-learner.

5. **ACCEPTANCE OF SUPERVISION AND FEEDBACK.** A major lesson of the experiential learning exercise is that the student understands how feedback can lend itself to self-improvement. The student expects to be supervised and to receive feedback, and he/she is aware that supervision is an integral part of working in the real world.

6. **STUDENT FEEDBACK.** In order for you to effectively evaluate the experience and its impact on your organization, you may wish to receive student feedback (as well as provide feedback for the student to ponder). You can expect the student to interact meaningfully with you with respect to his or her expectations and experiences.

7. **INITIATIVE AND INDEPENDENT WORK.** The student is anxious to work with your partner site and hopes to work independently to the degree his/her individual skills, abilities, and expertise will allow.

8. **A WILLINGNESS TO COOPERATE.** You can anticipate a willingness on the part of the student to build worthwhile relationships with clients, consumers, or program participants.

9. **APPROPRIATE NOTIFICATIONS.** It is reasonable to expect the student to notify you of significant checkpoints as they are required throughout the service-learning assignment. Students will notify you of approval of the learning experience for credit and of any learning agreements or evaluations the supervisor must complete for the academic department.
C. TIPS FOR SUPERVISORS

MAXIMIZING STUDENT LEARNING

Adapted from Service-Learning Center, Michigan State University

1. MEET MUTUAL NEEDS
There are two needs. The need to fulfill both student learning needs (motive to participate) and simultaneously meet community needs. Students appreciate 1) orientation and training, 2) the opportunity to learn about the whole organization and its role in the community, 3) having contact with professionals and learning about their work, and 4) feedback on their performance.

2. CREATE CAREER LADDERS
If possible in larger agencies, create graduated levels of involvement, such as:
Level I - Direct Services/Tasks/Roles/Basic Services
Level II - Advocate/Representative/Mentoring/Fund-Raising
Level III - Mentor/Administrative/Policy/Organizational Leadership

3. DEVELOP PROJECTS WITH STUDENTS
In a large program, a designated student volunteer leader may insure ongoing student-volunteer programs. Consider also having special short-term projects for students or student groups where trained volunteers can train other students on some functions, e.g., fund raising, survey research, class projects.

4. TEACH TO BE SERVICE ORIENTED
Please help educate students to be 'lifelong community servers' while learning and doing. How is 'Service' connected to the lives of people in our community and to the leadership within your organization?

5. PROVIDE FEEDBACK
Students want and need feedback on their performance. The evaluation and recognition of student efforts may include letters of recommendation/reference or use of a formal evaluation form. Feedback is most instructive when there is an opportunity to discuss the evaluation with the student.

6. SCHEDULE APPROPRIATELY FOR AN ACADEMIC CALENDAR
Determine how much time is needed for training or continuity to determine the length of the commitment. Most placements average 2-6 hours per week for 12 weeks. Recognize time commitments will vary from term to term but stick to a schedule. Not establishing a schedule may imply that the student volunteer position is not really very important.

7. LEVELS OF REFLECTION
Most students receive academic credit for learning through their service efforts. Help students think about what the experience means to them, the organizational context, and overall societal issues and impacts.
D. MOTIVATING AND REWARDING STUDENTS

From the Service-Learning Educator ACTION, NCSL, 1980

It is important to recognize that motivation should not be taken for granted. From the beginning of your contacts with students, you need to demonstrate your belief that what they are doing is important.

One of the classic theorists in the area of motivation is Abraham Maslow, whose "Hierarchy of Needs" is shown below. Maslow suggests that all people have five basic levels of need, and that as needs at one level are satisfied, those at the next higher level act as motivators. When a need that is lower on the hierarchy suddenly is unmet, we return to trying to meet that need and higher ones become unimportant. If I suddenly find myself hungry and without food while meeting my ESTEEM needs, for example, the theory predicts that I will forget about esteem until I satisfy my hunger needs.

Maslow's hierarchy may help explain why certain students volunteer, while others don't. Clearly one will not engage in service-learning to meet one's need for esteem while not having enough to eat. If a student participates in service-learning to meet self-actualization needs and is treated by community organization staff as worthless, the student is not likely to stick with the program for long.

| Self-Actualization: | The need of person to do what he or she is fitted for |
| Esteem: | The need to be recognized as a person of value |
| Social: | The need for closeness to others, the need to be liked |
| Safety: | The need to be safe from harm |
| Physiological Needs: | Basic physical needs |

Another influential theory of motivation has been developed by Frederick Herzberg. According to Herzberg's theory, there are two sets of factors which influence how people feel about their work: hygiene factors and motivation factors. Hygiene factors are distinguished by the fact that even if they are present, they do not, in themselves, tend to bring about satisfaction with a job or task. But if one or more is absent, the absence brings about dissatisfaction. Herzberg lists the following as hygiene factors:

- Clear organization policies and administration
- Helpful supervision
- Good working conditions
- Sufficient status
- Positive interpersonal relations
- Sufficient money
- A feeling of security

Motivation factors, the things that do tend to bring about satisfaction, are:

- A sense of achievement
- Recognition of accomplishment
- Challenging work
- Responsibility
- Growth and development
How To Do It
For each of Hertzberg’s hygiene and motivation factors, we have listed some alternatives that campus and community organizations can use to help maintain student motivation at a high level. You may wish to reproduce this list and share it with community organization staff.

Hygiene Factors

1. Organizational Policies and Administration
   - Write down policies for projects and distribute them to students.
   - Ask for suggestions for improvement
   - Honor your policies - don't say one thing and do another.

2. Supervision
   - Explain and clarify supervisory responsibilities with students.
   - Be able to answer questions and take positions on issues.
   - Don't be afraid to admit any errors you make - and don't blame others for errors they make.
   - Know how to supervise differently with different people.

3. Working Conditions
   - See that students and staff have the equipment they need to do their work (within limits of budget and equipment availability).
   - Encourage suggestions for ways to fill gaps.
   - Allow individuals to develop their own "space."

4. Interpersonal Relations
   - Show respect for students as persons; take an interest in them, in their problems and in their accomplishments.
   - Include students; seek their opinion on issues that affect them, provide them with information on matters of concern to them.
   - Be genuine with students; encourage them to be genuine in their dealings with the community.

5. Money
   - Service opportunities through work-study programs or with stipends are often appropriate for individuals of limited means. You should clarify expectations about when and how much students will be paid.

6. Status
   - You can enhance the status of the student volunteer by promoting the status of the service-learning program itself. The program should be something persons are proud to be associated with.
   - Letters of appreciation may be provided for students.

7. Security
   - Issues of security can surface around the question of academic credit related to a service-learning experience. You need to give students sufficient information to enable them to make decisions about whether or not they can use a specific placement for a specific academic purpose.
Motivation Factors

1. Achievement
   - Project tasks should give students a feeling of achievement and accomplishment. You can promote this by working with staff of community organizations to develop imaginative placements and by working with students to find out what they would like to achieve.

2. Recognition
   - Appropriate recognition differs for different students. Some students appreciate certificates or letters; others scorn these as hollow. Personal thanks should be extended to students by the community organizations where they served.
   - In situations where students earn credits, appropriate recognition may come in the form of a good grade.
   - Where possible, involve administrative staff of the institution in showing appreciation for student efforts. A personal expression of thanks is most desirable, but a letter from, for example, the university president may also be appreciated.
   - Writing a letter of reference for a student's placement portfolio is another way of recognizing the student's service.

3. Challenging Work
   - Most people are motivated by work that challenges them; but what is challenging to one person may be uninteresting to another. Instead of trying to "sell" a placement to a student, find out what kind of activity is challenging to the student.

4. Responsibility
   - Appropriate levels of responsibility differ from student to student, yet we all need to feel that some part of our work is "ours." As you interview students, try to get a sense of their maturity and ability to assume responsible positions.

5. Growth and Development
   - Challenging work almost always leads to growth and development. Help students see how they are growing. It may not always be obvious to them.
E. ROLE OF THE COMMUNITY PARTNER SUPERVISOR

The service site supervisor plays a crucial role in determining the value of the field experience to the educational experience of the student. The service site supervisor has a dual role in field experience education: facilitating effective learning and service. The service site supervisor's role includes:

1. **Planning.** The student's position, project, or other form of assignment should be carefully defined and all parties should have a clear understanding of expectations in terms of productivity and educational growth. Flexibility can be used in this process when necessary.

2. **Participation in recruitment and selection.** The amount of involvement may depend on the particular field experience. Practicums or internships require a student to spend as much as 16 credit hours per semester or 40 work hours per week in an community partner site setting, so selection is crucial. Most courses require 2-6 hours per week of involvement of the student in field experience; therefore, the selection process may be different. Transportation and other logistics must be considered.

3. **Orientation.** The supervisor gives the student information on resources and on the system in which he/she accomplishes objectives. Answer such questions as: Where do I fit in? How do I get things done? What is expected of me?

4. **Scheduling and assignment.** This should be done with the student. This aspect includes reporting times, dates for initial steps to be taken, deadlines, and responsibilities.

5. **Interpretation.** Throughout the assignment, the supervisor should help the student interpret the experience he/she is having and the relationship between what he/she is doing and the work of the organization and others. The student's expertise should not be a threat but a contribution. Addressing the student's inadequacies should be considered a goal in the learning process. Most often failure in a service experience situation is related not to the job assignment but to relationships between people. In such cases, close cooperation between the supervisor and the academic sponsor is necessary.

6. **Modeling.** The supervisor, whether or not he/she wishes such a role, becomes part of the student's image of what it means to be a professional in the world of work. Often the interpersonal relations that develop between a supervisor and a student are among the most significant parts of the student's experience. Taking an interest in the student and his/her activities, and sharing feelings and interests beyond the work situation can be very helpful.
F. SEVEN SUPERVISION FORMATS
from the National Center for Service-Learning

Each of the following types of supervision has been frequently used in student volunteer programs and may be adapted to a variety of different situations, depending on the needs of the program and the student.

1. GROUP MEETINGS. This form of supervision provides opportunities for volunteers to meet with one another and with their supervisor. For best results, it should begin within the first two weeks of the placement and continue at regular intervals throughout the placement period. Not all volunteers will take advantage of such meetings, but most will appreciate the chance to talk with their supervisors as part of a group. Indeed, these meetings may be the single most important method of enabling students to make the most of their volunteer experiences and to stay involved with the partner site or organization.

Group meetings can also be used at regular training sessions to introduce new materials, techniques, and skills. This form of supervision works especially well if the supervisor cannot be at the work site or if the volunteers work on a one-to-one basis at widely scattered locations and thus seldom see one another or their supervisor.

2. ON-SITE SUPERVISION. In this format, supervisors are physically present where the volunteers work and can provide daily feedback, instruction, and direction. This is the most time-consuming form of supervision and should not be necessary in any but the most delicate or demanding placements.

3. PRE-WORK MEETINGS. Here, the supervisors and volunteers meet every day the volunteers are at the work site, just prior to the volunteers' beginning work. Expectations and assignments may be discussed, as well as problems and obstacles to the work, and questions may be raised and answered. This form of supervision can be used effectively with both individuals and groups and can be combined with post-work debriefings.

4. POST-WORK DEBRIEFINGS. This form of supervision allows supervisors to meet with their students after each day's work has been completed, to provide feedback to answer questions, and help the volunteers appraise what has occurred and plan for the future. This effective form of supervision is equally useful with individuals and with groups.

5. DAILY REPORTS. This type of supervision is effective in conjunction with phone calls and/or regular meetings. Each volunteer completes a daily written evaluation; the supervisor reviews these and uses them as the basis for future discussions with the volunteers. Daily reports are often a valuable resource for teachers or supervisors who must make formal evaluations of student learning, e.g., at the end of a course.

6. PHONE CALLS. In this form, supervisors who are unable to give personal supervision telephone student volunteers to provide direction and encouragement and to assess student needs. Although telephone calls are not enough by themselves, they do provide immediate contact and can be combined effectively with weekly or monthly group meetings.

7. STUDENT REQUEST. In this form of supervision, volunteers can operate relatively independently and may request supervision as needed. This type of supervision is appropriate only for very experienced volunteers with good judgment, whose placements require minimal supervision.

AND ONE TO AVOID:

CRISIS INTERVENTION. In this type of (non) supervision, student volunteers request a supervisor's help only when problems arise. This is seldom an effective form of supervision and is not recommended by NCSL. If used as a last-resort method in the absence of supervisory staff, it should be replaced as soon as possible with one of the acceptable forms listed above.
G. SERVICE-LEARNING STUDENTS AND SUPERVISORS: A COMPLEMENTARY RELATIONSHIP  
LINDA FOLWER, KENT STATE

1. DEVELOPMENTAL TASKS OF YOUNG ADULTS
   - Developing independence
   - Recognizing one’s skills and limitations
   - Preparing for a career or job
   - Developing intimacy
   - Developing interpersonal relationships, friendships
   - Developing a purpose of life through education experience and planning of goals
   - Acknowledging responsibilities in relationships

2. DEVELOPMENTAL TASKS FOR MIDDLE ADULTHOOD
   - Reexamine work and adjust to realities of work
   - Problem solve
   - Manage stress accompanying changes
   - Participate actively in community concerns
   - Reassess personal and career priorities and values
   - Coordinate and deal with demands of family and work
   - Manage budget
   - Manage leisure time

3. WHAT STUDENTS CONTRIBUTE TO SERVICE-LEARNING
   - Source of extra person power
   - Interested and idealistic in making contribution to human development
   - Concerned about professional training and conscientious in service
   - Relatively easy to find and recruit
   - A base of future citizen support
   - Provide access to resources – campus and new information
   - Able to draw upon expertise, interest of faculty, or institution
   - Encourage analysis and questions and flexibility

4. WHAT SUPERVISORS CONTRIBUTE TO SERVICE-LEARNING
   - Modeling of professionalism, problem solving and skills
   - Mentoring or interpreting to student the impact of experience
   - Humanistic acceptance of the realities of service
   - Expertise in making decisions and asserting ideas
   - Recognize value of viewing situation from variety of perspectives
   - Experienced at weighing alternatives
   - Desire to be generative in assisting growth of future professionals
   - Continues to grow and develop personally and professionally
### Bloom's Taxonomy of Educational Objectives for Learners

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<tr>
<th>1. Knowledge</th>
<th>Service-Learning Skills Students Need</th>
<th>Implication for Supervisors to Enrich Supervision of Service Learners</th>
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<tbody>
<tr>
<td>• Recall of facts, theories, rules</td>
<td>• Orient students to basic skills and information</td>
<td>• Orient students to relevant knowledge (observe, interviews, discussion, paper-pencil)</td>
</tr>
<tr>
<td>• Memorization</td>
<td>• Pretest students on relevant knowledge (observe, interviews, discussion, paper-pencil)</td>
<td>• Understand checklist of partner/agency goals and student goals</td>
</tr>
<tr>
<td>• Listen and attends</td>
<td>• Demonstrate methods of assigned tasks</td>
<td>• Demonstrate methods of assigned tasks</td>
</tr>
<tr>
<td>• Information gathering</td>
<td>• Given specific directions (responsibilities and expectations)</td>
<td>• Given specific directions (responsibilities and expectations)</td>
</tr>
<tr>
<td>• Studying</td>
<td>• Orient students to basic skills and information</td>
<td>• Orient students to basic skills and information</td>
</tr>
<tr>
<td>• Observing</td>
<td>• Pretest students on relevant knowledge (observe, interviews, discussion, paper-pencil)</td>
<td>• Pretest students on relevant knowledge (observe, interviews, discussion, paper-pencil)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Comprehension</th>
<th>Service-Learning Skills Students Need</th>
<th>Implication for Supervisors to Enrich Supervision of Service Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Restate ideas, facts in own words</td>
<td>• Give oral, written or performance tests of students' understanding</td>
<td>• Give oral, written or performance tests of students' understanding</td>
</tr>
<tr>
<td>• Demonstrate techniques used by supervisor or staff as models</td>
<td>• Discuss with student and share experiences</td>
<td>• Discuss with student and share experiences</td>
</tr>
<tr>
<td>• Recall facts on a verbal or written test, discussion, etc.</td>
<td>• Observe students in action</td>
<td>• Observe students in action</td>
</tr>
<tr>
<td>• Give oral, written or performance tests of students' understanding</td>
<td>• Give feedback to student on accomplishments and needs</td>
<td>• Give feedback to student on accomplishments and needs</td>
</tr>
<tr>
<td>• Discuss with student and share experiences</td>
<td>• Use case studies</td>
<td>• Use case studies</td>
</tr>
<tr>
<td>• Observe students in action</td>
<td>• Give feedback and discuss issues and concerns</td>
<td>• Give feedback and discuss issues and concerns</td>
</tr>
<tr>
<td>• Give feedback to student on accomplishments and needs</td>
<td>• Simulated experience</td>
<td>• Simulated experience</td>
</tr>
<tr>
<td>• Role play exchange roles</td>
<td>• Give opportunity to experiment, discuss alternatives, analyze consequences</td>
<td>• Give opportunity to experiment, discuss alternatives, analyze consequences</td>
</tr>
<tr>
<td>• Use case studies</td>
<td>• Allow students to ask questions and research possible solutions</td>
<td>• Allow students to ask questions and research possible solutions</td>
</tr>
<tr>
<td>• Give feedback and discuss issues and concerns</td>
<td>• Value clarification and analysis</td>
<td>• Value clarification and analysis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Application</th>
<th>Service-Learning Skills Students Need</th>
<th>Implication for Supervisors to Enrich Supervision of Service Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Relate past information and experience in new ways</td>
<td>• Organize data</td>
<td>• Organize data</td>
</tr>
<tr>
<td>• Implement assigned tasks</td>
<td>• Deal with incongruity and contradiction</td>
<td>• Deal with incongruity and contradiction</td>
</tr>
<tr>
<td>• Accept responsibility for assignments</td>
<td>• Solve problems</td>
<td>• Solve problems</td>
</tr>
<tr>
<td>• Apply methods one has observed others use</td>
<td>• Question consistency of facts and application</td>
<td>• Question consistency of facts and application</td>
</tr>
<tr>
<td>• Simulated experience</td>
<td>• Recognize relationship between information and application</td>
<td>• Recognize relationship between information and application</td>
</tr>
<tr>
<td>• Role play exchange roles</td>
<td>• Allow students to plan and direct activity</td>
<td>• Allow students to plan and direct activity</td>
</tr>
<tr>
<td>• Use case studies</td>
<td>• Discuss, share experiences (individual and group)</td>
<td>• Discuss, share experiences (individual and group)</td>
</tr>
<tr>
<td>• Give feedback and discuss issues and concerns</td>
<td>• Assign journals and logs</td>
<td>• Assign journals and logs</td>
</tr>
<tr>
<td>• Simulated experience</td>
<td>• Give opportunity to write proposals and survey needs</td>
<td>• Give opportunity to write proposals and survey needs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Analysis</th>
<th>Service-Learning Skills Students Need</th>
<th>Implication for Supervisors to Enrich Supervision of Service Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Organize data</td>
<td>• Plan (innovate)</td>
<td>• Plan (innovate)</td>
</tr>
<tr>
<td>• Deal with incongruity and contradiction</td>
<td>• Negotiate goals and objectives</td>
<td>• Negotiate goals and objectives</td>
</tr>
<tr>
<td>• Solve problems</td>
<td>• Ability to write or express one's ideas</td>
<td>• Ability to write or express one's ideas</td>
</tr>
<tr>
<td>• Question consistency of facts and application</td>
<td>• Write proposals</td>
<td>• Write proposals</td>
</tr>
<tr>
<td>• Recognize relationship between information and application</td>
<td>• Formulate new ideas, suggestions</td>
<td>• Formulate new ideas, suggestions</td>
</tr>
<tr>
<td>• Value clarification and analysis</td>
<td>• Discover new facts and alternatives</td>
<td>• Discover new facts and alternatives</td>
</tr>
<tr>
<td>• Give opportunity to experiment, discuss alternatives, analyze consequences</td>
<td>• Allow student to plan and direct activity</td>
<td>• Allow student to plan and direct activity</td>
</tr>
<tr>
<td>• Allow students to ask questions and research possible solutions</td>
<td>• Discuss, share experiences (individual and group)</td>
<td>• Discuss, share experiences (individual and group)</td>
</tr>
<tr>
<td>• Assign journals and logs</td>
<td>• Give opportunity to write proposals and survey needs</td>
<td>• Give opportunity to write proposals and survey needs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Synthesis</th>
<th>Service-Learning Skills Students Need</th>
<th>Implication for Supervisors to Enrich Supervision of Service Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Plan (innovate)</td>
<td>• Assess one's experiences and abilities</td>
<td>• Assess one's experiences and abilities</td>
</tr>
<tr>
<td>• Negotiate goals and objectives</td>
<td>• Willing to compare one's performance with standards of achievement</td>
<td>• Willing to compare one's performance with standards of achievement</td>
</tr>
<tr>
<td>• Ability to write or express one's ideas</td>
<td>• Recognizes limitations, accomplishments, abilities</td>
<td>• Recognizes limitations, accomplishments, abilities</td>
</tr>
<tr>
<td>• Write proposals</td>
<td>• Documents learning achievements</td>
<td>• Documents learning achievements</td>
</tr>
<tr>
<td>• Formulate new ideas, suggestions</td>
<td>• Considers past, present, and future usefulness and applications of information</td>
<td>• Considers past, present, and future usefulness and applications of information</td>
</tr>
<tr>
<td>• Discover new facts and alternatives</td>
<td>• Makes judgments and decisions weighing alternatives</td>
<td>• Makes judgments and decisions weighing alternatives</td>
</tr>
<tr>
<td>• Allow student to plan and direct activity</td>
<td>• Give periodic checklist or checkups of accomplishments</td>
<td>• Give periodic checklist or checkups of accomplishments</td>
</tr>
<tr>
<td>• Discuss, share experiences (individual and group)</td>
<td>• Give possibilities for future experience and opportunities</td>
<td>• Give possibilities for future experience and opportunities</td>
</tr>
<tr>
<td>• Assign journals and logs</td>
<td>• Observe, record, discuss programs</td>
<td>• Observe, record, discuss programs</td>
</tr>
<tr>
<td>• Give opportunity to write proposals and survey needs</td>
<td>• Refine existing skills and competencies</td>
<td>• Refine existing skills and competencies</td>
</tr>
<tr>
<td>• Develop new skills and competencies</td>
<td>• Develop new skills and competencies</td>
<td>• Develop new skills and competencies</td>
</tr>
</tbody>
</table>
I. SUPERVISION DO'S AND DON'TS
SERVICE-LEARNING SUPERVISORY TECHNIQUES

**: DO** properly orient the student volunteer/service-learners. During this process, familiarize the student with the mission, goals, and objectives of your partner site or program.

**: DO** clearly outline the partner organizational structure. Emphasize where the student fits in and to whom the student reports.

**: DO** specify exactly what the student's position is and what tasks are involved.

**: DO** provide feedback at regular intervals and when special circumstances warrant.

**: DO** accept the volunteer as part of your team.

**: DO** encourage independent thinking, critical analysis, and innovative ideas.

**: DO** let the student expand his/her responsibilities as he/she successfully completes assignments.

**: DO** encourage the educational process by asking probing questions and requesting feedback.

**: DO** develop a mechanism whereby the volunteer/service-learner can evaluate the staff with which he/she has contact.

**: DO** clearly outline the community partner position with respect to confidentiality, records access, political statements, client relationships, and other professional issues.

**: DO** back up training with written materials.

**: DON'T** treat the student as a less worthy volunteer because of his/her age or lack of experience.

**: DON'T** allow employees to indiscriminately assign tasks to students. Make the chain of command clear to everyone in the organization.

**: DON'T** supervise the student to a degree greater than necessary to ensure successful completion of tasks. Encourage as much autonomy as possible.

**: DON'T** threaten the student with a poor evaluation or a bad report to the Center for Service-Learning.

**: DON'T** let the student's achievements go by unnoticed.

**: DON'T** forget the student's first task is to learn. Occasional mistakes are to be expected during the learning process.

**: DON'T** let your role as a supervisor overshadow your role as a human being. Try to be there for the student as he/she explores his or her "professional self."

**: DON'T** discourage enthusiasm or innovation.

**: DON'T** fail to recognize your role as educator. Take the time to read over the student's reflections when asked and use them as a management tool.

**: DON'T** be too busy to spend a few moments nurturing the student.
IV. THE SERVICE-LEARNING VOLUNTEER

A. HERE COMES THE VOLUNTEER/SERVICE-LEARNER!

Once the community partner site and volunteer/service-learner have agreed upon a placement, a specific assignment is determined and the volunteer/service-learner undergoes an orientation. The orientation should be designed to acquaint the volunteer with the partner - its mission, programs, policies, and personnel. The orientation should include the following:

1. An explanation of the program (goals and objectives).

2. An introduction to the staff. Although persons who will be supervising the volunteer should attend, it is important the volunteer be introduced to all partner organization personnel with whom contact will be made. This gives the student a sense of his/her role within the context of the community partner structure.

3. An introduction to the community partner site. This should include the physical plan and layout of the organization as well as a historical background.

4. A discussion of the volunteer/service-learner's role, including specific tasks and specific benefits to the community partner site.

5. Guidelines for volunteer/service-learners. An explanation, as well as written copies of rules, regulations, policy, dress codes, insurance, reporting formats, and timekeeping requirements should be provided to the student volunteer.

6. The philosophy of the community partner organization.

7. The relationship to other agencies and an introduction to other partner site contacts.

8. A description of the client base, including numbers of clients served, socio-economic and other demographic data, and political subdivisions served.

9. Jargon or language used by the staff.

The initial orientation should be short and leave the volunteer/service-learner with the feeling he or she is accepted. A handbook or other written materials which are available should be distributed to the student volunteer(s) during the orientation. Not only does this help the student feel welcome to the organization/agency, but it reinforces that which was learned in the session and helps him/her remember pertinent points. Later, he or she is able to peruse the material when there is more time to digest it. (Remember, it is all new information.)

By providing an open orientation whereby other interested parties are invited, prospective volunteer/service-learners may surface, and the community can become more aware of your community partner organization and its needs. Although some persons may not participate as volunteers in the program, you may gain supporters, and the community will become better informed with respect to the work you do. The guide on the next page stipulates the roles and tasks of those involved in the orientation process.
### B. ORIENTATION

#### VOLUNTEER/SERVICE-LEARNING ORIENTATION:

<table>
<thead>
<tr>
<th>WHO?</th>
<th>AND</th>
<th>WHAT?</th>
</tr>
</thead>
<tbody>
<tr>
<td>SERVICE SITE ADMINISTRATOR</td>
<td>Provides overview of community partner mission</td>
<td>• Provides overview of community partner mission</td>
</tr>
<tr>
<td></td>
<td>Provides explanation of program(s)</td>
<td>• Provides explanation of program(s)</td>
</tr>
<tr>
<td></td>
<td>Introduces program personnel and contacts</td>
<td>• Introduces program personnel and contacts</td>
</tr>
<tr>
<td></td>
<td>Provides historical context for service/partner</td>
<td>• Provides historical context for service/partner</td>
</tr>
<tr>
<td></td>
<td>Provides community partner philosophy</td>
<td>• Provides community partner philosophy</td>
</tr>
<tr>
<td>SERVICE-LEARNING COORDINATOR</td>
<td>Provides volunteer guidelines, rules, procedures</td>
<td>• Provides volunteer guidelines, rules, procedures</td>
</tr>
<tr>
<td></td>
<td>Provides and explains handbook and related materials</td>
<td>• Provides and explains handbook and related materials</td>
</tr>
<tr>
<td></td>
<td>Describes client base and services</td>
<td>• Describes client base and services</td>
</tr>
<tr>
<td></td>
<td>Outlines specific tasks</td>
<td>• Outlines specific tasks</td>
</tr>
<tr>
<td></td>
<td>Relates information regarding referral agencies and contacts</td>
<td>• Relates information regarding referral agencies and contacts</td>
</tr>
<tr>
<td>COLLEGE REPRESENTATIVE(S)</td>
<td>Provides information regarding service-learning opportunities</td>
<td>• Provides information regarding service-learning opportunities</td>
</tr>
<tr>
<td></td>
<td>Outlines educational functions</td>
<td>• Outlines educational functions</td>
</tr>
<tr>
<td></td>
<td>Outlines roles of participants</td>
<td>• Outlines roles of participants</td>
</tr>
<tr>
<td></td>
<td>Provides contact information</td>
<td>• Provides contact information</td>
</tr>
<tr>
<td></td>
<td>Relates supervision/evaluation requirements</td>
<td>• Relates supervision/evaluation requirements</td>
</tr>
<tr>
<td>VOLUNTEER/SERVICE-LEARNER(S)</td>
<td>Develops understanding of community partner organization functioning</td>
<td>• Develops understanding of community partner organization functioning</td>
</tr>
<tr>
<td></td>
<td>Outlines questions/concerns</td>
<td>• Outlines questions/concerns</td>
</tr>
<tr>
<td></td>
<td>Provides information regarding college program in absence of college representative</td>
<td>• Provides information regarding college program in absence of college representative</td>
</tr>
<tr>
<td></td>
<td>Obtains materials needed to become familiar with placement site</td>
<td>• Obtains materials needed to become familiar with placement site</td>
</tr>
<tr>
<td></td>
<td>Completes appropriate paperwork for volunteer commitment</td>
<td>• Completes appropriate paperwork for volunteer commitment</td>
</tr>
<tr>
<td>OTHER INTERESTED PARTIES</td>
<td>Gain understanding of community partner</td>
<td>• Gain understanding of community partner</td>
</tr>
<tr>
<td></td>
<td>Obtain information regarding volunteer role</td>
<td>• Obtain information regarding volunteer role</td>
</tr>
<tr>
<td></td>
<td>Complete application packet or other prospective volunteer/service-learner forms</td>
<td>• Complete application packet or other prospective volunteer/service-learner forms</td>
</tr>
<tr>
<td></td>
<td>Outline questions/concerns</td>
<td>• Outline questions/concerns</td>
</tr>
</tbody>
</table>
C. CRITICAL INCIDENTS: CONCERNS IN SERVICE PROCESS

1. Student volunteer contact with community partner service site or project is not within 72 hours of community service office visit.

2. After student’s initial visit to service site, there is no follow-up, contact by college staff. (Unrealistic expectations, lack of site support, initial volunteer trepidation, perceptions, lack of self confidence and skills).

3. Lack of follow through by either student or community partner site

4. Logistical impediments such as time fit, transportation, partner/agency fit, time frame differences, or not a “niche” for students.

5. Orientation (training is too time consuming, not enough, does not fit well with academic work).

6. Lack of effective service-learning planning by student and community service supervisor.

7. Tasks are not challenging, rewarding, and meaningful. Too much structure, not enough structure, not diversified roles for students (direct service, leadership, etc.).

8. Lack of appreciation for each service-learning role: student, community site supervisor and college facilitator, lack of balance between service-learning and learning/personal community development.

9. Lack of recognition of each other’s perspective, value framework, cultural differences.

10. Over concern by community partner site about liability.

11. Over concern about students ability for professionalism, e.g., confidentiality.

12. Yes, community partners want volunteers – but no effective volunteer program in place (job descriptions, supervisor, recognition, etc.).

13. Community partner site view that students exist as free labor pool or can accommodate every community partner volunteer need.

14. Students get in crunch (time squeeze, midterm tests, personal problems, unattainable goals, not enough responsibility).

15. After placement, disenchantment with service position (lack of achievement, recognition, growth, meaningful tasks, feedback, volunteer/staff role conflict, incompatibility with clients).

16. Toward end of semester: burn out, grade difficulties, finals approaching, and lack of knowledge in breaking relationship with client.

17. Lack of effective debriefing and integration with rest of life. Lack of evaluation and feedback.
D. RIGHTS AND RESPONSIBILITIES AS A VOLUNTEER

Several service-learning or volunteer projects around the country have published statements of the rights and responsibilities of volunteers.

1. RIGHTS

- To be treated as a co-worker
- To be carefully interviewed and carefully assigned
- To know as much as possible about partner organization--policy, people, programs and activities
- To receive orientation, training and ongoing supervision for the job expected
- To receive sound guidance and direction
- To have a variety of field experiences
- To pursue leadership roles
- To voice opinions and to have ideas included in the planning of programs, activities and curriculum
- To do meaningful and satisfying work
- To be evaluated and to receive letters of commendation based on service completed

2. RESPONSIBILITIES

- To be open and honest at your site from the beginning
- To understand commitments of time and tasks and to fulfill them
- To participate in evaluation when asked to do so
- To share thoughts and feelings with staff, including making your learning objectives clear to the people with whom you'll be working
- To respect confidentiality
- To seek honest feedback
- To serve as ambassadors of goodwill for the project
- To be effective advocates for change when it is needed
- To enter into service with enthusiasm and commitment
E. COMMUNITY PARTNER CHECKLIST

___ Provide Job Description

___ Interview and select student candidate for service-learning placement

___ Check insurance and other community partner requirements

___ Confirm placement and submit Placement Confirmation/Mutual Expectations Agreement form (signed by placement site staff member and student service-learner) to the Center for Service-Learning

___ Provide orientation, clear instructions, and training

___ Provide written materials to supplement training

___ Request evaluation/assessment, hourly log, and other forms required by Brevard Community College

___ Keep file on contacts/college resource personnel
V. CENTER FOR SERVICE-LEARNING

A. FOCUS IN

INTRODUCTION
CAMPUS COMPACT, The Project for Public/Community Service is a coalition of over 1200 colleges and universities established to create and enhance public service opportunities for students and to develop an expectation of service as an integral part of the college experience. Brevard Community College, a member institution for twenty-four years, developed the Center for Service-Learning to systematically involve and support students in these educational and important public service experiences. Since its inception the project has involved over 61,433 students who served about 2.2 million hours of service! 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 problems, sense of social responsibility and commitment to public/human service.

THE MISSION
The Center for Service-Learning strives to make service an integral part of students' education at the college, creating an expectation of service as an intentional part of the collegiate experience.

GOALS
- Recruit and place students in meaningful and educational community service positions
- Provide service to Brevard County agencies and organizations
- Support students who are involved in service-learning activities
- Integrate and link service and academic study
- Involve and support faculty who utilize service-learning as pedagogy
- Export Brevard Community College's model service-learning program statewide and nationally
- Administer the program effectively

FUNCTIONS
- Coordinate volunteer and service-learning activities, programs, and support services
- Establish the framework and methods to link service with curriculum
- Assist the community with the development and enhancement of volunteer and service-learning programming
- Advocate for community service and experienced-based learning opportunities
- Develop student and faculty incentives for community engagement
- Collaborate with the Brevard County School system to foster service-learning programming
- Administer Service Hours on Academic Transcript (SHOAT) project
- Provide for faculty, students, and community development opportunities
- Coordinate service-learning curriculum
- Administer the Citizen Scholars and Service-Learning Leader Projects.
### B. CONTINUUM OF SERVICE AND LEARNING EXPERIENCE

**CENTER FOR SERVICE-LEARNING**

**CONTINUUM OF SERVICE AND LEARNING EXPERIENCE**

**GET ON TRACK**

<table>
<thead>
<tr>
<th>Service Opportunity</th>
<th>Description</th>
<th>Example(s)</th>
<th>Service Opportunity</th>
<th>Description</th>
<th>Example(s)</th>
<th>Service Opportunity</th>
<th>Description</th>
<th>Example(s)</th>
</tr>
</thead>
</table>
| Short-term or Special Projects | Episodic, short duration or special projects, usually 1-10 hours for specific service event. | *A Taste of Service Day*  
*Fundraising for runaway youth shelter*  
*College Days volunteer event for elementary or secondary students*  
*Clean up hunger event*  
*AIDS Awareness Festival* | Service-Pay | Student serves in public service setting while receiving small stipend, scholarship, or pay. 2-12 hours weekly for semester.  
*Student leaders serve as liaisons with community sites and receive tuition credit hours.*  
*Community service jobs for work study eligible students.*  
*ARBD tutoring positions grades K-6 which pays students a wage to tutor youth.*  
*$1,000 scholarship for outstanding student humanitarian.* | Service-Learning Options or Components | Service-learning options in regular classes usually 15-30 hours of service plus reflective writing tool for 5-40% of course grade. Often in lieu of term paper, essays or exam. Students perform service as way to gather, test, and apply content and skills of existing courses.  
*Nursing* students do 20 hours of service and journal in lieu of two clinical days.  
*Psychology:* 30 service hours and journal for 10% added to course grade.  
*Statistics:* class project is to do community needs assessment. Lowest test score is dropped.  
*Speech:* At least 20 hours of service, related analytical journal, and oral presentation for 60 additional class points. | Community Service Credit/4th Credit Option | Student contracts with instructor and service-learning office. 20 hours of service, reflective journal/essay, oral presentation, one required seminar. Student can take up to three times.  
*Instructors offer an additional credit of Service-Learning Field Studies I, an elective course tied to specific discipline, e.g., PSY 2948, REL 2948, EDF 2948. Only students enrolled in instructor’s regular classes can register for 4th credit.* |
## GET ON TRACK

<table>
<thead>
<tr>
<th>Service Opportunity</th>
<th>Introductory Community Service Courses</th>
<th>Service-Learning Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>Community/public service is combined with classroom work to provide information, skill building, reflection, generalizing principles, assessment methods to help students serve and learn more effectively. Adaptable for various service-learning applications.</td>
<td></td>
</tr>
<tr>
<td><strong>Example(s)</strong></td>
<td><em>Human Service Experience</em>, SOW 1051, 1052, 1053, (1) credit hour elective, 20 hours of service, 4 seminars, and critical reflection (oral and written), can L(earn) total (3) credits.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In-depth theoretical and practical courses, which allow for maximum integration of service and classroom work. Satisfies Social Science General Education Requirement option. Reflection, action, skill building, examination of theory/practice of citizenship. The 3,000 Gordon Rule requirement is fulfilled with journals, essays, or other reflective writing methods. Good community building and cooperative learning class.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Community Involvement, SOW 2054H, (3) credit hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Community Involvement, SOW 2054, (3) credit hours, 32 hours of field experience combined with 24 hours of seminars.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Service Opportunity</th>
<th>Professional Development Offerings</th>
<th>Immersion Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>Seminars/Workshops/Courses offered to key constituents of service-learning: Instructors, student leaders, community partner/service site personnel. Provide knowledge, skills for volunteer and service-learning personal and community enhancement.</td>
<td></td>
</tr>
<tr>
<td><strong>Examples(s)</strong></td>
<td><em>Volunteer Leadership Management</em>: A lifelong learning course for supervisors of volunteers, community partner personnel, and student volunteer program leaders (30 hours of classroom work).</td>
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<tr>
<td></td>
<td><em>Teaching for Service Seminars/Workshops</em>: In-service for instructors who utilize service-learning pedagogy. Duration 3 - 15 hours; graduate credit available.</td>
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<tr>
<td></td>
<td><em>Supervisor as Educator Workshops</em>: Periodic seminars for community partner supervisors of volunteers and students (usually 2-8 hours of training).</td>
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<tr>
<td></td>
<td><em>Community Involvement, SOW 2054</em>: A course for recertification designed for elementary, middle, and high school teachers.</td>
<td></td>
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<td></td>
<td>In-depth experiences, usually toward the end of coursework. 6-20 hours weekly, but can be full time (usually course prerequisites to enter). Individually arranged and tailored to student need.</td>
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<td></td>
<td>Also includes CITIZEN SCHOLARS’ PROGRAM: Students complete at least 300 service hours, have a 3.00 or better grade point average, take service-learning courses and write journals and integrative final essay.</td>
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<tr>
<td></td>
<td>Student is designated as CITIZEN SCHOLAR on academic transcript and at convocation!</td>
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<tr>
<td></td>
<td>*Service-learner for Alzheimer organization</td>
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<td></td>
<td>*Media internships</td>
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<td></td>
<td>*International Service-Learning</td>
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<td></td>
<td>*Medical field related Internships.</td>
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</tbody>
</table>
VI. SERVICE-LEARNING FORMS

A. COMMUNITY PARTNER JOB DESCRIPTION

<table>
<thead>
<tr>
<th>COMMUNITY PARTNER NAME:</th>
<th>DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADDRESS:</td>
<td>TELEPHONE:</td>
</tr>
<tr>
<td>NAME OF SUPERVISOR:</td>
<td>TELEPHONE:</td>
</tr>
<tr>
<td>VOLUNTEER COORDINATOR:</td>
<td></td>
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<tr>
<td>VOLUNTEER POSITION/JOB TITLE:</td>
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</tbody>
</table>

**Qualifications:**

**Duties/Responsibilities:**

**Number of Students Needed:**

**Minimum Time Commitment:**

**Starting/Ending Date:**

**Training Requirement/Schedule:**

**Orientation/Schedule:**

**Comments/Benefits:**
B. COMMUNITY PARTNER QUESTIONNAIRE

COMMUNITY PARTNER QUESTIONNAIRE

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

Please mark the following questions with the appropriate numbers:
1 - Strongly Agree  3 - Undecided  5 - Strongly Disagree
2 - Agree  4 - Disagree  6 - Not Applicable

☐ The students have augmented my organization’s service delivery. The students do meaningful work!

☐ There has been enough communication between the Center for Service-Learning and our organization.

☐ Overall, the students have been dedicated and committed to their volunteer work.

☐ Volunteer/service-learners and staff have worked together effectively.

☐ Students generally stay long enough to help my organization.

☐ Students generally have enough skills/ability to fulfill volunteer tasks and responsibilities.

☐ Students are an important part of our volunteer program.

☐ I would like more Brevard Community College faculty/staff contact or participation.

☐ The amount of supervisory time/responsibility with students is about right.

☐ I would like to utilize more technical resources, information about effective use of student volunteers/service-learners.

☐ Overall, I am satisfied with Brevard Community College student volunteer/service-learners.

☐ Overall, I am satisfied with the Center for Service-Learning office at Brevard Community College.

(OVER)
For Service-Learning to better serve you, please add your written comments here:

1. How would you improve the student volunteer/service-learning program?

2. How has your site benefited by utilizing student service-learners?

3. How have students benefited from their experiences with your organization?

4. Other comments, suggestions, and recommendations:

5. Please fill in the name of your organization:

If you have any questions or concerns, please contact Service-Learning at 433-5610 or 433-7610. Thank you for your feedback.

Please return to: Brevard Community College Center for Service-Learning 3865 North Wickham Road Melbourne, FL 32935-2399
C. SERVICE-LEARNING APPLICATION
D. PLACEMENT CONFIRMATION – MUTUAL EXPECTATIONS

PLACEMENT CONFIRMATION
Cocoa 433.7813 • Titusville 433.5016 • Melbourne 433.5610 • Palm Bay 433.5253

Student Name: ____________________________  Student Telephone: ____________________________
College Class: ____________________________  Faculty Instructor: ____________________________
Community Partner Name: __________________
Community Partner Supervisor: ________________  Telephone: ____________________________
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 the final decision in accepting a student as a 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 Partner Verification of Student Photo ID: ____________________________ Date: ________________
Community S-L Student Signature: ____________________________ Date: ________________

33
<table>
<thead>
<tr>
<th>Date</th>
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<th>T</th>
<th>W</th>
<th>R</th>
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<th>S</th>
<th>S</th>
<th>Total # Hours</th>
<th>Supervisor's Initials</th>
<th>Date</th>
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<th>Total # Hours</th>
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**Final Student Evaluation (Organization/Placement Site completes)**

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<tr>
<th>Category</th>
<th>Performance</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
<th>Cannot Rate</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
<th>Cannot Rate</th>
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<tr>
<td>Attendance</td>
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<td>Responsibility</td>
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Overall Evaluation of Performance and Comments:

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

<table>
<thead>
<tr>
<th>Community Partner Supervisor's Signature</th>
<th>Date</th>
<th>Student's Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Officer in Charge: ________________________  Date: ____________

Note: This form is designed to record the number of community service-learning hours per week. The report should be initialed weekly by your agency supervisor.

At the end of your commitment, the placement site supervisor verifies total hours and completes the Student Evaluation. See bottom of form for distribution.
F. MULTIPLE PLACEMENT SITE HOUR REPORT AND SHOAT VERIFICATION

<table>
<thead>
<tr>
<th>Name:</th>
<th>Student ID:</th>
<th>Home Campus:</th>
<th>Telephone:</th>
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</table>

<table>
<thead>
<tr>
<th>Type of Activity:</th>
<th>1 Field Study (-transfer credit option)</th>
<th>2 Community Involvement</th>
<th>3 Human Service Experience</th>
<th>4 Volunteer Service</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Partner Organization and/or Event Name:</th>
<th>Partner Supervisor Name:</th>
<th>Partner Telephone:</th>
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<thead>
<tr>
<th>Services Provided:</th>
<th>Dates or Time Frame:</th>
<th>Total Hours:</th>
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<thead>
<tr>
<th>Partner Organization and/or Event Name:</th>
<th>Partner Supervisor Name:</th>
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<thead>
<tr>
<th>Services Provided:</th>
<th>Dates or Time Frame:</th>
<th>Total Hours:</th>
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</thead>
</table>

Official Use Only: Date Received: ________________________________
Verbal Verification Date: ________________________________
Entry by: ________________________________

(Insert Organization, Employee Service Program, Student Organization/Job (Service Activities))
G. MID-SEMESTER PROGRESS REPORT

Student Community Service-Learning (Credit Hour Classes)

MID-SEMESTER PROGRESS REPORT

<table>
<thead>
<tr>
<th>Overall Performance</th>
<th>Needs Help</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
<th>Cannot Rate</th>
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<tbody>
<tr>
<td>Punctuality</td>
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<td>Dependability</td>
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<tr>
<td>Adaptability</td>
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<td>Ability to Get Along</td>
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<td>Attitude</td>
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<tr>
<td>Initiative</td>
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Do you think this individual is performing well at this stage of the program? Yes ☐ No ☐

Written Comments: [Use back of page if needed]

THANK YOU FOR HELPING EMPOWER OUR STUDENTS!