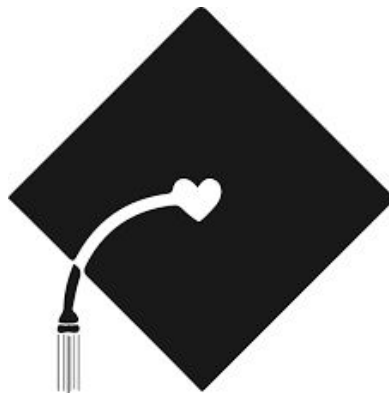


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# The Carson-Newman **Bonner Scholar** Program Handbook

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Updated Fall 2019

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Bonner Center for Service Learning & Civic Engagement  
Carson-Newman University | Jefferson City, TN 37760 | 865.471.3594  
Physical Address: 703 East King Street | Mailing Address: CN Box #72008

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# The Bonner Student Development Model

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- **Vj g'Ukz 'Eqo o qp 'Eqo o kw gpwz:** These Commitments were written by students from across the Bonner network of colleges and universities who continue to ensure their integration in their campus programs. These Common Commitments play a key role in uniting Bonners of diverse passions and interests in making a change and are crucial for making us a coherent community. We believe all Bonners are committed to:
  1. Fkxgt ukv'ó We respect and embrace the many dimensions of diversity in our private and public lives.
  2. Ujekcn'Lwnteg'ó We advocate for fairness, impartiality, and equality while addressing systemic social and environmental issues.
  3. Kpvt pcvkpcn'Rgt ur gevkg'ó We develop an international understanding that enables us to participate successfully in a global society.
  4. Urkkwcn'Gzrrgt cvkqp'ó We explore personal belief while respecting the spiritual practices of others.
  5. Ekke'Gpi ci go gpv'ó We participate intentionally as citizens in the democratic process, actively engaging in public policy and direct service.
  6. Eqo o wpkv'Dwbkf lpi 'ó We establish and sustain a vibrant community of place, personal relationships, and common interests.
  
- **Vj g'Hkxg'Gaz:** The Five E's are a framework for students' ongoing growth as they develop.
  1. Gzr gev vkqp'ó Students are taught what is expected of a Bonner student, and they are expected to uphold the Bonner Student handbook (first year).
  2. Gzrrgt cvkqp'ó Students explore community partners to find a fit with their career goals and/or service passion (first/second year).
  3. Gzrgtkpeg'ó In the sophomore year, a student usually finds a stable role within an organization and chooses to focus his or her efforts on a single project or issue area.
  4. Gzco rrg'ó Students in their third year should begin assuming Project Coordinator responsibilities such as recruiting, placing, monitoring, and leading reflections for other student volunteers.
  5. Gzegmppeg'ó By the end of four years, the student's relationship to the community partner should be similar to that of a staff member who can assist the agency in strategic planning and implementation, financial management, grant writing, research report writing, and/or special projects.

- ***Mpqy rgi g'Fgxgr o gpv.*** As Bonners start to reflect on the root causes of the social concerns they're addressing through service, they become increasingly engaged in learning about the issues. The areas to explore are:
  - ***Rwdke'Rqikef'ó***'Structure and roles of government; ways to be involved in shaping public policy; analyzing the implications of governmental policies
  - ***Rqxtv'ó*** Roots and conditions of poverty; implications; possible solutions
  - ***Kpyt pcvkqpcn'Rgt ur gevkg'l 'Kuwgu'ó*** Worldwide distribution of wealth; global distribution of food; health care; environmental concerns
  - ***Kuwg/Dcugf 'Mpqy rgi g'ó***'Connected to direct service areas, such as of homelessness or hunger
  - ***Rwreg/Dcugf 'Mpqy rgi g'ó***'Connected to the place where the student is serving, such as knowledge of local context, history, economics, politics, and issues

***Vj g'! 'Vj go gu'ht 'Fgxgr o gpv'Vt cplpi :***

- ***Unkn'Fgxgr o gpv.*** As a part of this journey, Bonners build a comprehensive skill set for being informed and engaged citizens through acquiring new:
  - ***Rgt uqpcn'Unkn'ó***'Active listening, balance/boundaries, communication, decision-making, organization, planning, reflection, time management, and goal-setting.
  - ***Ngcf gt uj kr 'Unkn'ó*** Conflict resolution, delegation, planning, public speaking, running a meeting, teamwork, and working with diverse groups.
  - ***Rt qhgwakqpcn'Unkn'ó*** Budgeting, evaluation/research, event planning, fundraising, grant writing, marketing/public relations, mediation, networking, public education/advocacy, and volunteer management.

**First Year Students**



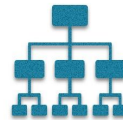
***Getting to Know Yourself, Each Other, and Your Place (Fall)***

- Identity Circles
- An Introduction to Place
- River Stories
- Community Asset Mapping
- Capstone #1: An Introduction to the Bonner Capstone Project

***From Service to Solutions (Spring)***

- Shifting the Focus - Discovering What Works
- Making a Difference - Measuring Impact
- Attacking Root Causes
- Cultivating Collaborations & Leveraging the Power of Relationships
- Capstone #2: Bonner Capstone Project Ingredients

**Third Year Students**



***Planning and Managing Projects (Fall)***

- Overview of Project Management: Setting Goals and Analyzing Stakeholders
- Analyzing Project Requirements, Steps, and Risks
- Creating a Task List, Schedule, and Budget
- Executing and Evaluating a Project
- Capstone #5: Your Capstone Nuts and Bolts

***Building Capacity and Organizations (Spring)***

- Understanding the Public Sector - A Systems View
- Assessing and Building Organizational Capacity
- Fundraising and Resource Development: Creating and Executing a Plan
- Finding Your Vocation: Considering Many Sectors
- Capstone #6: Your Capstone Proposal and Work Plan

**Second Year Students**



***Introduction to Leadership (Fall)***

- Leadership Compass
- Effective Facilitation
- Effective Meetings
- Managing Yourself and Leading Others
- Capstone #3: Capacity Building and Its Importance for Capstones

***Know Your Issue (Spring)***

- Researching a Local Issue: Scope of the Problem
- Researching Current Programs and Policies
- Identifying Proven Programs and Practices
- Finalizing and Sharing an Issue Brief
- Capstone #4: Your Capstone Development Plan

**Fourth Year Students**



***Preparing for Civically Engaged Lives (Spring)***

- Pursuing Your Vocational Fit
- Resume Writing
- Seeing Through Evaluators' Eyes: Senior Resume Review
- Interviewing Skills
- Capstone #7: Reflecting on Your Project, Learning, and Impact

***Leaving a Legacy (Fall)***

- Preparing a Leadership Transition
- Budgeting for Your Life After Bonner
- Public Speaking and Presentations of Learning
- Life After Bonner - Staying Well and Engaged
- Capstone #8: Sharing and Leveraging Your Bonner Experience

## **Bonner Scholars Placement Process:**

- First-year Bonners will choose their top three site choices after meeting or reading about each community partner and learning about their organizations. From there, they will rotate to each of those top three sites for one month at a time during their first semester (September, October, November OR February, March, April).
- The student will then communicate with the Bonner Scholars Coordinator what their top choice site is. The Bonner Scholars Coordinator will place the first-year students at various sites. The students are expected to stay at their assigned sites for at least their first and second year in the program.
- Once the student becomes a junior or senior, they have the opportunity to complete a proposal to be at a new site at the beginning of each semester, which will be approved or denied by the Bonner Scholars Coordinator and the Director of the Bonner Center. Students are welcome and encouraged to stay with a “deep” site partner for all four years if they prefer.

## **Expectations for Community Partners:**

- Provide Bonner Scholars and Service Corps students with clear expectations, including job descriptions, an orientation to the agency, and a schedule of service hours.
- Work with students to correct problem behaviors or failure to meet expectations. The Bonner Center affirms the community partner’s right to terminate a Scholar for unsatisfactory performance.
- Guidance and support for professional development at the site.
- Communicate directly with the Bonners directly as much as possible. Feel free to contact the appropriate Coordinator with questions, ideas, if you are having trouble contacting a student, or if you are having significant problems with a student.
- Please meet with the Bonner Scholars students at the beginning of each semester and obtain their class schedule. Students are NOT permitted to work during class hours.
- Commit to work with the Bonner Scholars to help develop their skills and abilities, and to expose them to the agency as a whole.
- Partners are encouraged to provide training opportunities to the students.
- Additional expectations and policies are included in the Community Partner Handbook.

## Bonner Service Requirements and Best Practices

### *Tgs wlt gf '( 'Rgt o lvgf 'Cevkxhkgu:*

- Work with a non-profit organization, public school, or government agency
- Participate in community events related to understanding or addressing community needs
- Attend conferences and workshops that will further their work with community partners
- Engage in training events or orientations with their community partners
- Meet regularly with the community partner supervisor to review the volunteer's performance, professionalism, and areas in need of improvement
- Take on leadership roles and opportunities for leadership development

*Flucmy gf 'Cevkxhkgu* - In accordance with the Bonner Foundation guidelines, the following activities may not be counted towards the Bonner Scholars' service requirements either during the school year or during the summer:

- Service on behalf of a private, for-profit organization
- Service on behalf of a political organization or campaign (however, participation in voter registration drives is permitted)
- Scientific research in a laboratory
- ROTC or other military services
- Any activity which the primary focus is to support worship, evangelical, or proselytizing activities within a church or para-church organizations. Service with a religious or para-religious organization for the purpose of providing direct community service (e.g. tutoring, mentoring, providing goods to those in need, community justice programs, and crisis intervention) *f qgu'* qualify for Bonner service hours.
- Bonners may not log more than 12 hours of service in a single calendar day.
- Bonners may not count hours working with animals, unless the organization uses animals intentionally for therapeutic purposes. (i.e. equine therapy for individuals with special mobility needs)

Bonner Scholars should **never** engage in the following activities as a part of their service:

- Be alone with a client under the age of 18
  - Report to their service site under the influence of drugs or alcohol
  - Give or loan clients money or other personal belongings
  - Give any client or agency representative a ride in a personal vehicle
  - Tolerate any verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or community organization representative
  - Tolerate any verbal exchange or engage in behavior that might be perceived as discriminating against an individual on the basis of age, race, gender, sexual orientation, ability, or ethnicity.
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## Bonner Scholar Expectations

Below is an outline for how you might think of your role as a Bonner Scholar in the program, at your service site, and in the community as a whole."

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1. **Complete 140 hours of Bonner Service every semester in the program**
2. **Propose and complete TWO Summers of Service which require serving at least 280 hours each summer.**
3. **Complete all service hours by posted deadline.**
  - Hours are due on the first of every month.
4. **Complete all necessary paperwork by posted deadlines.**
5. **Check your emails regularly.**
  - This is the main form of communication for the Bonner Scholars Program at C-N.
6. **Ask for help when in doubt.**
7. **Create a plan to complete the vast majority of your hours at their primary site.**
  - The Bonner Scholars Program is distinct for its commitment to deep, intentional, long-term service.
8. **Set up a consistent schedule with your site supervisor each semester that you adhere to.**
9. **Be punctual and responsible.**
10. **Call ahead of time when you are expecting to be late.**
11. **Communicate with site supervisors directly about scheduling issues or emergencies.**
  - Give 48 hours notice of absence unless an immediate emergency
12. **Respect the privacy of all clients.**
  - Do not post pictures of anyone that you serve onto your personal social media
13. **Show respect for the organization.**
14. **Be professional.**
  - Refrain from inappropriate political, religious, or intimate conversations while serving
15. **Have an attitude of flexibility and adaptability to do unexpected tasks at your service site.**
16. **Adhere to Service Site dress code**
  - If you are unsure if you're site has a dress code ask them directly.
17. **Stay off cell phones unless your site supervisor has been asked and given permission prior to the workday."**

## BWBRS

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*Y j cv'ku't 'ENCA'*

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The Community Learning Agreement is a thoughtful way for Bonners to establish goals in a formal agreement with their community partner. It is important for community partners to discuss CLAs with each Bonner student, since the CLA works like a contract between the community partner and the Bonner Scholar.

Bonners must submit a CLA via the Bonner Web-Based Reporting System (BWBRS) each semester and summer term of service. A CLA must be completed and signed before a Bonner student may begin their service. Bonner Scholars that decide to change agencies must complete a separate CLA for the new site. It is important for students to update their CLAs for each term of service so that their goals will reflect the growth of their work.

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Each student is required to fill out monthly time sheets on BWBRS. **Students must electronically sign their hours by the 1<sup>st</sup> of the following month**, and community partners must electronically sign the hours by the 5<sup>th</sup> of the month. **Note:** It is the student's responsibility to let site supervisors know when they are ready for site supervisors to sign their time-sheet. If these are not signed by the community partner on time, the Bonner student will not receive a portion of his/her scholarship.

It is very important that community partners keep an hour log to be used on site, so that supervisors can check hours in the site time log against hours on the time-sheet. By signing a time-sheet, the supervisor is confirming that all hours logged on the time sheet are accurate. **The Bonner Foundation's Financial Rules prohibit Bonner Scholars from being paid employees at their service site, in any capacity, during the school year, unless through Federal Work Study. You cannot receive a paycheck directly from your service site during the school year.** If the supervisor is out of town or unavailable during the period when a time-sheet is due, alternative arrangements need to be made ahead of time. Bonner students are NOT permitted to sign their own time sheets (forge a signature), even with permission from the supervisor.

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Password: [last name]

1. Login to BWBRS
2. On the left side of the page, click “hour logs”
3. You should now see the hour log report.
4. In the middle of the screen under the Report heading, you will see a drop-down menu – Change this to the current month that you are signing for and click “update.” The hours below should then only be for that month. For example, if you are signing on October 1<sup>st</sup>, you will be signing September hours and only those should appear on the screen for you to sign.
5. Scroll to the bottom of the screen and type your name in the place provided. Once typed, your signature will “appear” in a bold type font.
6. Click “save”
7. Repeat this process each month

You can find step by step guides to logging and signing your hours here:

Logging hours:

<http://bonner.pbworks.com/w/page/107907236/BWBRS%20-%20Student%20Guide%20to%20C2%A0Entering%20Hour%20Log>

Signing Hours:

<http://bonner.pbworks.com/w/page/107907263/BWBRS%20-%20Student%20Guide%20to%20eSigning%20Hour%20Logs>

# Bonner Class Structure

All Bonner Scholars are required to take a three class sequence in order to graduate from the program in good standing.

## **ID 102 – “Power, Privilege, and Difference”**

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This course seeks to explore core issues of domination, oppression and transformation by utilizing storytelling, collaboration, and critical analysis. This course is designed to engage students to think critically about the world and their place in it. The roles of teacher and learner constantly rotate back and forth between all participants in this course as the goal is not to find all the answers, but, instead, to ask all the right questions. The goal of this course is to build a learning community where empowered citizens argue together about the future of their society and demonstrate their ability to be active participants rather than passive spectators in the learning process.

## **ID/PSY 212 – “Social Entrepreneurship Seminar”**

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An introduction to Christian Community Development (CCD), Social Entrepreneurship, and Nonprofit Leadership that builds on the values of compassion and empathy but seeks to go beyond charity to solve the root/structural causes of problems in order to build a just society and world. This course advocates for an approach that seeks to empower others by creating change that allows people to help themselves and participate in the decisions that shape their lives and well-being. This course involves reading relevant material and reflecting on what you are learning in light of your own ideas, values, goals, and experiences as someone who is involved in serving others through campus groups and service projects, community organizations, and churches.

## **ID/PSY 312 – “Social Entrepreneurship Practicum”**

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This 3-credit hour course has been designated as a service learning course that will include classroom and online instruction, meaningful community service, and student reflection activities. Students will explore good practices for building strong non-profit organizations through grass-roots organizing, powerful group development, strengthening social infrastructure and empowering communities to help themselves. In this course, the organized service activity is the student development of a social venture proposal while working in teams. The proposal will be a venture to start or improve an organization, program, or project that addresses human need and creates social change for the common good. In addition to the development of the proposal, students will present and pitch their idea to a panel of community representatives. Students will be given feedback from the panel on their proposals and be evaluated on the innovation, feasibility and impact of their proposed social venture. Students are encouraged to use this project as a way to develop their Bonner Senior Capstone Project.

## Bonner Trips and Experiences

The Carson-Newman Bonner Scholars Program prides itself on giving its students access to a number of incredible opportunities and experiences; some of which are entirely unique to our program. **Attendance at all required events is at no cost to the student.** Students are only expected to pay for food beyond the budgeted amount and activities on free days.

### *Orientation*

- Each year an orientation should be convened before the school year begins for all first-year Bonner Scholars to build community among the Bonner Scholars, provide enrichment activities, and begin preparing them for their service and other responsibilities.
- Carson-Newman holds an additional orientation each January for lateral and transfer Bonner Scholars joining the program mid-semester.

### *Fall Retreat*

- Fall Retreat is an opportunity for all Bonner Scholars and other servant-leaders on campus to come together for personal and relational development. Bonner Interns are expected to lead most activities.
- Fall Retreat happens in the first few weeks of the Fall semester and spans two or more days of a weekend.

### *Service Trips*

- All Bonner Scholars are required to participate once, during their first (or in compelling circumstances, second) year in the program, in a service trip to a geographic region outside their campus community. These events can be organized each year either during winter, spring, or summer breaks, although the Foundation encourages schools to organize these trips for the first week of the summer.
  - **Carson-Newman hosts their first year trip the week immediately following graduation weekend.**
- First-Year Service Trip hours may count towards meeting the student's school-year service hour requirement.

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### ***Ugeqpf 'l gct 'Ugt xkæg'Gzej cpi g''***

- Bonner Scholars Programs are expected to organize a day/weekend event that brings second year Bonner students as a class to participate in service or training activities with at least one other Bonner Program.
- The goal of this event is to facilitate community building in the larger Bonner network and provide the opportunity for training, service and reflection.. Generally the exchange is held in a geographic region outside of their campus community in order to have both schools share in the driving responsibilities. However, if a campus environment is deemed beneficial and/or necessary, the visiting institution will host the exchange the following year.
- Second-year service exchange hours may count towards meeting the student's school year service hour requirement. Bonner schools are free to complete the exchange with any other Bonner campus in the nation. Second-year exchange activities are not confined to service; they may include engaging trainings and enrichment activities.

### ***Lwpkqt Ugpkqt 'Tgt gc v''***

- Specific to Carson-Newman University, the Junior/Senior Retreat is a celebration of our upperclassmen and a time to focus on planning for the Senior Capstone. Students are given time to bond as a class, share wisdom learned through their years, and carry out traditions. Students are also expected to use time to plan and workshop their Senior Capstone Ideas.
- Junior/Senior Retreat happens the week before the beginning of the Spring Semester.

### ***Ugpkqt 'Dqppgt 'Ecr uqpg'Rt qlgev'( 'Rt gupw vqap 'qhNgct plpi ''***

- Every Bonner Scholar should make a “presentation of learning and community impact” to an audience of other Bonner Scholars, Bonner Advisory Committee members, and others, as determined by each campus.
- Carson-Newman Bonner Scholars spend a large portion of their senior year working on a Capstone Project that combines their academic studies, service experience, and personal passions into a presentation that is showcased at Research and Creativity Day each Spring.
- Note: Students who do not complete a satisfactory Senior Capstone will not receive a loan reduction check after graduation.

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## Summers of Service

\*A more extensive explanation and directions is sent out every Spring.

### *J qwt u't gs wkt go gpv<'"*

- The Foundation mandates you complete 280 total hours of service for a full summer of service (Average 40 hours per week, average of 7 weeks). Any hours spent as training hours can count as a part of those 280. Any hours spent evangelizing cannot count. Your site supervisor must approve your hours, and therefore, sit down at the beginning of summer and map how you will get your hours (how many hours per day/days per week you want to work to make sure to get to 280). The students who talk to their supervisors early on and plan out how/when they will get hours often times have the best and least stressful experience at the end of the summer as they complete their hours.
- Any specific, "Does this count for hours?" questions can be directed at the Bonner Coordinator. For the most part, if your site supervisor counts it as your work time, we will be okay with it.
- We will have your site on BWBRS so you can log hours by the end of May.

### *J qwt u'Fwg'Fcwg<'"*

- Your hours must be logged and signed by yourself (and hopefully your site supervisor; please remind them each month!) **by June 1, July 1, August 1, and finally, please have all hours completed by the deadline, usually early August, given by the Bonner Scholars Coordinator** (final time).
- Failure to log your hours may result in a verbal warning for the 2017-2018 school year for each month you do not do it (you don't want to start off on a bad foot!).

### *Lqwt p c n t g s w k t g o g p v < ' "*

- We are requiring you to do some brief reflections throughout your summer of service time. You will have three mini-reflections due this summer. Each must be at least 2 pages long and double-spaced, size 12 font, regular margins. Your reflections will be due each month when your hours are due. Send journals via Word document/PDF attachment in an email to the Bonner Coordinator.

### *T gegk v u l w p f u ' t w i g < ' "*

- You must keep receipts that show you spent your summer funds on food, gas, living expenses (cleaning supplies, deodorant, etc.), rent, and part of book/class expenses.
- When you return to campus you will be completing a detailed Expense Report (much like the ones we complete for the Center daily) that will document each receipt.

# Bonner Center Leadership Opportunities

## *Dqppgt 'Egpvgt 'Ngc fgt uj k 'Vgco '\*DENV+'*

- The BCLT will be the leadership decision-making team for the students in the Bonner center. These decisions include: Bonner Center wide celebrations (Christmas Party, Yearend Banquet), concepts for t-shirt designs, community fund requests, and lead events that they may want to do for their class or program.
- The Bonner Center Leadership Team (BCLT) will meet at least once every other week. The day and times of when the meetings are, will be voted on by the BCLT members in the beginning of each semester to see what will work best for the members. Meetings will be assisted by the Student Intern team, with the Student Development Intern leading the Intern team. However, they are not leading the BCLT team, they are there to give guidance, the agenda, and advice to BCLT if they become lost, as well as tell the team how to do application reading. Staff will not be present in the meetings, unless issues cannot be resolved by the interns or outside of the meetings. BCLT is in complete charge of themselves. The Student Development Coordinator will make the agenda for each meeting in consultation with the Center Staff, and the Student Development Intern will let the BCLT members know what they need to do.
- Each student will get one vote in all BCLT decisions. If a member is absent, they give up their vote unless their vote is needed to break a tie, in which case an intern will contact them to get their vote and relay the tie-breaking vote to the rest of BCLT. All BCLT decisions are subject to staff review and critique. If in the event the BCLT makes a decision the staff do not agree with (or vice versa), a special meeting may be called to allow for a healthy discussion and conflict resolution time to allow all parties to come to an understanding.
- Special committees and roles are created within the BCLT to ensure each student gets the opportunity to lead and contribute to the team. Who fulfills these roles each year is based on staff input and student interest. The roles of the committees are the following:

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## ***Dqppgt 'Egp vgt 'Kp vgt pu'***

- The role of the Bonner Center Interns is to assist in the program management of the Center's various programs. They have demonstrated a deep commitment to the Bonner Program and an interest in its programming.

## ***Rquktpu***

Student Development Intern  
Community Development Intern  
Technology Development Intern  
Civic Engagement Inter  
Student Director of Community Connections  
Bonner Center Summer Intern

## ***Uwf gp v'F gxgqr o gp v'Kp vgt p <***

(Supervised by the Bonner Scholars Coordinator)

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The Student Development Intern will specialize in the Center initiatives that focus on the student development (as both individuals and professionals) for all of our Center's students. This position will fulfill the "Senior Intern" position prescribed by the Bonner Foundation. Under the supervision of the Student Development Coordinator, this position's duties include but are not limited to the following:

- Planning logistics for all Bonner Scholar trips (First Year Trip, Sophomore Exchange, Junior/Senior Trip) (Each semester)
- Planning and implementing the First Year & Lateral Orientation for Bonner (Each semester)
- Planning and executing Bonner bonding events, including the Center banquet (Monthly)
- Assisting in planning All-Center meetings and working on implementation student training calendar (Each semester)
- Regularly updating and maintaining the Bonner Web-Based Reporting System (BWBR) (Weekly)
- BCLT management and facilitation (Monthly)
- Planning and implementing the Twin Pillars Banquet (Spring)
- Working large days of service (Operation Inasmuch, MLK Jr. Day of Service, etc.) (Each semester)
- Focusing on student recruitment (Each semester)
- Attend Bonner Foundation Summer Leadership Institute the Summer prior to Senior Year
- Planning and implementing First Year Service Orientation Project (Fall)
- Preparing for and attending organizational fairs (Big Scoop, Hot Spots, etc.) (Each semester)
- Preparing for and attending regular Admissions Fairs (Each semester)

### **Community Development Intern:**

(Supervised by Community Development Coordinator)

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The Community Development Intern will specialize in acting as a liaison between the Bonner Center and the local community, with a focus on strengthening our community ties and our Center's approaches to community building. Under the direction of the Community Development Coordinator, this position will work on various projects, such as the following:

- Going on community site visits/aiding the CDC in hosting community site partner meetings (Quarterly)
- Handling capacity building and form building/reporting (Each semester)
- Working large days of service (Operation Inasmuch, MLK Jr. Day of Service, etc.)
- Overseeing site-based teams for large days of service
- Assisting in the creation and sending out of the Give-Back Guide of service opportunities (Monthly)
- Taking the logistical lead in Service Corps Recruitment (Each semester)
- Attending and assisting the Student Development Intern with BCLT (Monthly)
- Aiding in planning Operation Inasmuch, including with the Technology Intern on registration and evaluations
- Work on developing relationships with the local community and advertising the Center as a public place for the community to utilize (Ongoing)

### **Technology Development Intern:**

(Supervised by the Director of the Bonner Center)

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The Technology Development Intern will specialize in managing and maintaining technological platforms for the Center to better coordinate, communicate, and document all of the work with our local community partners and campus community. Supervised by the Director of the Bonner Center, this position requires extensive background and passion in technology. Duties in this position include:

- Completing technological duties as assigned and requested by the Director (Weekly)
- Keeping up with attendance at all Bonner Scholar and All-Center meetings (Weekly)
- Collecting and creating content and graphics for the Bonner Center's newsletter (Weekly)
- Organizing feedback for meetings (Weekly)
- Assist in registration and evaluation platforms for Operation Inasmuch/Training the Community Development Intern on these platforms (Yearly)
- Assisting in the Community Site Partner application on the Bonner Center webpage (Yearly)
- Develop and manage Bonner Center's Social Media Presence

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(Supervised by the Director of the Bonner Center)

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The Civic Engagement Intern will specialize in promoting, planning, and implementing opportunities for the Campus and Community to become more civically engaged in their local, national, and global political communities. Supervised by the Director of the Bonner Center, this position requires a passion for political action, policy awareness, and community organizing. Duties in this position include:

- Planning and implementing opportunities for voter registration
- Promoting a culture of Civic Engagement and Education to the wider campus
- Hosting Come To The Table events around local issues affecting the campus community
- Helping to facilitate Bonner Meetings relevant to Civic Engagement
- Represent the Bonner Center among other campus leaders
- Develop content for Bonner Center social media"
- Other duties as assigned by Bonner Center Staff

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(Supervised by the Community Development Coordinator)

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The Student Director of the Community Connections Scholars will act as the primary liaison between the Scholars and the Community Development Coordinator. The Student Director will focus on building relationships between students and the community in order to initiate and strengthen partnerships between the University and regional nonprofits/community agencies. The Director will supervise Community Connections and all of its functions. Under the direction of the Community Development Coordinator, the Student Director of Community Connections will be responsible for the following:

- Assist CommConn members with event planning, including guidance on how to coordinate various aspects of an event as needed (Weekly)
- Monitor workflow and ensure that CommConn members understand their duties or delegated tasks (Weekly)
- Relay information from Community Development Coordinator (CDC) and other Bonner Staff to CommConn members
- Monitor member performance and relay performance information to CDC (Each semester)
- Conduct semesterly check-in & performance review meetings with members and CDC (Quarterly)
- Assist the CDC in creating an application and application process for CommConn recruitment (Yearly)
- Assist with recruiting and interviewing new CommConn members (Yearly)
- Assist CDC in planning and implementing the Appalachian Summit (Semi-Annual)
- Working Large Days of Service (Operation Inasmuch, MLK Jr. Day of Service, etc.)

## **Summer Intern:**

(Supervised by Bonner Center Director)

*Fwt c vkqp"? 'Oc{/Cwi mndø"*

The Bonner Center will offer three Summer Intern positions in the summer. Students will be expected to complete the minimum of 7 weeks and 280 hours, in accordance with the Foundation's Summer of Service Requirements. Tasks and projects over the Summer will include, and are not limited to:

- Working the Center front desk
- Weeding and harvesting produce from the Bonner Garden
- Providing hospitality and minor tech assistance for Center meetings
- Help with preparing for Fall Events: New Bonner Orientation, Operation InAsMuch, Bonner Retreat, etc.
- Help represent Bonner Center at area meetings and site visits with possible future Community Partners, Donors, or other stakeholders.

"

*Qyj gt 'Ngc fgt uj kr 'Qrr qt wplkgu<*

### **Fall Bonner Congress Meeting**

- One way we uplift student voice is through the role of Bonner Congress Representative. This role is designed for students to represent their programs and national network and to build upon their leadership skills to strengthen their own Bonner Programs and community initiatives. Congress Reps are convened twice a year: once during the Summer Leadership Institute and another time at a student only gathering in October, the Bonner Congress Meeting. Every Bonner Congress Meeting is a little different, but generally it offers a series of workshops and presentations designed to give Congress Reps the skills and resources they need to take their ideas into action!

### **Summer Leadership Institute**

- The Bonner Summer Leadership Institute (SLI) is the largest annual event for the Bonner Network for students, administrators, faculty, and community partners. Every Summer, SLI provides participants with professional and personal development along with networking opportunities to strengthen the quality of work for campus-based service efforts. Programming focuses on themes of deepening community partnerships, supporting and developing students, and building vibrant, sustained infrastructure for campus-community engagement.

# Bonner Scholars Accountability Policy

The Bonner Scholars Accountability Policy is a three-phase process for students who have committed violations of Bonner expectations, C-N handbook, or other infractions.

**\*A more detailed Accountability Policy can be emailed or printed upon request.**

- Rj cug'3<Xgt dcn'Y ctpkpi 'o"The student commits a minor violation, and therefore, must meet with the Bonner Scholars Coordinator to discuss the violation. This warning lasts for one semester and may come with a financial punishment.
- Rj cug'4<Y tkwgp'Y ctpkpi 'o"The student either receive three Verbal Warnings in a semester, commits a higher violation (as determined by the Scholars Coordinator or the Center Director), or obtains four or more Verbal Warnings in total. The student must meet with the Bonner Center Director to create a Written Action Plan that involves a layout for not committing the violation(s) again and lasts one semester.
- Rj cug'5<Rt qdcvkqp'o"At this point, the student automatically receives a disbursement penalty. This is the last action before dismissal from the Bonner Scholars Program. The student has two or more Written Warnings, has failed to comply with the Written Action Plan, or in "special cases," as determined by the BSC and/or BCD. This lasts one semester, and students are only permitted to have one semester of Probation before being terminated from the program.

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Offence	Duration of Verbal Warning
GPA Falls Below 2.5	<b>Until GPA is Above 2.5</b>
Disrespect of Staff, Community Partners, or other C-N Employees or Students.	<b>A Semester</b>
Minor Violations of C-N Handbook and/or Code of Conduct.	<b>A Semester</b>
Failure to attend/plan a One-on-One for the semester without communication.	<b>A Semester</b>
Violations of the Attendance Policy.	<b>A Semester</b>
Hours being signed in BWBRS late.	<b>A Semester</b>
Failure to complete Community Learning Agreements, Service Accomplishments and Service Expectations.	<b>A Semester</b>
An Unexcused Absence at A Major Bonner Event: Fall Retreat, Operation Inasmuch, First Year Service Trip, Sophomore Exchange, Jr/Sr Trip, Senior Capstone Project and Presentation	<b>A Semester</b>
*Violation of Financial Protocol or Dealing with Financial Aid When asked.	<b>A Semester</b>

# Financial Information

Bonner Scholars have access to tuition-aid, as well as a number of other monetary opportunities to support their service and education. Below you'll find a detailed explanation of the financial opportunities granted to Bonner Scholars and the requirements for obtaining extra funds. All information is taken directly from the National Bonner Foundation Wiki page.

(<http://bonner.pbworks.com/w/page/107847752/BSP%20Rules%20-%20Finances>)

**You need to complete your FAFSA every year on time.**

**FAFSA opens on October 1 and should be completed before May at the latest.**

## Four-year Scholarship

- The Bonner Scholarship is a four-year scholarship that provides financial support to students for a total of eight semesters and up to three summers. Fifth- and sixth-year “seniors” will not be eligible for continued Bonner Scholarship support.

## School-Year Support

- \$2,500 per Bonner Scholar is allocated during the school year (\$1,250 per semester) to support the Scholar's educational costs (i.e., books, transportation, and personal expenses).
- Bonner Scholars may elect voluntarily to have a portion or all of their school-year funds deposited in their student account to pay for tuition, room, board, or books and academic supplies charged to the bookstore.
  - This is what is advised by your Carson-Newman Bonner staff. Rather than getting a bookstore charge, students are often given a refund check from the treasurer's office that can be used to purchase books and school supplies.
- The School-Year Support portion of the Bonner Scholarship should be paid directly to each student in the form of a series of at least three separate checks paid during the semester unless students have elected for their funds to be directly deposited into their student accounts.
  - The disbursement schedule should be announced in writing at the beginning of the school year so students can set up their personal budgets.
    - Carson-Newman Bonner tries to actualize Bonner Checks by the first week of each month.
  - Each institution should establish a process for ensuring that students are completing the required service hours before receiving their School-Year Support checks.
- During the school year, the only form of additional payment Bonner Scholars may receive is Federal Work-Study payment. **They may not receive payment from their service site.**
- If a Bonner Scholar withdraws from the program in the middle of a semester, the balance of the school-year support should be reimbursed (see Section 5.3.1 for a description of the reimbursement process).

## **Student Loans**

- Only subsidized Stafford, Perkins or equivalent loans may be used in meeting a Bonner Scholar's documented need. The amount of loans to meet full documented need of the total cost of education may not exceed that which is allowed under the subsidized Stafford Loan Program (currently \$19,000 over a four year period — \$3,500 freshmen, \$4,500 sophomore, \$5,500 junior and senior). See Bonner Agreements signed by your institution for more information on this requirement.
- These loans are to be government-subsidized loans. Loans such as PLUS are not to be used to meet undocumented need. Loans such as PLUS loans may be used by parents to meet their estimated family contribution, which will not be counted in the calculation of total student loan indebtedness (currently \$19,000).
- Schools may spread this loan amount out differently over the four-year period (e.g., in equal amounts evenly over the four years) without raising the total amount of student loan indebtedness (currently \$19,000).

## **Leaves of Absence**

- Students may take a leave of absence from the program and/or college and still remain eligible for the remainder of their four years of Bonner Scholarship support. The Foundation will cease allocating Bonner Scholarship funds for students while they are on leave.
- Students on leave should not be replaced if they are expected to return. However, if a student who withdraws during their leave is replaced by another student but then subsequently decides to return to college, the replaced student must join the pool of replacement candidates to be considered for readmission into the program.
- Students periodically need to take a leave of absence for:
  - Mental Health Treatment
  - Medical Emergencies
  - Financial Emergencies
  - Time to raise GPA at a Community College
  - Extended Travel

## Summer Living

- Up to \$2,000 will be available to students to cover summer living expenses.
- On paper, each Bonner Scholar will have a “Summer Living Account.”
  - In the first summer they commit to doing service, Bonner Scholars will have \$1,000 available in their summer living account to draw upon. Provided they complete that first summer service requirement, any unused summer living funds from that first summer will remain in their account for their second summer of service.
    - In the second summer they commit to doing service, another \$1,000 will be added to their summer living account. This amount is added to the remaining balance, if any, that has been carried over in their summer living account from their first summer of service.
    - This summer living policy has been established to allow Bonner Scholars to budget their summer service support. Therefore, Bonner Scholars may choose to access less summer living funds in their first and/or second summer of service so that they have more available for their second and/or third summer of service. For example, a Bonner Scholar may spend his first summer of service in the hometown and, therefore, might request only \$250 of summer living expenses, leaving \$750 in his “summer living account.” As this Bonner Scholar plans his second summer of service, he can now develop his summer living budget knowing that he will have up to \$1,750 available in his account to help cover expenses (\$750 that has carried over from his first summer of service and \$1,000 that was added for his second).
- All students must submit their proposed summer living/travel budget to the Bonner Scholars Program director for approval. The director at each institution should establish a process for approving students’ requests. This process should be included in the written guidelines provided to Bonner Scholars at the beginning of the year.
  - A student who does not complete his/her summer service requirement during a particular summer should be asked to repay a portion of the summer living allocated to him/her, prorated on the basis of the actual number of hours completed. These funds will be reimbursed to the Bonner Foundation or the school’s Bonner endowment.
  - **Note: Rising senior Bonner Scholars may apply for an additional \$500 from the Rising Senior Summer Enrichment Fund. A copy of the request form is located in the appendix of this handbook on page 27.**

## **Summer Earnings**

- Beginning with the Class of 2005, up to \$1,500 in summer earnings is awarded to each Bonner Scholar who completes his/her required summer service expectation.
  - These funds are available for two summers only.
  - These funds are allocated to the college in the summer allocation award, but are payable to the student only after completion of the 280-hours-over-seven-weeks service requirement.
  - Summer Earnings may be awarded on a pro-rated basis, upon prior approval by the Foundation.
- The \$1,500 Summer Earnings portion of the Bonner Scholarship may be used in two ways: either (a) paid directly to each Scholar or (b) credited to his/her student account to meet the institution's "prior-year earnings" or "student contribution" requirement.
- In addition to their Summer Earnings, students may be paid for their summer service work, either through Federal Work-Study and/or their service site.
- Bonner directors or coordinators must inform site supervisors that Bonner Scholars have Bonner Summer Living and Earnings funds available to them. This information should be conveyed in the Community Learning Agreement that is signed by the site supervisor, student, and Bonner Scholar director or coordinator.
- Bonner Scholars who do not return to the program in the fall will not receive the Summer Earnings. However, if a student decides to take a leave of absence after completing the previous summer's service requirement, he/she may receive the Summer Earnings upon his/her return to the program. Students who transfer to another Bonner college are eligible to receive their earnings at their new institution.

## **Off-Campus Programs (Abroad)**

- Bonner Scholars participating in off-campus programs (e.g., Washington, DC semester, junior year abroad, exchange) are still eligible for Bonner Scholarship assistance as long as they continue to meet the service expectations of 10 hours per week during the school year.
- Bonner Scholars enrolled in academic programs that take them away from campus for the final year or two of their college career will not be eligible for the scholarship during those years away from campus (e.g., 3/2 engineering or nursing programs).

## **Loan Reduction Fund**

- Up to \$2,000 will be allocated to reduce each Bonner Scholar's total educational loan indebtedness at the time of graduation.
  
- To be eligible for the Loan Reduction Award, graduating Bonner Scholars must have met the following requirements:
  - Attended first-year orientation;
  - Attended sophomore service exchange;
  - Completed the school-year hourly service requirement every year in the program;
  - Participated in two full-time summer service opportunities (one full-time summer service for replacements who begin in their junior year);
  - Completed first-year, midpoint, and graduating Student Impact Surveys;
  - Participated in the Student Development Model;
  - Made a senior capstone "presentation of learning and service impact";
  - Attended a senior exit interview with the director of the Bonner Program;
  - Graduated from the college where he/she was a Bonner Scholar.
  
- Individual schools have the option of adding additional requirements or waiving one or more of these requirements, with approval from the Bonner Foundation.
  - Students who graduate without educational loans will be allowed to use their loan reduction funds towards graduate school. This option must be used within seven years of graduation.
  - The Loan Reduction Fund should be disbursed through a college check to the lender or graduate school on behalf of the student.
  - For replacement Bonner Scholars, loan reduction will be calculated by subtracting \$250 per missed semester from the maximum of \$2,000.
  - Bonner Scholars who take an extra semester or more to graduate will still be eligible for the Loan Reduction Fund, but not until they receive their diploma. For these students, the loan reduction funds will be included with the semester allocation that follows their actual date of graduation.



## Community Fund

- Bonner Scholars and Community Partners with Bonners Serving at their sites are eligible to apply for Community Fund Grants of up to \$500.
- A committee of Bonner Scholars (BCLT) should be established to review student proposals for accessing Community Funds. This committee of Bonner Scholars should decide on the process and criteria for allocating the Community Funds. The Bonner Scholars Program directors should have final approval of Community Fund proposals, but they are not permitted to make their own proposals for the use of Community Funds.
- Examples of appropriate uses of the Community Fund include:
  - Covering the start-up expenses for a Bonner Scholar-designed service project;
  - Purchasing books or other supplies for the students Bonner Scholars are tutoring;
  - Paying summer camp tuition for kids tutored by Bonner Scholars;
  - Training-related expenses, including travel and registration expenses for conferences and workshops (with a maximum training expense of no more than 25% of the total opening balance in any semester).
  - Examples of inappropriate uses of the Community Fund include:
    - Donations to agencies or projects where Bonner Scholars or other students from your institution are not directly involved;
    - Travel expenses to and from service sites during the school year and the summer;
    - Supplement to summer living funds for summer placements or internships;
    - Food or drinks for Bonner Scholar meetings;
    - Expenses related to an awards program;
    - Expenses related to the general administration of the Bonner Scholars Program (travel, printing, phone, equipment, salaries).
- When a Bonner Scholar withdraws from the program, community fund money is not required to be reimbursed.

## Rising Senior Fund

- Rising senior Bonner Scholars may apply for an additional \$500 to support their summer service activities or a service-related activity during their senior year. These activities may include covering the cost of attending a conference related to their service or to travel to an interview for a fellowship, graduate school, or a job with a non-profit or government agency.
- To receive this additional support, rising seniors must submit a proposal requesting these funds. This proposal should be submitted to their Bonner director or coordinator, who will then forward it to the Bonner Foundation for final approval. You can find a copy of the proposal form in the Appendix
  - If approved, these additional funds will be allocated in the Bonner Scholar semester allocation.

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# Frequently Asked Questions

## *Y j cv'lu'ij g'Dqppgt 'Uej qwtuRtqi tco A'*

Founded in 1990 by the Corella and Bertram F. Bonner Foundation which is based in Princeton, New Jersey, the Bonner Scholars Program is one of the largest privately funded service programs in the nation. The Bonner Foundation awards four-year community service scholarships to undergraduate students who have a need for financial assistance as well as a commitment to service. The program financially supports over 3,000 students at 60+ other colleges and universities throughout the United States. The Bonner Scholars Program seeks to change the lives of students, their communities, and the nation by providing access to education and opportunities to serve.

## *J qy 't'g'ij g'lawf g'p'u'e'ij qugp 'hqt 'ij g'Dqppgt 'Rtqi tco A'*

The Bonner Center reviews applications each semester – Fall applications for current students and Spring applications for incoming students. Current students are accepted as the Center tries to fill openings for the program, and they begin in the Spring. Incoming students are accepted in the Spring and begin in the Fall. Students are chosen based on financial need, history of volunteer service and community engagement, and potential for leadership growth in the program.

## *Ecp 'Kl gv't'cl'f 'il' 'b { 'Ugt x'leg'U'ogA'*

During the School Year - No.

- You are already being compensated for your service through your disbursements and scholarship allocations.
- You may be eligible for extra funds for serving at your site through Federal Workstudy.

During your Summer of Service - Yes.

- You are encouraged to search for paid internships, jobs, etc. that fulfill your Summer of Service requirements! Unpaid Internships are also perfectly fine.

## *Y j { 'Ecp'ø'Ky qt'nt'v'c 'hqt/rt'q'hw'lw'gA'N'ng'c 'rt'k'x'w'f'c { 'ect'g'ht'j' g'cnj 'è'g'vgtA''*

Simply put, for-profit programs are not always accessible to everyone. We limit service to non-profit organizations, government agencies, and public schools because we know that their overarching goal is not to make a profit, but to serve the public.

## *Y j { 'f'q'y'g'b g'gv'g'xgt { 'y' g'gmA''*

Wednesday meetings are very important! During these meetings we try to facilitate personal and professional growth while also introducing you to concepts that are relevant to the world around you. Meetings are intended to be a space where students can learn, reflect, and challenge themselves in personal and intellectual ways.

# Bonner Center Contacts

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*Fk gevqt 'qh'lj g'Dqppgt 'Egpgtí 000 87/693/4274"*

*Ewt t gpv'Go r rql{ ggu'qh'lj g'Dqppgt 'Egpgt <"*

- Bonner Scholars Coordinator: Gabby Valentine [gvalentine@cn.edu](mailto:gvalentine@cn.edu)
  - Coordinates Bonner Scholars Program
- Community Development Coordinator: Deanna Simpson-Beavers [dsimpson-beavers@cn.edu](mailto:dsimpson-beavers@cn.edu)
  - Coordinates Community Connections, Service Corps, & Eagles Engage
- Director of the Bonner Center: Matt Bryant Cheney [mbryantcheney@cn.edu](mailto:mbryantcheney@cn.edu)
  - Also teaches in the English Department
  - Main liaison between the Bonner Center and the CN Administration

## Resources

- *E/P'Dqppgt 'Egpgt 'Y gdukg<*[www.cn.edu/bonner](http://www.cn.edu/bonner)
- *Dqppgt 'Hqwpf cvkqp<*[www.bonner.org](http://www.bonner.org)
- *Dqppgt 'Hqwpf cvkqp 'Y knk<*[bonner.pbworks.com](http://bonner.pbworks.com)
- *Ect uqp/Pgy o cp'Cecf go kē'Ecrgpf ct*<Must go to [www.cn.edu](http://www.cn.edu) and search “Academic Calendar”

## Appendix:

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Dqppgt "Ogfk "Tgrgcugí Ó ÓÓÓ54"  
Dqppgt "Ej gen/Nkwi í ÓÓÓÓÓÓÓÓÓÓÓÓ55"



THE CORELLA & BERTRAM F.  
BONNER FOUNDATION

**RISING SENIOR FUND**

*Proposal Guidelines*

**Background**

Rising senior Bonner Scholars may apply for an additional \$500 to support their summer service activities or an service-related activity during their senior year. These activities may include covering the cost of attending a conference related to their service or to travel to an interview for a fellowship, graduate school, or a job with a non-profit or government agency.

To receive this additional support, rising seniors must be in good standing with the program. Responses to the application questions should be submitted to your Bonner director or coordinator, who will then forward it to the Bonner Foundation for final approval. These proposals must be received by the Foundation prior to the time period for the use of these funds. The allocation will be included on a semester or summer allocation report in the Bonner Web-Based Reporting System.

**Application Questions**

Please provide brief answers to the following questions. After attaching your answers to this form, please sign it and submit it to your director. The due date for returning this application will be determined by the director or coordinator of your Bonner Program.

1. **PRIOR SUMMER SERVICE:** Briefly describe the previous Bonner summer service placements that you have had and comment on their impact on your personal development.
2. **PROPOSED ACTIVITY:** Describe the summer service placement or other activity for which you are proposing to receive additional financial support. For what purpose(s) will the money you are requesting be used?
3. **CONNECTION TO ACADEMIC/CAREER DEVELOPMENT:** Describe how the proposed activity is connected to your personal, academic, and/or career development. If returning to an organization with which you have been previously affiliated, explain how your role and/or responsibilities will change or increase.

\_\_\_\_\_  
Name of Bonner Scholar

\_\_\_\_\_  
Signature of Bonner Scholar

\_\_\_\_\_  
School

\_\_\_\_\_  
Date

To be completed by the Bonner Scholars Program Director:

*By my signature, I acknowledge that the applicant meets the minimum eligibility requirements for this grant and recommend that the Bonner Foundation approve this award.*

\_\_\_\_\_  
Signature of Bonner Scholar Program Director

\_\_\_\_\_  
Date

Ten Mercer Street • Princeton, New Jersey 08540  
t 609.924.6663 f 609.683.4626

# Upperclassmen Site Proposal

If you are seeking to propose a new site, it must be because you do not feel like your service and academics needs are being met at your current site or that you have a specific project/goal in mind that can only be done at a particular site.

- This change in site must align with your plans for a Capstone project and Bonner Regulations
- You are responsible for researching your own site possibilities and contacting potential sites. Your Bonner Scholars Coordinator can help you brainstorm and network, but is in no way responsible for locating a new site for you.

**Organization Name:**

**Organization Mission and Goals:**

**Contact Information of Potential Site Supervisor**

Name:

Phone:

Email:

Site Address:

**Job Description (your expected role):**

**Expected Schedule/Hours:**

**Transportation Plans:**

**Reasons for Choosing this Site:**

**Bonner Commitments That This Site Addresses (at least two):**

**Relationship to your Capstone:**

**Bonner Disbursement Permission Form**

**By signing below, I hereby grant permission that my Bonner Disbursement, when released throughout the semester (average 2-3 times), will first go directly to make payment on my student account. If in the event there is a credit after the disbursement is released and used to pay off anything I owe in my account, I understand that I am entitled to a refund check that can be cut by the Treasurer's office and available for me to pick up from their office.**

**Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Student ID #:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Bonner Scholars  
Carson-Newman University  
WAIVER OF LIABILITY FORM**

**In consideration of the Bonner Scholars Program at Carson-Newman University, I acknowledge that I understand the risks and potential hazards associated with community engagement and off-campus service. I acknowledge I am at least eighteen (18) years old and am legally responsible for my own safety. I acknowledge the possibility of injury, illness, or death arising from participating in The Bonner Scholars program at Carson-Newman University. I do, hereby, specifically waive any and all claims for liability against Carson-Newman University; the Bonner Foundation, Inc.; and the Bonner Center faculty, staff, and student leaders. I hereby release them and hold them harmless for any injury or illness sustained by me while participating in the Bonner Scholars Program at Carson-Newman University.**

**Your Signature** \_\_\_\_\_

**Your Name (print)** \_\_\_\_\_

**Date** \_\_\_\_\_

**Parent/Guardian Signature (If under 18)** \_\_\_\_\_

**Parent/Guardian Name (if under 18) (print)** \_\_\_\_\_

**Date** \_\_\_\_\_





## *Dqppgt 'Uej qrt u'Ej gemNkw'*

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*y kj 'vj g'Ectuqp/Pgy o cp'Dqppgt 'Rtqi tco #'*

### **First Year**

#### **❑ Fall Semester**

Attend Bonner Scholars Orientation  
Attend Fall Retreat  
Go to One on Ones  
Attend Operation InAsMuch  
Cycle through THREE service sites  
Decide on a long-term service site  
Reach 140 hours  
Log hours on time  
Maintain a GPA above 2.5



#### **❑ Spring Semester**

Return to long-term service site  
Take ID 102 - Power, Privilege, and Difference  
Create first CLA  
Go to One on Ones  
Apply for Summer Internships  
Turn in Summer of Service Proposal on time  
Reach 140 hours  
Log hours on time  
Maintain a GPA above 2.5  
Attend First Year Trip



#### **❑ Summer**

Create a CLA for your Summer of Service Site  
Complete 280 hours at your Summer of Service Site  
Log and sign your hours by the first of every month  
Turn in your THREE journals by the first of every month

## **Second Year**

### **❑ Fall Semester**

Take ID/PSY 212

Create CLA

Maintain a consistent schedule at your service site

Attend One on Ones

Reach 140 hours

Log hours on time

Maintain a GPA above 2.5

### **❑ Spring Semester**

Create CLA

Maintain a consistent schedule at your service site

Attend One on Ones

Attend Sophomore Exchange

Reach 140 hours

Log hours on time

Maintain a GPA above 2.5

Apply for Summer Internships

Turn in Summer of Service Proposal on time

### **❑ Summer**

Create a CLA for your Summer of Service Site

Complete 280 hours at your Summer of Service Site

Log and sign your hours by the first of every month

Turn in your THREE journals by the first of every month

## **Third Year**

### **❑ Fall Semester**

- Create CLA
- Maintain a consistent schedule at your service site
- Reach 140 hours
- Log hours on time
- Maintain a GPA above 2.5
- Propose New Service Site or Site Change if wanted
- Attend One on Ones
- Begin thinking about Senior Capstone

### **❑ Spring Semester**

- Attend Junior/Senior Retreat
- Take ID/PSY 312
- Create CLA
- Maintain a consistent schedule at your service site
- Reach 140 hours
- Log hours on time
- Maintain a GPA above 2.5
- Propose New Service Site or Site Change if wanted
- Attend One on Ones
- Apply for Summer Internships
- Turn in Summer of Service Proposal on time (if doing a S.O.S.)
- Apply for Rising Sr. Fund Money if wanted for a third summer of service

### **❑ Summer**

- (if doing a Summer of Service)
- Create a CLA for your Summer of Service Site
- Complete 280 hours at your Summer of Service Site
- Log and sign your hours by the first of every month
- Turn in your THREE journals by the first of every month
- Do your Capstone Project with your Summer Site if proposed during the Spring Semester

## **Fourth Year**

### **❑ Fall Semester**

Create CLA

Maintain a consistent schedule at your service site

Reach 140 hours

Log hours on time

Maintain a GPA above 2.5

Attend One on Ones

Solidify plans for Senior Capstone

Apply for Rising Sr. Fund Money if wanted for Capstone project or job/grad school applications and interviews.

### **❑ Spring Semester**

Attend Junior/Senior Retreat

Turn in Senior Capstone Proposal

Apply for Rising Sr. Fund Money if wanted for Capstone project or job/grad school applications and interviews.

Create CLA

Maintain a consistent schedule at your service site

Reach 140 hours

Log hours on time

Complete a Senior Capstone

Maintain a GPA above 2.5

Attend One on Ones

Apply for jobs

# **❑ GRADUATE!**