

Faculty Service-Learning Handbook

This handbook is also found at
<http://www.berea.edu/celts/servicelearning/resources.asp>

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CENTER FOR EXCELLENCE IN LEARNING THROUGH SERVICE

What is CELTS?

The Center for Excellence in Learning Through Service (CELTS) at Berea College coordinates and supports service and service-learning activities in the Berea and Madison County communities, throughout the Appalachian region, and beyond. CELTS programs include student-led volunteer programs and service-learning programs.

CELTS Mission

The Center for Excellence in Learning Through Service (CELTS) educates students for leadership in service and social justice through promotion and coordination of academic service-learning and student-led community service.

CELTS Webpage

The CELTS website contains information about service and service-learning programs, as well as links to service-learning resources.

<http://www.berea.edu/celts/default.asp>

CELTS Staff

Use CELTS, Berea College, CPO 2170, Berea, KY 40404 as the address for all CELTS Staff.

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WHAT IS SERVICE-LEARNING?

Service-learning has been described as “learning by doing,” and, at Berea College it is considered a form of “experiential learning” in which students participate in an organized activity that meets identified community needs. In service-learning classes, students work in the community on issues that make education relevant and exciting. Course materials such as lectures and readings improve the quality of service, and in turn, the service experience enhances the classroom dialogue, student understanding, and student learning. Service-learning may take the form of community placements, projects, or community-based research.

Some service-learning courses are *designated* service-learning courses; these courses are indicated in the Schedule of Classes. Completing a course that is a *designated* service-learning course is one way for Berea College students to fulfill the Active Learning Experience (ALE) requirement of the General Education Program. It is up to the faculty member to apply for service-learning course designation; contact the CELTS Director or Associate Director for more information about this process.

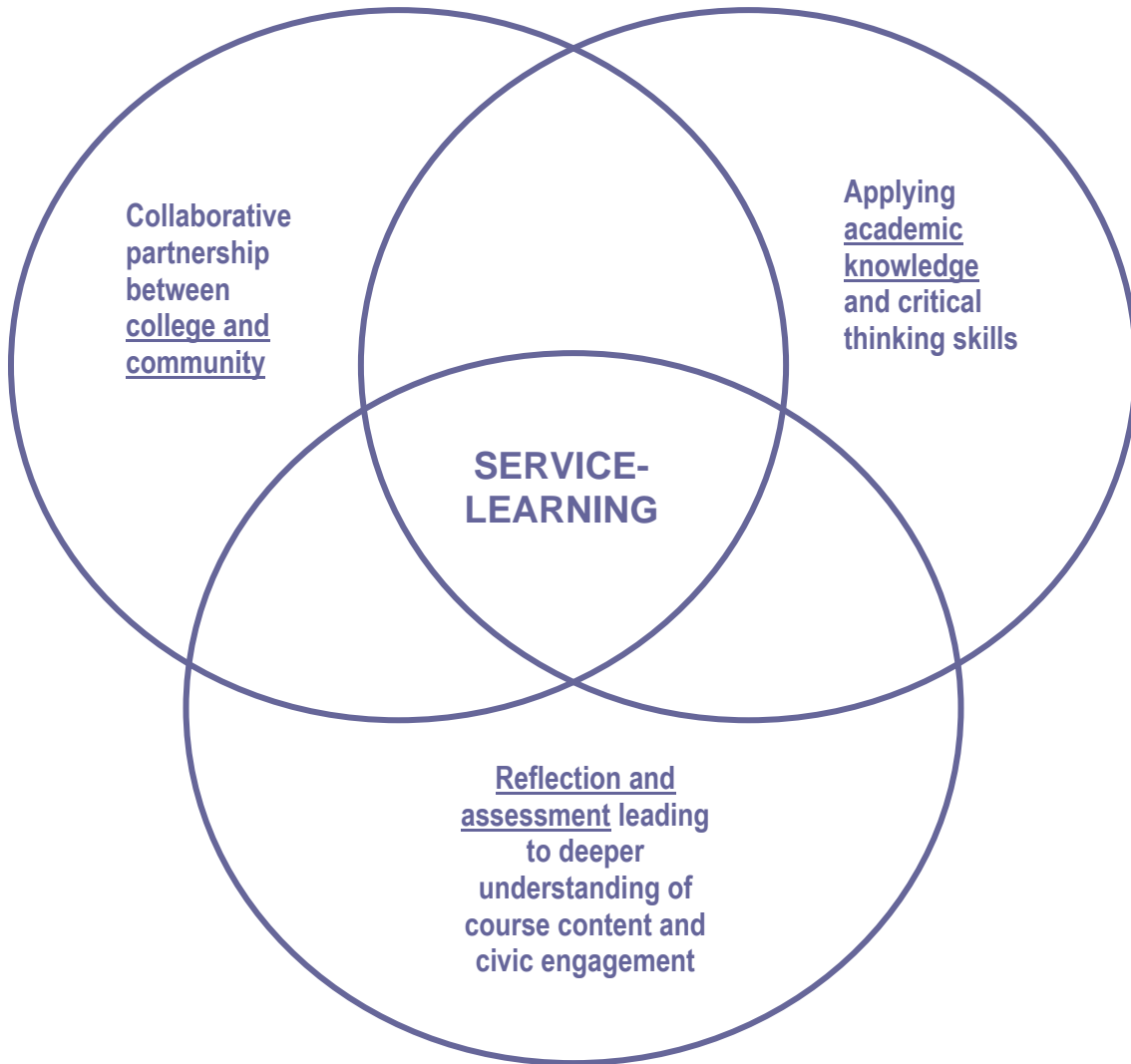
At Berea College, we use the following definition:

Service-learning is an educational experience based upon a collaborative partnership between college and community. Learning through service enables students to apply academic knowledge and critical thinking skills to meet genuine community needs. Through reflection and assessment, students gain deeper understanding of course content and the importance of civic engagement.

An experience must include three necessary components to be considered service learning:

1. A collaborative partnership between college and community. The community organization and the College representatives together identify a project or activity that addresses a community need or contributes to the necessary work of the organization.
2. Applying academic knowledge and critical thinking skills. The project or activity is directly related to learning goals that the students are already working to achieve. The project contributes to their understanding and knowledge of academic concepts or skills.
3. Reflection and assessment leading to a deeper understanding of course content and civic engagement. Students participate in a structured reflection or assessment process which facilitates the integration of the service experience and course content.

The diagram below illustrates how these three elements work together to create a service-learning experience:



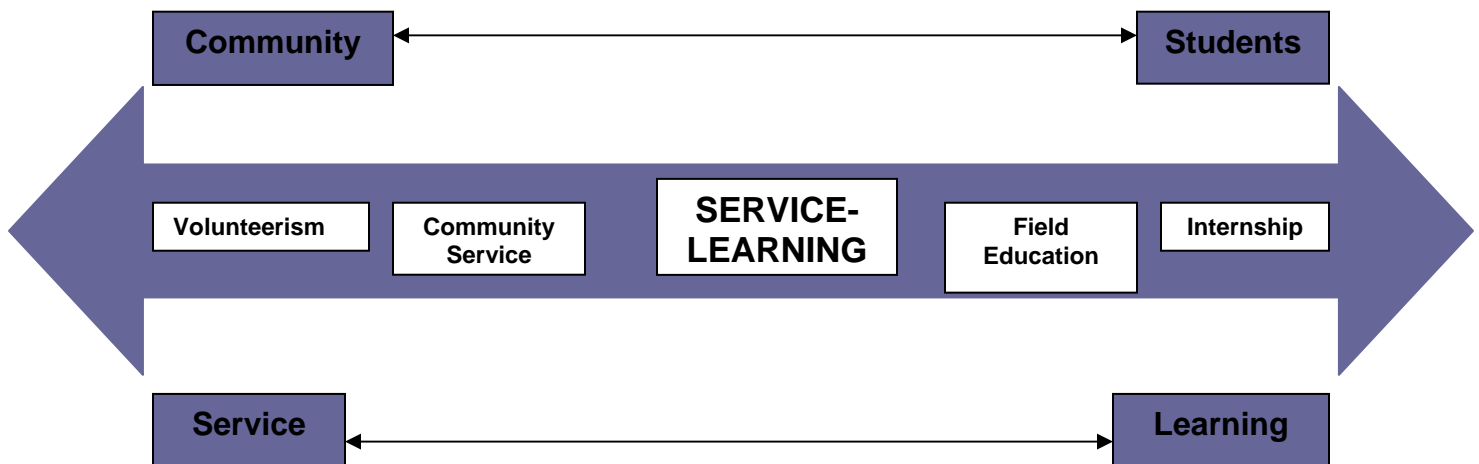
HOW IS SERVICE-LEARNING DIFFERENT?

Service-learning is different than other community outreach and academic experiences because it attributes equal weight to both service and learning goals.

Think of community outreach activities on a continuum, as illustrated below. At one end, the focus is on the community as the beneficiary of service. On the other end of the continuum, the focus is on the student as the beneficiary of learning. Service-learning differs from:

- Volunteerism and community service, where the primary emphasis is on the service being provided and the benefit of the service activities to the community or recipients.
- Internships, which provide higher-level students with opportunities for service where they can apply concepts and skills from their major field of study, as they develop a substantial project that benefits the community, or field experiences, which provide students with co-curricular service-opportunities that are related to, but not fully integrated with their formal academic studies.

Service-learning places equal emphasis on community and student and on service and learning.



Adapted from: Furco, A. (1996). Service-learning: A balanced approach to experiential education. *Expanding Boundaries: Serving and Learning*. Washington, DC: Corporation for National Service. Reprinted in Campus Compact's (2000) *Introduction to Service-Learning Toolkit*

TEN PRINCIPLES OF GOOD PRACTICE

Howard (1993) identified ten principles of good practice concerning academic service-learning pedagogy. These focus on the academic course, the service experience, and new experiences for the faculty member:

The service-learning course should be rigorous and challenging:

1. Academic credit is for learning, not for service.
2. Do not compromise academic rigor.
3. Establish learning objectives.

The service experience should enhance student learning:

4. Establish criteria for the selection of service placements.
5. Provide educationally sound learning strategies to harvest community learning and realize course learning objectives.
6. Prepare students for learning from the community.
7. Minimize the distinction between the students' community learning role and the students' classroom learning role.

Teaching a service learning course offers new opportunities for faculty.

8. Rethink the faculty instructional role.
9. Be prepared for variation in, and some loss of control with, student learning outcomes.
10. Maximize the community responsibility orientation of the course.

Howard, J. (2001). Principles of good practice for service-learning pedagogy. In J. Howard (Ed.), *Service-learning course design workbook* (pp.16-19). Ann Arbor, Michigan: OCSL Press.



STEPS FOR DEVELOPING AND CARRYING OUT A SERVICE-LEARNING COURSE

This section describes steps involved in developing a service-learning course and provides you with information about how the CELTS service-learning staff can support your service-learning work.

Before the service-learning course:

- **Conceptualize the service-learning component of your course.**
 - Think about how service-learning can enhance the goals of your course.
 - What do you want your students to learn from the service-learning experience?
 - How does the service-learning experience help students apply and understand specific course concepts?
 - Meet with the CELTS Associate Director to brainstorm ideas for service-learning projects and discuss other questions that may arise.

- **Establish a relationship with a community partner.**
 - If you already know a community partner with whom you'd like to work, you can contact her/him directly.
 - If you do not already have a community partner, contact the CELTS Associate Director. She will help connect you with a community partner organization.
 - See the Community Partner page of the CELTS Service-Learning website (<http://www.berea.edu/celts/servicelearning/communitypartners.asp>) for a listing of community partner organizations that have recently participated in a service-learning project.
 - The Community Partner Service-Learning Handbook on the CELTS Service-Learning website (<http://www.berea.edu/celts/servicelearning/resources.asp>) contains detailed information for community partners.

- **Develop a service-learning project with your community partner.**
 - The project should accomplish two goals:
 - It should help to advance the work of the community partner organization.
 - It should help the students to achieve specific academic learning goals of the course.
 - As you develop the service-learning project, you and your community partner will need to communicate frankly about the needs, goals, and limitations of the

organization and about the needs, goals, and limitations related to you (the faculty partner), the students, and the course.

- With your community partner, negotiate the scope of the service-learning project. In your planning, make sure you cover these topics.
 - Determine length of commitment.
 - Discuss the number of students needed for the project.
 - Identify faculty and community partner liaisons.
 - Discuss type and frequency of communication between you and your community partner.
 - Provide contact information.
 - Discuss expected time commitments for all involved (students, community partner, faculty).
 - Determine important dates. It may be helpful to develop a timeline.
 - Clarify final product(s) to be completed by the students.
 - Discuss the student orientation plan.
 - As the faculty partner, you should provide your community partner with an orientation to the course and course learning goals.
 - Discuss the evaluation process.
- Determine whether there will be costs related to the service-learning project, and decide with your community partner who will be responsible for those costs.
 - Generally, community partner organizations have limited funds available to support service-learning expenses.
 - If you have departmental or other funds available, or if the community partner organization does have funds available, you are encouraged to use these funds.
 - CELTS may have support grants available to help cover costs of service-learning projects. Check the CELTS service-learning website (<http://www.berea.edu/celts/servicelearning/programs.asp>) or contact the CELTS Associate Director to inquire about these grants. The application form will need to be completed jointly by you and your community partner.
- **Develop your course syllabus.**
 - See the next section, Integrating Service-Learning into the Course Syllabus, for details.
 - Make sure you provide your community partner with a copy of the course syllabus.
- **Apply for Service-Learning Course Designation.**
 - Completing a *designated* service-learning course is one way for Berea College students to fulfill the Active Learning Experience (ALE) requirement of the General Education Program. Designated Service-Learning Courses are listed in the Schedule of Classes. This lets students know that they are registering for a course that includes a service-learning component and that will meet the ALE requirement.

- Faculty members may submit a proposal for their course to be approved as a service-learning course. Contact the CELTS Director or Associate Director for further information.

Beginning the service-learning course:

- **Provide your students with an orientation to service-learning, to the specific service-learning project, and to how service-learning will relate to the course and to specific academic learning goals of the course.**
 - The CELTS Associate Director is available to provide an overview of service-learning for your students. Contact her in advance to arrange a time for her to come to your class.
 - It should be clear to you and your students how the service-learning project will help students to achieve specific academic learning goals of the course.
- **The community partner should provide an orientation to the community partner organization for the service-learning students.**
 - The community partner is the expert on the organization and the work of the organization. It will be important for students to have a basic understanding of
 - The mission and work of the community partner organization
 - The issues and/or client population with which the organization works
 - Any behavior, dress, or confidentiality requirements that the organization has for the students
 - Along with your community partner, make sure that each student has a specific task, role or piece of the project.
- **Along with your community partner and the service-learning students, complete a service-learning project agreement.**
 - See Appendix for an example. You are welcome to copy and/or modify this example agreement form to fit the specifics of your service-learning project.
 - The goal of the service-learning project agreement form is to insure that all partners – faculty, community partner and student - are in agreement about the role of each partner, the goals of the project, and the steps that will be taken to reach the goals.
- **Make students aware of transportation options.**
 - Some community partner organizations are within walking distance of the Berea College campus, but many are not. CELTS has a Service-Learning Mini-Van available for use by Berea College service-learning students.
 - All motor pool regulations apply to use of the Service-Learning Mini-Van. This means that students must complete defensive driver training in order to drive the

mini-van. Please encourage your students to take the defensive driver training, usually offered at the beginning of each semester.

- Please see the Service-Learning Transportation Support form in the Appendix for details.

Throughout the Service-Learning Course:

- **Maintain clear and honest communication with the community partner and students.**
 - Check in throughout the duration of the project to make sure that everyone is “on the same page” as the project develops.
 - If problems or challenges arise, address them with the students and community partner so that they can be resolved.

Ending the Service-Learning Course:

- **Provide the community partner with a service-learning project evaluation form to complete.**
 - See Appendix for an example. You are welcome to copy and/or modify this example evaluation form to fit the specifics of your service-learning project.
 - You may want to provide the community partner with an opportunity to provide feedback about specific students; some faculty partners ask community partners for feedback on what they think the student’s grade should be.
 - In addition to providing feedback about your specific service-learning project, these forms provide valuable information about the service-learning program in general, as well as with ideas for future service-learning projects.
- **Communicate directly with the community partner about any lingering issues or loose ends.**
- **Provide the CELTS Associate Director with information on your course, including:**
 - A copy of the syllabus
 - The number of students in the course
 - Copies of completed evaluations from community partners
 - Electronic copies of pictures of the service-learning project
 - Reflections or a copy of end products from the service-learning project
- **Notify the CELTS Associate Director if you are interested in participating in another service-learning project.**

INTEGRATING SERVICE-LEARNING INTO THE COURSE SYLLABUS

To be truly effective, service-learning must be well-planned and integrated into the course syllabus. The syllabus should define the service-learning assignment, identify the expectations for the students participating in the service-learning assignment, and connect the service-learning assignment to specific course learning goals. Some instructors also distribute a handout to describe the service-learning project in greater detail.

Many resources exist to help you develop your service-learning courses. The following information has been adapted from *The Fundamentals of Service-Learning Course Construction*, by Kerrissa Heffernan. This book is available in the CELTS Service-Learning Library.

As you create your service-learning syllabus, consider the following elements.

A. Use course goals and objectives to connect the service-learning assignment to academic learning goals.

The course instructor should introduce the service-learning component and clearly articulate the relevance of service-learning to the course.

- a. What specific course learning goals will service-learning help students attain?
- b. How will service-learning effectively help them attain those outcomes?
- c. What student behaviors will serve as evidence that those outcomes have been achieved?

B. Clearly identify the specific service-learning requirements of the course.

The syllabus should introduce the students to the service-learning project(s) assigned to them, as well as lay out the specifics of the service-learning component.

- a. Is the service optional or mandatory? If it is optional, does it replace a paper or some other requirement?
- b. What is the timeline for the semester?
 - When should the service-learning assignment be completed?
 - What are the required training and reflection activities?

C. Provide information about the community partner organization(s).

The syllabus should also introduce students to the community partner organization(s) with which they will be collaborating.

- a. Include a description of the community partner organization(s), along with contact information and relevant information about orientation and training.
- b. Students' responsibilities to the community agency should be mentioned in the syllabus and discussed in class. Their responsibilities will include demonstrating professional behavior, following through on commitments, maintaining communication with all involved in the service-learning project, and dressing appropriately at the site. The Student Service-Learning Handbook, found on the

CELTS Service-Learning website (<http://www.berea.edu/celts/servicelearning/resources.asp>), contains a general overview of this information.

- c. There might be specific requirements of the community partner organization (regarding dress, confidentiality, or other issues) that you also want to include in the syllabus.

D. Clearly describe how the service-learning project will be assessed and graded.

This section should include an overview of the grading policy.

- a. Because service-learning is a pedagogy, or teaching tool, students should be evaluated primarily on demonstrated learning outcomes. (Grade the learning, not the service.)
- b. Clearly indicate the portion of the grade that will be based on the graded service-learning project.
- c. An assignment or reflection activity, such as a journal or class report, can provide evidence of learning and of students' on-going ability to connect the service to the course content.
- d. A final product, such as a research paper or a community presentation, may also demonstrate students' achievement of learning outcomes.
- e. Evaluations by the community partner may be considered in grading.

E. Include a section on the reflective components of the course.

Service-learning literature concludes that reflection about the experience is the aspect that most influences student learning.

- a. Reflection is the key by which service-learning experiences are transformed into learning. Effective reflection:
 - Integrates the service-learning experience with academic learning goals;
 - Occurs regularly throughout the course;
 - Includes components that can be evaluated according to well-defined criteria;
 - Provides opportunities for both public and private reflection;
 - Fosters a deeper sense of civic engagement.
- b. Reflection can take a variety of forms. Consider these examples:
 - Writing (journals, directed writings, summary reports, essays)
 - Telling (end of semester presentations for your community partner, in-class presentations, class discussions)
 - Multimedia (collages, photo or video essays)
 - Activities (role-playing, interviewing classmates)
- c. It is imperative that you set aside enough time for reflection, to allow for student processing of the service-learning experience. An explanation of the purpose and requirements for reflection should be conveyed clearly and prominently in the syllabus.

Adapted from Heffernan, K. (2001). *Fundamentals of service-learning course construction*. Providence, RI: Campus Compact.

WORKING WITH COMMUNITY PARTNERS

Collaborative partnerships are at the heart of successful service-learning experiences. Here are some guidelines to consider as you work to develop a collaborative partnership with your community partner.

All partners are teachers and learners.

A basic assumption of service-learning is that all partners – faculty, students and community partners – are considered teachers and learners. Each partner brings experience, knowledge and expertise to the project. For example, community partners have knowledge and expertise in their fields and in the organizations for which they work and are considered co-educators in the service-learning process.

Clear, honest, on-going communication is essential.

Each service-learning course is different, and the relationship between each faculty partner and community partner is different. For these reasons, clear, honest, and on-going communication is key to the success of a service-learning partnership.

All must comply with the Berea College Non-Discrimination Policy.

All community partners must abide by Berea College's Non-Discrimination Policy. The policy is found in the Berea College Student Handbook.

Be aware of differing schedules.

A frequent challenge of service-learning projects is finding a common time when all the partners can meet. Most community partner organizations do not follow the schedule of an academic year. In developing and carrying out the service-learning project, Berea College students and faculty should be aware of this and work to make the community partner aware of the unique rhythm of the academic term. For example, it may be helpful to share a copy of the Berea College Academic Calendar with your community partner. A copy of selected dates from the Academic Calendar appears in the Community Partner Service-Learning Handbook.

CELTS SERVICE-LEARNING PROGRAMS AND RESOURCES

In addition to the resources found in this handbook, CELTS offers other service-learning resources, including:

- **Service-Learning Workshops**
 - CELTS regularly offers service-learning workshops. Some of the workshops feature national leaders in service-learning, while others feature our own faculty, community partners, staff and students who are experienced in service-learning. All of our service-learning workshops are designed to provide opportunities to share ideas and information, improve communication, and learn more about best practices in service-learning. Check the CELTS service-learning webpage or contact the CELTS Associate Director for dates of upcoming workshops.
- **Service-Learning Resource Library**
 - The Service-Learning Resource Library contains books, journals, and manuals all focused on service-learning. These resources are available for you to borrow. See the CELTS service-learning webpage for a full list of available resources. Contact the CELTS Associate Director to borrow resources.
- **Service-Learning Support Grants**
 - CELTS regularly offers support grants to help faculty and community partners cover the extra expenses that sometimes arise during service-learning projects. See the CELTS service-learning webpage for information about support grants that are currently available.
- **Service-Learning Transportation**
 - CELTS has a mini-van available for use by students in service-learning courses. All motorpool regulations apply to use of the CELTS mini-van. Contact the CELTS Administrative Assistant at least one week in advance to schedule use of the mini-van. CELTS also offers limited reimbursement of transportation costs for service-learning courses. See the Service-Learning Transportation Support form in the Appendix for more information.
- **Service-Learning Conferences**
 - CELTS encourages faculty, community partners, and students to consider submitting proposals for conference presentations to share with others about the high-quality service-learning work that we do together. If you have an idea for a service-learning conference presentation, or if you would like to attend a service-learning conference, please contact the CELTS Associate Director.

Information about these and other resources can be found at the CELTS Service-Learning webpage: <http://www.berea.edu/celts/servicelearning/default.asp>.

SERVICE-LEARNING PRINT AND WEB RESOURCES

PRINT RESOURCES

These and many other service-learning resources are available in the CELTS Service-Learning Library. See a full listing of available resources at <http://www.berea.edu/celts/servicelearning/resources.asp>.

General References

Campus Compact (2003). *Introduction to Service-Learning Toolkit*.

Heffernan, K. (2001). *Fundamentals of service-learning course construction*. Providence, RI: Campus Compact.

Zlotkowski, E. (Ed) *AAHE Series on Service Learning in the Disciplines*. This series includes books on over 20 disciplines, with chapters in each book written by academics from that discipline who use service-learning in their teaching.

Service-Learning Research and Assessment

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

Eyler, J. S., Giles, D. E., Stenson, C. M., & Gray, C. J. (2001). At a glance: What we know about the effects of service-learning on college students, faculty, institutions, and communities, 1993-2000, third edition. Funded by The Corporation for National Service, Learn and Serve America. Reprinted in Campus Compact's (2003) *Introduction to Service-Learning Toolkit*. Full report available at <http://www.compact.org/resources/downloads/aag.pdf>.

The *Michigan Journal of Community Service Learning* (peer reviewed).

WEB RESOURCES

These Web sites provide resources for faculty, community partners, and students, including information on service-learning syllabi, reflection, research, conferences, publications, and more.

▪ General Web Sites

- **Campus Compact** - www.compact.org
- **Kentucky Campus Compact** – <http://kycompact.nku.edu/index.shtml>
- **National Service-Learning Clearinghouse** - www.servicelearning.org

- **Service-Learning Syllabi**
 - **Campus Compact: Service-Learning Syllabi Links –**
<http://www.compact.org/syllabi/>
 - From this page of the Campus Compact Web site, you can connect to the “service-learning syllabi by discipline project,” which allows you to search for service-learning syllabi in your field. The Web site also provides links to many other service-learning syllabi lists and resources.
 - **National Service-Learning Clearinghouse: Lesson Plans, Syllabi, and Curricula –** <http://www.servicelearning.org/slice>
 - This link to the National Service-Learning Clearinghouse website connects you with a database of service-learning syllabi called SLICE (Service-Learning Syllabi and Curricular Examples).
- **Reflection**
 - **Service-Learning: Using Structured Reflection to Enhance Learning from Service** - www.compact.org/disciplines/reflection/
 - **Facilitating Reflection: A Manual for Leaders and Educators** - http://www.uvm.edu/~dewey/reflection_manual/

APPENDIX AND RESOURCES

Service-Learning Courses Berea College 2008 – 2009 Academic Year

Courses followed by (ALE) were designated as service-learning courses that fulfilled the Active Learning Experience (ALE) requirement of the General Education Program.

FALL TERM 2008

AFR 486B/APS 486A/PSJ 486A/SENS 460/WST 458 Interdisciplinary Capstone Seminar

Professor: Richard Olson

Community Partner Organizations: Sustainable Berea

Service-Learning Project: Senior students in five different academic majors enrolled in this interdisciplinary capstone seminar. The students partnered with Sustainable Berea to help develop a Transition Town plan for Berea, a plan to facilitate the city of Berea in transitioning to a post-peak oil economy. Students helped facilitate community meetings, compile community members' feedback and ideas, and compose a Transition Town plan.

AFR/PSC/WST 202 Women and African Americans in Politics

Professor: Meta Mendel-Reyes

Community Partner Organization and Contact: League of Women Voters of Berea and Madison County - *Elizabeth Crowe, President*

Service-Learning Project: Students helped to coordinate and lead a community workshop titled "Running for Office: What about YOU," designed for community members who are interested in running for a public office.

APS 203 Appalachian Culture (ALE)

Professor: Chad Berry

Community Partner Organization: Big Creek People in Action, Caretta, West Virginia

Service-Learning Project: Students and professor made three weekend trips to Caretta to get to know the community and to provide support during the War Fall Festival, running game and food booths. Students also partnered with community members to produce digital stories, documenting aspects of communities in McDowell County, West Virginia.

GSTR 110 Sections M and X Creative Writing Seminar 1: Critical Thinking about NEAT Tourism

Professor: Peter Hackbert

Community Partner Organizations and Contacts: City of Hyden Mayor's Office - *Mayor Lonnie Hendrix; Leslie County Judge; Rhonda Brashear, President of the Hyden Chamber of Commerce; and Fred Brashear Leslie County Economic Development Council. Knott County Chamber of Commerce - Larry Park, Acting Director, Chamber of Commerce; Bernice E.H. Amburgey, founder of Saddle Up Elk Tours and member of the Knott County Tourism Commission; and Bryan Moore.*

Service-Learning Project: These projects continue conversations among multiple community, governmental and private organizations, advancing a multi-county trail system and adventure tourism programs that integrate the interests of environmentalists, public and private property owners, sportsmen and economic development advocates, to promote sustainable tourism.

PEH 100D Introduction to Lifetime Wellness (ALE)

Professor: Martha Beagle

Community Partner Organization: Counseling Services (Berea College)

Community Partner Contacts: Sue Reimondo and Ellen Burke

Service-Learning Project: In collaboration with Counseling Services, students worked in small groups to develop and present interactive and informational stations for the annual Body Awareness Fair. Students presented information related to topics of stress management, physical activity, alcohol and drug abuse, and nutrition.

SOC 223 Social Stratification and Inequality

Professor: Demetrius Semien

Community Partner Organizations: Berea Buddies, Adopt-a-Grandparent, Teen Mentoring

Service-Learning Project: Students provided service to community members by volunteering through CELTS Student-Led Service Programs.

SPN 310 Spanish Composition/Hispanic Outreach Project (ALE)

Professor: Fred de Rosset

HOP Student Coordinators: Arlett Franco, Juana Diaz, Lorena Luna, and Dorothy Patterson

Community Partner Organizations and Contacts: Berea Buddies; Madison County Public Library - *Pat Acevedo, Youth Services Librarian*; Project Read – *Brenda Thomas, Executive Director*; South Madison County Family Resource Center (Shannon Johnson Elementary School) - *Lisa Gay, Director, and 1st grade teachers*.

Service-Learning Project: Students collaborated with local agencies to provide services, including English as a Second Language (ESL) tutoring for children and adults, Spanish classes for English speakers (children), translation services, mentoring for Spanish-speaking children, and bilingual community reading events for children and families. The goal of these on-going projects is to build bridges between the Spanish-speaking and English-speaking communities of southern Madison County.

TEC 140 Production Technology in Wood (ALE)

Professor: Gary Mahoney

Community Partner Organization: Student Crafts Program (Berea College)

Service-Learning Project: Students designed and prototyped potential products to be produced by Woodcraft. Working with the partners, a product was selected, and then the class produced plans, procedures, and special tooling for Woodcraft.

TEC 330 Computer Aided Design and Drafting (ALE)

Professor: Ronald Spangler

Community Partner Organizations and Contacts: Student Crafts Program (Berea College)- *Tim Glotzbach, Director of Student Crafts*; Kentucky Office of Vocational Rehabilitation - *Kevin Fitz-*

Gerald, Technical Coordinator, Education Cabinet; Madison County Health Department - Lloyd Jordison, Community Health Nurse

Service-Learning Project: Students designed a fixture to aid in the production of a juicer produced by the Berea College Student Crafts Program. Students assisted REHAB (Office of Vocational Rehabilitation) and a local resident with starting a dog biscuit business. Students designed a compact motivational seat-belt crash track to increase seat-belt usage in Madison County, in partnership with the Madison County Safety Coalition (Madison County Health Department).

JANUARY SHORT TERM 2009

ENG 227 Grant-Writing (ALE)

Professor: Kate Egerton

Community Partner Organizations and Contacts: Madison County Home Energy Improvement Program - *Gina Chamberlain*; Sustainable Berea - *Cheyenne Olson*

Service-Learning Project: Students in the course worked with the community organizations to research funding sources and to write portions of grant proposals.

SPRING TERM 2009

CFS 217 Parent-Child Relations

Professor: Margaret Dotson

Community Partner Organization and Contact: Child Development Laboratory (Berea College) - *Marsha Maupin, Director*

Service-Learning Project: This course is designed to study the nature of parent-child relations, as well as develop a working knowledge of parent education. The students in the course planned and implemented a variety of workshops for parents of children who attend the Child Development Laboratory.

CFS 345 Community Nutrition (ALE)

Professor: Janice Blythe

Community Partner Organizations and Contacts: Berea Community Food Bank - *Jerry Workman, Volunteer Coordinator*, and Berea Health Ministry Rural Clinic - *Dr. Cora Newell Fletcher, Executive Director*

Teaching Assistant: Brittany Martin

Service-Learning Project: Students completed needed tasks, as directed by the community partner contact for each organization. At the Food Bank, students conducted inventory, checked in receivable items, stocked items in storeroom areas at the Food Bank, and completed clerical tasks. At the Clinic, students purchased supplies, planted flowers and cleaned the front exterior, worked in the Receptionist area, word-processed important clinic documents, and completed clerical tasks.

CFS 386A Families, Poverty, and Inequality

Professor: Keila Thomas

Community Partner Organization and Contact: Habitat for Humanity of Madison and Clark Counties - *Layne Hawley*

Service-Learning Project: Students worked with Habitat for Humanity of Madison and Clark Counties to assist with the early promotion of the “Women and Girls’ Build” that will take place in October 2009 in Madison County. Activities included development of printed promotional materials, creation and delivery of community presentations, development of project timelines, and documentation of the process.

COM 302 Organizational Communication (ALE)

Professor: Billy Wooten

Community Partner Organizations and Contacts: New Opportunity School for Women (NOSW) - *Jan Gill, Executive Director*; Project Pericles

Service-Learning Project: Students partnering with the NOSW worked on three teams: a.) an event planning team which held a community cookout/donation drive for the NOSW; b.) a web team which redesigned the NOSW website; c.) a team which remodeled the NOSW basement space into a community clothes closet space, complete with shelves, paint and organizational support. Students partnering with Project Pericles developed a comprehensive media campaign about mountaintop removal, complete with a brochure, four poster designs and a documentary.

SPN 310 Spanish Composition/Hispanic Outreach Project (ALE)

Professor: Fred de Rosset

HOP Student Coordinators: Arlett Franco, Juana Diaz, Lorena Luna, and Katie Bellnier

Community Partner Organizations and Contacts: Berea Buddies; Berea Community School Family Resource Center - *Diane Smith, Director*; Project Read – *Brenda Thomas, Executive Director*; South Madison County Family Resource Center (Shannon Johnson Elementary School) - *Lisa Gay, Director, and 1st grade teachers.*

Service-Learning Project: Students collaborated with local agencies to provide services, including English as a Second Language (ESL) tutoring for children and adults, Spanish classes for English speakers (children), translation services, and mentoring for Spanish-speaking children. The goal of these on-going projects is to build bridges between the Spanish-speaking and English-speaking communities of southern Madison County.

HLT 210 Health in Appalachia (ALE)

Professor: Kris Wright

Community Partner Organization and Contact: Kentucky Environmental Foundation (KEF) - *Elizabeth Crowe, Executive Director*; Berea College Office of Institutional Research and Assessment (OIRA) - *Judith Weckman, Director*

Service-Learning Project: Students partnered with KEF and Berea College OIRA to create and administer a survey for health professionals in Madison County about their knowledge of the health impacts of coal-fired power plants. After the conclusion of the survey, students invited participants to a forum to discuss the results. This project supports the work that KEF and a

coalition of other groups in the region are doing to propose alternatives to a new coal-fired power plant in Clark County, Kentucky.

PED 250 Aquatics (ALE)

Professor: Melody Srsic

Community Partner Organization and Contact: Child Development Laboratory (Berea College) - *Marsha Maupin, Director*

Service-Learning Project: Students developed and taught American Red Cross Aquatic Programs for infants and parents, pre-school-aged children, and adult novices.

PSY 211 Abnormal Psychology (ALE)

Professor: Rob Smith

Community Partner Organization and Contacts: Berea Community High School (BCHS) - *Diane Smith, Eef Fontanez, and Cindy Richardson*

Service-Learning Project: In collaboration with BCHS staff and students, Berea College students planned and conducted a mental health awareness fair and educational program called "Healthy Minds 2009," which was held for the BCHS high school students.

PSY 213 Child Psychopathology (ALE)

Professor: Rob Smith

Community Partner Organization and Contacts: Berea Community Elementary School (BCES) - *Diane Smith, Eef Fontanez, and Cindy Richardson*

Service-Learning Project: In collaboration with BCES staff and students, Berea College students planned and conducted a half-day children's mental health awareness fair and educational program called "Healthy Minds 2009." BCES students came to the Berea College campus to participate in the fair.



Center for Excellence in Learning Through Service (CELTS)

Berea College • CPO 2170 • Berea, KY 40404

Phone: (859) 985-3605 • Fax: (859) 985-3809

www.berea.edu/celts/servicelearning

Ashley_cochrane@bera.edu

Ashley Cochrane,

Associate Director for Service-Learning and Student-Led Programs

Service-Learning Plan and Agreement Form

Service-learning is an educational experience based upon a collaborative partnership between college and community. Learning through service enables students to apply academic knowledge and critical thinking skills to meet genuine community needs. Through reflection and assessment, students gain deeper understanding of course content and the importance of civic engagement.

Course Title and Number:

Professor's Contact Information:

Professor's name:

Professor's contact number(s):

Professor's email:

Professor's office hours:

What is the best way to reach the professor? When?

Community Partner Contact Information:

Organization name:

Community Partner contact person name:

Community Partner contact person number(s):

Community Partner contact person email:

What is the best way to reach the community partner? When?

Student Contact Information:

Note: if this is a group project, please use additional space to list the contact information for all students in the group. If one student will be the main contact with the community partner, please identify that student.

Student's name:

Student's contact number(s):

Student's email:

What is the best way to reach the student? When?

All partners – faculty, students, and community partners – should be aware of the answers to each of these questions. However, it may make more sense for each partner to answer the questions as indicated. The questions should be completed using as much additional space as needed.

Questions for Community Partner:

1. Has the community partner received a copy of the course syllabus? ___ Yes ___ No
2. Describe the training, orientation, and supervision that the community partner will provide for the student(s).
3. List any particular guidelines (i.e., behavior, dress, confidentiality) that the student should know about the community partner organization.

Questions for the Student(s):

4. In a short paragraph, please describe the service-learning project. If a specific product or outcome is a goal, please identify and describe it (i.e., a brochure, a community presentation, a summary report).
5. What academic knowledge or skills will the student(s) use as they participate in this project? (You can also list course objectives that will be achieved by the service-learning project in this space.)
6. Describe the reflection activities that will connect the service-learning project with academic learning goals. Identify how students, community partners and professor will be involved in these reflection activities.
7. Please provide a timeline of tasks related to the service-learning project, including estimated completion dates. For each student, list responsibilities and tasks related to the service-learning project.

Questions for the Professor:

8. Describe the communication with the community partner and the supervision of the student that the professor will provide during the service-learning project.

This Service-Learning Project Agreement acknowledges the agreement among the student(s), community partner, and course professor about the objectives, processes, and responsibilities related to this project. This Agreement will be the baseline for evaluating the student's completion of the Service-Learning Project requirement of the course. This Agreement may be amended, if all parties agree.

Student Signature

Date

Community Partner Signature

Date

Professor Signature

Date



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Community Partner Service-Learning Project Evaluation Form

Service-learning is an educational experience based upon a collaborative partnership between college and community. Learning through service enables students to apply academic knowledge and critical thinking skills to meet genuine community needs. Through reflection and assessment, students gain deeper understanding of course content and the importance of civic engagement.

Thank you for your participation in a service-learning project. Thank you also for taking the time to fill out this evaluation form. The first section of the form asks for your feedback regarding the performance of the students who worked with you. The second section asks for your overall feedback on the service-learning project. Please be honest in your responses, as your comments will be used to improve future service-learning projects. Additionally, please note that your evaluations of the students will not be the sole factor in determining the students' grades. Your feedback is important!

Name: _____ Date: _____
 Organization: _____
 Mailing Address: _____
 Phone: _____ Email Address: _____
 Course Title and Number: _____

EVALUATION OF STUDENT PERFORMANCE

Please rate the performance of the student team in the following areas:

	Excellent	Good	Average	Poor	Very Poor	N/A	Comments
a. Dependability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
b. Planning/Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
c. Professional Interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
d. Communication Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
e. Initiative/Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
f. Creative/Innovative Ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
g. Overall Quality of Project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Please rate your overall satisfaction level with the performance of the student team (circle one):

- a. Far exceeded your expectations
- b. Exceeded your expectations
- c. Met your expectations
- d. Just about met your expectations
- e. Was far below your expectations

**This form is based on similar evaluation forms created by Debbi Brock and other service-learning faculty. Thank you!*

List the team's strengths.

List the team's weaknesses and suggested improvements.

Rate Each Team Member's Overall Quality of Work:

	Excellent	Good	Average	Poor	Very Poor	N/A	Comments
Name: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Name: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Name: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Name: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Additional comments about Individual Team Member's Efforts:

EVALUATION OF SERVICE-LEARNING PROJECT

1. Was there adequate preparation and planning for the service-learning project?
 ___ Too much ___ Just enough ___ Too little
2. Was there adequate communication among the students, faculty member, and yourself?
 ___ Too much ___ Just enough ___ Too little
3. Please list any aspects of this service-learning project that went particularly well.
4. Please describe any benefits to your organization that resulted from this service-learning project.
5. Please list any aspects of this service-learning project that did not go well, or that were particularly challenging.
6. If you were to participate in this service-learning project again,
 - a. What would you do differently?
 - b. What would you suggest that the faculty member, students, or service-learning staff do differently?
7. Are you interested in participating in another service-learning project in the future? ___ Yes ___ No
8. Please describe any potential service-learning project ideas, specifying when you would like them to take place.
9. Please share additional comments or feedback here. You are also welcome to contact the faculty member or Ashley Cochrane, Associate Director at the Center for Excellence in Learning Through Service (CELTS) (859-985-3605), if you would like to have a debriefing meeting.



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Service-Learning Transportation Support

CELTS has limited resources to support transportation needs for service-learning courses. These resources include:

- a CELTS service-learning mini-van, and
- limited service-learning travel reimbursement funds.

These resources are available for service-learning courses only if no departmental funds or other funds are available. **Please check for other available funds before requesting CELTS support.** If no other funds are available, or if your service-learning course needs additional funds to cover transportation costs, follow these steps to request CELTS assistance:

1. **Contact Sheila Lyons, CELTS Administrative Assistant (985-3935 or Sheila_lyons@bera.edu) to reserve the CELTS mini-van.**
 - a. Please reserve the mini-van at least one week in advance!
 - b. Motor pool regulations for student drivers apply to use of the CELTS mini-van, so **students must complete the motor pool defensive driver training and the background check before being able to drive the CELTS mini-van.** This is a requirement of the Berea College insurance policy. Check with Motor Pool for dates for the defensive driver training.
 - c. The mini-van holds 7 people, including the driver.
2. If the CELTS mini-van is not available, motor pool vehicles can be used for service-learning travel. **CELTS has the following funds available per service-learning class: up to \$200 for motor pool reimbursements.** To request these funds, read the stipulations below and complete the Service-Learning Transportation Funds Request form.
 - a. Please note that the available funds may vary from semester to semester.
 - b. These funds are available only for car or van reimbursements. If a bus is needed for travel, the professor should consider alternate arrangements (i.e., charging a course fee).
 - c. CELTS will reimburse travel only for motor pool vehicles.
 - d. If motor pool vehicles are used, the faculty member is responsible for reserving the vehicle and for charging the vehicle to an appropriate temporary account until reimbursement from CELTS. Please note: the availability of motor pool vehicles is limited; you are advised to reserve motor pool vehicles as far in advance as possible.
 - e. Reimbursements may be requested at any time during the term by filling out the Service-Learning Transportation Funds Request form and submitting the signed form to Sheila Lyons (CPO 2170). Reimbursements will be processed once in the middle of the term and once at the end of the term.

If you have questions, please contact Ashley Cochrane, CELTS Associate Director at ext. 3605 or ashley_cochrane@bera.edu.



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Service-Learning Transportation Reimbursement Request

Date of request: _____ Faculty Name: _____

Course Department, Number and Title: _____

Brief Description of Service-Learning Project: _____

Community Partner(s): _____

Address(es) of Community Partners: _____

MOTOR POOL CHARGES:

I have attached a copy of every motor pool charge ticket for which I am requesting reimbursement. Yes No

Total motor pool charges submitted with this request: _____

Account number to which motor pool reimbursements should be transferred: _____

Faculty Signature: _____ Date: _____

Faculty Signature: _____ Date: _____