

2008-2009 FLORIDA CAMPUS COMPACT CERTIFIED SCHOLAR PROGRAM

BACKGROUND

Florida Campus Compact (*FL|CC*) is affiliated with a national coalition of more than 1,000 college and university presidents committed to the civic purposes of high education. *FL|CC* promotes learning through service that develops students' citizenship skills and values; encourages collaborative partnerships between campuses and communities; and assists faculty who seek to integrate public and community engagement into their teaching and research.

OVERVIEW

Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. This is accomplished by combining service tasks with structured classroom activities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content. According to Eyler and Giles¹ service-learning is a form of experiential education. Learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems. At the same time, students reflect upon their experience as they seek to achieve real objectives for the community and deeper understanding and skills for themselves.

Over 16 million people and 65,795 sq miles make up the state of Florida. Due to *FL|CC*'s small staff and limited budget a better way was needed to meet the needs of its members. The *FL|CC* Certified Scholar Program was developed to create a corps of regional trainers promoting and educating the notion of service-learning across the state. By organizing and developing a robust group of regional trainers, *FL|CC* hopes to increase and improve resources within the state of Florida; creating a structured certification program that produces effective presenters to support *FL|CC* campuses, and create inter-campus collaboration, with inter-campus trainings and workshops.

The *FL|CC* Certified Scholar Program aims specifically at faculty and professionals who are well acquainted and versed in service-learning. This program provides a professional development opportunity for participants by advancing the field, expanding the reach of service-learning and *FL|CC*, thereby benefitting students, faculty and communities in Florida and beyond.

RESPONSIBILITIES

The *FL|CC* Certified Scholar Program encompasses three sequential phases: I) Learning, Creation and Preparation; II) Experience and Certification; and, III) Service and Professional Development.

Phase I: Learning, Creation and Preparation ("Train the Trainer"):

During the first semester the participants selected for this program will participate in two (2) workshops hosted by *FL|CC* that will highlight several aspects of hosting a training/presentation, such as: best practices; skill assessment; and, facilitation. Following this portion of the program, the participants will be responsible for creating either:

¹ Eyler, J., & D. E. Giles, J. (1999) *Where's the Learning in Service-Learning?* San Francisco: Jossey-Bass.

- A six (6) hour training on service-learning or relevant subject matter of their choice OR
- A three (3) hour training and a one (1) hour training/presentation on service-learning or relevant subject matter of their choice, as listed below.
- Subject matter choices could consist of, but are not limited to:
 - Campus-Community Partnerships
 - Student Reflection
 - Service-Learning Curriculum Integration for Faculty
 - Evaluation and Assessment for Faculty/Research to advance the field
 - Working with Students
 - Course Development
 - Sustainability of Programs/Partnerships

The reason the participants will be creating these trainings/presentations is to gain hands on experience of training/presentation creation, as well as experience in gathering any research necessary for training/presentation creation. Also, participants will have a self-created peer reviewed training/presentation to execute for a test audience, thereby gaining experience on evaluation and assessment.

Throughout the program the participants will submit their training/presentation outlines, research, and any other corresponding paperwork, to the *FL|CC* Review Panel. The *FL|CC* Review Panel is a group of regional and national service-learning experts that will assist *FL|CC* in reviewing the participants' work. The panels will review each participant's work by offering corrections, and additional suggestions. The participant will have the remainder of the semester to make necessary changes. The trainings/presentations created, along with any research, will be made available on the *FL|CC* website and at *FL|CC* events.

Phase II: Experience and Certification:

The following semester, all participants will be expected to host their pre-approved training(s)/presentation(s) for institutions around the state (sites will be chosen/assigned at a later date with the assistance of *FL|CC* and with consideration of each participant's work schedule). Participants will need to create an evaluation/assessment tool for their training/presentation, conduct the evaluations, make the necessary changes, and then submit their work for final review by the *FL|CC* Review Panel. At the conclusion of this program, there will be a reflection workshop, hosted by *FL|CC*, with all of the participants, where certification will be given.

Phase III: Service and Professional Development

After this program, all certified participants will be given the opportunity to work with *FL|CC* across the state, giving trainings/presentations, providing consultative services, and representing *FL|CC* in various capacities in order to expand the impact of our work statewide.

COMMUNICATION

Creating the training(s)/presentation(s) will be done in the personal and private time of the participants. All required workshops, as well as the final reflection workshop, will be held in a centralized location. Conducting and evaluating the training(s)/presentation(s) will be done at approved locations, and work schedules and locations of each participant will be taken into consideration. There will be an online forum for participants, and emails and conference calls will be arranged.

Any trainings/presentations that participants wish to conduct after the program will be scheduled at a later date with *FL|CC* member institutions and the *FL|CC* administration.

COMMITMENTS

To receive *FL|CC* certification, participants must create trainings/presentations that meet certain standards set forth by *FL|CC* and the Review Panel. It will be up to the participant to put in whatever time is necessary to meet those standards. Our expectation is that there will be a minimum of a few hours each week of research and development. Participants will be expected to attend all workshops, as well as host their own trainings/presentations the following semester with the assistance of *FL|CC*.