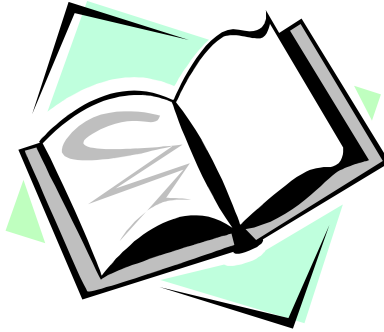


Child Psychology Psy 251



**D. Vandergrift,
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PSY 251 - Child Psychology
Burlington County College
Donna Vandergrift, Assistant Professor

Spring 2012

Disclaimer: *This class is web-enhanced, which means that a majority of your work will be submitted or done online. This will allow more time in class, lessen the impact of paper waste on the environment, and help to prepare you for other courses in which technological skills are needed. You will be taking online assessments and submitting papers through the Blackboard system. If you have any problems or hesitations about the technology involved, please contact me as soon as possible in the beginning of the semester or feel free to enroll in a more traditional course instead.*

Blackboard: <http://bcc.blackboard.com> or go to my homepage and Psy 101 for a direct link
Login by typing your entire firstname_lastname (no spaces) under "Username" and your birthdate in the mmddyy format (no spaces/dashes) under "Password." *Note the username that you use for your BCC email is what you want to use for Blackboard.. If you have numbers after your username there, you would here as well.* You will be asked to change your password after logging in the first time.

Course Description This course is a study of growth, adjustment, and capacities of children from conception through adolescence. Emphasis will be placed on the study of normal children

Text Book Rathus, S.A. (2011) Voyages: Childhood and adolescence. (Fourth Edition). Belmont, CA: Cengage Learning. ISBN-10: 0495904083
ISBN-13: 9780495904083

There are many resources on the textbook website. Go to the Psy 251 tab on my website to access this site.

- Course Outcomes**
1. Develop the ability to think critically about major issues and controversies related to child development.
 2. Understand child development from multiple theoretical perspectives and approaches.
 3. Identify and critically evaluate ethical issues related to the care and development of children, as well as ethical issues related to psychological research.
 4. Develop an appreciation of both group and individual differences as they pertain children, including the impact of issues such as culture, race, gender, religion, and SES.
 5. Develop a basic understanding of research methods and the interpretation of quantitative results, such as correlation.
 6. Compare and contrast the major theories of child development.
 7. Analyze the interplay between biology, social environment, personality and cognitive factors in shaping child development
 8. Identify major developmental milestones and developmentally appropriate behavior at each stage of children's development.
 9. Differentiate between group and individual differences that shape child development.

Workload Expectations / Homework

For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a three-credit course that meets for three hours a week should expect to spend an additional six hours a week on coursework outside the classroom.

Homework, for this course, is defined as any work required to complete assignments or to **master course material**. Using this definition, you always have homework. In addition to completing required assignments, you need to master the material we cover in class and in the text. Just reading the text and being in class does not guarantee that you understand the material. It is your responsibility to master this material. Using the textbook and the textbook learning materials will help you do this. Study suggestions are given on my website; I can provide additional assistance if you see me during my office hours.

Evaluation

1. There will be **four (4) in class Unit Tests**. Questions will come from lecture, your textbook, and other materials given by the instructor. Exams will consist of multiple-choice questions. Tests are done on scantron sheets, so you are expected to bring pencils to class with you. I will NOT have a pencil for you to use. Make-ups will be granted IN EXTREME EMERGENCIES or if advanced notice is given. **A written explanation from student is required before consideration for make-up will be given.** Do not ask to take a make-up without having the written explanation
2. There will be **four (4) On-Line Quizzes** that will be given online within the course Blackboard site. You can access this site from my webpage or at <http://bcc.blackboard.com>.
3. You will complete **one Course Project**. **There are two options for this project.** Other assignments may be given during the class. Ten percent of the grade will be deducted for every class session an assignment is late. Assignments will not be accepted after two past the due date. Descriptions of the project are below.

Grading

Your grade in this course will be based on your performance on assignments and quizzes/tests, not on your effort. You will not have opportunities to “redo” tests or assignments; make sure you put your full effort into each test and assignment the first time. Your grade will consist of points earned from Unit Tests, Quizzes, and Assignments. Percentages are calculated by dividing points earned with total points possible.

Final grades will be given on the following scale: A=90-100%, B+ =87-89%, B=80-86%, C+ = 77-79%, C=70-76%, D=60-69%, F=59% & below. Grades of “W”, “X”, or “I” will only be given in accordance with college policies as described in the college handbook. In order to receive an “X” or an “I” grade, student work must be satisfactory.

Attendance

Everyone is expected to attend ALL classes. Please contact instructor by email or voice mail as soon as you are aware that you will miss class. Excessive unexcused absences are not acceptable. You are responsible of all material covered during your absence. *Find someone now who can give you missed notes and assignments.*

Contacting the Instructor

Office Location - 314 Academic Bldg., Pemberton
Office Hours - Mon. 12:30 – 1:30 (Mt. Laurel)
Wed. 10:00 – 1:00 (Mt. Laurel)
Fri. 11:30 – 12:30 (Mt. Laurel)
Tues. & Thurs. 8:30 – 9:30:00 (Acad 314)
Advising Hours - Mon. 10:00-11:00 (Mt. Laurel)
Fri. 10:30-11:30 (Mt. Laurel)
Phone # - (609) 894-9311 or (856) 222-9311 x1251
Email - dvanderg@bcc.edu
Home Page - www.donnavandergrift.com

Email Policy

It is easiest to contact me by email. When using email to contact me, please use the following guidelines. In the subject line, you must include your full name and the course and section number. Complete sentences, including appropriate capitalizations and punctuations, must be used in the body of the message. Be clear in your message; specify if you need something from me or if you are just informing me of something.

You are expected to check your BCC e-mail account frequently and your Blackboard account. Important course messages are sent ONLY to those accounts.

COLLEGE POLICIES/SUPPORT

Withdrawal: Students who fail to withdraw according to established procedures will receive grades of “F” or “ST” for all courses in which they were registered. Please note the dates to withdrawal from your courses in the current credit program brochure.

Plagiarism: Plagiarism includes copying or paraphrasing another's words, ideas, or facts without crediting the source; submitting a paper written by someone else, either in whole or in part, as one's own work; or submitting work previously submitted for another course or instructor. Plagiarism on any assignment will result in failure for that assignment and may result in further disciplinary action, including but not limited to failure for the course. Please refer to the Student Handbook for additional information regarding plagiarism and College regulations.

Other Policies: The current college catalog and student handbook are important documents for understanding your rights and responsibilities as a student in the BCC classroom. Please read your catalog and handbook as they supplement this syllabus, particularly for information regarding: Academic Integrity Code, Student Conduct Code and Student Grade Appeal Process.

Advising/Counseling: BCC provides confidential advising and counseling services free to all students through the Department of Academic Advisement and Transfer. For more information about advising and counseling services, visit at the Parker Center or the Mt. Laurel Center at

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Laurel Hall, or call extension 1337 at (609) 894-9311 or (856) 222-9311 or visit the website at:
Advising Website <http://staff.bcc.edu/advising>; Counseling Website <http://staff.bcc.edu/counseling>.

Tutoring: BCC offers a free tutoring for all currently enrolled students. For more information regarding The Tutoring Center call Extension 1495 at (609) 894-9311 or (856) 222-9311 or visit the Tutoring Center Website at <http://staff.bcc.edu/tutoring>.

Special Populations: The Burlington County College Special Populations Department offers comprehensive services to all students with any form of disability (with appropriate documentation) which hinders their academic success. For more information regarding services for students with special needs, contact extension 1208 at (609) 894-9311 or (856) 222-9311 or visit the website at <http://www.bcc.edu/pages/182.asp>. If you have an accommodations form please notify your instructor.

TENTATIVE SCHEDULE/GRADING

	<u>Date</u>
Unit Test 1 (50-75 pts.)	2/20
Unit Test 2 (50-75 pts.)	3/21
Unit Test 3 (50-75 pts.)	4/18
Unit Test 4 (50-75 pts.)	Exam Week
Course Project (100 pts.)	4/23
Quizzes (60 pts.)	Dates on Blackboard

Final Percentages	Letter Grade
100 - 90	A
89 - 87	B+
86 - 80	B
79 - 77	C+
76 - 70	C
69 - 60	D
59 - 0	F

BCC PSYCHOLOGY DEPARTMENT

Honor Policy

The purpose of this agreement is to ensure that students and instructors can engage in learning, teaching, and understanding in an appropriate educational atmosphere. Please carefully read the following student and instructor responsibilities and keep this information with your class materials.

Student Expectations/Responsibilities:

- Attend all classes, be on time, and remain in class (If you must be absent, it is your responsibility to notify instructor and contact classmates for notes and assignments). Attendance does not mean just showing up; it is expected that you will take an active part in class discussion and exercises. It is assumed that you have registered for this course because you have time to dedicate to learning and attending the course. If other obligations will prevent you from attending the lectures and taking advantage of these opportunities then it may be best to retake this class when you have the time to dedicate to this course.
- Do not disrupt class activities (i.e. electronic devices, conversations with classmates, etc.). Students in this class have paid for the opportunity to learn. It is your choice whether you take advantage of this opportunity, but it is unacceptable if you affect others' ability to learn. If you continue to disrupt the class, you will be asked to leave.
- Communicate with instructor about concerns or problems in a timely fashion. Issues may come up at any time during the semester; I can provide many possible solutions, but only if I know about your concerns/issues.
- Be aware that acts of cheating, lying, and/or plagiarizing will not be tolerated. All students are expected to maintain the highest standards of academic honesty. There will be *no* explanations accepted for plagiarism, cheating, presenting false information, or any other acts which suggest a student has not fulfilled their academic responsibilities in this course. Anyone involved in any act of plagiarism, cheating on exams or course assignments, or having an electronic device out during an exam, will minimally receive a failing grade on that assignment/exam, and may also receive a failing grade for the course, or be suspended or expelled from the college.
- Treat classmates and instructor with respect and civility, and adhere to BCC's Code of Conduct and Civility Code as stated in Student Code. All people, viewpoints, and opinions are welcome in this course, and so it is important for everyone to express their views and opinions in a respectful and non-judgmental manner.

Instructor Expectations/Responsibilities:

- Treat students with respect and civility.
- Be prepared for all class presentations.
- Conduct class with enthusiasm.
- Provide a learning environment that is diverse and enriching.
- Grade assignments and tests objectively; return assignments in a timely fashion.
- Be available to assist students in their effort to succeed in this course.

Course Project **Psy 251 - Child Psychology**

You have a couple of options to fulfill the course project requirement. Select one of the following. More detailed explanations are attached.

1. Service Learning

Service Learning means getting involved in the communities in our area. Selecting this option requires that you locate and make arrangements to volunteer in an area of development that you are interested in. A minimum of 12 hours is to be contributed throughout the semester. You will complete a paper that includes your reactions to your experience and application of the research and theories learned throughout the semester. The paper is expected to be approximately 8 to 10 pages in length, which includes an expectation and reflection page. You will describe your experiences during your visits and apply the theories and research that relate to the development you are observing. This is a wonderful opportunity to become involved in an area that you are interested in and a way to give back to our community. It has also led to job and career opportunities for other students.

2. Research Paper

Select a topic of interest related to material covered in this course. You will be expected to explore this topic in more depth than we will be able to in class. The paper is to be approximately 8 to 10 pages in length using APA format, citing at least 6 to 8 sources. **The majority of the sources must be from primary sources** (i.e. from peer reviewed articles or original works). If you are not familiar with APA format or the writing of a research paper, see the resources listed here and on my website, and your English handbook. The paper will receive a zero if you do not have at least 5 primary sources, if you do not have a proper reference page and in-text citations, or if it is PLAGIARIZED.

Paper should be submitted as an Attachment in the course Blackboard Assignment Dropbox. Only use Word or RTF format when saving your document. Use your name in the title of your document when you save it.

You will be graded on the content of these projects as well as the written presentation, which includes spelling, typos, grammar, neatness, etc. Please proofread carefully.

SERVICE LEARNING PROJECT

Service learning means involvement in the communities directly related to and impacted by college courses. You are required to locate and make arrangements to volunteer in an area of development that you are interested in (a paid job that you currently hold is not acceptable). The instructor is available to assist in finding an acceptable location. A minimum of 12 hours is to be contributed throughout the semester.

A service learning agreement must be completed and turned in by the beginning of the fourth week of the semester. This is to be signed by both you and the individual on-site who will supervise your experience.

Your paper should be typed and relatively free of grammatical, typographic, and spelling errors. It should include the following:

Format - Your name, course number, instructor, date and a title to your paper should be at the beginning of your paper. This also includes font, margins, spacing, etc. 5 pts.

Expectation - Prior to beginning your service learning experience, complete and save an expectation where you state the location of your service learning including the population you will be working with, and what your hopes, anxieties, expectation, etc. are about the experience. This will be handed in with the completed paper. 10 pts.

Body of the Paper - You will complete 5 entries in the body of the paper. **Each entry will focus on a different area of development or a different theory and should include a description of your experiences and an application of how course materials** (i.e. theories, research, developmental norms, etc.) apply to what has occurred during your visits. Areas of development could include social, cognitive, personality, physical, etc. Theories could include Piaget, Vygotsky, Erikson, etc. Each entry should clearly identify what theory or area of development you are focusing on. Vary these entries so you can highlight your ability to apply theory/research to what you have observed. There should be approximately 6 to 8 pages of journal entries. 50 pts.

Reflection - At the completion of your experience, complete a reflection that addresses how accurate your expectations were and how the experience turned out. 10 pts.

Letter from Supervisor - A letter signed from your supervisor describing your service and listing your hours should be attached to your paper. Although this is only worth 5 pts., your paper will not be graded without a signed letter on organizational letterhead. 5 pts.

Writing Quality – 20 pts.

A 'C' paper must include all of the information describe above and follow the basic standards for English Composition - 1) It must be well-organized 2) It must have well developed paragraphs 3) It must be competent in style. An 'A' or 'B' paper must satisfy all of the above requirements in addition to being original in thought and content, effectively integrating course materials, and creating interest and enthusiasm in the reader.

RESEARCH PAPER

Select a topic of interest related to material covered in this course. You will be expected to explore this topic in more depth than we will be able to in class. The paper is to be approximately 3500 words (8-10 pages) in **APA format** citing at least **6 to 8 sources**. The majority of the sources must be from a primary source (i.e. original works or professional journal articles). It is preferred that you select a topic that you believe many individuals are less familiar with. Topics taken directly from the text are not acceptable.

You are expected to get your topic for the paper approved by me. The topic can be anything related to child development and must include a brief outline, your EbscoHost search (citations only), and an APA-style list of at least 4 related references.

You are required to include:

Title page

Your name, course number, instructor, date and a title to your paper should be at the beginning of your paper.

Outline

An outline detailing your paper should be included on the page following your Title page.

Introduction/Abstract

Tell the reader what to expect in the paper. This should take 1 to 2 paragraphs.

Body

This section should be organized and informative. Be sure to cite all ideas that are someone else's and/or are not common knowledge. Make sure you understand and use proper citation procedures. Plagiarism is a serious offense.

Conclusion

Summarize your findings in an organized fashion.

Reference page

List your 6 to 8 sources in appropriate APA format.

There are a number of resources that can help you with the APA style of formatting and writing research papers. On the Internet, the sites, <http://owl.english.purdue.edu/Files/34.html> and <http://www.psychwww.com/resource/apacrib.htm>, have very helpful documents that are easy to read and understand.

A 'C' paper must include all of the information describe above and follow the basic standards for English Composition - 1) It must be well-organized 2) It must have well developed paragraphs 3) It must be competent in style. An 'A' or 'B' paper must satisfy all of the above requirements in addition to being original in thought and content, effectively integrating course materials, and creating interest and enthusiasm in the reader.

Research Paper

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You will be graded on the following elements

Format /Title page	_____ / 5
Outline	_____ / 5
Reference Page	_____ / 10
APA Citations	_____ / 10
Content	
Overall Quality	_____ / 30
Intro/Conclusion	_____ / 10
Source Quality	_____ / 10
Clarity of Expression	
Spelling/Grammar	_____ / 10
Support/Organization	_____ / 10
Total	_____ / 100

BEWARE: Any paper found guilty of plagiarism will receive a ZERO. Plagiarism includes copying or paraphrasing another's words, ideas, or facts without crediting the source; submitting a paper written by someone else, either in whole or in part, as one's own work; or submitting work previously submitted for another course or instructor.

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Course Outline

UNIT 1 - Theories

1. What is Development?
 - a. Physical - Biological, Cognitive, Psychosocial-Socioemotional
2. Basic Issues
 - a. Nature vs. Nurture
 - b. Continuity vs. Discontinuity
 - c. Early vs. Late Experience
 - d. Stability vs. Change
3. Psychoanalytic Theories
 - a. Freud
 1. Psychosexual Theory
 2. Basic Premises
 - b. Erikson
 1. Revisions to Freud's Theory
 2. Psychosocial Theory
4. Cognitive Theories
 - a. Piaget
 1. Concepts - Organization, Adaptation, Assimilation, Accommodation
 2. Basic Premises
 - b. Information Processing Theories
5. Behavioral Theories
 - a. Behaviorism
 1. Skinner
 2. Basic Premises about development
 - b. Social Learning
 1. Difference from Behaviorism
 2. Albert Bandura
6. Ethological Theory - Lorenz
7. Ecological Theory - Bronfenbrenner

UNIT 2 - Prenatal Period

1. Reproduction
 - a. Genes, Chromosomes
 - b. Mitosis
 - c. Meiosis, Crossing-over
 - d. Zygote
2. Abnormalities in Genes and Chromosomes
 - a. Down Syndrome
 - b. Sickle Cell Anemia
 - c. Turner's Disease
 - d. Klinefelter's Disease
 - e. PKU

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3. Tests to determine abnormalities
 - a. Amniocentesis
 - b. Ultrasound/ Sonogram
 - c. CVS
 - d. Alpha-fetoprotein Test
4. Genetic Principles
 - a. Genotype
 - b. Phenotype
 - c. Polygenic Inheritance
 - d. Dominant-Recessive Genes Principle
 - e. Canalization
5. Genetic Counseling
6. Heredity-Environment Interaction - Sandra Scarr's research
 - a. Passive genotype-environment interaction
 - b. Evocative genotype-environment interaction
 - c. Active (niche-picking) genotype-environment interaction
7. Fertilization
8. Prenatal Development
 - a. Periods
 - b. Developmental Risks
 - c. Mom's Experience - 3 Trimesters
9. Birth
 - a. Stages
 - b. Complications
 - c. Strategies
 - d. Strategies
10. Neonatal Health
 - a. Evaluations
 - b. Problems

UNIT 3 - Infancy

1. Reflexes
2. Growth Patterns
 - a. Average Growth
 - b. Patterns of Physical Development
 - 1) CephaloCaudal
 - 2) ProximoDistal
3. Physical Behavior / Motor Skills
 - a. Developmental Norms
 - b. Maturation vs. Learning
 - c. Emotional Deprivation
4. Brain
 - a. Growth
 - b. Brain has plasticity
5. Health
 - a. Nutrition
 - 1) Breast vs. Bottle Feeding

6. Sensation and Perception
 - a. Definitions
 - b. Testing Senses
 - 1) Habituation vs. Dishabituation
 - c. Sight
 - d. Hearing
 - e. Smell
 - f. Taste
 - g. Touch
7. Piaget's Theory of Cognitive Development
 - a. Basic Ideas
 - 1) Scheme
 - 2) Assimilation
 - 3) Accommodation
 - b. Sensorimotor Stage
 - c. Substages
 - 1) Reflexes (0-1 month)
 - 2) Primary Circular Reactions & First Habits (1-4 months)
 - 3) Secondary Circular Reactions (4-8 months)
 - 4) Coordination of Secondary Circular Reactions (8-12 months)
 - 5) Tertiary Circular Reactions (12-18 months)
 - 6) Internalization of Schemes / Insight / Beginning of Thought (18-24 months)
 - d. Object Permanence
 - e. Critics of Piaget
8. Information Processing
 - a. Attention
 - b. Memory
 - c. Cross-Modal Transfer
 - d. Imitation
9. Language Development
 - a. Aspects of Language
 - 1) Phonology
 - 2) Morphology
 - 3) Semantics
 - 4) Syntax
 - 5) Pragmatics
 - b. First Words
 - c. Theories of Language Development
 - 1) Language Acquisition Device
 - 2) Critical Period
 - 3) Behavioral Viewpoint
 - 4) Interactionists
 - d. Developmental Course of Language
10. The Family
 - a. Parenthood
 - b. Parent-Child Interaction
 - c. Father's Role

11. Attachment
 - a. Basic Ideas
 - b. Ainsworth and The Strange Situation
 - c. Influences on Attachment
 - 1) Infants
 - 2) Caregivers
12. Temperament
 - a. Thomas and Chess
 - b. Other Researchers
13. Day Care
 - a. Options
 - b. Effects of Day Care
14. Personality Development

UNIT 4 - Early Childhood

1. Motor Development
 - a. Gross Motor Skills
 - b. Fine Motor Skills
2. Health and Nutrition
 - a. Health Problems
 1. U.S.
 2. Other Countries
 - b. Nutritional Needs
3. Piaget's Cognitive Development - Preoperational Stage
 - a. Basic Concepts
 - b. Flaws or Limitations of Preoperational Child
 - 1) Egocentrism
 - Animism
 - 2) Centration
 - 3) Irreversibility
 - 4) Lack of Conservation
 - 5) Lack of Seriation
 - 6) Lack of Classification
4. Vygotsky's Theory of Cognitive Development
 - a. Zone of Proximal Development
 - b. Private Speech
5. Other Approaches
 - a. Memory and Attention
 - b. Theory of Mind
6. Families
 - a. Parenting Styles
 - 1) Authoritative
 - 2) Authoritarian
 - 3) Permissive-Indulgent
 - 4) Permissive-Indifferent/Neglectful
 - b. Siblings
 - 1) Relationship/Birth Order

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- c. Changing Families
 - 1) Divorce and Step-Parenting
 - 2) Working Parents
 - 3) Other Changes
- 7. Gender Development
 - a. Basic Terms
 - 1) Gender Identity
 - 2) Gender Role
 - 3) Physiological Gender
 - b. Theories of Gender Role Development
 - 1) Psychoanalytic
 - 2) Learning
 - 3) Social Learning
 - 4) Cognitive
 - 5) Gender-Schema
- 8. Development of Self Concept
 - a. Erikson's Initiative vs. Guilt
 - b. Self-Understanding
- 9. Play
 - a. Benefits
 - b. Types of Play

UNIT 5 – Middle Childhood

- 1. Gross Motor Skills and Childhood Athletics
 - a. Negative Effects of Sports
 - b. Positive Effects of Sports
 - c. Age Effects
 - d. Gender Effects
 - e. Are we Pushing our Children too Far?
- 2. Stress in Childhood
 - a. Causes
 - 1. Cognitive Appraisal
 - 2. Major Life Events and Daily Hassles
 - b. Type A Behavior
 - c. Depression
- 3. Cognitive Development
 - a. Piaget's Concrete Operational Development
 - 1. Conservation
 - 2. Decentration
 - 3. Reversibility
 - 4. Hierarchical Classification
 - 5. Seriation
 - 6. Transitive Inference
 - 7. Spatial Reasoning
 - 8. Horizontal Decalage
 - b. Information Processing
 - 1. Attention
 - 2. Memory Strategies / Control Processes
 - 3. MetaCognition / Cognitive Monitoring

4. Motivation
 - a. Achievement Motivation
 - b. Intrinsic vs. Extrinsic Motivation
 - c. Attributions
 - d. Helpless vs. Mastery Orientation
5. Peer Relationships
 - a. Popularity
 - b. Functions of Peers

Unit 6 - Adolescence

1. Puberty
 - a. Physical Changes
 - b. Males vs. females
 - c. Timing
2. Cognitive Development
 - a. Piaget
 - b. Elkind
3. Moral Development
 - a. Kohlberg
4. Identity
 - a. Erikson
 - b. Garcia
 - c. Rites of Passage
5. Peers
 - a. Functions
 - b. Development
6. Relationships
 - a. Dating
 - b. Sexuality
7. Other Issues

BURLINGTON COUNTY COLLEGE
SERVICE LEARNING PROGRAM
STUDENT AND AGENCY AGREEMENT

Purpose of Agreement: It is important for you to have a clear sense of what you would like to accomplish and learn through your service work. This agreement is designed to bring you and your site supervisor together to record clear service and learning goals. Your supervisor may expect you to fill out additional forms that his/her respective agency requires.

Student Information

Student Name

Agency Information

Agency Name

Agency Mailing Address

Name of Supervisor or Volunteer Coordinator

Starting Date of Service

Ending Date of Service

(if undetermined, write “unknown” otherwise ending date will be near end of term)

To be completed by agency supervisor:

Please describe the expectations and requirements of this service project.

Identify skills students may learn and need to use to complete service project.

To be completed by student:

Identify the skills you believe you can bring to this agency.

Briefly describe what you hope to gain and learn from participating in this service project.

Student Agreement

As a student in the Burlington County College Service Learning Program, I agree to complete my service project to the best of my ability, work in collaboration with the agency supervisor, report any problems I encounter, and complete all other program requirements. In addition, I understand the seriousness of confidentiality in this matter and will report all information for this project in a depersonalized fashion.

Student

Date

Agency Supervisor Agreement

As the agency supervisor for this service learning placement, I agree to work with student(s) from Burlington County College, while providing supervision and communicating evaluation of the student's service work to BCC's Service Learning Program.

Agency Supervisor

Date