NOTE: Please complete a separate form for each course in which service-learning is utilized.

Date: February 6, 2010

Name: Mark Chiappone, Instructor in Biology and Marine Science
Campus: Homestead
Department: Arts & Sciences
Room Number: B119
Email: mchiappo@mdc.edu
Phone: 305-237-5073

Course Number & Name: BSC 1005 – General Education Biology
Course Competencies Strengthened Through Service-Learning:
- Identify and explain the ways in which the abiotic environment affects living systems
- Explain the nature of ecosystems with particular reference to their sustainability
- Discuss the major impacts humans have on their environment with the ability to understand the dependability of species upon one another

MDC Learning Outcomes Addressed Through Service-Learning: (list provided on back page)
- (10) Describe how natural systems function and recognize the impact of humans on the environment

Reflection Techniques Used:
- Feedback on general impressions of the area visited, which is particularly important for first-time visitors
- Short essays dealing with particular topics such as water management and invasive species
- Short presentations in class summarizing the experience for other students

Description of Service-Learning Assignment (e.g., how is it organized, how do you introduce service-learning to your students, what kinds of things do students do, how is it integrated into the course, ...you could even mention how you assign grades, etc.):
- For the past three years, I have targeted service-learning activities in Everglades National Park (ENP), as this is close to the Homestead Campus and is the dominant landscape feature of south Florida
- In coordination with the volunteer coordinator of ENP and other park staff, the Park Service contacts me when assistance is needed in various activities, including, but not limited to: trail clearing and maintenance, removal of invasive plants and animals, preparation of park camp sites and visitor centers, visitor use surveys, and maintenance of the Nike Missile Site
- In a 15-week semester, normally 6-8 group trips are organized, not including individual projects that students are afforded the opportunity to participate in

Required or Optional & How Many Hours:
Any Comments:
- Optional for all sections
- For every 5 hours of service, 1.5% is added to the final course grade

May other faculty contact you for more information? Yes
Can we post this on the new CCI website? Yes
Can we include your photo? Yes
NOTE: Please complete a separate form for each course in which service learning is utilized.

Date: February 6, 2010

Name: Mark Chiappone, Instructor in Biology and Marine Science
Campus: Homestead
Department: Arts & Sciences
Room Number: B119
Email: mchiappo@mdc.edu
Phone: 305-237-5073

Course Number & Name: BSC 2010 – Principles of Biology

Course Competencies Strengthened Through Service-Learning:
• Explaining that all living things interact with both living the non-living components of their environment
• Recognizing that dynamic balance is maintained in living systems through regulatory mechanisms

MDC Learning Outcomes Addressed Through Service-Learning: (list provided on back page)
• (10) Describe how natural systems function and recognize the impact of humans on the environment

Reflection Techniques Used:
• Feedback on general impressions of the area visited, which is particularly important for first-time visitors
• Short essays dealing with particular topics such as water management and invasive species
• Short presentations in class summarizing the experience for other students

Description of Service-Learning Assignment (e.g., how is it organized, how do you introduce service-learning to your students, what kinds of things do students do, how is it integrated into the course, ...you could even mention how you assign grades, etc.):
• For the past three years, I have targeted service-learning activities in Everglades National Park (ENP), as this is close to the Homestead Campus and is the dominant landscape feature of south Florida
• In coordination with the volunteer coordinator of ENP and other park staff, the Park Service contacts me when assistance is needed in various activities, including, but not limited to: trail clearing and maintenance, removal of invasive plants and animals, preparation of park camp sites and visitor centers, visitor use surveys, and maintenance of the Nike Missile Site
• In a 15-week semester, normally 6-8 group trips are organized, not including individual projects that students are afforded the opportunity to participate in

Required or Optional & How Many Hours:
Any Comments:
• Optional for all sections
• For every 5 hours of service, 1.5% is added to the final course grade

May other faculty contact you for more information? Yes
Can we post this on the new CCI website? Yes
Can we include your photo? Yes
NOTE: Please complete a separate form for each course in which service learning is utilized.

Date: February 6, 2010

Name: Mark Chiappone, Instructor in Biology and Marine Science
Campus: Homestead
Department: Arts & Sciences
Room Number: B119
Email: mchiappo@mdc.edu
Phone: 305-237-5073

Course Number & Name: BSC 2011 – Principles of Biology 2
Course Competencies Strengthened Through Service-Learning:
  ▪ Identifying the factors that shape the features of terrestrial and aquatic environments
  ▪ Analyzing the threats offered by humankind to the world’s environments
  ▪ Assessing the steps necessary to allow sustainability of Earth’s life-support systems

MDC Learning Outcomes Addressed Through Service-Learning: (list provided on back page)
  ▪ (10) Describe how natural systems function and recognize the impact of humans on the environment

Reflection Techniques Used:
  ▪ Feedback on general impressions of the area visited, which is particularly important for first-time visitors
  ▪ Short essays dealing with particular topics such as water management and invasive species
  ▪ Short presentations in class summarizing the experience for other students

Description of Service-Learning Assignment (e.g., how is it organized, how do you introduce service-learning to your students, what kinds of things do students do, how is it integrated into the course, ...you could even mention how you assign grades, etc.):
  ▪ For the past three years, I have targeted service-learning activities in Everglades National Park (ENP), as this is close to the Homestead Campus and is the dominant landscape feature of south Florida
  ▪ In coordination with the volunteer coordinator of ENP and other park staff, the Park Service contacts me when assistance is needed in various activities, including, but not limited to: trail clearing and maintenance, removal of invasive plants and animals, preparation of park camp sites and visitor centers, visitor use surveys, and maintenance of the Nike Missile Site
  ▪ In a 15-week semester, normally 6-8 group trips are organized, not including individual projects that students are afforded the opportunity to participate in

Required or Optional & How Many Hours:
Any Comments:
  ▪ Optional for all sections
  ▪ For every 5 hours of service, 1.5% is added to the final course grade

May other faculty contact you for more information? Yes
Can we post this on the new CCI website? Yes
Can we include your photo? Yes
NOTE: Please complete a separate form for each course in which service learning is utilized.

Date: February 6, 2010

Name: Mark Chiappone, Instructor in Biology and Marine Science
Campus: Homestead
Department: Arts & Sciences
Room Number: B119
Email: mchiappo@mdc.edu
Phone: 305-237-5073

Course Number & Name: OCB 1010 – Marine Biology
Course Competencies Strengthened Through Service-Learning:
- Identify and explain the ways in which the abiotic environment affects living systems
- Explain the nature of ecosystems with particular reference to their sustainability
- Discuss the major impacts humans have on their environment with the ability to understand the dependability of species upon one another

MDC Learning Outcomes Addressed Through Service-Learning: (list provided on back page)
- (10) Describe how natural systems function and recognize the impact of humans on the environment

Reflection Techniques Used:
- Feedback on general impressions of the area visited, which is particularly important for first-time visitors
- Short essays dealing with particular topics such as water management and invasive species
- Short presentations in class summarizing the experience for other students

Description of Service-Learning Assignment (e.g., how is it organized, how do you introduce service-learning to your students, what kinds of things do students do, how is it integrated into the course, ...you could even mention how you assign grades, etc.):
- For the past three years, I have targeted service-learning activities in Everglades National Park (ENP), as this is close to the Homestead Campus and is the dominant landscape feature of South Florida
- In coordination with the volunteer coordinator of ENP and other park staff, the Park Service contacts me when assistance is needed in various activities, including, but not limited to: trail clearing and maintenance, removal of invasive plants and animals, preparation of park camp sites and visitor centers, visitor use surveys, and maintenance of the Nike Missile Site
- In a 15-week semester, normally 6-8 group trips are organized, not including individual projects that students are afforded the opportunity to participate in

Required or Optional & How Many Hours:
Any Comments:
- Optional for all sections
- For every 5 hours of service, 1.5% is added to the final course grade

May other faculty contact you for more information? Yes
Can we post this on the new CCI website? Yes
Can we include your photo? Yes
NOTE: Please complete a separate form for each course in which service learning is utilized.

Date: February 6, 2010

Name: Mark Chiappone, Instructor in Biology and Marine Science
Campus: Homestead
Department: Arts & Sciences
Room Number: B119
Email: mchiappo@mdc.edu
Phone: 305-237-5073

Course Number & Name: OCE 1001 – Oceanography
Course Competencies Strengthened Through Service-Learning:
  ▪ Demonstrate knowledge of the general physical nature of the earth by describing the structural and surface features of earth and their significance to the total earth environment.

MDC Learning Outcomes Addressed Through Service-Learning: (list provided on back page)
  ▪ (10) Describe how natural systems function and recognize the impact of humans on the environment

Reflection Techniques Used:
  ▪ Feedback on general impressions of the area visited, which is particularly important for first-time visitors
  ▪ Short essays dealing with particular topics such as water management and invasive species
  ▪ Short presentations in class summarizing the experience for other students

Description of Service-Learning Assignment (e.g., how is it organized, how do you introduce service-learning to your students, what kinds of things do students do, how is it integrated into the course, ...you could even mention how you assign grades, etc.):
  ▪ For the past three years, I have targeted service-learning activities in Everglades National Park (ENP), as this is close to the Homestead Campus and is the dominant landscape feature of south Florida
  ▪ In coordination with the volunteer coordinator of ENP and other park staff, the Park Service contacts me when assistance is needed in various activities, including, but not limited to: trail clearing and maintenance, removal of invasive plants and animals, preparation of park camp sites and visitor centers, visitor use surveys, and maintenance of the Nike Missile Site
  ▪ In a 15-week semester, normally 6-8 group trips are organized, not including individual projects that students are afforded the opportunity to participate in

Required or Optional & How Many Hours:
Any Comments:
  ▪ Optional for all sections
  ▪ For every 5 hours of service, 1.5% is added to the final course grade

May other faculty contact you for more information? Yes
Can we post this on the new CCI website? Yes
Can we include your photo? Yes