CELTS

CENTER FOR
EXCELLENCE IN
LEARNING THROUGH
SERVICE at Berea College

Connecting Campus and Community

Community Partner Service-Learning Handbook

This handbook can also be found at
http://www.berea.edu/celts/servicelearning/resources.asp

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Dear Community Partner,

At the Center for Excellence in Learning Through Service (CELTS), we strive to develop truly collaborative partnerships between Berea College and the community. As we connect Berea College students with community partner organizations through service and service-learning opportunities, we work to develop opportunities that are mutually beneficial to both students and the community.

We value the knowledge provided by our community partners, and we see our community partners as co-educators of our students. We also value the time and energy that our community partners dedicate to working with Berea College students. We hope that the work of Berea College students will be of benefit to your organization, and we appreciate the knowledge, resources, and time you share with them.

This handbook is designed to provide an overview of the service-learning program at Berea College. We hope that it will provide you with some ideas and resources to get started in service-learning or to enhance the service-learning work that you are already doing. As this handbook is just a starting point, we invite you to also use the resources found on our webpage (http://www.berea.edu/celts/servicelearning/default.asp). We also encourage you to contact us or faculty members directly to discuss your service-learning ideas and questions.

Thank you for all you do for our community. We look forward to collaborating with you!

Sincerely,

Meta Mendel-Reyes   *Ashley Cochrane*
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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.

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:

Collaborative partnership between college and community

Applying academic knowledge and critical thinking skills

SERVICE-LEARNING

Reflection and assessment leading to deeper understanding of course content and civic engagement
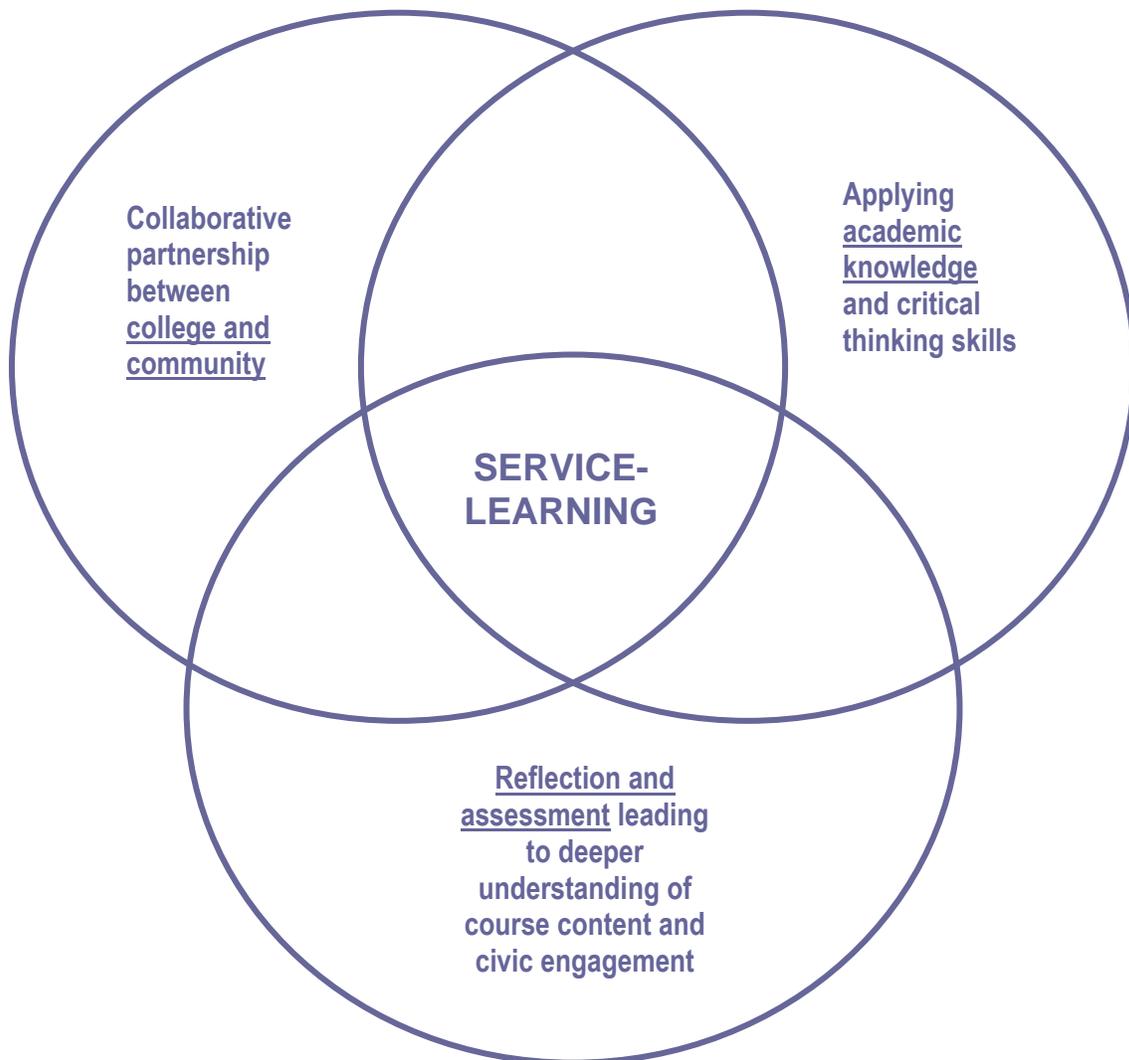
HOW IS SERVICE-LEARNING DIFFERENT?

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.

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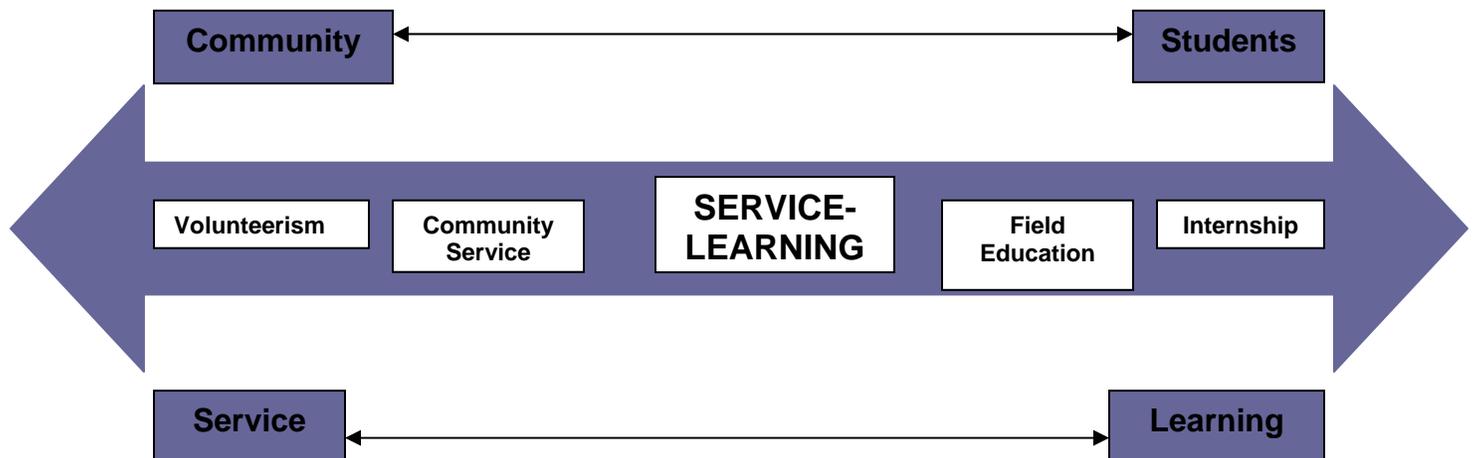
Adapted from: Furco, A. (1996). Service-learning: A balanced approach to experiential education. Expanding Boundaries: Serving and Learning. *Washington, DC: Corporation for National Service. Reprinted in Campus Compact's (2000)* Introduction to Service-Learning Toolkit.

How are service-learning students different from labor students and student volunteers?

In addition to service-learning partnerships, some community partner organizations may interact with Berea College students through the labor program or student-led volunteer programs. How can you tell the difference?

Students who work with your organization through <u>service-learning:</u>
- are usually doing their service-learning work in connection with an academic course.
- This means that you will usually have contact with the students' professor before you have contact with the students and that you and the professor will develop the service-learning project together.
- Service-learning projects usually last no longer than one term (or semester).
- Often (but not always) students work in groups to accomplish service-learning projects.

Students who work with your organization through the <u>labor program:</u>
- usually have a labor position with your organization.
- Every student at Berea College has a paid labor position, through which they are required to work at least 10 hours per week. Most of these labor positions are on campus at Berea College, but some of them are hosted by community organizations.
- You will probably have contact with the labor department or with the Coordinator of the Bonner Scholars Program, who coordinates Bonner Scholars' labor positions with community partners.
- Students usually stay in the same labor position for one full academic year.

Students who work with your organization through a <u>student-led volunteer program:</u>
- are not required to participate, but are doing so outside of their regular academic coursework and labor position.
- Students may volunteer for a one-day service event, or they may become a long-term, regular volunteer with your organization.
- Students may volunteer with your organization through a student-led service program (example: People Who Care), through their residence hall, or through another on-campus organization (example: Black Cultural Center).

It is important to know whether the students you are working with are service-learning students, labor students, or volunteers. What is required of the students and the community partner organization will be very different for each of these categories. If you are not sure, you can ask the student or ask the Berea College faculty or staff person with whom you've been in contact.

STEPS FOR DEVELOPING AND CARRYING OUT A SERVICE-LEARNING PROJECT

Before the service-learning project:

- **Establish a faculty partner.**

  - If you already know a faculty member with whom you'd like to work, you can contact her/him directly.

  - If you are not sure who you'd like to work with, contact the Berea College CELTS Associate Director. She will help connect you with a faculty member.

- **Develop a service-learning project with your faculty partner.**

  - The project should accomplish two goals:
    - It should help to advance the work of your organization.
    - It should help the students to achieve academic learning goals.

  - As you develop the service-learning project, you and your faculty partner will need to communicate frankly about the needs, goals, and limitations of your organization and about the needs, goals, and limitations related to the faculty partner, the students, and the course.

  - With your faculty 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 faculty 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.
    - Your faculty partner should provide you with an orientation to the course and course learning goals, as well as with the course syllabus.
    - Discuss the evaluation process.

  - Determine whether there will be costs related to the service-learning project, and decide with your faculty partner who will be responsible for those costs.
    - Generally, service-learning courses have limited funds available to support expenses.
    - If the faculty member does have departmental or other funds, or if your organization has 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 webpage (http://www.berea.edu/celts/servicelearning/default.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 faculty partner.

During the service-learning project:

- **Provide an orientation to your organization for the service-learning students.**

  - Your faculty partner will be responsible for providing an orientation to the course, but you are the expert on your organization and the work that you do. It will be important for students to have a basic understanding of:
    - The mission and work of your organization
    - The issues and/or client population with which you work
    - Any behavior, dress, or confidentiality requirements that you have for the students

  - Along with your faculty partner, make sure that:
    - The students have an understanding of how the service-learning project relates to the learning goals of the course
    - Each student has a specific task, role or piece of the project

- **Along with your faculty partner and the service-learning students, complete a service-learning project agreement (see Appendix for an example).**

- **Throughout the service-learning project, maintain clear and honest communication with the faculty 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 faculty member so that they can be resolved.

After the service-learning project:

- **Complete the service-learning project evaluation (see Appendix for an example).**

- **Communicate directly with the faculty member about any lingering issues or loose ends.**

- **Notify the CELTS Associate Director if you are interested in participating in another service-learning project.**

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. As a community partner, you have knowledge and expertise in your field and in the organization for which you work. You are considered a co-educator, and we assume that the students and your faculty partner will learn <u>from</u> you. Hopefully, the service-learning experience will also be a learning experience <u>for</u> you, as you collaborate with a faculty partner to provide a service and learning experience for students in the context of your organization and the course.

Professional relationships are encouraged.
Service-learning students are usually informed that they will be working with professionals to address real and vital issues in our community. They are encouraged to approach their service-learning project with professionalism, respect and sincerity. They are also informed that they are expected to comply with any requirements of your organization regarding behavior, dress or confidentiality. As mentioned previously, it is your responsibility to share these requirements with the service-learning students.

All must comply with the Berea College Non-Discrimination Policy and Harrassment Policy.
These policies are found in the Berea College Student Handbook (http://www.berea.edu/vplsl/studenthandbook/rightspolicies.asp) and are printed in the Appendix of this manual.

Be aware of differing schedules.
A frequent challenge of service-learning projects is finding a common time when all the participants can meet. Community partners are very busy, and Berea College students also tend to have full schedules. In addition to their course meeting times and homework, all Berea College students work between 10-20 hours per week in a labor position. Many students are also involved in extracurricular activities. We encourage service-learning students to remember that community partner organizations do not run on a college academic calendar and that the time of community partners should be respected. Additionally, it may be helpful for you to be aware of the Berea College academic calendar (see Appendix for a list of key dates).

GUIDELINES FOR COMMUNITY PARTNERS WORKING WITH BEREA COLLEGE FACULTY

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

In the section on how to develop and carry out a service-learning partnership, we already suggested many of the issues that you and your faculty partner should discuss. Some additional items that vary among faculty partners: whether the community partner is asked for feedback regarding the grading of students; whether the community partner is asked to come to the classroom to speak with students; and whether the community partner is asked to participate in reflection activities. As a community partner, you should feel comfortable bringing up these issues with your faculty partner.

If you have a problem with or a concern regarding a particular student or students, please contact the faculty partner. Maintaining open communication and addressing potential problems early on will lead to a more productive and satisfying service-learning partnership for everyone involved.

You are also welcome to share your service-learning ideas, questions and concerns with the CELTS Associate Director.

SERVICE-LEARNING RESOURCES AT CELTS

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

- **Service-Learning Workshops**
  - At least once per academic year, CELTS offers a workshop focused on the interests of community partner organizations. Often faculty and students are also invited to attend these workshops. The workshops 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 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/resources.asp.

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)
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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 <u>collaborative partnership</u> between college and community. Learning through service enables students to <u>apply academic knowledge and critical thinking skills</u> to meet genuine community needs. Through <u>reflection and assessment</u>, students gain deeper understanding of course content and the importance of civic engagement.

<u>**Course Title and Number:**</u>

<u>**Professor's Contact Information:**</u>

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?

<u>**Community Partner Contact Information:**</u>

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?

<u>**Student Contact Information:**</u>

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.

<u>**Questions for Community Partner:**</u>
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.**

<u>**Questions for the Student(s):**</u>
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.**

<u>**Questions for the Professor:**</u>
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**

Community Partner Service-Learning Project Evaluation Form

Service-learning is an educational experience based upon a <u>collaborative partnership</u> between college and community. Learning through service enables students to <u>apply academic knowledge and critical thinking skills</u> to meet genuine community needs. Through <u>reflection and assessment</u>, 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

<u>Please rate the performance of the student team in the following areas:</u>

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

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.

<u>**Rate Each Team Member's Overall Quality of Work:**</u>

	Excellent	Good	Average	Poor	Very Poor	N/A	<u>Comments</u>
Name: _____	☐	☐	☐	☐	☐	☐	_____
Name: _____	☐	☐	☐	☐	☐	☐	_____
Name: _____	☐	☐	☐	☐	☐	☐	_____
Name: _____	☐	☐	☐	☐	☐	☐	_____

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, Service-Learning Coordinator at the Center for Excellence in Learning Through Service (CELTS) (859-985-3605), if you would like to have a debriefing meeting.**

BEREA COLLEGE NON-DISCRIMINATION POLICY
(Reprinted from the Berea College Student Handbook)

It is the policy of Berea College not to discriminate on the basis of race, color, religion, national or ethnic origin, age, sex, disability, or sexual orientation in its educational programs, admissions practices, scholarship and loan programs, athletics and other school-administered activities or employment practices. This policy is in compliance with the requirements of Title VII of the Civil Rights Act of 1962, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, regulations of the Internal Revenue Service, and all other applicable federal, state and local statutes, ordinances and regulations.

Questions or complaints regarding discrimination should be referred to the office or committee responsible for the activity concerned, e.g. sports, student labor, academic courses. In addition, the College has appointed compliance officers under provision of law regarding sex and handicap discrimination. The Vice President for Business and Administration is Section 504 Coordinator. Questions or complaints in the area of handicap discrimination should be referred to that office in Lincoln Hall. Dreama Gentry is Title VII/Title IX Coordinator. Sex discrimination questions or complaints may be directed to her office at the Gear-Up office, 439 Walnut Meadow Road.

BEREA COLLEGE HARASSMENT POLICY
(Reprinted from the Berea College Student Handbook)

Berea College, in light of its mission in the tradition of impartial love and social equality welcomes all peoples of the earth to learn and work here. This means that the College welcomes all students and staff who seek to live and to learn at Berea in the context of our mission as expressed in the Great Commitments; but this does not mean that all behaviors are considered acceptable. Given Berea's inclusive welcome to all peoples of the earth, the College will not tolerate speech and acts that are harassing to anyone regardless of race, gender, age, religion, sexual orientation, or other such distinguishing characteristics.

This policy applies to all persons enrolled or employed at Berea College.
Harassment prohibited by this policy includes verbal or physical conduct that, because of its severity and/or persistence, substantially interferes with the mutual respect and collegiality afforded all individuals at Berea College. In particular, harassment may include verbal or physical behavior directed at an individual which is abusive of that individual's distinguishing characteristics, including race, gender, age, religion, sexual orientation or national origin, to such an extent as to substantially interfere with the individual's work or education or adversely affect one's living conditions.

In prohibiting harassment in all its forms, Berea seeks to preserve and enhance academic freedom for all members of the campus community. Nothing in this policy is intended to limit the freedom of inquiry, teaching, or learning necessary to the College's educational purposes, or to inhibit scholarly, scientific, or artistic treatment of subject matter appropriate to an institution of higher education.

Berea College is committed to investigating and resolving all complaints of harassment. Such complaints should be directed to Dreama Gentry in the Gear-Up office – 439 Walnut Meadow Road (CPO 2185, ext. 3853).

Some Dates from the BEREA COLLEGE ACADEMIC CALENDAR 2009-2010

FALL TERM 2009

Sept 2, Wed	Classes Begin
Oct. 5-6, Mon/Tue	Mid-Term Reading Period (Classes Cancelled)
Oct. 14, Wed	Mountain Day (Classes Cancelled)
Nov. 5, Thr	College-Wide Symposium (Classes dismissed at 11:50 a.m.)
Nov. 13-15, Fri/Sun	Homecoming
Nov. 24, Tue	Thanksgiving Vacation Begins at end of Classes and Labor
Nov. 30, Mon	Thanksgiving Vacation Ends & Classes Resume
Dec. 10, Thr	Regular Classes End
Dec. 11, Fri	Reading Period
Dec. 13, Sun	Recognition Service for Mid-Year Graduates, 3:00
Dec. 14-17, Mon/Thr	Final Examinations
Dec. 17, Thr	Fall Term Ends

SHORT TERM 2010

Jan. 4, Mon	Classes Begin
Jan. 18, Mon	Martin Luther King, Jr. Day (Classes Cancelled)
Jan. 29, Fri	Classes End

SPRING TERM 2010

Feb. 8, Mon	Classes Begin
Mar. 24, Wed	Mid-Term
Mar. 27, Sat	Spring Vacation Begins (Good Friday Included)
Apr. 6, Tue	Spring Vacation Ends & Classes Resume at 8 a.m.
Apr. 20, Tue	Labor Day (Classes Cancelled)
May 13, Thr	Regular Classes End
May 14, Fri	Reading Period
May 17-20, Mon/Thr	Final Examinations
May 23, Sun	Baccalaureate and Commencement Services