SSCI 193V/293V: COOPERATIVE EDUCATION
1-4 CREDIT HOURS
FALL 2010: TTh. 5:30pm-6:55pm Alakai 130

INSTRUCTOR: Falisha Herbic, MACL
OFFICE: Na`auao 111
OFFICE HOURS: MWF: 11:30a-12:20a (Alakai 130); TTh: 6:00p-7:00p (Ala130); Anytime by appointment
TELEPHONE: (808) 236-9211 ofc (leave msg; allow 2 business days for reply)
EMAIL: falisha@hawaii.edu (preferred; often same day reply)

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT
Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

193V
A work-study course providing opportunities to reinforce skills learned in the Social Science areas and to apply those skills in actual job situations. Repeatable up to 6 credits, 6 credits applicable toward A.A. degree. No more than 12 credits, in any combination of Independent Study or Cooperative Education may apply to the degree requirements.

293V
A work-study course providing opportunities to upgrade and diversify knowledge and skills learned in the behavioral and social sciences, and to apply these in job situations. (Practicum)

PREREQUISITES:
SSCI 193V: 12-16 hours general curricula.
SSCI 293V: SSCI 193V
A volunteer/work site is required to complete this course. Assistance is available to help locate a site; however, it is the primary responsibility of the student to acquire a site.

These courses are regarded as service-learning option courses. Those individuals that wish to be placed in or already work in a community volunteer position will have the option to elect to receive service learning credit.

RECOMMENDATIONS:
Read and write at the college level, basic computing and internet skills, and have a basic understanding of percentages and probability.

STUDENT LEARNING OUTCOMES

Upon successful completion of this course, a student will
1. Integrate the foundations of knowledge, skills, professional attitudes and values associated with a career field in the helping and human resource professions;
2. Discuss the dynamics and multiple causes of interpersonal, family, and organizational dysfunction;
3. Utilize a range of helping strategies and skills appropriate for prevention and early intervention work in a variety of settings; and
4. Apply the basic knowledge and practice of counseling and problem solving skills.
COURSE CONTENT

**Concepts or Topics**
- Ethics
- Egan’s Model of Helping
- Interpersonal Relationships
- Organizational Structures
- Leadership
- Communication
- Self-understanding
- Working in a profession

**Skills or Competencies**
1. Responsibility & Confidentiality
2. How to be a Skilled Helper
3. Relational problem solving in the workplace
4. To avoid organizational dysfunction
5. Characteristics of Effective Leaders
6. Active Listening and articulation
7. Cultural relativity and countertransferance
8. Skills in individual sites

COURSE TASKS

A. **PRACTICUM SERVICE HOURS (40%, 400 points):**
   During the semester, you are required to complete 75 hours per credit at your approved work site(s), less a maximum of 6.67 hours per credit counted towards class and 6.67 hours per credit counted towards facility tours.
   
   EX: 3 credits = (75 x 3) – 40 = **185 hours required at the designated work site(s).** If you are unable to complete the full 75 hours per credit at your worksite, you will receive a “N” grade (no-credit) for the course.

B. **IN-CLASS PARTICIPATION / ATTENDANCE (10%, 100 points):**
   Each student will be expected to participate in discussion and activities each class meeting.

   Activities are designed to complement information in the text and readings, support your work efforts, and to assist you in applying learned skills in your work environment. Optimal learning will require preparation outside of class and sharing the work product or information in class group discussion. Because the activities are planned in-class group learning opportunities, there are no make-up opportunities for these activities.

   Each student is viewed as a Learner/Peer Teacher. Your shared observations, knowledge, skills, questions, and responsive listening are valued and contribute to a positive learning environment. Consequently, it is important that every student attend class to contribute to the interactive learning that is an important part of every class. To receive credit for participation, each student will need to attend. There will be no extra credit available for this class.

C. **FACILITY TOURS AND REACTION PAPERS (20%, 200 points):** Each student will be expected to attend and participate in off-campus facility tours and visits of various human-service related programs on the island, and write a one page reaction paper to be submitted in their journal project.

   The reaction paper should record and describe your perspective of the facility tour, the value of the facility to the human service field, what services you learned they provide, how one would qualify for services at this facility, insights gained, and questions you intend to follow up on.

   Several tours will be scheduled by the instructor and peers, at least once per week, most during scheduled course hours, but some outside of scheduled course hours. It is the student’s responsibility to acquire transportation and meet the class at a minimum of five (5) of the scheduled site visits. Which five sites, on which days/ times, are up to the student; however, the student must notify the instructor in advance that s/he will be or will not be attending the scheduled site tour/ visit each week.
D. FACEBOOK DISCUSSION BOARD (10pts x 10 wks = 10%, 100 points):
Each week you are required to post on your SSCI Facebook page to offer guidance and support to your fellow classmates while finding and adjusting to their work sites. The week begins at 5:30pm on Tuesday and ends at 5:29 the following Tuesday. Additionally, in between class sessions, throughout the semester, you are encouraged to share your experiences, seek support, and offer encouragement and advise to others in need of support.

E. JOURNAL PROJECT (20%, 200 POINTS):
The journal will be a semester-long project that is on-going and inclusive of the following:

LEARNING GOALS (2%, 20 points):
Using the Individual Learning Outcomes Agreement form, the student will develop personal goals for self-improvement. This form must be completed, signed by the supervisor, and turned in by the third class meeting.

DAILY WORK LOG (2%, 20 points):
A daily log of the date, time, hours, and brief description of activities performed should be maintained.

SUPERVISOR EVALUATIONS (6%, 60 points):
Supervisor evaluations are essential to the growth process. Without encouragement for the things we are doing well, and most importantly constructive feedback for those areas in need of improvement, there is no growth. Please accept constructive feedback as organizational affection, otherwise—in the absence feedback there must be indifference.

Your supervisor will be asked to complete one evaluation form. Fill in your Personal Learning Goals in “Competency” 9, 10, and 11, have your supervisor fill out the evaluation form and discuss the evaluation with you, then both you and your supervisor must sign the form before you turn it in to me. These must be completed, signed, and included in your journal project folder for presentation to your instructor at the last class meeting.

FINAL REFLECTION PAPER (6%, 60 points):
At the end of the semester, you must complete a 2-3 page paper reflecting on your practicum education for the semester; this should include site experience and classroom education/support. What did you learn on site? What did you learn in class? How did class discussion aid in the recognition of concepts and learning materials in the workplace? Did you achieve your course and individual outcomes? To what extent did you achieve and demonstrate your individual learning outcomes? How do you hope to apply what you learned, in class, on site, or through your learning goals, in the future?

CLASS PRESENTATION OF WORK-SITE EXPERIENCE (4%, 40 points):
To help other students learn about other institutions and to learn through your personal experience, each student is required to provide the class with a short 10-minute presentation of his/her experience at their work site. In addition to conveying general information about your site, talk about your learning goals, what you learned, how you improved, and what your final reflections are. The format of the presentation is up to you. Handouts and artifacts are requested from those whose site might be a future resource for skilled helpers.

FACILITY TOUR REFLECTIONS (% and points already included in req. “B”):
Please include your facility tour reflection papers in your final journal project.
## ASSESSMENT TASKS AND GRADING

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<th>Task</th>
<th>Possible Pts</th>
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<tr>
<td>Practicum Service Hours</td>
<td>400 pts</td>
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<tr>
<td>In-Class Participation</td>
<td>100 pts</td>
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<tr>
<td>Facility Tours and Reflections</td>
<td>200 pts</td>
</tr>
<tr>
<td>Facebook Discussion Board</td>
<td>100 pts</td>
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<tr>
<td>Journal Project</td>
<td>200 pts</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1000 pts</strong></td>
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</tbody>
</table>

### Grade Criterion

- 900 - 1000 points = A
- 800-899 points = B
- 700- 799 points = C
- 600 - 699 points = D
- <600 points = F
- Incomplete hrs = N
LEARNING RESOURCES

**Required Text:**

**Recommended Reading Resources:**
Study Guide/Skills Workbook to accompany Egan Text.

**Campus Resources:**
TRIO: Tutoring and resource center for low-income, first-generation, and/or students with disabilities (see attached flyer).

Peer Mentoring: tutoring and mentoring for any student in need of tutoring or educational support (see your campus counselor at Student Services).

Library Study Services: See the librarian for additional details.

EBSCOHost Journal Online DataBase can be accessed through the Library Website:
http://library.wcc.hawaii.edu

**Additional Information**

**MODE OF INSTRUCTION***

On-site experience, off-campus facility tours, lectures, assigned readings, videos, worksheets, discussions, collaborative work-groups, brief presentations, participation, group projects, community field observations, role-playing, peer teaching, online and interactive engagement. Although the main concepts in helping others and understanding the workplace will be covered, not all important information from your text will necessarily be discussed in class. The text and class activities are mutually complementary, meaning they overlap. Students are responsible for the information presented in both domains.

**DISABILITIES ACCOMMODATION STATEMENT**

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale `Ākoakoa 213 for more information. Please see attached flyer for additional information.

You are encouraged to speak with your instructor to discuss any concerns regarding your educational progress and ensure you have an equal opportunity to succeed in this class. Anyone who has difficulty during the semester should see me right away to get help.
<table>
<thead>
<tr>
<th><strong>Organization</strong></th>
<th><strong>Unsatisfactory</strong></th>
<th><strong>Not up to par</strong></th>
<th><strong>Satisfactory</strong></th>
<th><strong>Good</strong></th>
<th><strong>Excellent</strong></th>
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<tbody>
<tr>
<td>Journal appears to have no organization whatsoever; student writes rarely.</td>
<td>Items in journal are difficult to find and/or identify; student writes irregularly.</td>
<td>Organization of journal is somewhat systematic; student writes biweekly.</td>
<td>Organization of journal is reasonably clear and systematic; student writes weekly.</td>
<td>Organization of journal is very clear and systematic; student writes weekly.</td>
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<tr>
<td>Soc. Sci. Perspective</td>
<td>Student shows no effort to utilize social science terms, concepts, and approaches.</td>
<td>Student rarely attempts to utilize some social science terms, concepts, and approaches, though not consistently or correctly.</td>
<td>Student shows competence utilizing social science terms, concepts, and approaches, particularly those associated with helping professions.</td>
<td>Student clearly and correctly utilizes social science terms, concepts, and approaches, particularly those associated with helping professions.</td>
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<tr>
<td>Knowledge of Site</td>
<td>Student does not describe new knowledge associated with the site at all and/or is critical of knowledge acquired.</td>
<td>Student infrequently describes new knowledge associated with the site and/or dismisses knowledge as insignificant.</td>
<td>Student describes some new knowledge associated with his/her site, tending to describe it in a very general way.</td>
<td>Student describes new knowledge associated with his/her site. The significance of new knowledge is noted.</td>
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<tr>
<td>Application of Class Content</td>
<td>Student does not incorporate the knowledge, skills, attitudes, and values of helping professions discussed and cultivated in class.</td>
<td>Student infrequently incorporates the knowledge, skills, attitudes, and values of helping professions discussed and cultivated in class.</td>
<td>Student demonstrates some integration of the knowledge, skills, attitudes, and values of helping professions discussed and cultivated in class.</td>
<td>Student demonstrates intentional integration of the knowledge, skills, attitudes, and values of helping professions discussed and cultivated in class.</td>
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<tr>
<td>Critical Thinking &amp; Reflection</td>
<td>There is no evidence of the student revisiting, rereading, or rethinking previous writing and experiences. Critical thinking is not evidenced.</td>
<td>Student does not revisit, reread, or rethink previous writing and experiences. Critical thinking is rarely evidenced, though general comments and questions may be noted.</td>
<td>Student occasionally revisits, rereads, and rethinks previous writing and experiences. Critical thinking is occasionally evidenced with general or thoughtful questions, ideas, and criticisms.</td>
<td>Student clearly revisits, rereads, and rethinks previous writing and experiences. Comments and thoughts are noted. Critical thinking is evidenced by frequent thoughtful questions, ideas, and criticisms.</td>
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<tr>
<td>Service</td>
<td>Student is dismissive of both his/her role in the organization and the organization’s role in the community.</td>
<td>Student lacks an understanding of his/her contributions to the organization. Journaling conveys little awareness of or appreciation for the organization’s role, and the student’s role, in the community.</td>
<td>Student moderately identifies and describes his/her role and contributions in the organization. Journaling conveys some awareness of the organization’s role, and the student’s role, in the community.</td>
<td>Student demonstrates some appreciation for his/her role in the organization and his/her contribution to it. Journaling conveys awareness of the organization’s role, and the student’s role, in the community.</td>
<td>Student demonstrates full appreciation for his/her role in the organization and articulates his/her contribution to it. Journaling conveys a clear awareness of the organization’s role, and the student’s role, in the community.</td>
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SSCI193V/293V Cooperative Arts and Sciences Education

**Individual Learning Outcomes Agreement**

In addition to course student learning outcomes, the student and supervisor agree the students will strive to achieve the following outcomes (goals):

<table>
<thead>
<tr>
<th>Desired Outcomes</th>
<th>How They Will Be Assessed</th>
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<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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We, the undersigned, support the training plan outlined and will complete our respective areas of responsibility to the best of our ability to provide appropriate training experiences and supervision to insure maximum educational benefits to the student.

Student (print) (Sign) Date

Agency Name

Agency Supervisor (print) (Sign) Date

WCC Instructor (print) (Sign) Date
### PRACTICUM SUPERVISOR EVALUATION FORM

Employee/Volunteer: ____________________________
Course: 193V / 293V  Spr / Fall  20_____
Agency/Worksite: ____________________________
Start Date: _____/_____/______  End Date: _____/_____/______

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>STANDARD</th>
<th>HOW ASSESSED</th>
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<tbody>
<tr>
<td>1. Relationship with Public, Clients, Customers, etc. (Rapport)</td>
<td>Unable to establish a rapport with others.</td>
<td>Ability to establish rapport but relations with public are highly variable, dependent on client/customer type.</td>
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<tr>
<td>N/A</td>
<td>1  Fails Standard</td>
<td>2 Needs Improvement</td>
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<tr>
<td>2. Professional Judgment and Ethical Awareness</td>
<td>Poor understanding of professional behavior and personal ethical standards OR Engages in unethical behavior or demonstrated questionable ethical judgment.</td>
<td>Marginal awareness of ethical standards OR Behavior is generally ethical, but on occasion demonstrates questionable ethical judgment and/or seeks inadequate supervision.</td>
</tr>
<tr>
<td>N/A</td>
<td>1  Fails Standard</td>
<td>2 Needs Improvement</td>
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<td>3. Cultural Sensitivity</td>
<td>Insensitive or unaware of diversity issues, such as gender/culture/spirituality/sexual orientation or age.</td>
<td>Aware of diversity issues but occasionally lacks sensitivity</td>
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<tr>
<td>N/A</td>
<td>1  Fails Standard</td>
<td>2 Needs Improvement</td>
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<tr>
<td>COMPETENCY</td>
<td>STANDARDS</td>
<td>HOW ASSESSED</td>
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</table>
| 4. Professional Writing            | Imprecise or vague language and writing consistently lacks clarity of thought and organization. Writing is messy. | A. Direct Observation
B. Video
C. Audio
D. Supervisory Discussion
E. Review of written reports
F. Feedback from others
G. Other (Specify) |
|                                    | Language occasionally imprecise or vague and writing occasionally lacks clarity of thought and organization. Writing is somewhat neat. |                               |
|                                    | Language is clear and precise most of the time and writing is clear and organized. Writing is neat and professional. |                               |
|                                    | Language is consistently clear and precise and writing is very organized and clear. Writing is exceptional and exceeds required professional standard. |                               |
| N/A                                | 1 Fails Standard                                                          | 2 Needs Improvement                                                          |
|                                    | 3 Needs Improvement                                                       | 4 Meets Standard                                                             |
|                                    | 5 Meets Standard                                                          | 6 Exceeds Standard                                                           |
| 5. Attitude toward participation in supervision | Argumentative and resistant. Does not benefit from feedback | A. Direct Observation
B. Video
C. Audio
D. Supervisory Discussion
E. Review of written reports
F. Feedback from others
G. Other (Specify) |
|                                    | Mildly defensive, marginally benefits from supervision.                  |                               |
|                                    | Generally benefits from supervision. May tend to be either too dependent or mildly defensive. |                               |
|                                    | Consistently benefits from supervision. Proactive in obtaining appropriate feedback as required. |                               |
| N/A                                | 1 Fails Standard                                                          | 2 Needs Improvement                                                          |
|                                    | 3 Needs Improvement                                                       | 4 Meets Standard                                                             |
|                                    | 5 Meets Standard                                                          | 6 Exceeds Standard                                                           |
| 6. Staff Relations/Consultation    | Unable to provide useful information to other professionals. OR personality issues are problematic, uncooperative, receives criticism poorly | A. Direct Observation
B. Video
C. Audio
D. Supervisory Discussion
E. Review of written reports
F. Feedback from others
G. Other (Specify) |
|                                    | Marginally effective in providing feedback to other professionals. OR Occasionally cooperative when required. Does not like criticism. |                               |
|                                    | Communicates information effectively to other professionals and staff. OR Behavior usually acceptable. Generally cooperative. |                               |
|                                    | Demonstrates the ability to provide useful information in an understandable and concise way. Behavior is consistently acceptable, cooperative and volunteers when needed. |                               |
| N/A                                | 1 Fails Standard                                                          | 2 Needs Improvement                                                          |
|                                    | 3 Needs Improvement                                                       | 4 Meets Standard                                                             |
|                                    | 5 Meets Standard                                                          | 6 Exceeds Standard                                                           |

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<th>COMPETENCY</th>
<th>STANDARD</th>
<th>HOW ASSESSED</th>
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| 7. Capacity for self-reflection and self-evaluation | No concept of relative weaknesses or limitations. Requires constant supervision. | A. Direct Observation  
B. Video  
C. Audio  
D. Supervisory Discussion  
E. Review of reports  
F. Feedback from others |
|                                                | Occasionally recognizes inadequacies.                                      |                                                                              |
|                                                | Usually aware of limitations.                                              |                                                                              |
|                                                | Aware of limitations and usually seeks supervision when beyond level of competence. |                                                                              |
| N/A                                            | 1 Fails Standard                                                           | 4 5 Meets Standard                                                           |
|                                                | 2 Needs Improvement                                                        | 6 7 Exceeds Standard                                                         |
| 8. Attendance, punctuality, dependability, and professionalism | Is constantly late or a “no show,” and rarely calls to advise of absence or tardy. Cannot be depended upon to show and complete tasks. | A. Direct Observation  
B. Video  
C. Audio  
D. Supervisory Discussion  
E. Review of reports  
F. Feedback from others |
|                                                | Attendance is acceptable but is often tardy. Sometimes calls to advise of tardiness or absence. Mostly dependable to show and complete tasks. |                                                                              |
|                                                | Attendance is great and arrival on time. Will always call before shift if absent or late. Can be depended upon to show on time and complete tasks. |                                                                              |
|                                                | Attendance is perfect. Always on time and often early for shift with an enthusiasm to be there. |                                                                              |
| N/A                                            | 1 Fails Standard                                                           | 4 5 Meets Standard                                                           |
|                                                | 2 Needs Improvement                                                        | 6 7 Exceeds Standard                                                         |
| 9. Student Goal#1                              | NOTE:                                                                     | NOTE:                                                                       |
| N/A                                            | 1 Fails Standard                                                           | 4 5 Meets Standard                                                           |
|                                                | 2 Needs Improvement                                                        | 6 7 Exceeds Standard                                                         |
| 10. Student Goal#2                             | NOTE:                                                                     | NOTE:                                                                       |
| N/A                                            | 1 Fails Standard                                                           | 4 5 Meets Standard                                                           |
|                                                | 2 Needs Improvement                                                        | 6 7 Exceeds Standard                                                         |
| 11. Student Goal#3                             | NOTE:                                                                     | NOTE:                                                                       |
| N/A                                            | 1 Fails Standard                                                           | 4 5 Meets Standard                                                           |
|                                                | 2 Needs Improvement                                                        | 6 7 Exceeds Standard                                                         |
Areas of Strength:

Areas in Need of Further Development:

Plans for Development or Remediation:

Site Director’s Comments:

Student’s Comments:

______________________________  __________________________  __________________________  ________________
Student’s Signature             Date                          Site Supervisor’s Signature       Date
## DAILY WORK LOG

**WINDWARD COMMUNITY COLLEGE**  
**SSCI193V/293V: COOPERATIVE EDUCATION**  

**WORKSITE:** ______________________________________________  
**STUDENT NAME:** ____________________________________________  
**Address:** __________________________________________________  
**Phone:** ___________________  
**URL:** ____________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>From time:</th>
<th>To: Time</th>
<th># hrs</th>
<th>Description of Activities</th>
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**TOTAL HOURS**  
(this log)

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**Student Affirmation:** Signature _____________________________  
**Date:** ____________  
**Supervisor Approval:** Signature ____________________________  
**Date:** ____________

**Supervisor Print Name:** _____________________________  
**Email:** _____________________________
UNIVERSITY OF HAWAI‘I  
WINDWARD COMMUNITY COLLEGE  
ASSUMPTION OF RISK, RELEASE, AND WAIVER

I, ___________________________, understand that there are risks involved in my participation in this volunteer service project at

______________________________
(print name of community site)

including the risk of PROPERTY DAMAGE, PERSONAL INJURY, OR DEATH. I also understand that the State of Hawai‘i, University of Hawai‘i, Windward Community College, and their officers, agents, employees, or representatives do not provide liability insurance, or otherwise indemnify me or anyone else who may participate in this project, for any injuries or other liabilities arising from my volunteer service.

Therefore, in consideration of my participation, I assume all risks and responsibilities surrounding this service project. I release, agree to defend, hold harmless, and indemnify the State of Hawai‘i, the University of Hawai‘i, Windward Community College, and their officers, agents, employees, and representatives from all liabilities, claims, demands, or causes of actions, including claims for property damage, personal injury, or death CAUSED BY THE PASSIVE OR ACTIVE NEGLIGENCE OF MYSELF, AND/OR THE STATE OF HAWAI‘I, THE UNIVERSITY OF HAWAI‘I, WINDWARD COMMUNITY COLLEGE, OR ITS OFFICER, AGENTS, EMPLOYEES, OR REPRESENTATIVES, for any hidden, latent, or obvious defects in equipment, or caused by any other activities of mine, or anyone else who may be a volunteer or paid participant, during the service project.

________________________________________
Student’s signature

Date

I furthermore agree to comply with the specific dress code, rules of, and appropriate behavior of the community site to which I am assigned for this service project’s duration.

________________________________________
Student’s signature

Date

________________________________________
Site supervisor’s signature

Date

________________________________________
WCC Service-Learning Coordinator or Cooperative Education Instructor’s signature

Date

Student’s Information (please print)

Name _____________________________

Address ___________________________ Tel (cell) ____________________________

Email _____________________________ Tel (home) ___________________________